

811.111 (075.8)
М 20

Міністерство освіти і науки України
Криворізький державний педагогічний університет
Кафедра іноземних мов

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ ПРАКТИЧНОЇ РОБОТИ

Навчальний посібник з англійської мови
для студентів I курсу історичного факультету

Кривий Ріг
2009

811.111(075.8)

M20

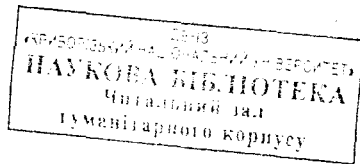
Міністерство освіти і науки України
Криворізький державний педагогічний університет
Кафедра іноземних мов

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ ПРАКТИЧНОЇ РОБОТИ

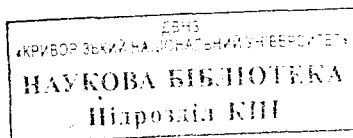
Навчальний посібник з англійської мови для студентів I курсу історичного факультету

для курсу « Іноземна мова професійного спрямування »
спеціальність « педагогіка і методика середньої освіти. Історія. »

Кількість кредитів ECTS: 6
Змістових модулів: 16
Загальна кількість годин: 324
 лабораторних – 140
 самостійна робота – 184



Освітньо-кваліфікаційний рівень: бакалавр



Рецензенти:

Кандидат педагогічних наук, професор, завідувач кафедри філології Криворізького інституту Кременчуцького університету економіки, інформаційних технологій і управління **Закутьська Л.І.**

Кандидат філологічних наук, доцент кафедри англійської філології Криворізького державного педагогічного університету **Клименко І.М.**

Малихін О. В., Токарь Л.В.

Завдання для самостійної практичної роботи. Навчальний посібник з англійської мови для студентів історичного факультету. - КДПУ, 2008.- 162с.

Навчальний посібник призначений для самостійної роботи студентів І курсу історичного факультету педагогічних університетів, які навчаються за спеціальністю „Педагогіка і методика середньої освіти. Історія”.

Мета даного посібника – допомогти студентам розвивати навички читання та оволодіння мовленнєвою компетенцією у сфері професійного спілкування. Він включає в себе додаткові тексти до лексичних тем, тексти для домашнього читання, а також тексти за фахом. Система вправ після текстів сприяє засвоєнню текстового матеріалу, активізації фахової лексики.

Посібник складено у відповідності з типовою програмою з іноземної мови для немовних спеціальностей вищих навчальних закладів. Він відповідає вимогам кредитно-модульної системи та розрахований на 90 годин самостійної роботи.

Навчальний посібник обговорено і схвалено на засіданні кафедри іноземних мов КДПУ.

Протокол № 12 від 20 травня 2008р.

Затверджено Вченою радою Криворізького державного педагогічного університету.

Протокол № _____ від _____ 2008р

ПЕРЕДМОВА

Успішна професійна діяльність педагога неможлива без оволодіння ним навичками самостійного поповнення і оновлення вже отриманих знань. Тому навчити студентів учитися, розвинути у них потребу у самоосвіті – одне з найважливіших завдань вищого педагогічного закладу сьогодні. Наполеглива цілеспрямована самостійна робота студентів у вищій школі є неодмінною умовою і запорукою виховання творчої активності майбутніх педагогів і успішного оволодіння ними обраною професією.

Впровадження кредитно-модульної системи навчання у практику вищого закладу освіти висуває нові вимоги до організації навчального процесу, адже значна частина програмного матеріалу виноситься на самостійне опрацювання студентами. У зв'язку з цим основним завданням навчально-методичної діяльності викладача стає не дорепродуктивне викладання набору готових знань, а належна організація активної самостійної діяльності студентів.

Вагомою складовою фундаментальної підготовки майбутніх педагогів з іноземної мови є впровадження у навчальний процес самостійної теоретичної і практичної роботи студентів, яка включає в себе оволодіння граматичним матеріалом, читання додаткових текстів до лексичних тем, домашнього читання текстів за фахом, а також виконання ними індивідуальних науково-дослідних завдань.

Самостійна робота з іноземної мови, за умови правильної її організації, значною мірою сприяє підвищенню рівня професійної підготовки майбутнього педагога. Всі види самостійної роботи базуються на розвитку такої важливої складової особистості як самостійність. При виконанні

самостійних завдань вона проявляється у здатності ставити перед собою мету діяльності, визначати її завдання, знаходити засоби і методи їх вирішення. У ході виконання самостійної роботи у студента розвиваються такі якості особистості як терпіння, посидючість, наполегливість у досягненні поставленої мети, працелюбність, акуратність, уважність, старанність, уміння систематизувати та узагальнювати, він навчається способом самоаналізу та самооцінки, що є, безперечно, важливим для майбутнього педагога-професіонала.

KRYVYI RIH

Speaking about my native place, the place where I was born, I'd like to mention the proverb, "East or West - home is best". And it is true wherever you live, you will remember your Motherland, your parental dwelling, your homeland. It may be either a town, a city or a small village in the mountains. Wherever you live, work, travel, in mind you'll always return to the place where you spent your childhood, because your home, your native place seems to be the dearest and the best place in the world.

For some people the Kryvyi Rih area is the most beautiful place in Ukraine. Now Kryvyi Rih is a big industrial, economic, scientific and cultural centre in the central part of Ukraine.

The territory, on which present day Kryvyi Rih is located, had been inhabited ever since distant ancient times. In the age of Early Bronze and Iron Age the Kryvyi Rih area was inhabited by various tribes of nomads, among them Scythian nomads. In the Early Middle Ages the area became the site of migration of various Turkic tribes: the Pechenigs, the Polovtsi, and from the XIII till the XVI centuries by Crimean Tatars. From the end of the XVI and till the beginning of the XVIII century the local lands belonged to the Zaporizhzhia Cossacks, while from 1711 till 1734 the land was under the rule of the Ottoman Empire.

In 1734 the Kryvyi Rih territory was joined to Russia. The first Zaporizhzhia Cossack winter settlements appeared on our ancient land and one of them brought the beginning of Kryvyi Rih.

As for the name of the town there are two different versions.

According to the widely known legend, it is said that the first settlement had been laid by a lame or Kryvyy (crooked) Cossack whose surname was Rih.

Probably, the legend was based on a real person, for Cossack Ivan Rih had indeed been elected commander (koshevyi ataman) of the Cossack camp in Zaporizhzhia Sich.

Another, scientific, explanation about the origin of the town's name has been given by a Russian scientist V.F.Zuiev, who had been in this area in 1781. He explained the origin of the town's name as the junction of two rivers forming the bend ("curved horn").

1775 is considered to be the date when the town was founded. It began from the first post station on the post road connecting Kremenchuk with Ochakiv. Now it is a town with the population of 800.000 people. It is a town of big industrial enterprises and scientific research institutions. The first attempts for a detailed exploration of the mineral wealth of the Kry vyi Rih area were made in the second half of the XVIII century.

Nowadays, ore-mining and metallurgical industries are developed here. There are 21 mines and five ore-dressing combines in the town. The Kryvyi Rih Metallurgical Works is one of the largest and the best equipped enterprises of this kind in our country. In the years of its operations the works supplied hundreds million tons of pig iron, steel and rolled stock. The production effectiveness at the works, mines, factories is constantly growing.

Kryvyi Rih is not only a well-known industrial giant, but a green modern town, an important cultural centre in the central part of Ukraine. The town has dozens of secondary specialized and vocational schools and some schools of higher learning among them Technical University, Metallurgical Academy, Pedagogical University and others. There are several residential areas in our town. Every district has schools, kindergartens, shops and everyday services. There are also many public gardens and parks where people can rest and enjoy themselves. A big modern circus and Drama theatre are visited by residents and guests of our town.

As for traffic facilities in Kryvyi Rih we can see many buses, trolley-buses, trams and cars running along the streets. There is also high speed tram in our town.

The most urgent problem in Kryvyi Rih is ecology. The pollution is caused by our plants, mines and town traffic. Of course, we mustn't damage nature, we have to protect it in order to save our lives and future generations.

TEST YOURSELF

1. Translate from English into Ukrainian:

to spend one's childhood, native place, in the whole world, scientific centre, ancient times, to inhabit, various tribes, Scythian nomads, local lands, Ottoman Empire, winter settlements, mineral wealth, industrial giant, schools of higher learning, traffic facilities, urgent problem.

2. Translate from Ukrainian into English:

Знаходитись, прислів'я, батьківська домівка, бути під владою, науково-дослідницький заклад, гірничо-збагачувальний комбінат, забруднення, зона відпочинку, оснащувати, з'єднання двох річок, наукове пояснення, шахта, обирати, походження назви міста, завдавати збитків.

3. Arrange the following words in pairs according to:

a) similar meaning:

situated, town, state, century, area, fine, factory, many, beautiful, higher school, region, a lot of, country, myth, located, city, age, plant, institute, to explain, legend, to make clear.

b) opposite meaning:

town, to travel, beautiful, industrial, to begin, different, few, to connect, large, wealth, important, resident, small, to live, to finish, the same, agriculture, modern, ugly, guest, village, unimportant, to separate, poverty, many.

4. Form and memorize the Past Indefinite and the Past Participle of the following verbs. Translate them.

to speak, to bear, to remember, to live, to work, to travel, to spend, to become, to begin, to give, to bring, to make, to develop, to leave, to found, to find, to see.

5. Make up sentences of the following words:

- 1) Our, inseparable, the history, town, from, of, is, the history, Ukraine, of.
- 2) Busy, parks, buildings, a city, it, streets, large, is, of beautiful, and.
- 3) Ore-mining, here, are, industries, developed, metallurgical, and.
- 4) Kryvyi Rih, of, largest, one, is, the, thought, of, centers, Ukraine, scientific, in.
- 5) Our, a busy, town, on, day, especially, market, is quite, when, come, to buy or sell, the farmers.
- 6) Kyiv, in, area, and, Paris, equals, two-thirds, of, it, almost, are, parks, gardens, boulevards, and.
- 7) Ukrainian people, and, independence, the struggle, of, the, for, liberty, long and hard, has been.

6. Insert articles where necessary:

... date of... "birth" of Kyiv is 482. Kyi, ... prince of... Slavic tribe is considered ... city founder. According to ... widely-known ... legend, ... Kyiv was founded by ... three brothers, Kyi, Shchek, Khoriv, and their sister, Lybid. In ... 9th century Kyiv became ... important political, religious, crafts and trading centre of ... Ukraine. In ... 988 Prince Volodymyr introduced ... Christianity as ... official state religion.

In 1019 Prince Yaroslav, called ... Wise, ascended to ... throne and began promoting ... cultural and educational development of ... city. Construction of St. Sophia's Cathedral began in 1017. In 1051 the Kyiv Cave Monastery, which

became ... most important religious and ... cultural centre in ... Kyivan Rus, was founded.

After ... death of... Yaroslav ... Wise battles for ... throne of Kyiv ensued. In 1240 Kyiv was almost destroyed. In 1362 ... city came under ... control of Lithuanian state. During ... 14th-15th centuries Kyiv was rebuilt.

ON NOT KNOWING ENGLISH

(after "How to Be an Alien " by G. Mikes)

When I first came to England in 1938 I thought I knew English fairly well. In Europe my English proved quite sufficient.

In England I found two difficulties. First: I did not understand people, and secondly: they did not understand me. It was easier with written texts. Whenever I read a leading article in *The Times*, I understood everything perfectly well, except that I could never make out whether *The Times* was for or against something. In those days I put this down to my lack of knowledge of English.

The first step in my progress was when people started understanding me while I still could not understand them. This was the most talkative period of my life. I reached the stage of intelligibility fairly quickly, thanks to a friend of mine who discovered an important linguistic secret, namely that the English mutter and mumble. Once we noticed a sausage like thing in a shop window marked pork brawn. We mistook it for a Continental kind of sausage and decided to buy some for our supper. We entered the shop and I said: "A quarter of pork brawn, please". "What was that?", asked the shopkeeper looking scared. "A quarter of pork brawn, please" I repeated, still with a certain nonchalance. I repeated it again. I repeated it a dozen times with no success. I talked slowly and softly; I talked as one talks to the deaf and finally I tried baby-talk. The shopkeeper still had no idea whether we wanted to buy or sell

something. Then my friend had a brain-wave. "Leave it to me", he said and started mumbling under his nose in a hardly audible manner. The shopkeeper's eyes lit up: "I see", he said happily, "you want a quarter of pork brawn. Why didn't you say so?"

But time passed and my knowledge and understanding of English grew slowly. Until the time came when I began to be very proud of my knowledge of English. Luckily, every now and then one goes through a sobering experience which teaches one to be more humble. Some years ago my mother came here on a visit. She expressed her wish to take English lessons at an LCC class. I accompanied her to the school and we were received by a commissionaire. I said that we were interested in the class for beginners. I received all the necessary information and conducted a lengthy conversation with the man, in the belief that my English sounded idiomatic. Finally, I paid the fees for my mother. He looked at me with astonishment and asked: "Only for one? And what about you?"

TEST YOURSELF

I. Find in the text equivalents for the following words and phrases:

Добре знати, цілком достатньо, зрозуміти що-небудь, бути за і проти, зляканий, блискача ідея, вести довгу розмову, скромний, плата за навчання, завдяки комусь, повільно рости, зрозумілість, безтурботність, відсутність чого-небудь.

II. Answer the questions.

1. When was it that George thought he knew English fairly well?
2. What difficulties did he come across in England?
3. Did he understand "*The Times*"? And what could he never make out?
4. Which was the most talkative period of his life?
5. What did George want to buy for supper? And how did he speak to the shopkeeper?

6. What did he begin to be very proud of?
7. What wish did George's mother express?
8. Whom did he conduct a lengthy conversation with?
9. Why was the commissionaire surprised when George paid the fees for his mother?

HOW TO EDUCATE A CHILD

(After "My Family and Other Animals " by Gerald Durrell)

Gerry is ten years old when he and his family leave England to go and live on the Greek' island of Corfu.

Hardly had we settled into the Strawberry-pink Villa when Mother decided that I was running wild, and that it was necessary for me to have some sort of education. But where to find this one on a remote Greek island? As usual when a problem arose, the entire family flung itself with enthusiasm into the task of solving it. Each member had his or her own idea of what was best for me.

"Plenty of time for him to learn", said Leslie, "after all he can read, can't he? I can teach him to shoot, and if we buy a boat I can teach him to sail".

"But dear, that wouldn't really be much use to him later on". Mother pointed out adding vaguely, "unless he was going into the Merchant Navy or something".

"I think its essential that he learns to dance", said Margo, "or else he'll grow up into one of these awful tongue-tied idiots".

"Yes, dear, but he doesn't need to learn that sort of thing till later. He should get some sort of grounding in things like mathematics and French and his spelling's awful".

"Literature", said Larry, with conviction, "that's what he wants, a good solid grounding in literature. The rest will follow naturally. I've been encouraging him to read some good stuff.

"But don't you think Rabelais is a little old for him?" asked Mother doubtfully.

"What he wants is a healthy outdoor life, if he takes up shooting and sailing..." began Leslie.

"Oh, stop talking like a bishop you'll be in favour of cold baths next".

"Now, now, there's no sense in fighting", said Mother. "Gerry needs educating, and what we want is someone who can teach him and who'll encourage him in his interests".

"He appears to have only one interest", said Larry bitterly, "and that's this awful urge to fill things with animal life. I don't think he ought to be encouraged in that, I went to light a cigarette only this morning, and a great bumble-bee flew out of the box".

"It was a grasshopper with me", said Leslie gloomily.

"Yes, I think this sort of thing ought to be stopped", said Margo.

"He doesn't mean any harm, poor little chap", said Mother pacifically.

"I wouldn't mind being attacked by bumblebees, if it led anywhere," Larry pointed out. "But its just a phase he'll grow out of it by the time he's fourteen".

"He's been in this phase from the age of two", said Mother, "and he's showing no signs of growing out of it", "Well, if you insist on stuffing him full of useless information, George can have a shot at teaching him", said Larry.

"That's a brain-wave!", said Mother delightedly.

TEST YOURSELF

I. For each sentences place the best answer in the space provided:

1) Mother decided that it was necessary for his son _____

- (a) to obtain all-round education;
- (b) to have some sort of education;
- (c) to specialize in some technical sciences.

2) The boy's family lived _____

- (a) in the USA;
- (b) on the Greek island of Corfu;
- (c) in England.

3) Leslie proposed to teach the boy _____

- (a) to swim and dance;
- (b) to shoot and sail;
- (c) to write compositions.

4) Margo suggested the boy _____

- (a) learning to dance;
- (b) mastering maths;
- (c) writing poems.

5) Larry wanted the boy to _____

- (a) learn foreign languages;
- (b) master literature;
- (c) draw pictures.

6) Finally one person was chosen to teach Garry, it was obviously _____

- (a) Leslie;
- (b) George;
- (c) Larry.

II. Put six different questions to the text.

UKRAINE IN EARLY DAYS

Early days. Human beings have lived in the Ukraine Region for about 300,000 years. One of the earliest cultures was that of the **Trypillians** /Three Fields Region/, who lived in southwestern Ukraine from about 4000 to 2000 B.C. The Trypillians raised crops for a living, decorated pottery, and made drills for boring holes in wood and stone. By about 1500 B.C., nomadic herders occupied the region. They included a warlike, horse-riding people called the Cimmerians. The Scythians, a people from Central Asia, conquered the Cimmerians about 700 B.C. Between 700 and 600 B.C. **Greeks** started colonies on the northern coast of the Black Sea. But the Scythians controlled most of the region until 200 B.C. when they fell to the **Sarmatians**. The region was invaded by **Germanic** tribes in A.D. 270 and by the **Huns**, an Asian people, in 375.

Kyivan Rus. During the A.D. 800's, a Slavic civilization called Rus grew up at Kyiv. Kyiv became the first of the East Slavic states and was known as Kyivan Rus. Scandinavian merchant warriors called Varangians or Vikings played a part in organizing the East Slavic tribes into Kyivan Rus. Oleg, a Varangian, became its first ruler in 882. During the 900's, other states recognized Kyiv's leadership. Volodymyr I, the ruler of the Russian city of Novgorod, conquered Kyivan Rus in 980. Under his rule, the state became a political, economic and cultural power in Europe. About 988, Volodymyr became a Christian and made Christianity the state religion. Before the East Slaves became Christians, they had worshiped idols and nature spirits. In

1240, Mongol tribes swept across the Ukrainian plains from the east and conquered the region.

Lithuanian and Polish rule. After the fall of Kyivan Rus, several principalities developed in the Ukrainian region. The state of **Galicia-Volhynia** grew. In the 1300's, however, **Poland** took control of Galicia, **Lithuania** seized Volhynia and later, Kyiv. Under Polish and Lithuanian rule, Ukrainian peasants were bound to the land as serfs. By 1569, Poland ruled all over the region. Many discontented peasants joined bands of independent soldiers that became known as Cossacks /Free Men/. They occupied the territory that lay between the Poles and the Tatars and known as the **Zaporizhyan Sich** /Host/. In 1648 the Cossack leader **Bohdan Khmelnytsky** led an uprising that freed Ukraine from Polish control. In 1654, Bohdan Khmelnytsky formed an alliance with the czar of Russia against Poland.

Russian rule. Ukraine was divided between Poland and Russia in 1667. Poland gained control of lands west of the Dnieper /Dnipro/ River while Ukrainian lands east of the Dnieper had self-rule but came under Russian protection. By 1764, Russia abolished Ukrainian self-rule. In the 1790's, Russia gained control of all of Ukraine except Galicia, which Austria ruled from 1772 until 1918. Russia favoured its language and culture over Ukrainians. From 1863 to 1905, it banned publications in Ukrainian. In 1918, the Ukrainians formed an independent country called the **Ukrainian People's Republic**. Russia, however, had superior military power and seized eastern and central Ukraine by 1920. The rest of Ukraine came under Polish, Czechoslovak, and Romanian control.

In the 1930's privately owned farms were taken and combined into larger, state-run farms. This program, called **collectivization**, brought great hardship to Ukraine's people. Several hundred thousand Ukrainian farmers resisted the seizure of their land and were sent to prison labour camps in Siberia or Central Asia. In 1932 and 1933 grain and food were taken from people's homes, causing a major famine. Between 5 and 7 million Ukrainians died of **starvation**.

World War II. Nazi Germany occupied Ukraine from mid-1941 to mid-1944. About 5 million civilians were killed during the war. The Ukrainian Insurgent Army, a force of about 40,000 soldiers fought both Germany and the Soviet Union for Ukrainian independence. In 1945, the Soviet Union had taken control of many parts of Ukraine that had belonged to Poland, Czechoslovakia and Romania. In 1954 Russia transferred control of Crimea to Ukraine.

In 1986 nuclear fallout from the **Chernobyl** accident caused high rates of deaths, cancer and other illnesses.

On July 16, 1990 the Supreme Council of Ukraine adopted the **Declaration on State Sovereignty of Ukraine**. The failed coup in 1991 in Moscow renewed demands for self-rule in Ukraine. On December 1, 1991 over 90 percent of Ukrainians voted in favour of independence. L.M. Kravchuk was elected **President**. On December 25, 1991, the Soviet Union was dissolved. In 1994, Leonid D. Kuchma was elected and in 1999 re-elected as Ukraine's president. In 1992-93 L.D. Kuchma was Prime Minister in L.M. Kravchuk's Cabinet. He resigned that position after his efforts to introduce **economic reforms** were blocked by the parliament. During the presidential campaign, L.D. Kuchma called for reestablishing the close economic ties, especially with Russia, as a way of improving the ailing Ukrainian economy.

TEST YOURSELF

I. Use the words to complete the sentences.

(Greeks, Christianity, Trypillians, independence, Galicia)

1. The _____ lived in southwestern Ukraine 4000 B.C.
2. _____ started colonies on the coast of the Black Sea.
3. Volodymyr I made _____ the state religion.
4. Austria ruled _____ from 1772 until 1918.
5. Ukrainians voted in favour of _____.

II. Look through the text of Ukraine's history and add the new facts you came

to know at the lesson of History of Ukraine.

III. Answer the questions.

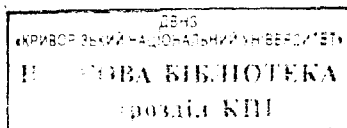
1. Where did Trypillians live?
2. Where did the Scythians come from?
3. Who conquered Kyivan Rus in 980?
4. When was the Ukrainian People's Republic formed?
5. What brought collectivization to Ukraine's people?

IV. Put the sentences in the passive voice.

- 654194
1. The region /invade/ _____ by Germanic tribes in A.D. 270.
 2. Ukrainian peasants /bind/ _____ to the land as serfs.
 3. Ukraine /divide/ _____ between Poland and Russia in 1667.
 4. Ukrainian farmers resisted the seizure of their land and /send/ _____ to prison labour camps in Siberia.
 5. L.M. Kravchuk /elect/ _____ President.

FROM THE HISTORY OF KYIV

Askold /7-8S2/ and Dir /?-882/ were legendary Princes of Kyiv. They campaigned against Byzantium in 860. They were killed by Oleh in 882. Oleh 77-9127 is the first historically known Prince of the Kyivan Rus. He ruled in Novhorod in 879 and since 882 in Kyiv. In 907 he campaigned against Byzantium and in 911 concluded a treaty with it. He died in 912.



Ihor /7-94S/ became the grand prince of Kyiv in 912. In 941 and 944 he campaigned against Byzantium and concluded a treaty. He was killed by the Drevlians while gathering contributions.

Sviatoslav /?-972/ was son of Dior and Prince of Kyiv. In 965 he defeated the Khazar kaganate, and campaigned against the Volga Bulgars. In 968 and 971 he campaigned against Bulgaria Sviatoslav was killed by Pechenegs in 972.

Yaropolk /7-980/ was the son of Sviatoslav and Prince of Kyiv in 972-80. He was killed by his brother Volodymyr.

Volodymyr the Great /956-1015/ was the son of Sviatoslav and Malusha. He was Grand Prince of Kyiv from 980. Volodymyr was father of 11 princes by 5 wives. His sons were Sviatopolk I 7ca980-1019/, Yaroslav the Wise /978-1054/, Mstyslav /7-1036/, Borys and Hlib /7-1015/.

In 977 a struggle for power broke out among ^Sviatoslav's sons. Yaropolk forced Volodymyr to flee to Scandinavia In 980 Volodymyr returned to Rus, and expelled Yaropolk from Novhorod. Later he captured Kyiv and murdered Yaropolk. He became the Grand Prince and married Yaropolk's Greek widow. Volodymyr attributed his victory over Yaropolk to the support of pagan forces. He had erected idols of Perun, Khors, Dazhboh on a hill. Over the next 35 years Volodymyr expanded the borders of Kyiv Rus and turned it into a powerful state. He united the East Slavic tribes and installed his sons to govern them. In 983 he gained access to the Baltic Sea. In 985 he defeated the Khazars and Volga Bulgars.

In December 987 Volodymyr adopted Chritianity In August 988 population of Rus was slowly converted. Volodymyr ordered to destroy all pagan idols and married Anna 77-10117, the sister of Byzantine emperor Basil II7958-10257. Byzantium introduced in Rus Byzantine art, education and literature. The first schools and churches were built. The adoption of Christianity facilitated the unification of the Rus tribes.

After Anna's death in 1011 Volodymyr married the daughter of Caunt Kuno von Enningen. His sons Sviatopolk of Turiv and Yaroslav of Novgorod

challenged his rule. Having defeated Sviatopolk, Volodymyr died in 1015 while preparing campaign against Yaroslav. He was buried in the Church of Tithes and succeeded by Sviatopolk. Volodymyr was canonized after 1240 as "the holy, equal to Apostles, grand prince of Kyiv". There are monuments to Volodymyr in Kyiv and London.

Sviatopolk the Damned 980-1017 killed his three brothers and became the Prince of Kyiv in 1015-18. He was driven out by his brother Yaroslav. In 1018 he came back with the Poles and Pechenegs and captured Kyiv but was defeated. He was killed on his way to escape to Poland.

Yaroslav the Wise 978-1054 was prince of Kyiv from 1019. He was father of 7 princes including Iziaslav, Sviatoslav and Vsevolod. He ruled Novgorod in 1010 and rebelled against his father by refusing to pay the tribute. He waged war against his brother Yaroslav for the Kyiv throne. After his brother Mstislav's death in 1036 he annexed his lands and became the ruler of Kyiv Rus. To defend his state Yaroslav built fortifications and outposts. In 1037 he defeated Pechenegs and initiated construction of St. Sophia to commemorate the Victory. Over 400 churches were built in Kyiv alone. Kyiv was entered through the Golden, Polish and Jewish Gates and St. Sophia stood in the center. He founded a primary school and library at the St Sophia's. Yaroslav introduced primogeniture - his eldest son was to succeed him. The other sons had to rule their own lands. As a result Kyiv Rus would never again be united. Iziaslav 1024-787. He was grand Prince of Kyiv in 1054-68, 1069-73, 1077-78. He was driven away by people and his brothers but returned with the help of foreign troops. **Sviatoslav II** (1022-767). He became Prince of Kyiv in 1073.

Vsevolod 1030-937 he became Prince of Kyiv in 1078. He married the daughter of the Byzantine emperor Constantine Monomakh. Their son Volodymyr II Monomakh 1053-11257 became Grand Prince of Kyiv in 1113. Volodymyr Monomakh called for the unity of Kyiv Rus. In 1074 he married Gytha, the daughter of the English king Harold II. The son of Volodymyr Monomakh **Yuri**

the Long-armed (?- 1157) tried to seize Kyiv and Pereyaslav /for this was nicknamed Long-armed/. He is believed to be the founder of Moscow. He became the Grand Prince of Kyiv in 1149-51, and 1155-57. In 1156 he fortified Moscow. Yuri Long-armed is believed to be poisoned by boyars. He was buried in Kyiv.

TEST YOURSELF

I. Use the words to complete the sentences.

(Primary school, princes, long-armed, Christianity, unity)

1. Askold and Dir were legendary _____ of Kyiv.
2. Grand Prince Volodymyr adopted _____.
3. Yaroslav the Wise founded a _____ and library at the St Sophia's.
4. Volodymyr Monomakh called for the _____ of Kyiv Rus.
5. Yuri the _____ tried to seize Kyiv and Pereyaslav.

II. Match the lines.

- | | |
|--------------------------|---|
| 1. Sviatoslav | is the first historically known Prince of the Kyivan Rus. |
| 2. Volodymyr the Great | was killed by Drevlians while gathering contributions |
| 3. Oleh | was killed by Pechenegs. |
| 4. Sviatopolk the Damned | was the son of Sviatoslav and Prince of Kyiv. |
| 5. Ihor | was father of 11 princes by 5 wives. |
| 6. Yaropolk | killed his three brothers. |
| 7. Sviatoslav | initiated construction of St. Sophia. |
| 8. Iziaslav | was driven away by the people of Kyiv his brothers. |
| 9. Yaroslav the Wise | became Prince of Kyiv in 1073. |
| 10. Vsevolod I | married the daughter of the Byzantine emperor Constantine II. |
| 11. Yuri the Long-armed | called for the unity of Kyiv Rus. |

12. Volodymyr II Monomakh tried to seize Kyiv and Pereyaslav.

III. Answer the questions.

1. Why did Prince Volodymyr adopt Christianity?
2. Who initiated construction of St. Sophia's?
3. Why was Sviatopolk named the Damned?
4. Why Prince Yuri was nicknamed Long-armed?
5. Who is believed to be the founder of Moscow?

FROM THE HISTORY OF UKRAINE

The famous Cossacks appeared in the 16th century. They undertook the defence of the Ukrainian people. The **original Cossacks** were adventurous serfs who had fled their masters and banded together in the southern Ukrainian steppes. They lived in a no-man's land between Poland, Muskovy, and the Crimean Khanate. The Cossack host was large and strong enough to offer protection to the growing communities of free peasants. In 1557, the Cossacks built a permanent fortress, the **Zaporizhian Sich** /Host/, where they lived in a strict military brotherhood. From the Sich they launched their raids against the Crimean Khanate and the Turkish Empire.

They protected the free peasantry of southern Ukraine against Polish landlords and Tatar slave trades. Soon their bravery and military skill won renown throughout Europe and Cossacks were hired as mercenaries by European rulers. The Polish kings also began to use Cossack detachments in their armies. These **"registered* Cossacks** didn't pay taxes and were permitted self-government in their lands. The great majority of the Cossacks remained outside government

service. They joined with the bulk of the Ukrainian peasantry in revolts against the yoke of Polish nobility.

These revolts reached their climax in the Cossack War of 1648. Led by Hetman **Bohdan Khmelnytsky** the Cossacks, after victories over the Polish armies, became the masters of Ukraine. The Yellow Water Battle and Korsun Battle of 1648 came into history of Ukraine and Cossack Glory. Bohdan Khmelnytsky believed in the possibility of Polish -Ukrainian Commonwealth and signed a **peace treaty** with the Polish king in 1649. The treaty left the administration of Ukrainian lands in the hands of the Ukrainian Orthodox gentry but the Polish landlords retained their former possessions. In 1651, friction between the Polish nobility and the Ukrainian Cossacks led to open warfare. The Polish nobles who had rebuilt their armies were now bent on the complete destruction of Ukrainian autonomy and Cossack freedoms. His dream of a union destroyed, Bohdan Khmelnytsky sought to sever Ukraine from Poland altogether. It was in this plan that he agreed to place Ukraine under the protection of the Muscovite Czar. The **Treaty of Pereyaslav**, concluded between Ukraine and Russia in 1654, began a new chapter in the History of Ukraine. Soon, misunderstandings between Russia and Ukraine arose. The Cossacks didn't want to give up their independence, as the Russian government wanted to subvert it. As a result, Bohdan Khmelnytsky began to seek out other allies, but his search was cut short by his death in 1657. No strong leader came to take Khmelnytsky's place and a period of chaos ensued.

The war between Poland and Russia split the Cossacks and Ukrainian population. They had to decide where to seek the protection - from the Russians, the Poles or the Turks. In 1667, the Russo-Polish war ended with the **Treaty of Andrusovo**. According to the Treaty Ukrainian territory on the western side of the Dnieper River remained under the supervision of the Polish crown. The area on the left side was placed under the protection of the Russian Tsar. Though the two parts of Ukraine were granted autonomous status, in fact both Russia and

Poland weakened Ukrainian autonomy. Russia stationed Russian troops on the Ukrainian lands. The Ukrainian Orthodox Church had to recognize the supreme authority of the Patriarch of Moscow. Unfortunate was the fate of the Ukrainian land within the Polish State. The disintegration of the royal authority and the brutal treatment of the peasantry by the Polish nobility resulted in peasant uprisings and depopulation of these lands. Only in the southern reaches of the Dnieper region around the Cossack fortress of the Sich did the Ukrainian people continue to live a free life. But soon even this remote part fell to the powerful Russian State.

Russo-Swedish War of the first decades offered Ukraine an opportunity to free itself from Russia. Ukrainian hetman Mazepa joined with the Swedish king Charles XII but the Russian victory at Poltava in 1709 left Ukraine at the mercy of the Russian tsar. In 1709 the **Zaporizhyan Sich** was ruined and part of the Cossacks passed over to the Crimean Khanate. They founded there **Oleshkivska Sich** /near modern Kherson/. Only in 1734 they were allowed to return and found Nova Sich on the Pidpilna River / now village Pokrovske in Dnepropetrovsk Region/. In the course of the revolts in Zaporizhya and the Pugachov uprising in 1775, Catherine II destroyed the Sich, dispersed freedom-loving Cossacks and enserfed the Ukrainian peasantry. Part of the Cossacks escaped to the Trans-Danube lands under control of Turkey and founded there **Trans-Danube Sich** /1775-1828/. When the Russo-Turkish war /1828-29/ broke the Trans-Danube Cossacks refused to fight against Russia. On May 18, 1828 the Cossacks headed by their Ataman passed on the side of Russia. After the war the Cossacks were reorganized in the **Azov" Cossack Army**.

Following the partitions of Poland /1772-1793-1795/ most of the Ukrainian lands were incorporated into the **Russian Empire**. The Western portion of Ukraine was absorbed by the **Austrian Empire**. Thus, all remnants of Ukraine's autonomy were annihilated and her lands became simply the provinces of the two great empires.

In the Independent Ukraine the Cossack glory is cherished. In 1990 to mark the 500 anniversary of Zaporizhyan Sich there was a great holiday **Days of Cossack Glory** with initiation into young Cossacks under supervision of new Cossack Hetman of Ukraine.

TEST YOURSELF

I. Use the words from the text to complete the sentences.

1. The original _____ were adventurous serfs.
2. The Cossacks built a permanent _____, the Zaporizhyan Sich.
3. Bohdan Khmelnytsky sought _____ to Ukraine from Poland.
4. The "registered" Cossacks were permitted _____ in their lands.
5. The young Ukrainians were _____ into Cossacks _____ during the Days of Cossack Glory.

II. Answer the questions.

1. Who were the original Cossacks?
2. Where did the Cossacks build a permanent fortress?
3. Who were the registered Cossacks?
4. What is the Treaty of Pereyaslav?
5. What do you know about the Cossacks at present?

III. Read the passage from the novel and find out the name of the author and the name of the novel.

"... I wish to tell you, gentlemen, what our comradeship is. You have heard from your fathers and grandfathers how highly esteemed our country has been by all: it caused itself to be known to the Greeks in Constantinople, we had our own

Christian princes! Of all this we have been robbed! We alone remain as our dear poor land. At such a time, my friends, we joined hands in brotherhood. This is what our comradeship stands upon. *No ties are stronger and holier than those of comradeship are!*"

IV. Translate into Ukrainian the Cossacks mottoes.

To the Cossack Glory! To the Orthodox Faith! To all Christians! To our Sich!
To the Cossack spirit!

V. Read a passage from the novel; find out who says these words and what is the idea of the passage.

"... Just turn around, my son! What fun you make! Is everybody in the Academy clad like you are? You are in need of different mother, now! Do you see the saber? From now on, it is your mother. Everything that has been stuffed into your heads is rubbish...Academy, all books... That's all nonsense! A real school and science is in Zaporizhya! That's the solitary place where one can learn wit."

PROJECT *To the Cossack Glory!*

Find more facts about the Zaporizhyan Cossacks and make a report on them.

Khortytsia Island is the largest island in the Dnieper River. It is 12 km long and 2.5 km wide. The island was located on the route "from Varangians to the Greeks". The island played an important role in the Cossack wars. In 1552 Prince D. Vyshnevetskyi built a Cossack fortress on Mala Khortytsia Island. It served as a bulwark against various invaders. Now the Island is a historical-cultural preserve. Dmytro Vyshnevetskyi /d.1563/ was the first Ukrainian Cossack Ataman. He was a landowner in Volhynia and headman of Cherkasy and Kaniv. He recruited Cossacks for war against the invaders. On the island of Mala

Khortytsia he built a fortress which became a foundation of the Zaporizhzhian Sich. In 1563 Dmytro Vyshnevetskyi was defeated in Moldova and taken prisoner by the Turks. He was executed in Istanbul on October 29, 1563. He is believed to be the hero of the folk songs about Baida.

BOHDAN KHMELNYTSKYI – THE HETMAN OF UKRAINE

Bohdan Khmelnytskyi was the first Hetman and the Head of the State. He was the Supreme commander of the Cossack Army, the top legislator and the supreme judge. Bohdan Khmelnytskyi was the founder of the Hetman State /1648-1782/.

Bohdan /Fedir/ Zinovii Khmelnytskyi was born ca 1595-6 in the family of Mykhailo Khmelnytskyi, an officer under the Polish Crown, his mother was of the Cossack descent. He received his elementary schooling in Ukrainian and higher education in Polish /probably in Lviv/. He spoke Polish, Latin, Turkish, Tatar and French. In 1620 in the battle of Cecora he lost his father and was captured by the Turks. He spent two years in Istanbul. In 1622 he was ransomed by his mother. He returned to Ukraine and joined the Registered Cossacks. In 1627 he married a Cossack's daughter Hanna Somko and settled in his estate in Subotiv near Chyhyryn. In 1637 he took part in the Cossack uprising under the Hetman of the Unregistered Cossacks Pavlo Pavliuk. In 1638 he became a military Chancellor.

In 1638 the Polish king revoked the autonomy of the Zaporizhzhian Sich. The Registered Cossacks were placed under direct Polish military command in Ukraine. B. Khmelnytskyi became a Captain of Chyhyryn regiment. With a

Cossack delegation he visited Warsaw with a petition to restore the Cossack privileges. Seven years B. Khmelnytskyi spent in his estate in Subotiv. In 1645 he served with a detachment of the Cossacks /2500 men/ in France and probably took part in the battle of Dunkirk. His reputation for leadership became known and king Wladislaw turned to him to obtain the support of the Zaporizhzhian Cossacks.

In 1646 B. Khmelnytskyi received a royal title to Subotiv. In spite of this fact, the Chyhyryn vicegerent Czaplynskyi raided the estate,. B. Khmelnytskyi's small son Yurii /1641-85A was severely beaten at the marketplace. His wife died in 1647. In December 1647 B. Khmelnytskyi departed for Zaporizhzhia with a small detachment /up to 500 men/. There he was elected Hetman. In 1648 a new Cossack uprising began and turned into a national struggle for independence under outstanding military and political leadership of B. Khmelnytskyi. The Cossacks defeated Ifie~Folish troops at the battle of **Zhovti Vody** and the battle of **Korsun**. After the battle, of **Pyliava** /now a village in Khmelnytskyi region/ the Cossacks /100,000 men/ defeated the Polish troops /140.000 men/ and besieged ^Lviv. In November 1648 the Polish government signed an armistice.. B. Khmelnytskyi signed a treaty with the Crimean Khan Islam-Ghirei /1604-1654/.In 1649 B. Khmelnytskyi married Matrona, the former wife of his enemy D.Chaplynskyi. In spring 1649 the war began again. In the Battle of **Zboriv** the Polish troops were defeated. In 1650 B.Khmelnytskyi led a campaign against the Hospodar of Moldova V. Lupul and made him sign a treaty with the Hetman government. On June 18, 1651 the battle of **Berestechko** /Volhynia/ began. On June 20, the ally of B. Khmelnytskyi Khan Islam Ghirei took B. Khmelnytskyi as a prisoner and withdrew to the Crimea. The Cossacks were encircled by the Polish troops.

Only on June 30 the Cossacks under I. Bogun broke the encirclement and withdrew to Kyiv. In 1651 while B. Khmelnytskyi was away his wife Matrona was executed by Khmelnytskyi's son Tymish /1632-1653/ for conspiracy. In the summer of 1651 B. Khmelnytskyi married Hanna Zolotarenko, a Cossack woman from Korsun.

On September 18, 1651, B. Khmelnytskyi had to sign the treaty of **Bila Tserkva**. Ukraine had to be under the Polish rule again. The number of the Registered Cossacks reduced from 40,000 to 20,000. On June 1-2, 1652, in the battle near the **Batih Mount** /now v. Chetvertynivka in Vinnytsia region/ the Cossack Army under B. Khmelnytskyi defeated the army /20,000 men/ of the Polish Crown Hetman M. Kalynovsky who fell in the battle.

In spring 1653, the Cossacks under B. Khmelnytskyi together with the Crimean Tatars circled the Polish army at **Zhvanets** /now in Khmelnytskyi region/. The Crimean Khan signed an armistice with Poland.

In 1653 the Zemsky Sobor in Moscow adopted the decision about the reunification of the Ukraine with Russia.

On January 8, 1654 the **Pereiaslav Rada** /Council/ took place and confirmed the reunification of the Ukraine with Russia.

On September 12, 1653, the elder son of Bohdan Khmelnytskyi, Tymish, was deadly wounded in the battle during the Suchava /now in Romania/ defence under his command. He died on September 15 and the Cossacks had to retreat. Hetman Bohdan Khmelnytskyi, the founder of the Cossack Hetman State died on August 6, 1657. He was buried in St.Elijah's Church in Subotiv, which he himself had built.

TEST YOURSELF

I. Use the words from the text to complete the sentences.

1. Bohdan Khmelnytskyi was the first _____ and the Head of the State.
2. He was the Supreme _____ of the Cossack Army.
3. Bohdan Khmelnytskyi was the founder of the _____.
4. Bohdan Khmelnytskyi was in the family of an officer under the _____ Crown.
5. His mother was of the _____ descent.

6. He received his elementary schooling in _____ and higher education in Polish.
7. He spoke Polish, Latin, Turkish, Tatar and _____.
8. In 1620 in the battle of Cecora he lost his father and was captured by the _____.
9. He spent two years in _____.
10. In 1622 he was ransomed by his _____.

II. Complete the sentences.

In the battle of Zhovti Vody ...

In the battle of Korsun ...

In the battle of Pyliava ...

In the battle of Zboriv ...

In the battle of Berestechko ...

In the battle near the Batih Mount ...

III. Answer the questions.

1. Who revoked the autonomy of the Zaporizhzhian Sich?
2. Why did B. Khmelnytskyi visit Warsaw with a Cossack delegation?
3. Did B. Khmelnytskyi serve in France?
4. When did the Pereiaslav Rada take place?
5. Where was Hetman Bohdan Khmelnytskyi buried?

FROM THE HISTORY OF KYIV

Kyiv /population 2,616,000/ is the capital and largest city of Ukraine and one of the most beautiful cities in Europe. The city is also the political, economic, and

cultural center of Ukraine. It lies in north-central Ukraine on the Dnieper /Dnipro/ River, in a rich agricultural and industrial region.

The central area of Kyiv lies on the hilly western bank of the Dnieper. There buildings dating from the Middle Ages to the present stand near each other. Landmarks of Kyiv include **St. Sophia's Cathedral** and the **Golden Gate** of Yaroslav the Wise, both completed in 1037. The **Monastery of the Caves**, which has a network of catacombs, also dates from the Middle Ages. **Mariinsky Palace** and the **Church of St. Andrew**, both built during the mid-1700's, are important examples of the architecture of that period.

Kyiv is known for its attractive parks and famous Main Boulevard, **Khreshchatyk Street**. The city has a number of colleges, universities, and research institutes. Kyiv also has many museums and theatres. Kyiv is a major manufacturing and transportation center. Its chief products include chemicals, clothing, footwear, instruments, and machinery. The city is an important highway and railroad junction, an air transportation hub, and a busy river port.

Kyiv's beginnings go back to the Stone Age. There is a **legend** about founding of Kyiv. Once there were three brothers, Kyi, Shchek and Khoriv, and they had a young sister Lybed. They founded a city on the hills and called it Kyiv after the eldest brother. It is believed that Kyi did exist - that he was a Prince of the Poliane tribe and lived in the 7th c.

The city was founded by Slavic people, possibly as early as the A.D. 400's. In 882 Prince **Oleg** of Novgorod, having seized Kyiv, was known to have said: "This will be the mother of all Russian towns!" The Novgorod principality united with that of Kyiv, and the town was made the capital of a unified Russian state. Kyiv prospered as a trading center and, during the late 800's became famous as the capital of the first East Slavic State, called **Kyivan Rus**. By the 1000's, Kyiv was one of Europe's greatest centers of commerce and culture and known as the rival of Constantinople.

Kyiv remained the capital for nearly three centuries. Gradually other feudal centers came into being. The independent princes undermined the authority of the Grand Duke of Kyiv and led to disintegration.

In December 1240 the Mongol-Tatar forces led by **Khan Batu** besieged Kyiv. Mongol invaders destroyed much of the city in 1240. It was only by a miracle that the Cathedral of St. Sophia, Michael's Monastery and the Golden Gate survived the invasion half-ruined. The Mongol - Tatars ruled Kyiv more than a century.

Kyiv was rebuilt in the 1300's. It came under Lithuanian rule in 1362 and under Polish rule in 1569. Russia regained control of Kyiv in 1654 after the **Pereyaslav Rada** /Council/ adopted a decision on the reunification of Ukraine and Russia.

In 1793 the two parts of Ukraine united within the Russian State and in 1797 Kyiv became the capital of the Kyiv, Volhynia and Podillia Provinces. In 1632 the Kyiv Mohyla **Academy** was founded. The great Russian scientist Mykhailo Lomonosov, the outstanding Ukrainian philosopher Grygory Skovoroda, and the historian Dmytro Bantysh-Kamensky were all students of the Kyiv Academy.

In 19th century Kyiv became the chief center of the economic, political and cultural life of Ukraine. In 1805 the first theatre was opened. The great Russian poet Alexander Pushkin lived in Kyiv for a while during 1821. Kyiv **University** was inaugurated in 1834. In January 1846 the "**Cyril and Methodius**" Society was founded in Kyiv. Taras Shevchenko, the outstanding Ukrainian poet, was the leader of its wing.

After the fall of tsarism in 1917-1918 the Provisional Government and the Central Rada under **M.S. Grushevsky** /1866-1934/ established in Kyiv. In 1918-20 Kyiv became the scene of the fierce battles of the civil war.

In 1934 Kyiv became the capital of the Ukrainian Republic and the Government was transferred from Kharkiv. From 1941 to 1943, during **World War II**, the city was occupied by the German army and was badly damaged. It was rebuilt after the war and has grown rapidly. Kyiv hosts the National Academy of Sciences.

In 1986, an explosion and fire occurred in a nuclear reactor at Chernobyl, near Kyiv. In 1991 the Ukrainian republic declared itself an independent nation and Kyiv became **the capital** of independent and sovereign Ukraine.

TEST YOURSELF

I. Use the words from the text to complete the sentences.

1. _____ Cathedral is a famous landmark of Kyiv.
2. _____ of Yaroslav the Wise was built in 1037.
3. The Pereyaslav Rada adopted the decision on the _____ of Ukraine and Russia.
4. Kyiv University was _____ in 1834.
5. Kyiv is the capital of independent _____ and Ukraine.

II. Answer the questions.

1. What are the landmarks of Kyiv?
2. What is the legend about founding of Kyiv?
3. Who is known to have said: "This will be the mother of all Russian towns!"
4. What famous people were the students of the Kyiv Mohyla Academy?
5. When did Kyiv become the capital of independent and sovereign Ukraine?

III. Fill in the gaps with the missing words.

Kyiv's beginnings go back to the _____ Age. There is _____ about founding of Kyiv. Once there were three brothers, Kyi, Shchek and Khoriv, and they had a young _____ Lybed. They founded a city on the _____ and called it Kyiv after the eldest . It is believed that Kyi did exist - that he was a _____ of the Poliane tribe and lived in the 7th century. The city was founded by _____ people, possibly as early as the A.D. 400's. In 882 _____ Oleg of Novgorod, having seized Kyiv, was known to have said: "This will be the _____ of all Russian towns!" The Novgorod

principality united with that of Kyiv, and the town was made the _____ of a unified Russian state. Kyiv prospered as a trading center and, during the late 800's became famous as the _____ of the first East Slavic State, called Kyivan _____. By the 1000's, Kyiv was one of Europe's greatest centers of _____ and culture and known as the _____ of Constantinople. Kyiv remained the capital for nearly _____ centuries. Gradually other _____ centers came into being. The independent _____ undermined the authority of the Grand Duke of Kyiv and led to _____. The Mongol-Tatars ruled Kyiv more than a _____.

PART III

From the History of Great Britain

ANCIENT ENGLAND

If you look at a Map of the World, you will see, in the left-hand upper corner of the Eastern Hemisphere, two islands lying in the sea. They are England and Scotland, and Ireland. England and Scotland form the greater part of these islands; Ireland is the next in size. The little neighbouring islands, which are as small upon the Map as to be mere dots, are chiefly little bits of Scotland broken off in the course of a great length of time, by the power of the restless water.

In the old days, a long, long while ago, before our Saviour was born on earth and lay asleep in a manger, these islands were in the same place, and the stormy sea roared round them, just as it roars now. But the sea was not alive then with great ships and brave sailors, sailing to and from all parts of the world. It was very lonely. The islands lay solitary in the great expanse of water. The foaming waves

dashed against their cliffs, and the bleak winds blew over their forests; but the winds and waves brought no adventurers to land upon the islands, and the savage islanders knew nothing of the rest of the world, and the rest of the world knew nothing of them.

It is supposed that the Phoenicians, who were an ancient people, famous for carrying on trade, came in ships to their islands, and found that they produced tin and lead; both very useful things and both produced to this very hour upon the sea-coast. The most celebrated tin mines in Cornwall are still close to the sea. One of them is so close to it that it is hollowed out underneath the ocean; and the miners say that in stormy weather, when they are at work down in that deep place, they can hear the noise of the waves thundering above their heads. So the Phoenicians, coasting about the islands, would come without much difficulty, to where the tin and lead were.

The Phoenicians traded with the islanders for these metals, and gave the islanders some other useful things in exchange. The islanders were, at first, poor savages, being almost naked, or only dressed in the rough skins of beasts, and staining their bodies, as other savages do, with coloured earths and the juices of plants. But the Phoenicians, sailing over to the opposite coasts of France and Belgium, and saying to the people there, "We have been to those white cliffs across the water, which you can see in fine weather, and from that country, which is called Britain, we bring this tin and lead," tempted some of the French and Belgians to come over also. These people settled themselves on the south coast of England, which is now called Kent; and, although they were a rough people too, they taught the savage Britons some useful arts, and improved that part of the islands. It is probable that other people came over from Spain to Ireland, and settled there.

Thus, little by little, strangers became mixed with the islanders, and the savage Britons grew into a wild, bold people; almost savage still, especially in the

interior of the country away from the sea, where the foreign settlers seldom went; but hardy, brave, and strong.

The whole country was covered with forests and swamps. The greater part of it was very misty and cold. There were no roads, no bridges, no streets, no houses that you would think deserving of the name. A town was nothing but a collection of straw-covered huts, hidden in a thick wood, with a ditch all round, and a low wall, made of mud, or the trunks of trees placed one upon another. The people planted little or no corn, but lived upon the flesh of their flocks and cattle. They made no coins, but used metal rings for money. They were clever in basket-work, as savage people often are; and they could make a coarse kind of cloth, and some very bad earthenware. But in building fortresses they were much cleverer.

Notes

ancient — стародавній

hemisphere — півкуля

mere — лише, тільки

Saviour — Спаситель

manger — ясла

solitary — відлюдний

lead — свинець

to tempt — спокушати

coarse — грубий

TEST YOURSELF

Ex. I Find the right statements

1. In the old days, a long, long while age, after our savior was born on earth and lay asleep in the manger, these islands were in the same place, and the stormy sea roared round now.
2. So, the Phoenician casting about the islands would come without much difficulty, to where the tin and lead were.
3. But the sea was alive then with little ships and brave sailors, sailing to and from all parts of the world.

4. It is supposed that the Phoenicians who were an ancient people, famous for carrying on trade, came in ships to their islands, and found that they produced tin and lead.
5. The whole country was covered with forests and plants.
6. The people planted little or no corn, but lived upon the flesh of their flocks and cattle.
7. But in building palaces they were much cleverer.

Ex. II Find the wrong statements

1. They were clever in basket-work, as savage people often are; and they could make a coarse kind of cloth, and some very bad earthenware.
2. The greatest part of the country was very misty and cold.
3. They made coins, but used metal rings for money.
4. One of them is so close to it that it is hollowed out underneath the ocean.
5. The foaming waves dashed against their houses, and the break winds blew over their forests.
6. England and Ireland form the greater part of these islands; Scotland is the next in size.
7. The most celebrated tin mines in Cornwall are still close to the sea.

Ex. III For each numbered beginning gives the letter of the ending that completes the meaning of the sentences according to the text.

1. The most celebrated tin mines in Cornwall...
2. If you look at a Map of the World, you will see...
3. England and Scotland form the greater part of these islands...
4. These people settled themselves on the south coast of England...
5. It is probable that other people came over from Spain to Ireland...

6. But the sea was not alive then with great ships...
7. The Phoenicians, coasting about the islands, would come without much difficulty...
8. Thus, little by little, strangers became mixed with the islanders...
9. The whole country was covered with forests...
10. The Phoenicians traded with the islanders for these metals...

- a) ... and brave sailors, sailing to and from all parts of the world.
- b) ... two islands lying in the sea.
- c) ... to where the tin and lead were.
- d) ... Ireland is the next in size.
- e) ... and the savage Britons grew into a wild, bold people.
- f) ... and swamps.
- g) ... and gave the islanders some other useful things in exchange.
- h) ... and settled there.
- i) ... which is now called Kent.
- j) ... are still close to the sea.

Ex. IV Choose the correct word according to the information in the text

1. The whole (country, island) was covered with forests and swamps.
2. There were no (roads, railways), no bridges, no streets, no houses, that you would think deserving of the name.
3. They made no coins, but used (metal, wooden) rings for money.
4. But in building (fortress, castle) they were much cleverer.
5. The (people, children) planted little or no corn, but lived upon the flesh of their flocks and cattle.
6. They are England and Scotland, and (Ireland, Wales).

7. The most celebrated (tin, lead) mines in Cornwall are still close to the (sea, ocean).
8. The islands lay (solitary, together) in the great expanse of water.
9. These people settled themselves on the (west, south) coast of England, which is now called Kent.
10. The islanders were (rich, poor) savages, being almost naked, or only dressed in the rough skins of beasts.

Ex. V Questions:

1. Who were an ancient people famous for carrying on trade, came in ships to the islands?
2. Where did the Phoenicians settle?
3. Who did the Phoenicians trade with?
4. What were the islanders?
5. Did strangers become mixed with the islanders?
6. What was covered with forests and swamps?

Ex. VI Points for a report in writing:

1. The old days of the islands.
2. The people and a town in Ancient England.

ENGLAND UNDER THE EARLY SAXONS

The Romans had scarcely gone away from Britain, when the Britons began to wish they had never left it. For, the Roman soldiers being gone, and the Britons being much reduced in numbers by their long wars, the Picts and Scots came pouring in, over the broken and unguarded wall of Severus, in swarms. They plundered the richest towns, and killed the people; and came back so often for more booty and more slaughter, that the unfortunate Britons lived a life of terror. As if the Picts and Scots were not bad enough on land, the Saxons attacked the

islanders by sea; and, as if something more still wanted to make them miserable, they quarrelled bitterly among themselves as to what prayers they ought to say, and how they ought to say them. The priests, being very angry with one another on these questions, and cursed one another in the heartiest manner, and (uncommonly like the old Druids) cursed all the people whom they could not persuade. So, altogether, the Britons were very badly off.

They were in such distress, in short, that they sent a letter Rome entreating help — which they called “The Groans of the Britons” — and in which they said, the barbarians chase us into the sea, the sea throws us back upon the barbarians, and we have only the hard choice left us of perishing by the sword, or perishing by the waves.” But the Romans could not help them, even if they were inclined; for they had enough to do to defend themselves against their own enemies, who were then very fierce and strong. At last, the Britons, unable to bear their hard condition any longer, resolve make peace with the Saxons, and to invite the Saxons to come in their country, and help them to keep out the Picts and Scots.

It was a British Prince, named Vortigern, who took this resolution, and who made a treaty of friendship with Hengist and Horsa, two Saxon chiefs. Both of these names, in the Old Saxon language signify Horse; for the Saxons, like many other nations in a rough state, were fond of giving men the names of animals, as Horse, Wolf, Bear, and Hound. The Indians of North America — a very inferior people to the Saxons, though — do the same to this day.

Hengist and Horsa drove out the Picts and Scots; and Vortigern, being grateful to them for that service, made no opposition to the settling themselves in that part of England which is called the Isle of Thanet, or to their inviting over more of their countrymen to join them. But Hengist had a beautiful daughter named Rowena; and when at a feast, she filled a golden goblet to the brim with wine, and gave it to Vortigern, saying in a sweet voice. “Dear King, to your health!” the King fell in love with her. The cunning Hengist meant him to do so, in order that the Saxons

might have greater influence with him; and that the fair Rowena came to that feast, golden goblet and all, on purpose.

At any rate, they were married; and, long afterwards, whenever the King was angry with the Saxons, or jealous of their encroachments, Rowena would put her beautiful arms round his neck, and softly say, "Dear King, they are my people. Be favourable to them, as you loved that Saxon girl who gave you the golden goblet of wine at the feast!"

Notes

to perish – гинути, помирати

scarcely – ледве

to pour in – валити (про натовп)

swarm – згря

to plunder – грабувати

booty – трофей; здобич

slaughter – кровопролиття

jealous — ревнивий, заздрісний

encroachment – вторгнення, замах

groan — стогін

barbarian — варвар

to chase — переслідувати

sword — меч; шабля

to incline — схилити(ся)

to bear — терпіти

to resolve — вирішувати

to curse – проклинати

to persuade – переконувати;

умовляти

badly off – на далекій відстані

distress — горе

to entreat — благати

to keep out — не допускати, не
впускати

treaty — договір, угода

chief — вождь

to signify — значити

hound — мисливський собака

inferior — нижчий

goblet — кубок

TEST YOURSELF

Ex. I Find the right statements

1. The Romans had scarcely gone away from Scotland, when the Britons began to wish they had never left it.
2. The Romans soldiers being gone and the Britons being much reduced in numbers by their long wars.
3. As if the Picts and Scots were not bad enough on land the Saxons attacked the islanders by sea.
4. But the Romans could help them, as if they were inclined.
5. At last, the Britons, unable to bear their hard condition any longer, resolved make peace with the Scots.
6. It was a British Prince, named Vortigern, who took this resolution, and a treaty of friendship with Hengist and Horsa, two Saxon chiefs.
6. Vortigern and Hengist drove out the Picts and Scots.

Ex. II Find the wrong statements

1. Vortigern, being grateful to them for that service, made opposition to the setting themselves in that part of England, or to their inviting over more of their countrymen to join them.
2. Hengist had a beautiful daughter named Rowena.
3. When at a feast, she filled a silver goblet to the brim with wine, and gave it to Vortigern.
4. The cunning Hengist meant him to do so in order that the Britons might have greater influence with him.
5. That the fair Rowena came to that feast, golden sword and all, on purpose.

6. Rowena would put her beautiful arms round his neck, and softly say, "Dear King, they are my people. Be favourable to them".
7. The Saxons plundered the richest towns, and killed the people; and came back so often for more booty and more slaughter.

Ex. III For each numbered beginning gives the letter of the ending that completes the meaning of the sentences according to the text.

1. The Roman soldiers being gone....
 2. They plundered the richest towns.....
 3. As if the Picts and Scots were not bad enough.....
 4. They were in such distress in short, that they sent a letter to Rome entreating help.....
 5. The Romans could not help them.....
 6. It was a British Prince, named Vortigern who took this resolution.....
 7. The cunning Hengist meant him to do so.....
 8. That fair Rowena came to that feast.....
 9. Rowena would put her.....
 10. Be favourable to them, as you loved that.....
-
- a)and killed the people.
 - b)which they called "The Groans of the Britons" and in which they said the barbarians chase us into sea.
 - c)and the Britons being much reduced in numbers by their long wars.
 - d)the Saxons attacked the islanders by sea.
 - e)and who made a treaty of friendship with Hengist and Horsa, two Saxon chiefs.
 - f)even if they were inclined.
 - g)Saxon girl who gave you the golden goblet of wine at the feast.

- h)in order that the Saxons might have greater influence with him.
- i)golden goblet and all, on purpose.
- j)beautiful arms round his neck.

Ex. IV Choose the correct word according to the information in the text

1. The Romans soldiers being gone and the (Britons, Saxons) being much reduced in numbers by their long wars.
2. The Picts and Scots were not bad enough on (sea, land).
3. The priests, being were (angry, kind) with one another on these questions and cursed one another in the heartiest manner.
4. The Romans could not help them, even if they were (forced, inclined).
5. At last the Britons unable to bear their hard (attitude, condition) any longer resolved make peace with the Saxons.
6. Both of these names, in the Old Saxon language signify Horse; for the Saxons, like many other nations in a rough state, were fond of giving men the names of (animals, chiefs).
7. The Indians of North America – a very (higher, inferior) people to the Saxons, though – do the same to this day.
8. Vortigern, being grateful to them for that service, made no (opposition, attention) to the settling themselves in that part of England which is called the Isle of Thanet.
9. They are my people. Be (indulgent, favourable) to them, as you loved that Saxon girl who gave you the golden (goblet, bowl) of wine at the feast.
10. It was a British Prince, who took this (resolution, assumption) and who made a (treaty, report) of friendship with two Saxon chiefs.

Ex. V Questions:

1. When did the Britons do when the Romans had scarcely gone away?

2. Who attacked the Picts and Scots by sea?
3. Could the Romans help the islanders?
4. When did the Saxons come into the country?

Ex. VI Point for a report in writing:

Rowena, a beautiful daughter of the Saxon chief.

KING ALFRED

Alfred the Great was a young man, three-and-twenty years of age, when he became King. Twice in his childhood he had been taken to Rome, where the Saxon nobles were in the habit of going on journeys, which they supposed to be religious; and, once, he had stayed for some time in Paris. Learning, however, was so little cared for then, that at twelve years old he had not been taught to read, although of the sons of King Ethelwulf, he, the youngest, was the favourite. But he had — as most men who grow up to be great and good, are generally found to have had — an excellent mother; and one day, this lady, whose name was Osburga, happened, as she was sitting among her sons, to read a book of Saxon poetry. The art of printing was not known until long and long after that period, and the book, which was written, was what is called "illuminated" with beautiful bright letters, richly painted. The brothers, admiring it very much, their mother said, "I will give it to that one of you four princes who first learns to read." Alfred sought out a tutor that very day, applied himself to learn with great diligence, and soon won the book. He was proud of it all his life.

This great King, in the first year of his reign, fought nine battles with the Danes. He made some treaties with them too, by which the false Danes swore they would quit the country. They pretended to consider that they had taken a very solemn oath, in swearing thus, upon the holy bracelets that they wore, and

which were always buried with them when they died; but they cared little for it, for they thought nothing of breaking oaths, and treaties too, as soon as it suited their purpose, and coming back again to fight, plunder, and burn, as usual. One fatal winter, in the fourth year of King Alfred's reign, they spread themselves in great numbers over the whole of England; and so dispersed and routed the King's soldiers that the King was left alone, and was obliged to disguise himself as a common peasant and to take refuge in the cottage of one of his cowherds who did not know his face.

Here, King Alfred, while the Danes sought him far and near, was left alone one day, by the cowherd's wife, to watch some cakes which she put to bake upon the hearth. But, being at work upon his bow and arrows, with which he hoped to punish the false Danes when a brighter time should come, and thinking deeply of his poor unhappy subjects whom the Danes chased through the land, his noble mind forgot the cakes, and they were burned. "What!" said the cowherd's wife, who scolded him well when she came back, and little thought she was scolding the King, "You will be ready enough to eat them by and by, and yet you cannot watch them, idle dog?"

At length the Devonshire men made head against a new host of Danes who landed on their coast; killed their chief, and captured their flag, on which was represented the likeness of a Raven — a very fit bird for a thievish army. The loss of their standard troubled the Danes greatly, for they believed it to be enchanted — woven by the three daughters of one father in a single afternoon — and they had a story among themselves that when they were victorious in battle, the Raven stretched his wings and seemed to fly; and that when they were defeated, he would droop. He had good reason to droop now, if he could have done anything half so sensible; for King Alfred joined the Devonshire men; made a camp with them on a piece of firm ground in the midst of a bog in Somersetshire; and prepared for a great attempt for vengeance on the Danes, and the deliverance of his oppressed people. But, first, as it was important to know

how numerous those pestilent Danes were, and how they were fortified, King Alfred, being a good musician, disguised himself as a gleeman or minstrel, and went, with his harp, to the Danish camp. He played and sang in the very tent of Guthrum, the Danish leader, and entertained the Danes as they caroused. While he seemed to think of nothing but his music, he was watchful of their tents, their arms, and their discipline, everything that he desired to know. And right soon did this great King entertain them to a different tune; for, summoning all his true followers to meet him at an appointed place, where they received him with joyful shouts and tears, as the monarch whom many of them had given up for lost or dead. He put himself at their head, marched on the Danish camp, defeated the Danes with great slaughter, and besieged them for fourteen days to prevent their escape. But, being as merciful as he was good and brave, he then, instead of killing them, proposed peace; on condition that they should altogether depart from that Western part of England, and settle in the East; and that Guthrum should become a Christian, in remembrance of the Divine religion which now taught his conqueror, the noble Alfred, to forgive the enemy who had so often injured him. This Guthrum did. At his baptism King Alfred was his godfather. And Guthrum was an honorable chief, who well deserved that clemency; for, ever afterwards he was loyal and faithful to the King. The Danes under him were faithful too. They plundered and burned no more, but worked like honest men. They ploughed, and sowed, and reaped, and led good, honest English lives. The children of those Danes played, many a time, with Saxon children in the sunny fields; and Danish young men fell in love with Saxon girls, and married them; and English travelers, benighted at the doors of Danish cottages, often went in for shelter until morning; and Danes and Saxons sat by the red fire, as friends, talking of King Alfred the Great.

Notes

to apply – звертатися

diligence – старанність

to quit – покидати

oath – клятва

to disperse – розсіювати, поширювати

to rout – розбивати вщент

cowherd – пастух

hearth – вогнище

bow – лук

arrow – стріла

subject – підлеглий

to scold – лаяти, сварити

at length – нарешті

standard – прапор

thievish – злодійський

to enchant – чарувати

bog – болото

vengeance – помста

deliverance – звільнення,

порятунок

pestilent – згубний, отруйний

minstrel – поет

harp – арфа

to carouse – бенкетувати

to summon – викликати

to besiege – оточувати

clemency – поблажливість,

милосердя

to plough – орати

benighted – який потрапив у

темряву

TEST YOURSELF

Ex. I Find the right statements.

1. Twice in his childhood he had been taken to Rome, where the Saxon nobles were in the habit of going on journeys.
2. Alfred the Great made some treaties with them too, by which the false Danes swore they would quit the country.
3. The Devonshire men made head against a new host of Danes who landed on their coast; killed their chief, and captured their emblem on which was represented the likeness of a Culver a very fit bird for peaceful army.
4. Alfred the Great was an old man, when he became King.

5. King Alfred was left alone one day, by the cowherd's wife, to watch some cakes which she put to bake upon the hearth.
6. The children of Danes played with Saxon girls, and married them.
7. Alfred the Great was an old man, when he became King.

Ex. II Find the wrong statements

1. They pretended to consider that they had taken a very sensitive oath, in swearing thus upon the holy rings that they wore, and which were always buried with them when they died.
2. This great King, in the first year of his reign, fought nine battles with the Danes.
3. On condition that they should altogether depart from that Eastern part of England, and settle in the West.
4. Alfred, being a good musician, disguised himself as a gleeman or minstrel, and went, with his horn to the Danish camp.
5. One fatal winter, in the fourth year of King Alfred's reign, they spread themselves in great numbers over the whole of England.
6. But, first, as it was important to know how numerous those pestilent Danes were, and how they were fortified, King Alfred, being a good musician disguised himself as a gleeman or minstrel, and went, with his harp, to the Danish camp.
7. King Alfred, while the Danes sought him far and near, was left alone for a week, by the baker's wife, to watch some cakes which she put to bake upon the hearth.

Ex. III For each numbered beginning gives the letter of the ending that completes the meaning of the sentences according to the text.

1. Twice in his childhood he had been taken to Rome...

2. But he had — as most men who grow up to be great and good ...
3. Alfred sought out a tutor that very day...
4. He made some treaties with them too...
5. One fatal winter, in the fourth year of King Alfred's reign, they spread...
6. They had a story among themselves that when they were victorious in battle...
7. As it was important to know how numerous those pestilent Danes were, and how they were fortified...
8. He marched on the Danish camp, defeated the Danes with great slaughter...
9. At his baptism King Alfred was...
10. They ploughed, and sowed, and reaped...

- a) ... the Raven stretched his wings and seemed to fly.
- b) ... where the Saxon nobles were in the habit of going on journeys.
- c) ... themselves in great numbers over the whole of England.
- d) ... and led good, honest English lives.
- e) ... King Alfred went, with his harp, to the Danish camp.
- f) ... an excellent mother; and one day, this lady, whose name was Osburga.
- g) ... his godfather.
- h) ... by which the false Danes swore they would quit the country.
- i) ... and besieged them for fourteen days to prevent their escape.
- j) ... applied himself to learn with great diligence, and soon won the book.

Ex IV From the list given below choose the right word or word-combination

1. Alfred was a ... man, three-and-twenty years of age, when he became King.
2. Once, he had stayed for some time in

3. The art of ... was not known until long and long after that period, and the book, which was written, was what is called "illuminated" with ... bright letters, richly painted.
4. One ..., in the fourth years of King Alfred's ..., they spread themselves in great numbers over the whole of England.
5. King Alfred, being ... , disguised himself as a ... or minstrel, and went, with his harp, to the Danish
6. He played and sang in the very ... of Guthrum, the Danish ..., and entertained the Danes as they caroused.
7. On ... that they should altogether ... from that Western part England, and settle in the East.
8. Guthrum should become a Christian, in ... of the Divine religion which now taught his ..., the noble Alfred. ' .

(reign, a good musician, depart, gleeman, Paris, remembrance, printing, fatal winter, leader, condition, conqueror, camp, young, beautiful, tent)

Ex. V Points for a report in writing:

1. The first years of Alfred's reign.
2. England under the Danes.

THE BATTLE OF HASTINGS

Harold broke up the feast and hurried to London. Within a week his army was ready. He sent out spies to ascertain the Norman strength. William took them, caused them to be led through his whole camp, and then dismissed. "The Normans," said these spies to Harold, "are not bearded on the upper lip as we

English are, but are shorn. They are priests." "My men," replied Harold, with a laugh, "will find those priests good soldiers!"

"The Saxons," reported Duke William's outposts of Norman soldiers, who were instructed to retire as King Harold's army advanced, "rush on us through their pillaged country with the fury of madmen."

"Let them come, and come soon!" said Duke William.

Some proposals for reconciliation were made, but were soon abandoned. In the middle of the month of October, in the year one thousand and sixty-six the Normans and the English came front to front. All night the armies lay encamped before each other, in a part of the country then called Senlac, now called (in remembrance of them) Battle. With the first dawn of day they arose. There, in the faint light, were the English on a hill, a wood behind them; in their midst, the Royal banner, representing a fighting warrior, woven in golden thread, adorned with precious stones; beneath, the banner, as it rustled in the wind, stood King Harold on foot, with two of his remaining brothers by his side, around them, still and silent as the dead, clustered the whole English army — every soldier covered by his shield, and bearing in his hand his dreaded English battle-axe.

On an opposite hill, in three lines, archers, foot-soldiers, horsemen, was the Norman force. Of a sudden, a great battle-cry, "God help us!" burst from the Norman lines. The English answered with their own battle-cry, "God's Rood! Holy Rood!" The Normans then came sweeping down the hill to attack the English.

There was one tall Norman Knight, who rode before the Norman army on a prancing horse, throwing up his heavy sword and catching it, and singing of the bravery of his countrymen. An English Knight, who rode out from the English force to meet him, fell by this Knight's hand. Another English Knight rode out, and he fell too. But then a third rode out and killed the Norman. This was in the beginning of the fight. It soon raged everywhere.

The English, keeping side by side in a great mass, cared no more for the showers of Norman arrows than if they had been showers of Norman rain. When the Norman horsemen rode against them, they cut men and horses down with their battle-axes. The Normans gave way. The English pressed forward. A cry went forth among the Norman troops that Duke William was killed. Duke William took off his helmet, in order that his face might be distinctly seen, and rode along the line before his men. This gave them courage. As they turned again to face the English, some of their Norman horse divided the pursuing body of the English from the rest, and thus all that foremost portion of the English army fell fighting bravely. The main body still remaining firm, heedless of Norman arrows, and with their battle-axes cutting down the crowds of horsemen when they rode up, like forests of young trees, Duke William pretended to retreat. The eager English followed. The Norman army closed again, and fell upon them with great slaughter.

"Still," said Duke William, "there are thousands of the English, firm as rocks around their King. Shoot upward, Norman archers that your arrows may fall down upon their faces!"

The sun rose high, and sank, and the battle still raged. Through all the wild October day the clash and din resounded in the air. In the red sunset, and in the white moonlight, heaps upon heaps of dead men lay strewn, a dreadful spectacle, all over the ground. King Harold, wounded with an arrow in the eye, was nearly blind. His brothers were already killed. Twenty Norman knights, whose battered armour had flashed fiery and golden in the sunshine all day long and now looked silvery in the moonlight, dashed forward to seize the royal banner from the English knights and soldiers, still faithfully collected round their blinded king. The king received a mortal wound, and dropped. The English broke and fled. The Normans rallied, and the day was lost.

Oh, what a sight beneath the moon and stars, when lights were shining in the tent of the victorious Duke William, which was pitched near the spot where

Harold fell — and he and his knights were carousing within — and soldiers with torches, going slowly to and fro, sought for the corpse of Harold among piles of dead — and the warrior worked in golden thread and precious stones, lay low, all torn and soiled with blood — and the three Norman Lions kept watch over the field!

Notes

spy — шпигун

to ascertain — з'ясовувати,

переконуватися

to dismiss — відпускати, звільняти

outpost — застава

to pillage — грабувати

fury — лють

reconciliation — примирення

cluster — група

dreaded — жахливий

rood — розп'яття

prancing — гарцюючий

to give away — поступатися

foremost — передній

heedless — необережний

to retreat — відступати

heedless — необережний

clash — сутичка

din — шум

to resound — звучати

to batter — бити

armour — броня, лати

to flash — спалахувати

fiery — вогняний

faithfully — вірно

to flee (fled) — тікати

to pitch — ставити (намет),

розташовуватися

corpse — труп

TEST YOURSELF

Ex. I Find the right statements.

1. In the middle of the month of December, in the year one thousand and sixty-six the Normans and the English came front to front.
2. The Normans then came sweeping down the hill to attack the English.
3. "My men," replied Harold, with a laugh, "will find those priests bad soldiers!"
4. Some proposals for reconciliation were made, but were soon accepted.
5. The English answered with their own battle-cry, "God's Rood! Holy Rood!"
6. Duke William, wounded with an arrow in the eye, was nearly blind.
7. When the Norman horsemen rode against them, they cut men and horses down with their battle-axes.

Ex. II Find the wrong statements.

1. With the first dawn of day they arose.
2. A cry went forth among the English troops that Harold was killed.
3. The Normans then came sweeping down the hill to attack the English.
4. There, in the faint light, were the English in a wood, a hill behind them; in their midst, the Royal banner, representing a fighting warrior, woven in coarse thread.
5. An English Knight, who rode out from the English force to meet him, fell by this Knight's hand.
6. The king received a mortal wound, and dropped.
7. The English rush on us through their pillaged country with the fury of madmen.

Ex. III For each numbered beginning gives the letter of the ending that completes the meaning of the sentences according to the text.

1. "The Normans," said these spies to Harold, ...

2. In the middle of the month of October, in the year one thousand and sixty-six...
 3. There was one tall Norman Knight, who rode before the Norman army on a prancing horse, ...
 4. As they turned again to face the English, some of their Norman horse divided the pursuing body of the English from the rest, ...
 5. Harold broke up the feast ...
 6. King Harold, wounded with an arrow in the eye, ...
 7. The king received a mortal wound, ...
 8. The English answered with their own battle-cry, ...
 9. The main body still remaining firm, heedless of Norman arrows, and with their battle-axes cutting down the crowds of horsemen ...
 10. William took them, caused them to be led through his whole camp, ...
-
- a) ... and then dismissed.
 - b) ...throwing up his heavy sword and catching it, and singing of the bravery of his countrymen.
 - c) ..."are not bearded on the upper lip as we English are, but are shorn. They are priests."
 - d) ...and hurried to London.
 - e) ... when they rode up, like forests of young trees, Duke William pretended to retreat.
 - f) ...and dropped.
 - g) ..."God's Rood! Holy Rood!"
 - h) ...was nearly blind.
 - i) ... the Normans and the English came front to front.
 - j) ...and thus all that foremost portion of the English army fell fighting bravely.

Ex. IV Questions:

1. What was Harold?
2. Who were some proposals for reconciliation made?
3. Where did the battle take place?
4. What did the Normans cry out attacking the English?
5. Who was at the head of the English troops?
6. Did the English gain a victory over the Normans?

Ex. V Point for a report in writing:

Duke William at the battle of Hastings.

ENGLAND UNDER HENRY THE EIGHTH

King Henry the Eighth was just eighteen years of age when he came to the throne. People said he was a handsome boy, but in later life he did not seem handsome at all. He was a big, burly, noisy, small-eyed, large-faced, double-chinned fellow, as we know from the portraits of him, painted by famous Hans Holbein.

The King was anxious to make himself popular, and the people, who had long disliked the late King, believed to believe that he deserved to be so. He was extremely fond of show and display, and so were they. Therefore there was great rejoicing when he married the Princess Catherine, and when they were both crowned. And the King fought at tournaments and always came off victorious — for the courtiers took care of that.

Anna Boleyn, the pretty little girl who had gone abroad to France with his sister, was by this time grown up to be very beautiful, and was one of the ladies in attendance on Queen Catherine. Queen Catherine was no longer young or pretty, and it is likely that she was not particularly good-tempered, having been always rather melancholy, and having been made more so by the deaths of four

of her children when they were very young. So, the King fell in love with the fair Anne Boleyn. He wanted to get rid of his wife and marry Anne.

Queen Catherine had been the wife of Henry's brother. So the King called his favourite priests about him, and said, "My mind is in such a dreadful state, and I am so frightfully uneasy, because I am afraid it was not lawful for me to marry the Queen!"

They answered that it was a serious business, and perhaps the best way to make it right, would be for His Majesty to be divorced. That was the answer the King was pleased with; so they all went to work.

Many intrigues and plots took place to get this divorce. Finally, the Pope issued a commission, to Cardinal Wolsey and Cardinal Campeggio (whom he sent over from Italy for the purpose), to try the whole case in England. It is supposed that Wolsey was the Queen's enemy, because she had reproved him for his manner of life. But, he did not at first know that the King wanted to marry Anne Boleyn, and when he did know it, he even went down on his knees, in the endeavour to dissuade him.

The Cardinals opened their court in the Convent of the Black Friars, in London. On the opening of the court, when the King and Queen were called on to appear, that poor lady kneeled at the King's feet, and said that she had come, a stranger, to his dominions, that she had been a good and true wife to him for twenty years, and that she could acknowledge no power in those Cardinals to try whether she should be considered his wife after all that time, or should be put away. With that, she got up and left the court, and would never afterwards come back to it.

Being quite resolved to get rid of Queen Catherine, and to marry Anne Boleyn without more ado, the King made Cranmer Archbishop of Canterbury, and directed Queen Catherine to leave the Court. She obeyed, but replied that wherever she went, she was Queen of England still, and would remain so, to the last. The King then married

Anne Boleyn privately, and the new Archbishop of Canterbury, within half a year, declared his marriage with Queen Catherine void, and crowned Anne Boleyn Queen.

She might have known that no good could ever come from such wrong, and that the King who had been so faithless and so cruel to his first wife, could be more faithless and more cruel to his second. But Anne Boleyn knew that too late, and bought it at a dear price. Her marriage came to its natural end. However, its natural end was not a natural death for her. The Pope was thrown into a very angry state of mind when he heard of the King's marriage. Many of the English monks and friars did the same, but the King took it pretty quietly, and was very glad when his Queen gave birth to a daughter, who was christened Elizabeth, and declared Princess of Wales as her sister Mary had already been.

One of the most atrocious features of this reign was that Henry VIII was always trimming between the reformed religion and the unreformed one; so that the more he quarrelled with the Pope, the more of his own subjects he roasted alive for not holding the Pope's opinions. Thus, an unfortunate student named John Frith, and a poor simple tailor named Andrew Hewet who loved him very much, and said that whatever John Frith believed he believed, were burnt in Smithfield — to show what a capital Christian the King was.

But these were speedily followed by two much greater victims, Sir Thomas More, and John Fisher, the Bishop of Rochester.

The King supposed that Sir Thomas More would be frightened by this example. But, as he was not to be easily terrified, and, thoroughly believing in the Pope, had made up his mind that the King was not the rightful Head of the Church, he positively refused to say that he was. For this crime he too was tried and sentenced, after having been in prison a whole year.

When he was doomed to death, and came away from his trial with the edge of the executioner's axe turned towards him — as was always done in those times when a state prisoner came to that hopeless pass — he bore it quite

serenely, and gave his blessing to his son, who pressed through the crowd in Westminster Hall and kneeled down to receive it.

But, when he got to the Tower Wharf on his way back to his prison, and his favourite daughter, Margaret Roper, a very good woman, rushed through the guards to kiss him and to weep upon his neck, he was overcome at last. He soon recovered, and never more showed any feeling but courage. When he had laid his head upon the block, he said jokingly to the executioner, "Let me put my beard out of the way; for that, at least, has never committed any treason." Then his head was struck off at a blow.

These two executions were worthy of King Henry VIII. Sir Thomas More was one of the most virtuous men in his dominions, and the Bishop was one of his oldest and truest friends.

When the news of these two murders got to Rome, the Pope was enraged and prepared a Bill, ordering his subjects to take arms against the King of England and dethrone him. The King took all possible precautions to keep that document out of his dominions, and set to work in return to suppress a great number of English monasteries and abbeys. The unfortunate Queen Catherine was by this time dead, and the King was by this time as tired of his second Queen as he had been of his first. As he had fallen in love with Anne when she was in the service of Catherine, so he now fell in love with another lady in the service of Anne.

The King resolved to have Anne Boleyn's head to marry Lady Jane Seymour. So, he brought a number of charges against Anne, accusing her of dreadful crimes which she had never committed, and implicating in them her own brother and certain gentlemen in her service. As the lords and councillors were afraid of the King, they brought in Anne Boleyn guilty, and the other unfortunate persons accused with her, guilty too. They were all sentenced to death. Anne Boleyn tried to soften her husband by touching letters, but as he wanted her to be executed, she was soon beheaded.

There is a story that the King sat in his palace listening very anxiously for the sound of the cannon which was to announce this new murder; and that, when he heard it, he rose up in great spirits and ordered out his dogs to go hunting. He married Jane Seymour the very next day.

Jane Seymour lived just long enough to give birth to a son who was christened Edward, and then to die of a fever.

Notes

thrown – трон

tournament – турнір

outcry – викрик

variety – різноманітність

guilty – винний

посміховисько

melancholy – меланхолія

majesty – величність

divorce – розлучення

to dissuade – відговорювати

friar – монах, чернець

to acknowledge – визнавати

resolved – рішучий

to christen – хрестити

serenely – безтурботно

precaution – обережність; застереження

atrocious – жорстокий

to rejoice – радувати, радіти

courtier – придворний

to engage – займатися; заручитися

offence – проступок

to pillory – виставляти на

fair – прекрасний

plot – змова

endeavour – намагання

convent – монастир

dominion – маєток

bishop – єпископ

faithless – віроломний

to doom – прирікати

reason – зрада

TEST YOURSELF

Ex. I. Find the right statements.

1. King Henry the Eighth was just seventeen years of age when he came to the throne.
2. Queen Catherine had been the wife of Henry's brother.
3. The Pope was thrown into a very angry state of mind when he heard of the King's marriage.
4. When the news of these two murders got to Rome, the Pope was contented.
5. Many intrigues and plots took place to get this merge.
6. Sir Thomas More was one of the most black-hearted men in his dominions.
7. The King resolved to have Anne Boleyn's head to marry Lady Jane Seymour.

Ex. II Find the wrong statements.

1. People said he was a handsome boy, but in later life he did not seem handsome at all.
2. There was great rejoicing when he married Anne Boleyn, and when they were both crowned.
3. He wanted to get rid of his wife and marry Anne.
4. The King, who had been so faithless and so cruel to his first wife, could be more faithless and crueller to his second.
5. The King then married Anne Boleyn privately, and the new Archbishop of London, within half a year, declared his marriage with Queen Catherine void, and crowned Anne Boleyn Queen.
6. The Cardinals closed their court in the Convent of the Black Friars, in London.

7. Jane Seymour lived just long enough to give birth to a son who was christened Edward, and then to die of a fever.

Ex. III For each numbered beginning gives the letter of the ending that completes the meaning of the sentences according to the text.

1. The King was anxious to make himself popular, and the people, who had long disliked the late King...
2. Therefore there was great rejoicing when he married the Princess Catherine...
3. Being quite resolved to get rid of Queen Catherine, and to marry Anne Boleyn without more ado...
4. For this crime he too was tried and sentenced, after having been in prison a whole year.
5. Queen Catherine was no longer young or pretty, and it is likely that she was not particularly good-tempered, having been always rather melancholy...
6. The King then married Anne Boleyn privately, and the new Archbishop of Canterbury,
7. When he had laid his head upon the block, he said jokingly to the executioner...
8. When the news of these two murders got to Rome, the Pope was enraged and prepared a Bill...
9. As he had fallen in love with Anne when she was in the service of Catherine...
10. Jane Seymour lived just long enough to give birth to a son who was...
 - a) ... the King made Cranmer Archbishop of Canterbury, and directed Queen Catherine to leave the Court.
 - b) ... believed to believe that he deserved to be so.
 - c) ... and when they were both crowned.

- d) ... "Let me put my beard out of the way; for that, at least, has never committed any treason."
- e) ... and having been made more so by the deaths of four of her children when they were very young.
- f) ... so he now fell in love with another lady in the service of Anne.
- g) ... christened Edward, and then to die of a fever.
- h) ... ordering his subjects to take arms against the King of England and dethrone him.
- i) ... within half a year, declared his marriage with Queen Catherine void, and crowned Anne Boleyn Queen.
- j) ... after having been in prison a whole year.

Ex. IV Choose the correct word according to the information in the text

1. And the King fought at ... and always came off victorious — for the courtiers took care of that.
 - a) tournaments b) sports events c) indoor games
2. He wanted to get rid of his wife and ... Anne.
 - a) give away b) marry c) pillory
3. So the King called his favourite ... about him, and said, "My mind is in such a dreadful state, and I am so frightfully uneasy, because I am afraid it was not lawful for me to marry the Queen!"
 - a) priests b) knights c) friars
4. Many intrigues and plots took place to get this
 - a) marriage b) power c) divorce
5. Queen Catherine had been the ... of Henry's brother
 - a) wife b) aunt c) niece
6. The Pope was thrown into ... of mind when he heard of the King's marriage.
 - a) a very angry state b) an exhilaration c) melancholy

7. One of the most atrocious features of this reign was that Henry VIII was always trimming between the reformed ... and the unreformed one.
- a) culture b) economy c) religion
8. When the news of these two murders got to Rome, the Pope was enraged and prepared ... , ordering his subjects to take arms against the King of England and dethrone him.
- a) edict b) order c) a Bill
9. The King resolved to have Anne Boleyn's ... to marry Lady Jane Seymour.
- a) daughter b) head c) courtiers
10. Anne Boleyn tried to soften her husband by touching letters, but as he wanted her to be executed, she was soon
- a) beheaded b) shoot c) drown

Ex. V Questions:

1. How old was King Henry the Eighth when he came to the throne?
2. Who did he marry?
3. Who was one of the most beautiful ladies in attendance on Queen Catherine?
4. Where did the Cardinals open their court?
5. What was the most atrocious feature of Henry's reign?

Ex. VI Points for a report in writing:

1. Thomas More, the innocent victim of Henry the Eighth.
2. King Henry the Eighth and his women.

ENGLAND UNDER ELIZABETH THE FIRST

Weary of the barbarities of Mary's reign, the people looked with hope and gladness to the new Sovereign. The nation seemed to wake from a horrible dream.

Queen Elizabeth was twenty-five years of age when she rode through the streets of London, from the Tower to Westminster Abbey, to be crowned. Her hair was red, and her nose something too long and sharp for a woman's. She was not beautiful, but she was well enough, and looked all the better for coming after the gloomy Mary. She was well educated, clever, but cunning and deceitful, and inherited much of her father's violent temper. She began her reign with the great advantage of having a very wise and careful minister, Sir William Cecil, whom she afterwards made Lord Burleigh. The coronation was a great success. And, on the next day, one of the courtiers presented a petition to the new Queen, praying that, as it was the custom to release some prisoners on such occasions. She would have the goodness to release the four evangelists, Matthew, Mark, Luke, and John, and the Apostle Saint Paul, who had been for some time shut up in a strange language so that the people could not get at them. The Queen replied that it would be better first to inquire of themselves whether they desired to be released or not, and a great public discussion — a sort of religious tournament — was appointed to take place between certain champions of the two religions, in Westminster Abbey. It was soon made pretty clear, that for people to benefit by what they repeat or read, it is rather necessary they should understand something about it.

The one great trouble of this reign was Mary Stuart, Queen of Scots. She was the daughter of the Queen Regent of Scotland, Mary of Guise. She had been married, when a mere child, to the Dauphin, the son and heir of the King of France. The Pope, who pretended that no one could rightfully wear the crown of England without his gracious permission, was strongly opposed to Elizabeth, who had not

asked for the said gracious permission. And as Mary Queen of Scots would have inherited the English crown in right of her birth, supposing the English Parliament not to have altered the succession, the Pope and most of his followers maintained that Mary was the rightful Queen of England, and Elizabeth the wrongful Queen.

Many princes proposed to marry Mary, but the English court had reasons for being jealous of them all, and even proposed as a matter of policy that she should marry that very Earl of Leicester who had aspired to be the husband of Elizabeth. At last Lord Darnley, son of the Earl of Lennox, and himself descended from the Royal Family of Scotland, went over, with Elizabeth's consent to try his fortune at Holyrood. He could dance and play the guitar pretty well, so he gained Mary's heart, and soon married her.

As soon as Mary Queen of Scots came to England in 1568, she wrote to Elizabeth, entreating her assistance to oblige her Scottish subjects to take her back again and obey her. But she was told in answer that she must first clear herself. Made uneasy by this condition, Mary would have gone to Spain, or to France, or would even have gone back to Scotland. But, as her doing either would have been likely to trouble England afresh, it was decided that she should be detained here. She first came to Carlisle, and, after that, was moved about from castle to castle, and as was considered necessary; but she never left England again.

Mary was obviously involved in the plot, as her letters to Babington were found. Queen Elizabeth had been warned long ago that in holding Mary alive, she held "the wolf that would devour her." The question was what to do with her? The Earl of Leicester wrote a little note home from Holland, recommending poisoning her. His black advice, however, was disregarded, and Mary was brought to trial at Fotheringhay Castle in Northamptonshire, before a tribunal of forty, composed of both religions. There, and in the Star Chamber at Westminster, the trial lasted a fortnight. She was found guilty, and declared to have incurred the penalty of death. The Parliament approved the sentences, and prayed Elizabeth to have it executed. Then the Queen asked them to consider some means of saving Mary's life without

endangering her own. The Parliament could not find any, and did not want to do that. They supposed that all the troubles would be ended by the death of the Queen of Scots.

She, feeling sure that her time was now come, wrote a letter to the Queen of England, making three entreaties; first, that she might be buried in France; secondly, that she might not be executed in secret, but before her servants and some others; thirdly, that after her death, her servants should go home with the legacies she left them. Elizabeth did not answer that letter.

Elizabeth wished one thing more than Mary's death and that was to keep free of the blame of it. Only on the first of February, 1587, the Queen signed the warrant for the execution.

So, on the seventh of February, the Earls of Kent and Shrewsbury, with the Sheriff of Northamptonshire, came with that warrant to Fotheringay, to tell the Queen of Scots to prepare for death.

When the messengers were gone, Mary made a frugal supper, read over her will, went to bed, slept for some hours, and then arose and passed the remainder of the night saying prayers. In the morning she dressed herself in her best clothes. At eight o'clock the sheriff came for her. Only two of her women and four of her men were allowed to be present in the hall, where a low scaffold, only two feet from the ground, was erected and covered with black. The hall was full of people. While the sentences were being read, Mary sat upon a stool, and, when it was finished, she again denied her guilt, as she had done before. When her head and neck were uncovered by the executioners, she said that she had not been used to be undressed by such hands, or before so much company. Finally, one of her women fastened a cloth over her face, and she laid her neck upon the block.

Some say her head was struck off in two blows, some say in three. When it was held up, streaming with blood, the real hair beneath the false hair she had long worn was seen to be as grey as that of a woman of seventy, though she was at that time only in her forty-sixth year. All her beauty was gone.

But she was beautiful enough to her little dog, who cowered under her dress, frightened, when she went upon the scaffold, and who lay down beside her headless body after the execution.

When Elizabeth knew that the sentences had been executed on the Queen of Scots, she showed the utmost grief and rage, and drove her favorites from her with indignation.

James, King of Scotland, Mary's son, also made a show of being very angry on the occasion; but he was a pensioner of England to the amount of five thousand pounds a year. He had known very little of his mother, and possibly regarded her as the murderer of his father, and he soon took it quietly.

On the tenth of March, 1603, having been ill of a very bad cold and made worse by the death of the Countess of Nottingham who was her intimate friend, Elizabeth fell into a stupor and was supposed to be dead. She recovered her consciousness, however, and then nothing would induce her to go to bed — she said that she knew that if she did, she would never get up again. There she lay for ten days, on cushions on the floor, without any food, until the Lord Admiral got her into bed at last. When they asked her who should succeed her she replied that her seat had been the seat of Kings, and that she would have her cousin of Scotland for her successor.

This was on the twenty-third of March. At three o'clock next morning, she very quietly died, in the forty-fifth year of her reign.

That reign had been a glorious one; and is made forever memorable by the distinguished men who flourished in it. Apart from the great voyagers, statesmen, and scholars, whom it produced, the names of Bacon, Spenser, and Shakespeare, will always be remembered by the civilized world. It was a great reign for discovery, for commerce, and for English enterprise and spirit in general. It was a great reign for the Protestant religion and for the Reformation which made England free.

Notes

cunning – хитрий

to release – звільняти

succession – послідовність

bridegroom – наречений

to entreat – благати

to devour – поглинати

to disregard – нехтувати

trial – суд

to incur – зазнавати

penalty – покарання

to execute – страчувати

legacy – спадщина

frugal – скудний

to cower – шукати притулку (від страху)

deceitful – брехливий

gracious – милостивий

to descend – походити

to banish – виганяти

to detain – затримувати

to poison – отруювати

sentences – вирок

to endanger – наражати на небезпеку

entreaty – благання

indignation – обурення

consciousness – притомність

successor – спадкоємець

TEST YOURSELF

Ex. 1 Find the right statements.

1. Queen Elizabeth was twenty-seven years of age when she rode through the streets of London, from the Tower to Westminster Abbey, to be crowned.
2. She began her reign with the great advantage of having a very wise and careful minister, Sir David White, whom she afterwards made Lord Burleigh.
3. He could dance and play the guitar pretty well, so he gained Mary's heart, and soon married her.

4. As soon as Mary Queen of Scots came to England in 1568, she wrote to Elizabeth, entreating her assistance to oblige her Scottish subjects to take her back again and obey her.
5. His black advice, however, was disregarded, and Mary was brought to trial at Fotheringay Castle in Northamptonshire, before a tribunal of forty, composed of both religions.
6. But she was told in answer that she must first clear herself. Made uneasy by this condition, Mary would have gone to Italia, or to France, or would even have gone back to Scotland.
7. They supposed that all the troubles would be ended by the death of the Queen of Scots.

Ex. II Find the wrong statements.

1. So, on the seventh of February, the Earls of Kent and Shrewsbury, with the Sheriff of Northamptonshire, came with that warrant to Fotheringay, to tell the Queen of Scots to prepare for death.
2. Only on the first of April, 1578, the Queen signed the warrant for the execution.
3. James, King of England, Mary's son, also made a show of being very angry on the occasion; but he was a pensioner of Scotland to the amount of five thousand pounds a year.
4. When they asked her who should succeed her she replied that her seat had been the seat of Kings, and that she would have her cousin of Scotland for her successor.
5. When Elizabeth knew that the sentences had been executed on the Queen of Scots, she showed the utmost grief and rage, and drove her favourites from her with indignation.
6. This was on the twenty-five of March. At three o'clock next morning, she very quietly died, in the fifty-fourth year of her reign.

7. It was a great reign for discovery, for commerce, and for English enterprise and spirit in general.

Ex. III For each numbered beginning gives the letter of the ending that completes the meaning of the sentences according to the text.

1. Weary of the barbarities of Mary's reign...
 2. It was soon made pretty clear, that for people to benefit by what they repeat or read...
 3. The Pope, who pretended that no one could rightfully wear the crown of England without his gracious permission...
 4. At last Lord Darnley, son of the Earl of Lennox, and himself descended from the Royal Family of Scotland...
 5. But, as her doing either would have been likely to trouble England afresh...
 6. So, on the seventh of February, the Earls of Kent and Shrewsbury, with the Sheriff of Northamptonshire...
 7. While the sentences was being read, Mary sat upon a stool...
 8. Some say her head was struck off in two blows...
 9. There she lay for ten days, on cushions on the floor, without any food...
 10. At three o'clock next morning, she very quietly died...
-
- a)... it was decided that she should be detained here.
 - b)... and, when it was finished, she again denied her guilt, as she had done before.
 - c) ...it is rather necessary they should understand something about it.
 - d)... in the forty-fifth year of her reign.
 - e) ...the people looked with hope and gladness to the new Sovereign.
 - f) ... came with that warrant to Fotheringay, to tell the Queen of Scots to prepare for death.
 - g)... until the Lord Admiral got her into bed at last.

h)...was strongly opposed to Elizabeth, who had not asked for the said gracious permission.

i)... some say in three.

j)... went over with Elizabeth's consent to try his fortune at Holyrood.

Ex. IV Choose the correct word according to the information in the text

1. Queen Elizabeth was twenty-five years of age when she ... through the streets of London from the Tower to Westminster Abbey, to be crowned.

- a) rode b) walked c) was carried

2. She began her reign with the great advantage of having a very wise and careful ..., Sir William Cecil, whom she afterwards made Lord Burleigh.

- a) tutor b) minister c) friend

3. She was the ... of the Queen Regent of Scotland, Mary of Guise.

- a) aunt b) sister c) daughter

4. As soon as Mary Queen of Scots came to England in 156, she wrote to Elizabeth, ... her assistance to oblige her Scottish subjects to take her back again and obey her.

- a) ordering b) entreating c) neglecting

5. The Earl of Leicester wrote a little note home from ..., recommending poisoning her.

- a) Holland b) Wales c) Spain

6. The one great ... of this reign was Mary Stuart, Queen of Scots.

- a) trouble b) succession c) legacy

Only on the first of February 1587, the Queen signed the warrant for the

- a) prison b) reign c) execution

8. When Elizabeth knew that the sentences had been executed on the Queen of Scots, she showed the utmost ..., and drove her favorites from her with indignation.

a) grief and rage b) feebleness and fury c) joy and happiness

9. He had known very little of his mother, and possibly regarded her as the ... of his father, and he soon took it quietly.

a) enemy b) murderer c) adherent

10. Apart from the great voyagers, statesmen, and ..., whom it produced, the names of Bacon, Spenser, and Shakespeare, will always be remembered by the civilized world.

a) priests b) artists c) scholars

Ex. V Questions:

1. How old was Queen Elizabeth when she crowned?
2. What was the Pope strongly opposed to Elizabeth?
3. What did Mary Queen of Scots entreat Elizabeth in 1568?
4. How long did the trial last and what was the verdict to the Queen of Scots?
5. How old was Mary when she was executed?
6. Who lied down beside Mary's headless body after the execution?
7. What was Queen Elizabeth's reign great for?

Ex. VI Points for a report in writing:

1. Accession to the throne of Elizabeth the First.
2. Mary's execution.

ENGLAND UNDER OLIVER CROMWELL

Before sunset on the memorable day on which King Charles the First was executed, the House of Commons passed an act declaring it treason to proclaim the

Prince of Wales — or anybody else — King of England. Soon afterwards, it declared that the House of Lords was useless and dangerous, and ought to be abolished.

A Council of State was appointed to govern the country. It consisted of forty-one members, of whom five were peers. Bradshaw was made president. The House of Commons also readmitted members who had opposed the King's death, and made up its numbers to about a hundred and fifty.

Then the army began to complain to the Parliament that they were governing the nation properly, and that they could do it better themselves. Oliver, who had now made up his mind to be the head of the state, supported them in this, and called a meeting of officers and his own Parliamentary friends to consider the best way of getting rid of the Parliament.

Cromwell formed a new Council of State and got a new Parliament. As it soon appeared that it was not going to put Oliver in the first place, he cleared off that Parliament, too. After that the council of officers decided that he must be made the supreme authority of the kingdom, under the title of the Lord Protector of the Commonwealth.

There was not at that time in England a man so able to govern the country as Oliver Cromwell. He ruled with a strong hand, and levied very heavy tax on the Royalists, but he ruled wisely. He caused England to be respected abroad. He sent Admiral Blake to the Mediterranean Sea, to make the Duke of Tuscany pay sixty thousand pounds injuries he had done to British merchants. He further sent his fleet to Algiers, Tunis, and Tripoli, to have every English ship and every English man delivered up to him that had been taken by pirates in those parts. All this was gloriously done.

These were not all his foreign triumphs. He sent a fleet to sea against the Dutch, and the Dutch gave in, and peace was made. Then Oliver resolved not to bear the domination of Spain in South America. He told the Spanish ambassador

that English ships must be free to go wherever they would, and that English merchants must not be thrown into the Spanish prisons of the Inquisition. To this the Spanish ambassador replied that the gold and silver country, and the Holy Inquisition were his King's two eyes, neither of which he could submit to have put out. "Very well", said Oliver, then he was afraid he Oliver) must damage those two eyes directly.

So, another fleet was dispatched for Hispaniola; where, however, the Spaniards got the better of the fight. The fleet came home again, after taking Jamaica on the way. Cromwell, indignant with its commanders, put them into prison. He declared war against Spain, and made a treaty with France. In accordance with that document France was not to shelter the King and his brother the Duke of York any longer. Then, Cromwell sent a fleet abroad under bold Admiral Blake, which sunk four Spanish ships, and took two more, laden with silver to the value of two million of pounds.

After this victory, Admiral Blake sailed away to the port of Santa Cruz to cut off the Spanish treasure-ships coming from Mexico. There, he found them, ten in number, with seven others to take care of them, and a big castle, and seven batteries. Blake cared no more for great guns than for popguns. He dashed into the harbour, captured and burnt all the ships. This was the last triumph of this great commander, who died, as his successful ship was coming into Plymouth Harbour, and was buried in Westminster Abbey.

There were plots enough against Oliver among the frantic religionists, and among the disappointed Republicans. He had a difficult game to play, for the Royalists were always ready to side with either party against him.

There had been very serious plots between the Royalists and Republicans, and an actual rising of them in England, when they burst into the city of Salisbury. But Oliver soon put this revolt down. He seemed to have eyes and ears everywhere, and possessed such sources of information as his enemies little dreamed of. For

example, Sir Richard Willis, who was in the closest and most secret confidence of Charles, also supplied information to Cromwell. He had two hundred a year for it.

Many people conspired to murder Cromwell, but all the plots were disclosed. A few of the plotters Oliver caused to be beheaded, a few more to be hanged, and many more to be sent as slaves to the West Indies.

One of Oliver's friends, in sending him a present of six fine coach-horses, was very near doing more to please the Royalists than all the plotters put together. One day, Oliver went with his coach, drawn by these six horses, into Hyde Park, to dine with his secretary and some of his other gentlemen under the trees there. After dinner he decided to put his friends inside and to drive them home. But the six fine horses went off at a gallop, and Oliver fell upon the coach pole and narrowly escaped. He was dragged some distance by the foot, until his foot came out of the shoe, and then he came safely to the ground.

The rest of the history of the Protectorate of Oliver Cromwell is a history of his Parliaments. He was not pleased with his first parliament. So he waited until the five months were out, and then dissolved it. The next was better suited to his views; and from that he desired to get the title of King. He wished to become King himself, and to leave the succession to that title in his family. But he did not dare to take the title of King, as there was strong opposition of the army to that.

It was the month of August, 1658, when Oliver Cromwell's favourite daughter, Elizabeth Claypole (who had lately lost her youngest son) lay very ill, and his mind was greatly troubled, because he loved her dearly. Another of his daughters was married to Lord Falconberg, another to the grandson of the Earl of Warwick, and he had made his son Richard one of the members of the Upper House. He was very kind and loving to them all, being a good father and a good husband; but he loved this daughter the best of the family, and went down to Hampton Court to see her, and stayed with her until she died.

Although his religion had been of a gloomy kind, Cromwell had been a cheerful man. He had been fond of music in his home, and had kept open table once a week for all officers of the army not below the rank of captain. He encouraged men of genius and learning, and loved to have them about him. John Milton, a famous poet, was one of his great friends.

But Cromwell had lived in busy times, had borne the weight of heavy state affairs, and had often gone in fear of his life. He was ill of the gout and ague, and when the death of his beloved child came upon him in addition, he sank, never to raise his head again. He told his physicians on the twenty-fourth of August that the Lord had assured him that he was not to die in that illness, and that he would certainly get better. This was only his sick fancy, for on the third of September he died, in the sixtieth year of his age. The whole country lamented his death.

He had appointed his son Richard to succeed him, and Richard became Lord Protector. He was an amiable country gentleman, but had none of his father's great talents, and was quite unfit for such a post. Richard's Protectorate, which only lasted a year and a half, is a history of quarrels between the officers of the army and the Parliament, and between the officers among themselves; and of a growing discontent among the people, who had too many long sermons and too few amusements, and wanted a change.

Notes

to abolish – скасовувати

to mitt – вгадувати

protector – заступник

gloriously – чудово

triumph – тріумф

to give in – поступатися

to submit – підкоряти

to dispatch – посилати

indignant – обурений

bold – зухвалий

to side with—приєднуватися (до)	gout—подагра
either—будь-яка	ague—малярія
confidence—секретне повідомлення	fancy—уява
gallop—галоп	to lament—оплакувати
pole—жердина	

TEST YOURSELF

Ex. I Find the right statements.

1. A Council of State was appointed to govern the country.
2. Cromwell destroyed a new Council of State and got a new Parliament.
3. He was an amiable country gentleman, but had none of his father's great talents, and was quite unfit for such a post.
4. But he did not dare to take the title of King, as there was weak opposition of the army to that.
5. He declared war against Spain, and made a treaty with France.
6. He had a difficult game to play, for the Republicans were always ready to side with either party against him.
7. Blake cared no more for great guns than for popguns.

Ex. II Find the wrong statements.

1. There was not at that time in England a man so able to govern the country as Oliver Cromwell.
2. After dinner he decided to put his parents inside and to drive them home.
3. But Oliver soon put this revolt down.
4. These were not all his foreign triumphs.
5. John Milton, a famous artist, was one of his great friends.

6. A few of the brother's-in-arms Oliver caused to be beheaded, a few more to be hanged, and many more to be sent as slaves to the West Indies.
7. He was an amiable country gentleman; he had his father's great talents, and was quite fit for such a post.

Ex. III For each numbered beginning gives the letter of the ending that completes the meaning of the sentences according to the text.

1. Cromwell formed a new Council of State....
 2. After that the council of officers decided that he must be made the supreme authority of the kingdom....
 3. He further sent his fleet to Algiers, Tunis, and Tripoli....
 4. Cromwell, indignant with its commanders...
 5. He dashed into the harbour....
 6. There had been very serious plots between Royalists and Republicans, and an actual rising of them in England....
 7. Many people conspired to murder Cromwell....
 8. After dinner he decided to put his friends inside....
 9. He wished to become King himself....
 10. He had appointed his son Richard to succeed him....
-
- a) ... and got a new Parliament.
 - b) ... under the title of the Lord Protector of the Commonwealth.
 - c) ... to have every English ship and every English man delivered up to him that had been taken by pirates in those parts.
 - d) ... put them into prison.
 - e) ... captured and burnt all the ships.
 - f) ... when they burst into the city of Salisbury.
 - g) ... but all the plots were disclosed.

- h) ... and to drive them home.
- i) ... and to leave the succession to that title in his family.
- j) ... and Richard became Lord Protector.

Ex. IV Choose the correct word according to the information in the text

1. The House of (Lords, Commons) also readmitted members who had opposed the King's death, and made up its numbers to about a hundred and fifty.
2. After that the council of (statesmen, officers) decided that he must be made the supreme authority of the (kingdom, republic) under the title of the Lord Protector of the Commonwealth.
3. He sent a fleet to sea against the Dutch, and the Dutch (gave in, overpowered) and peace was made.
4. Cromwell sent a fleet abroad under bold Admiral Blake, which (captured, sunk) four Spanish ships, and took two more, laden with silver to the value of two million of (shillings, pounds).
5. There were plots enough against Oliver among the frantic (atheists, religionists), and among the disappointed Republicans.
6. He had been fond of (music, sports) in his home, and had kept open table once a week for all officers of the army not below the rank of (captain, colonel).
7. He was ill of the (stomach ulcer, gout and ague), and when the death of his beloved child came upon him in addition, he sank, never to raise his head again.

Ex. V Questions:

1. What was appointed to govern the country after the King's death?

2. Who formed a new Council of State and got a new Parliament?
3. How did Oliver Cromwell rule the country?
4. Did he cause England to be respected abroad?
5. Were there any plots against Oliver Cromwell?
6. What kind of man was Oliver Cromwell?
7. When did Oliver Cromwell die?

Ex. VI Point for a report in writing:

Oliver Cromwell, an outstanding figure in English history.

ENGLAND UNDER JAMES THE SECOND

Unlike his brother Charles II, King James II was a very disagreeable man. The only object of his short reign was to restore the Catholic religion in England, which made his career come to a close very soon. But at first people little supposed that the King had formed a secret council for Catholic affairs, of which a Jesuit, called Father Peter, was one of the chief members.

The King of France hoped that James would achieve his object, and granted him five hundred thousand livres. James pocketed the money greedily, making some show of being independent of the French sovereign. The Parliament also granted James a large sum of money, so the new King began his reign with a belief that he could do what he pleased.

Having appointed a Catholic to be a dean at Oxford, without any opposition, James tried to make a monk a master of arts at Cambridge. But the University resisted the attempt, and defeated him.

The King had issued a declaration that there should be no religious tests or penal laws, in order to let in the Catholics more easily, but the Protestant dissenters had joined the regular church in opposing it. The King and Father Peter now resolved to have this declaration read, on a certain Sunday, in all the churches, and to order it to be circulated for that purpose by the bishops. The bishops took counsel with the Archbishop of Canterbury, and resolved that the declaration should not be read, and that they would petition the King against it. The Archbishop himself wrote out the petition, and six bishops went into the King's bedchamber the same night to present it, to his infinite astonishment.

Next day was the Sunday fixed for the reading, and it was only read by two hundred clergymen out of ten thousand. The King resolved to prosecute the bishops in the Court of King's Bench, and within three weeks they were summoned before the Privy Council, and committed to the Tower. As the six bishops were taken to the Tower, the people fell upon their knees, and wept for them, and prayed for them. When they got to the Tower, the officers and soldiers

on guard besought them for their blessing. While they were confined there, the soldiers every day drank to their release with loud shouts. When they were brought up to the Court of King's Bench for their trial, the jury proclaimed them to be not guilty. The King was greatly alarmed with all that.

The Queen had given birth to a son. The new prospect of a Catholic successor (for both the King's daughters were Protestants) made the Earls of Shrewsbury, Danby, and Devonshire, Lord Lumley, the Bishop of London, Admiral Russell, and Colonel Sidney invite the Prince of Orange over to England. James II, seeing his danger last, made many great concessions, and tried to raise an army forty thousand men. But the Prince of Orange was not a man for James to cope with. His preparations were extraordinarily vigorous, and his mind was resolved.

On the fifth of November, 1688, his fleet anchored at Torbay in Devonshire, and the Prince marched into Exeter. But the people in that western part of the country had suffered so much for having supported Monmouth that they had lost heart. Few people joined William, the Prince of Orange, and he began to think of returning.

At this crisis, some of the gentry joined him; the royal army began to falter; an engagement was signed, by which all who set their hand to it declared that they would support one another in defence of the laws and liberties of the three Kingdoms, of the Protestant religion and of the Prince of Orange. Then the greatest towns in England began, one after another, to declare for the Prince, and the University of Oxford offered to melt down its plate, if he wanted any money.

By this time the King was at a great loss. The newly-born Prince was sent to Portsmouth, Father Peter went off like a shot to France and all the Catholic priests and friars swiftly dispersed. One after another, the King's friends deserted him and went over to the Prince. In the night, his daughter Anne fled from Whitehall Palace; and the Bishop of London, who had once been a soldier, rode before her with a

sword in his hand, and pistols at his saddle. "God help me," cried the miserable King, "even my children have forsaken me!"

At last, James II resolved to fly from London. On the eleventh of December the King got out of bed, went down the back stairs, and rode to Feversham. But as the people there suspected him to be a Jesuit, he had to tell them who he was, and that the Prince of Orange wanted to take his life. The King had to put himself into the hands of the Lord Lieutenant of the county, and the Prince of Orange was informed about that.

But William only wanted to get rid of James, and not cared where he went. He was rather disappointed that they had not let him go away.

James was brought back to London. But his stay there was very short, for the English guards were removed from Whitehall, Dutch guard were marched up to it, and he was told by one of his late ministers that the Prince would enter London next day, and he had better go to Ham.

James said, Ham was a cold damp place, and he would rather go to Rochester. He thought himself very cunning in this, as he meant to escape from Rochester to France. The Prince of Orange and his friends knew that perfectly well, and desired nothing more. So, he went to Gravesend, in his royal barge, attended by certain lords, and watched by Dutch troops, and pitied by the generous people, when they saw him in his humiliation.

On the night of the twenty-third of December, not even then understanding that everybody wanted to get rid of him, he got away to France, where he rejoined the Queen.

Then all those who had served in any of the Parliaments of King Charles II resolved that the Protestant Prince and Princess of Orange should be King and Queen during their lives and the life of the survivor of them; and that their children should succeed them, if they had any. That if they had none, the Princess Anne and her children should succeed; that if she had none, the heirs of the Prince of Orange should succeed.

On the thirteenth of January, 1689, the Prince and Princess, sitting on a throne in Whitehall, bound themselves to these conditions. The Protestant religion was established in England, and England's Glorious Revolution was complete.

Notes

disagreeable – неприємний

council – рада

petition – клопотання

to commit – довіряти

to confine – ув'язнювати

close – кінець

dissenter – сектант

to prosecute – переслідування

to beseech(besought) – просити

to anchor – стати на якір

gentry – дворянство

to disperse – поширювати

to forsake (forsook, forsaken) – залишати

barge – катер

gentry – дворянство

TEST YOURSELF

Ex.1 Find the right statements.

1. Unlike his brother Charles II, King James II was a very disagreeable man.
2. The only object of his short reign was to restore the Protestant religion in England, which made his career come to a close very soon.
3. The King of France hoped that James would achieve his object, and granted him fifty hundred thousand livres.
4. The King had issued a declaration that there should be no religious tests or penal laws, in order to let in the Catholics more easily, but the protestant dissenters had joined the regular church in opposing it.

5. Next day was the Sunday fixed for the reading, and it was only read by twenty hundred clergymen out of ten thousand.
6. The Queen had given birth to a son.
7. On the fifth of October, 1688, his fleet anchored at Torbay in Devonshire, and the Prince marched into Exeter.

Ex. II Find the wrong statements.

1. Few people joined William, the Prince of Orange, and he began to think of returning.
2. Then the greatest town in England began, one after another, to declare for the Prince, and the University of Cambridge offered to melt down its plate, if he wanted any money.
3. William said, Ham was a cold damp place, and he would rather go to Rochester.
4. On the eleventh of December the King got out of bed, went down the black stairs, and rode to Feversham.
5. On the night of the twenty-third of December, not even then understanding that everybody wanted to get rid of him, he got away to France, where he rejoined the Queen.
6. The Protestant religion was established in England and England's Glorious Revolution was complete.
7. On the thirteenth of January, 1689, the King and Queen, sitting on a throne in Whitehall, bound themselves to these conditions.

Ex. III For each numbered beginning gives the letter of the ending that completes the meaning of the sentences according to the text.

1. Having appointed a Catholic to be a dean at Oxford ...

2. But at first people little supposed that the King had formed a secret council for Catholic affairs, ...
3. The Parliament also granted James a large sum of money so the new King began ...
4. The King and father Peter now resolved to have this declaration read, on certain Sunday, ...
5. As the six bishops were taken to the Tower, the people fell upon their knees, ...
6. James II, seeing his danger at last, made many great concessions, ...
7. One after another, the King's ...
8. The King had to put himself into the hands of the Lord Lieutenant of the country, ...
9. That if they had none, the Princess Anne and her children should succeed ...
10. He thought himself very cunning in this, as he meant ...

- a) ...without any opposition, James tried to make a monk a master of arts at Cambridge.
- b) ... of which a Jesuit, called Father Peter, was one of the chief members.
- c) ...his reign with a belief that he could do what he pleased.
- d) ...in all the churches and to order it to be circulated for that purpose by the bishops.
- e) ...and wept for them, and prayed for them.
- f) ...and tried to raise an army of forty thousand men.
- g) ...friends deserted him and went over to the Prince.
- h) ...and the Prince of Orange was informed about that.
- i) ...that if she had none, the heirs of the Prince of Orange should succeed.
- j) ...to escape from Rochester to France.

Ex. IV Choose the correct word according to the information in the text:

1. People little supposed that the King had formed a secret (congress, council) for Catholic (church, affairs), of which a Jesuit, called Father Peter, was one of the chief members.
2. The Archbishop himself wrote out the (petition, order) and six bishops went into the King's bedchamber the same night to present it, to his infinite (astonishment, interest).
3. When they go to the Tower, the officer's soldiers on guard (committed, besought) them for their blessing.
4. When they were brought up to the Court of King's Bench for their (trial, council) the jury proclaimed them to be not guilty.
5. His preparations were extraordinarily (fainthearted, vigorous), and mind was resolved.
6. One after another, the King's friends (impeached, deserted) him and went over to the Prince.
7. He thought himself very (simple-minded, cunning) in this, as he meant to escape from Rochester to France.
8. The Protestant religion was (abolished, established) in England, and England's Glorious Revolution was complete.

Ex. V Questions:

1. What was the object of James's II reign?
2. Who helped James to achieve his object?
3. Who was the Prince of Orange? What kind of man was he?
4. When was England's Glorious Revolution complete?

Ex. VI Point for a report in writing:

Internal religious situation in England under James's II reign.

FROM THE HISTORY OF LONDON

Little is known of London prior to A.D. 61, when, according to the Roman historian Tacitus, the followers of Queen Boadicea rebelled and slaughtered the inhabitants of the Roman fort Londinium. Roman authority was soon restored, and the first city walls were built, remnants of which still exist. After the final withdrawal of the Roman legions in the 5th century, London was lost in obscurity. Celts, Saxons, and Danes contested the general area, and it was not until 886 that London again emerged as an important town under the firm control of King Alfred, who rebuilt the defenses against the Danes and gave the city a government. London put up some resistance to William I in 1066, but he subsequently treated the city well. During his reign the White Tower, the nucleus of the Tower of London, was built just east of the city wall. Under the Normans and Plantagenets the city grew commercially and politically and during the reign of Richard I (1189—1199) obtained a form of municipal government from which the modern City Corporation developed. In 1215, King John granted the city the right to elect a mayor annually. The guilds of the Middle Ages gained control of civic affairs and grew sufficiently strong to restrict trade to freemen of the city. The guilds survive today in 80 Livery Companies of which members were once the voters in London's municipal elections. Medieval London saw the foundation of the inns of court and the construction of Westminster Abbey. By the 14th century London had become the political capital of England. It played no active role in the Wars of the Roses (15th century). In the 16th century many monastical buildings were destroyed or converted to other uses by Henry VIII, who founded several grammar schools for the poor. The reign of Elizabeth I brought London to a level of great wealth, power, and influence — the undisputed center of England's Renaissance culture. This was the time of Shakespeare and the beginnings of overseas trading companies such as the Muscovy Company. With the advent (1603) of the Stuarts to the throne, the city became involved in struggles with the crown on behalf of its democratic privileges, culminating in the English Civil War. In 1665 the great

Plague took some 75,000 lives. A great fire in September, 1666, lasted five days and virtually destroyed the city. Sir Christopher Wren played large role in rebuilding the city. He designed more than 51 churches notably the rebuilt St. Paul's Cathedral. Much of the business as well as literary and political discussion was transacted in coffeehouse, forerunners of the modern club. Until 1750, when Westminster Bridge was opened, London Bridge, first built in the 10th century, was only bridge to span the Thames. Since the 18th century several other bridges have been constructed. In the 19th century London began period of extraordinary growth. The area of present-day Greater London had about 1.1 million people in 1801; by 1851 the population had increased to 2.7 million, and by 1901 to 6.6 million. During the Victorian era London acquired tremendous prestige as the capital of the British Empire and as a cultural centre.

London was an important city in Roman times, and there are substantial Roman remains, mostly below street level. By the Middle Ages, when London became the political and commercial capital of England, it was one of the most important cities in Europe.

The history of London begins about the year AD 43, when the Romans were in possession of the southern part of Britain and founded a military station on the present site of London. An insurrection of the British led by Boadicea caused it to be burned in AD 61. It was the centre of various disturbances until about 306, when Constantine, constructed walls and fortifications, and thereby established stability and laid a firm basis for commercial prosperity. From 369 until 412 it was the capital of Britain, when it was known as Augusta. Subsequently it became the chief seat of the Saxons. King Alfred expelled the Danes and fortified the city. It became famous as a commercial centre at the beginning of the reign of Edward III.

London was not built as a city in the same way as Paris or New York. It began life as a Roman fortification at a place where it was possible to cross the River Thames. A wall was built around the town for defence, but during the long

period of peace, which followed the Norman Conquest, people built outside the walls. This building continued over the years, especially to the west of the City. In 1665 there was a terrible plague in London, so many people left the city and escaped to the villages in the surrounding countryside. About 69,000 persons succumbed to the dread disease. In 1666 the Great Fire of London ended the plague, but it also destroyed much of the city. A destructive fire spread over 340 acres, burning about 15,000 houses.

From these calamities the city recovered with marked rapidity. The Bank of England was established in 1694. Sir Hans Sloane founded the British Museum in 1759, the old walls were torn down in 1760, and about that time the streets were improved by pavements, lighting and sanitary regulations. In 1840 the present parliamentary buildings were commenced, and in rapid succession followed the construction of great parks and many different municipal improvements. Although people returned to live in the rebuilt city after the plague and the Great Fire, there were never again so many Londoners living in the city centre.

In the course of history the original commercial nucleus of the City of London (only a mile square - 2.6 sq. km) was adjoined by the City of Westminster, where the political centre established by the monarchy was supplemented by the administrative offices of Parliament and Whitehall (originally a royal palace). Gradually London expanded, absorbing outlying villages, such as Kensington and Hampstead, until by the end of the 19th century (during which the industrial revolution had made London the largest and most important city in the world) much of the central area of London had been developed in a way which is still recognizable today. During the twentieth century growth has continued into the outer suburbs, into the surrounding areas known as the "home counties" (Kent, Surrey, Berkshire, Buckinghamshire, Hertfordshire and Essex) and into the 12 new towns (out of a total of 32 in Britain as a whole) which were created after 1945 within a radius of 129 km (80 miles) of London to help to relieve the

pressure of population and the capital's housing problem. To restrict the sprawl of built-up areas, London pioneered the concept of a "green belt" around the city, where the land is left open and free from further large-scale building development. These days not many people live in the city centre, but London has spread" farther outwards into the country, including surrounding villages. Today the metropolis of Greater London covers some 700 square miles and the suburbs of London continue even beyond this area. Some people even commute over 100 miles (over 150 km) every day to work in London, while living far away from the city in the country or in other towns.

Notes

AD *от лат.* Anno Domini - нашої ери

insurrection - заколот, бунт

disturbances — *pl* заворушення, безпорядки

prosperity - розквіт

plague-чума

succumb - стати жертвою, вмерти

calamity - лихо, біда, нещастя

rapidity - швидкість, пруткість

commence - починатися

absorb - збирати, поглинати

spread - простягатися, простягтися, продовжуватися

metropolis - центр ділового або культурного життя, столиця, центр

Greater London - Великий Лондон (*адміністративно-територіальна одиниця. Ділиться на 32 райони та Citi; керується радою Лондона*)

commute - здійснювати регулярні поїздки на роботу в город з передмістя.

nucleus – центр

municipal – муніципальний

mayor – мер

livery – ліврея

to culminate - досягати найвищої точки

virtually – фактично

forerunner – попередник

to spin – плести

extraordinary – незвичайний

prestige – престиж

TEST YOURSELF

Ex.1 Find the right statements.

1. After the final withdrawal of the Roman legions in the 15th century, London was lost in obscurity.
2. During his reign the Black Tower, the nucleus of the Tower of London, was built just east of the city wall.
3. It played an active role in the wars of the Roses (15th century).
4. In 1665 the great Plague took some 75,000 lives.
5. With the advent (1601) of the Stuarts to the throne, the city became involved in struggles with the crown on behalf of its democratic privileges, culminating in the English Civil War.
6. Until 1750, when Westminster Bridge was opened, London Bridge, first built in the 10th century, was the only bridge to span the Thames.
7. In the 19th century London began a period of extraordinary growth.

Ex. II Find the wrong statements.

1. Roman authority was soon restored, and the first city walls were built, remnants of which still exist.

2. Celts, Saxons, and Danes contested the general area, and it was not until 886 that London again emerged as an important town under the firm control of King Arthur.
3. During the reign of the Plantagenets the city obtained a form of municipal government from which the modern City Corporation developed.
4. The guilds survive today in 80 Livery Companies of which members were once the voters in London's municipal elections.
5. The reign of Henry VIII brought London to a level of great wealth, power, and influence — the undisputed center of England's Renaissance culture.
6. A great fire in September, 1666, lasted five days and virtually destroyed the city.
7. During the Elizabethan era London acquired tremendous prestige as the capital of the British Empire and as a cultural centre.

Ex. III For each numbered beginning gives the letter of the ending that completes the meaning of the sentences according to the text.

1. Little is known of London prior to A.D. 61, when, according to the Roman historian Tacitus, ...
2. Roman authority was soon restored, and the first city...
3. London put up some resistance to William I in 1066, but he ...
4. In 1215, King John granted the city the right...
5. Medieval London saw the foundation ...
6. The guilds of the Middle Ages gained control of civic affairs ...
7. In the 16th century many monastical buildings were destroyed or ...
8. The reign of Elizabeth I brought London to a level of great wealth, power, and influence ...
9. Much of the business as well as literary and political discussion was ...
10. The area of present-day Greater London had about 1.1 million people...

- a) ... transacted in coffeehouse, forerunners of the modern club.
- b) ... the followers of Queen Boadicea rebelled and slaughtered the inhabitants of the Roman fort Londinium.
- c) ... the undisputed center of England's Renaissance culture.
- d) ... walls were built, remnants of which still exist.
- e) ... in 1801, by 1851 the population had increased to 2.7 million, and by 1901 to 6.6 million.
- f) ... subsequently treated the city well.
- g) ... converted to other uses by Henry VIII, who founded several grammar schools for the poor.
- h) ... to elect a mayor annually.
- i) ... of the inns of court and the construction of Westminster Abbey.
- j) ... and grew sufficiently strong to restrict trade to freemen of the city.

Ex. IV From the list given below choose the right word or word-combination.

1. According to the Roman historian Tacitus, the followers of Queen Boadicea rebelled and slaughtered the ... of the Roman fort Londinium.
2. After the final ... of the Roman legions in the 5th century, London was lost in ...
3. London put up some ... to William I in 1066, but he subsequently treated the city well.
4. Under the Normans and Plantagenets the city grew ... and during the reign of Richard I (1189—1199) obtained a form of municipal ... from which the modern City Corporation developed.
5. The guilds survive today in 80 Livery Companies of which members were once the ... in London's municipal ...

6. With the ... (1603) of the Stuarts to the throne, the city became involved in struggles with the crown on behalf of its democratic privileges, ... in the English Civil War.
7. Sir Christopher Wren played large role in ... the city.
8. During the Victorian era London ... tremendous prestige as the capital of the British Empire and as a cultural centre.

(rebuilding, inhabitants, advent, commercially and politically, elections, culminating, acquired, resistance, voters, withdrawal, government, obscurity)

Ex. V Match the years with the events.

- | | |
|---|-------------------------|
| 1. An insurrection of the British led by Boadicea caused London to be burned | a) about 306 |
| 2. The history of London begins | b) from 369 until 412 |
| 3. It was the capital of Britain | c) about the year AD 41 |
| 4. It was the centre of various disturbances until | d) in 1665 |
| 5. There was a terrible plague in London | e) in AD 61 |
| 6. The Great Fire of London ended the plague, but it also destroyed much of the city | f) in 1694 |
| 7. Sir Hans Sloane founded the British Museum | g) in 1840 |
| 8. The 12 new towns were created within a radius of 129 km of London to help to relieve the pressure of population and the capital's housing problem. Growth of London has continued into the outer suburbs | h) in 1666 |
| 9. Not many people live in the city centre, but London has spread further outwards into the country | i) in 1759 |

10. The Bank of England was established j) until the ends of the 19th century
11. Gradually London expended, absorbing outlying villages, such as Kensington and Hampstead k) during the twentieth century
12. The present Parliamentary buildings were commenced l) these days

Ex. VI Questions:

1. When was the first city wall built?
2. Who contested the general area in the 5 century?
3. When did London emerge as an important town?
4. How did the city grow under the Normans and Plantagenets?
5. When did London acquire tremendous prestige as the capital of the British Empire and as a cultural centre?

Ex. VII Point for a report in writing:

The medieval period in the history of London.

YOUTH ORGANIZATIONS

Youth and youth movement are important factors in the social and political life of Great Britain . Among the many youth organizations uniting young people the following are the most popular.

The Combined Cadet Force trains boys at schools for service in the armed forces. All schools have an Army section and must have a Royal Navy (R.N.) or Royal Air Force (RAF) section. Cadets wear military uniform. **The**

Junior Red Cross Section is an integral part of the British Red Cross Society. Boys and girls from 5 to 17 can be members in *Links* in schools. Cadets who are organized in out-of-school groups (11-17) wear uniform. The summer special camps are held in order to give holidays to physically handicapped children, and juniors play an active part in this activity.

The National Federation of Young Farmers' Clubs was formed in 1928. Clubs are open for all young people between the ages of 10 and 25, interested in farming and the countryside.

The Woodcraft Folk organization for children was founded in 1925. Very often whole families, parents and children belong to this association. Its aim is to bring up children in the spirit of peace and friendship on the principles of progress and humanity.

The motto of the Woodcraft Folk is "Span the World with Friendship". They organize summer tent camps. There they study nature, history, archeology, and ecology. They organize dance and song festivals or sports competitions. **The Young Men's Christian Association** develops high standards of Christian character in group activity and citizenship training. Its programmes include physical and spiritual education, public affairs and citizenship activities. **The Young Women's Christian Association** originated in 1855 when Lady Kinnaird in London opened a home for nurses returning from the Crimean War. The aim of the Association is to advance the physical, social, intellectual, moral and spiritual aspects of young women.

The Welsh League of Youth was founded in 1922. Its object is to promote Christian Welsh citizenship among the youths of Wales. Boys and girls under 14 belong to Junior Clubs, and from 14 to 25 to Youth Clubs.

Boy Scouts is an organization that teaches young people to be good citizens and trains them to become leaders. More than 24 million young people and scout leaders belong to Scouting units in more than 130 countries.

Scouts are taught to do their duty to god, to their country, and to other people. Their motto is "**Be Prepared**", and learning by doing is the method used to teach them. The World Scout emblem is a Lily.

Scouts practice citizenship by electing their own youth leaders and by learning to work together. Boy scouts work and play outdoors; they acquire skills in camping, first aid, outdoor cooking, swimming and woodcraft.

Robert Baden Powel /1857-1941/ of Britain started the Boy Scout movement in 1907, when he organized a camp for 20 boys. In 1908 Baden-Powell published the first Boy Scout Manual. In 1910 together with his sister Agnes he organized the Girl Guides. The Scouting Program has three levels: **Cub Scouting**, **Boy Scouting**, and **Exploring**. Any boy from 6 to 20 years of age may become a member. Girls from 14 to 20 years may join the Explorers. Each member pays a registration fee. A boy who has no group near him may become a Lone Cub Scout or Boy Scout by writing to the National Office. Boys with disabilities can take part in Boy Scout Programs according to their capabilities.

Cub Scouting.

Bobcat is the first rank in Cub Scouting. To earn this rank and to wear the blue and gold Cub Scout uniform, a boy must first learn the Cub Scout sign, salute, motto, and Promise, and know the Law of the Pack. The Cub Scout motto is "Do Your Best". The Cub Scout Promise is : "I / name/ promise to do my best to do my duty to God and my country, to help other people and to obey the law of the Pack". Wolf, Bear and Webelos are the next highest ranks of Cub Scouts.

Boy Scouting . Any boy at 11-18 may be a Boy Scout. He must learn and promise to follow the Scout oath and the Scout Law. The Boy Scout promise is: "On my honour, I will do my best: to do my duty to God and my community, and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake and morally straight". The Scout Law has 12 points. It states that a Scout is trustworthy, loyal, helpful, friendly,

courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent. Scouts form patrols of 5 to 8 boys. 4 groups of patrols form a troop, led by an adult Scoutmaster. Tenderfoot is the first rank in Boy Scouting. A Tenderfoot must have spent one night on camp-out. He must have learned the technique how to stop people from choking. He must have identified the poisonous plants. Second Class Scout must know how to use a map and compass. He must understand more first aid. He must be able to prepare a cooking fire and cook meal. First Class Scout is the third rank of Boy Scouting. PCS must find direction without a compass. They must have served as their patrol's cook on a camp-out. PCS must understand the first aid procedure used to revive a person and pass a more advanced swimming test. Star Scout must have earned 6 merit badges in communication, emergency, preparedness, environmental science, physical fitness and swimming. Life Scout must have earned eleven merit badges. Eagle Scout must have earned twenty-one merit badges. A Scout may be given a Heroism Award and an Honour Medal for saving another person's life at the risk of his own.

Service activities.

The Scout Slogan is *"Do a Good Turn Daily"*. Scouts learn to respect and care for other people. Each scout must participate in service projects. Scouts work together to help their community. They may collect food for needy families. Scouts have helped during emergencies. Boys and girls may become Explorers if they are 14.5 or more. Explorers in the community may form an Explorer post. An adult leader supervises the post and serves as an advisor. Each Explorer post centres the activities on a particular hobby interest: aviation, computers, law or oceanography. Many posts take part in outdoor activities. Post Programs give Explorer a chance to investigate future careers.

Jamborees / Meetings / are among the most important events in scouting. During a Nation Jamboree Scouts from all areas of the country spend 10 days camping together. During World Jamboree, held every four years, scouts

from all parts of the world meet one another. The Boy Scouting held the first World Jamboree in Britain in 1920, when 301 Scouts from 32 countries camped together. Today there are 16,000,000 Scouts in 150 countries of the world.

The Girl Guides Association was formed in 1910 by Baden-Powell soon after he started the Boy Scouts movement. The programme of training is planned to develop intelligence and practical skills. The Association includes three age groups: Brownies /7,5-11/, Guides /11-16/, Land, Sea and Air Rangers.

TEST YOURSELF

Ex. 1. Read the sentences, put in the necessary words:

1. The CombinedForce trains boys at schools for service in the armed forces .
- 2.The Junior Red..... Section is for boys and girls from 5 to 17.
- 3.The National Federation of Young Clubs are for the interested in farming .
- 4.The Woodcraft Folk's aim is to bring up children in the spirit of..... and friendship .
- 5.The motto of the Woodcraft Folk is "Span the World with.....".
- 6.There they study nature , history , archeology, and
- 7.They organize dances and songsor sports competitions.
- 8.The Young Men's Association develops high standards of Christian character.
- 9.The Young Women's Christian.....originated in 1855.
- 10.It was opened as a home for nurses returning from the..... War.

(association, Crimean, friendship, Christian, peace, festivals, farmers, ecology, Cross, cadet)

Ex.2. Scan for details

1. Scouting teaches young people to be a) good citizens; b) leaders; c) specialists .
2. Scouts are taught to do their duty to a) God; b) their country; c) other people.
3. Their motto is a) "*Be Prepared*"; b) "*Do All Things Well*"; c) "*Be ready*".
4. Learning by a) playing; b) doing ; c) teaching is the method to teach Scouts.
5. The World Scout emblem is a a) Rose; b) Tulip; c) Lily.
6. Scouts acquire skills in a) camping; b) first aid; c) outdoor cooking .
7. The Scouting Program has three levels a) Cubs ; b) Boys ; c) Explorers ; d) Scout masters.
8. Cub Scouting includes the ranks of a) Bobcat ; b) Wolf ; c) Bear; d) Lions .
9. Boy Scouting has the ranks of a) Tigers ; b) Tenderfoot; c) Star, Life and Eagle Scouts
10. Boys and girls may become Explorers if they are a) 14,5 ; b) 13 ; c) 12,5

Ex.3. Check yourself if you can be a First Class Scout. Tick what you have already done.

Second Class Scout must know how to use a map and compass .

must understand more first aid .

must be able to prepare a cooking fire and cook meal.

First Class Scout must find direction without a compass .

must have served as their patrol's cook on a camp-out.

must know the first aid procedure to revive a person .

must pass a more advanced swimming test.

Star Scout

must have earned 6 merit badges .

Life Scout	must have earned eleven merit badges .
Eagle Scout	must have earned twenty-one merit badges.

BRIEF HISTORY IN FACTS

Celts and Romans. The first inhabitants of Britain were the Celts. They crossed the English Channel many centuries before the Christian era. The Celts or Britons practised agriculture and dug up minerals such as tin, lead and gold. Their religion was Druidism and their priests, the Druids, were famous for their magic arts. Roman legions led by Julius Caesar invaded Britain in 55 B.C. The Romans eventually conquered much of the island and ruled it for almost 400 years. They built cities, country estates, bridges, and roads. The Romans could not control the entire island. In the northern part of Britain, in the area known today as Scotland, lived peoples called the Picts and the Scots. They resisted Roman rule and attacked Roman settlements in the south. To keep them out, Roman soldiers built great walls with forts and towers. The greatest monument they left is Hadrian's Wall, between England and Scotland. The Romans also had difficulties in the area that they did rule. They could not win over the Celts. Most Celts lived in their own villages and were not interested in or influenced by the Romans culture. Roman rule in Britain began to crumble during the fourth century A.D. This was because Roman soldiers were called home to defend the empire's borders against the invasions by the Germans and the Huns.

The Anglo-Saxons. After the last legions left in 410 A.D., the island was gradually invaded by groups from northern Germany and Denmark called Angles, Saxons, and Jutes. They were strong warriors and by the seventh century A.D. controlled most of the island. The Angles, Saxons, and Jutes united to become the Anglo-Saxons. They built settlements, farmed the land, and set up several small kingdoms. The southern part of Britain soon became known as Angleland, or

England. The people became known as the English. The Anglo-Saxon kingdoms of Britain followed the Germanic religions. Pope Gregory I decided to convert the Anglo-Saxons to Christianity. In 597 A.D. he sent a mission of 41 monks to England under the leadership of the monk Augustine. By 700 A.D., all England was Christian. The Pope was head of the church. Many monasteries were built in England and they became centres of religion and culture. One of the monks, Bede, was a great scholar. He wrote the first history of the English people. Even though they accepted Christianity, the Anglo-Saxons kept much of their old culture. They told and retold old legends about brave warriors fighting monsters and dragons. One such legend was about a warrior named Beowulf. In the eighth century A.D., it was written down as an epic poem called Beowulf which became known as the most important work of Anglo-Saxon literature.

Alfred. About 835 A.D., bands of Danes began raiding the coast of England. Before long, they were making permanent settlements in conquered areas. The English kingdoms decided to resist the invaders. They chose as their leader Alfred, King of Wessex. Alfred later became known as Alfred the Great, one of England's best loved monarchs. Alfred built the first English fighting ships and constructed fortresses at regular intervals throughout the country. He was no longer just the king of Wessex but the King of England. Alfred never became strong enough to drive the Danes completely from England.

So he signed a treaty with them. It recognized the right of the Danes to rule the northeast part of the country, an area that became known as the Danelaw. The Danes had destroyed part of the English city of London. Alfred had it re-built and, before long, it was the country's leading city. Alfred issued new laws based on old Anglo-Saxon customs. Alfred was well-educated. He wanted the English people to be well-educated, too. Like Charlemagne, he started a school in one of his palaces to train nobles' sons for government positions. At that time, books were usually written in Latin. Alfred's scholars translated the books into English,

so that the people would become familiar with their history and he had the monks begin a record of English History starting from the time of the Romans.

William the Conqueror. In 1042, the witan made Edward the Confessor, an English prince, King of England. He spent so much time in religious work that he failed to carry out his royal duties. As a result, the nobles increased their hold on the country. The most powerful noble was Harold. When Edward died in 1065 without an heir, Harold became the new king. William, Duke of Normandy, a cousin of Edward the Confessor, claimed that before Edward died, he had promised him the English throne. In 1066, William led an army of 5,000 Norman archers and knights across the sea to England. They met Harold's army in battle near Hastings, a town on the coast, south of London. By nightfall, King Harold was dead, and the English were defeated. On Christmas Day, William, now known as William the Conqueror, was crowned King of England in Westminster-Abbey, in London. At first, the English resisted William's rule. To crush English revolts William introduced feudalism into England. He seized the lands of English nobles and divided them among Norman nobles. In return for the lands, the nobles became William's vassals. They promised to be loyal to the king and provide him with soldiers. William maintained many English laws and government practices.

He also brought continental ways to England. Under his rule, the English learned Norman customs and the French language. The wealthy built castles, cathedrals, and monasteries in the French style. The people learned new skills from Norman weavers and other workers.

The Magna Charta. John became king in 1199, when his brother Richard, called «the Lionheart», died. He lost most of his lands in France and gained the name of «Lackland». When he increased taxes and began to ignore the law, the nobles became angry. They refused to obey him unless he agreed to give them certain rights and privileges. In 1215, John met the nobles in the meadow of Runnymede, where they forced him to sign the Magna Charta, or Great Charter.

The Magna Charta lessened the king's power and increased that of the nobles. A king could no longer collect taxes without the consent of the Great Council. A freeman accused of a crime had the right to a trial by his peers. The king had to obey the laws.

Although the Magna Charta was written by nobles for nobles, it came to be viewed as an important step towards democracy. It brought to the government the new idea that not even a king is above the law.

The Hundred Years' War. In the early 1300s, the English still held a small part of southwest France. The kings of France, who were growing more powerful, wanted to drive the English out. In 1337, the English king, Edward III, declared himself king of France. This angered the French even more. In 1339, the French and English fought the first in a long series of battles known as the Hundred Years' War.

The Hundred Years' War began when the English defeated the French fleet and won control of the sea. The English then invaded France. They defeated the French at the Battle of Crecy in 1347 and again at the Battle of Agincourt in 1417. By 1453, the English held only the French seaport at Calais, and the war came to an end.

The Wars of the Roses. Peace did not come to England after the Hundred Years' War. In 1445, two noble families, York and Lancaster, began a struggle for the throne which lasted many years. The York symbol was a white rose, and the Lancaster symbol was a red rose. For this reason the struggle between York and Lancaster was called the Wars of the Roses.

The Tudors. When the struggles of the Wars of the Roses ended in 1485, a family called the Tudors, who fought on the Lancastrian side, took over the English throne. The first Tudor king, Henry VII, prepared the way for the Renaissance. He strengthened the monarchy and encouraged trade, which made England peaceful and prosperous.

His efforts were continued by his son, Henry VIII, who became king in 1509. Henry VIII enjoyed and encouraged art, literature, music, hunting, and festivities. He even composed his own music. Under his rule, English nobles and merchants began to look to Renaissance Italy for guidance in politics, diplomacy and behavior.

The Church of England. The reformation of the Church of England was led by the monarch. It started as a political quarrel between the Tudor king, Henry VIII, and Pope Clement VII in 1526. At that time Henry was married to Catherine of Aragon, the daughter of Ferdinand and Isabella of Spain and the aunt of the German emperor Charles V. Henry and Catherine had one child, Mary. Now that Catherine was older, Henry feared she could no longer have children, and Henry wanted a son to succeed to the throne. At the same time Henry had fallen in love with Anne Boleyn, a young woman of the court. He wanted the Pope to end his marriage to Catherine so that he could marry Anne and hopefully have a son. When the Pope refused, Henry declared that the Pope no longer had power over the Church in England. In 1534, the English Parliament passed a law known as the Act of Supremacy stating that the king was head of the English Church. Any English church leader who did not accept the law would stand trial as a traitor. One of the most famous men executed for opposing the king's policy was Thomas More. Henry divorced Catherine and married Anne Boleyn. A few years later he had her executed for treason. Anne's only child had been a girl, Elizabeth. Henry then married Jane Seymour, who died shortly after giving Henry the son he wanted.

Language box: ***Place-names and the early invasions***

Early settlements were given names that described them. Today many place-names have lost their meaning as words. This is because the languages from which they came have changed so much or died. For example, modern English doesn't help us to know that *Marylebone* (in London) once meant *the stream at St*

Mary's Church. Place-names are interesting because they preserve elements of the languages spoken earlier in the British Isles.

CELTIC. When the Anglo-Saxon invaders arrived in Britain in 449 AD, they brought with them the English language. The native Celtic-speaking Britons were pushed west. Only a few Celtic words remain in place-names, e.g. *avon* = river

e.g. *Avonmouth* is a town 'at the mouth of a river' *aber*
= mouth (of a river)

e.g. *Aberystwyth* means 'at the mouth of the river Ystwyth'
caer = fort

e.g. *Cardiff* means 'a fort on the river Taf'

THE ROMAN INVASION. The Romans had very little influence on place-names, partly because people continued to speak Celtic. Only a few elements remain, e.g. *-Chester*, *-cester*, *-caster*=*camp*

e.g. *Colchester* means 'a Roman camp on the river Come' THE
ANGLO-SAXON INVASIONS. The most common elements are: *-ing* =
a group of people

e.g. *Reading* means 'Reada's people' *-ham* = a village

e.g. *Aldeham* means 'an old village' *-ingham*, a combination of *-ing* and *-ham*

e.g. *Birmingham* means 'the village of Beornmund's people'
-ton = a farm, village

e.g. *Stretton* means 'a village on a Roman road'

THE VIKING INVASION. Common elements are: *-burgh*, *-bury*, *-borough* = a
town

e.g. *Newbury* *-ford* = ford, crossing place on a river

e.g. *Oxford* means 'a ford for oxen'

THE NORMAN INVASION. The Normans had an almost revolutionary effect on the development of English, but almost none on place-names, except for

some small places e.g. *Beaulieu* (pronounced Bewly) = beautiful place. Battle (from bataille = battle), a small town near the site of the battle of Hastings of 1066.

Is the meaning of place-names in your country obvious today? Are there elements of other languages in them?

TEST YOURSELF

Ex.1 Find the six verbs in the past tense in the texts "Celts and Romans" and "The Anglo-Saxons" which are synonyms of those given and write their paradigms. The first one is done for you.

dug to dig - dug – dug

a)excavated

b)headed

c)constructed

d)started

e)established

f)narrated

Ex.2 Write six sentences about Alfred the Great using the following verbs in the past tense: to be, to build, to become, to sing, to have, to want.

e.g. Alfred was one of England's best-loved monarchs.

a).....

b).....

c).....

d).....

e).....

f).....

Ex.3 Match the clauses on the left with those on the right.

- a) Edward III declared himself King of France.... ... which made the king head of the church
- b) The French and English fought a long series of battles... ...which angered the French
- c) Two noble families fought the Wars of the Roses... ...which were known as the Hundred Years' War
- d) Henry VIII led the Reformation of the Church of Englandwhich lasted for thirty years
- e) The English Parliament passed the "Act of Supremacy"which started as a political quarrel with the Pope

Ex.4 In the chart below there are some words taken from the text; say which class they belong to (adjective, noun or adverb), isolate the suffixes and say how they are formed. The first one is done for you.

inhabitants - noun; inhabit + ants; Germanic

gradually

settlements

leadership

feudalism

powerful

guidance

hopefully

reformation

prosperous

THE POLITICAL SYSTEM

The Monarchy. The United Kingdom is a Constitutional monarchy, which means that the sovereign reigns, but does not rule. The continuity of the English monarchy has been interrupted only once, from 1649-59, during the Cromwell republic. Succession to the throne is hereditary but only for Protestants in the direct line of descent. The monarch has a number of roles and serves formally as head of state, head of the executive, head of the judiciary, head of the legislature, commander-in-chief of the armed forces, and "supreme governor" of the Church of England. The monarch is expected to be politically neutral, and should not make political decision, and in fact, he acts only on the advice of political ministers and cannot make laws, impose taxes, spend public money or act unilaterally. In this sense, contemporary Britain is governed by her Majesty's Government in the name of the Queen. Nevertheless, the monarch still performs some important executive and legislative duties including opening and dissolving Parliament, signing bills which have been passed by both Houses (the Royal Assent), holding audiences with the Prime Minister and fulfilling international duties as head of state. The monarch is a permanent part of the British political system, unlike temporary politicians, and therefore often has a greater knowledge of domestic and international politics. The present sovereign is Queen Elizabeth II who was crowned in Westminster Abbey in 1953. Arguments against the monarchy as a continuing institution in British life maintain that it is out of date, too expensive and nondemocratic, while arguments in favour suggest that it has developed and adapted to modern requirements and that it demonstrates stability, is not subject to political manipulation and performs an important ambassadorial function in Britain and overseas. The British public in general shows considerable affection for the Royal Family over and above its representative role.

The House of Lords. The House of Lords comprises about 1200 peers including hereditary peers, life peers, and lords of appeal, archbishops and

bishops. The house is presided over by the Lord Chancellor. The House of Lords has no real power but acts rather as an advisory council for the House of Commons. In fact, the Lords can suggest amendments to a bill proposed by the Commons but after two rejections they are obliged to accept it. As well as having legislative functions, the Lords is the highest court of appeal. Many people think that the House of Lords should be abolished. The House of Commons. The House of Commons consists of Members of Parliament (MPs) who are elected by the adult suffrage of the British people in general elections which are held at least every five years. The country is divided into 650 constituencies each of which elects one MP who then holds a seat in Parliament. The Commons, therefore, has 650 MPs, of whom only 6.3 percent are women. The party, which wins the most seats, forms the Government and its leader becomes Prime Minister. The functions of the House of Commons are legislation and scrutiny of government activities. The house is presided over by the Speaker who is appointed by the leader of the Opposition. The Government party sits on the Speaker's right while on his left sit the members of the Opposition. Unlike the members of the House of Lords, all members of the House of Commons are paid a salary.

The Parliamentary System. General elections are by secret ballot, but voting is not compulsory in Britain. British, Commonwealth and Irish Republic citizen may all vote provided they are resident in Britain, aged 18 or over, registered in a constituency and not subject to disqualification (for example, certain mentally ill patients and persons convicted of corrupt or illegal election practices). Each political party puts up one candidate for each constituency and the one who wins the most votes is elected MP for that area. This system is known as the simple majority or the "first past the post" system. There has been much debate about the British electoral system since it is unfair to smaller parties, and campaigns continue for some form of Proportional Representation, which would create a wider selection of parties in the House of Commons and cater for minority

political interests. But the two leading parties have preferred the existing system although recently the Labour Party has shown more sympathy towards some kind of change. Those in favour of the British system maintain that it gives the governing party greater power and stability as opposed to the PR system, which inevitably results in a coalition government.

The Political Parties. Thanks to the British electoral system there are few political parties in Britain. The main ones are: the Conservative Party, the Labour Party and the Liberal/Social Democratic Alliance. In recent years the Green Party has gained a good number of votes but very few seats. Other smaller parties such as the Scottish National Party, Plaid Cymru (The Welsh National Party), the Protestant Northern Irish parties and Sinn Fein (the Catholic Northern Irish Party) also have some representation in the House of Commons. The Conservative Party mainly represents the middle and upper classes, but a sizeable percentage of skilled and unskilled workers have always voted Conservative. Its support comes mostly from business interests and it upholds the values of tradition, free enterprise and privatization. The party's strongholds tend to be in southern England. The Conservative Party has been in power since 1979 and its present leader is John Major who took over from Margaret Thatcher when she resigned in November 1990. The Labour Party has traditionally gathered its support from the Trade Unions, the working class and some middle class backing. Its electoral strongholds have always been in south Wales, Scotland, and the Midlands and northern English industrial cities. Its policies are nationalization and the welfare state. The Liberal/ Social Democratic Alliance are dissatisfied with both the main parties and are critical of the election system.

The Prime Minister. When the leader of the party who wins the elections is made Prime Minister, his first job is to choose his cabinet consisting of the most important ministers in the government. The Prime Minister usually sits in the Commons, as do most of the minister, where they may all be questioned and held accountable for government actions and decisions. Arguments suggest that the office

of prime minister has become like an all-powerful presidency and, indeed, there is a greater emphasis today on prime ministerial government rather than the traditional constitutional notions of Cabinet government. Much depends on the personality of the leader. The Prime Minister usually takes policy decisions with the agreement of the Cabinet. The Prime Minister's official London address is No. 10, Downing Street.

TEST YOURSELF

Ex.1 State whether the following statements are TRUE (T) or FALSE (F) and correct the false ones.

- a) The UK is an absolute monarchy
- b) The first child of the monarch automatically becomes king/queen on his/ her death or abdication.
- c) The Royal Assent means that the monarch is not present.
- d) Cromwell's republic lasted ten years.
- e) Britain's Constitution was written down in the 13th century.
- f) Magna Charta was created by the nobles.

Ex.2 Find the words in the text that mean the following:

- a) Making law
- b) Carrying out laws
- c) Military
- d) Present-day
- e) Those who inherit titles
- f) Those who are awarded titles on merit
- g) A proposed law
- h) Old-fashioned
- i) Home affairs

Ex.3 Write four arguments for or four arguments against the monarchy in Britain.

- a).....
- b).....
- c).....
- d).....

What is your personal opinion?

Why do think most British people are fond of the Royal Family?

Which other countries can you think of that have a monarchy?

Ex.4 What are the following dates important for? Look back over the texts and answer like this: e.g. 1953 - The crowning of Queen Elizabeth.

- a) 1215-The ...of.....
- b) 1264-The ...of.....
- c) 1689-The.. of ...
- d) 1649-The ... of....
- e) 1066-The ...of....
- f) 1558-The...of....

Ex. 5 Which party would you probably vote for if...

- a)... you lived in Brighton?
- b)... you lived in Birmingham?
- c)... you lived in Glasgow?
- d)... you were a Catholic in Belfast?

Ex. 6 Which British party supports...

- a)... nationalization?

- b)... privatization?
- c)... changing the electoral system?
- d)... taking care of the environment?
- e)... Welfare State?
- f)... the Catholic minority in Northern Ireland?
- g)... free enterprise?

CITIES AND TOWNS OF BRITAIN

Belfast

For many people coming to Ulster, Belfast is their port of entrance. Some of them will perhaps pass through it quickly, valuing it only as the gateway to one of the most beautiful areas of mountain, lake, seashore and open countryside in Europe; but for those with time and interest, it is worth exploring for its own sake. It also gives a key to a deeper understanding of the whole province. As the relative size of population shows, Belfast stands in the province of Ulster rather like a big house in a moderate-sized garden; and even if we prefer the garden to the house, it is well to become acquainted with the people who live in the house.

One of the first things that must strike the visitor to Belfast, if he comes here by sea up the landlocked waters of Belfast Lough or descends upon the city from the hills by the road that leads from Aldergrove Airport, is that Belfast is beautifully situated. Lying in a broad natural amphitheatre, gracefully surrounded by hills, and looking down a deep inlet of the sea, Belfast has rich variety and offers many pleasant surprises. The centre of the city is built like Amsterdam on piles driven into mud, a tight-packed area of industrial and commercial buildings, but as the broad roads that radiate from the centre bring us out to the suburban districts on the hillsides or by the sea or southwards along the valley of the River Lagan, we find the city ringed with open and attractive residential suburbs.

Belfast is a modern city, a city of the 19th century and of the industrial revolution. Its expansion was rather later than that of most other British industrial cities and it thus avoided some of their worst features. There are a few trim Georgian buildings and one or two houses dating from the 17th century, but the mass of the city's buildings are late Victorian or belong to the present century. The City Hall in Donegall Square, with its lofty dome, is one of the chief landmarks. There are a number of public and ecclesiastical buildings worth seeing, including the huge Law Courts and the Protestant (Church of Ireland) Cathedral.

To the north and west lie the Belfast Hills. The most commanding viewpoint among these, though not the highest, is the Cave Hill (which can be ascended if one has an energetic disposition).

The usual approach is through one of the three public parks. These parks give access to fine scenery and cliff, and command excellent views across the sea, the city and the surrounding countryside.

Birmingham

Long famous as an international business centre, Birmingham has developed into a modern and exciting city whose buildings and shops are second to none.

Birmingham is at the heart of Britain's motorway system. The superbly designed inner ring road is easily identified by its red surface and gives easy access to the city centre.

Massive post-war development schemes have meant exciting new buildings. But the best of the old has been preserved.

The city's museum and art gallery has some of the finest examples of pre-Raphaelite painting, with works by Burne-Jones and William Morris. The Science Museum houses the earliest English locomotive actually built (1784).

Birmingham's ultra-modern library is one of the largest and best stocked in Europe and includes the Shakespeare Memorial Library with 40,000 books in 90 languages.

The city possesses several interesting churches and two cathedrals.

Shopping facilities in Birmingham are a magnet for thousands; there is a wealth of variety few places in Britain can rival. The multilevel Bull Ring Shopping Centre is completely traffic free and linked by subways with the major shopping streets of the city. It includes most kinds of retail shops, open-air and covered markets, banks, restaurants and offices. Equally impressive is the air-conditioned New Street Shopping Centre.

Birmingham has more canals than Venice. Some canal basins have been developed as recreational centres, with walks, pubs, restored buildings and boat trips from Gas Street Basin and Cambrian Wharf.

The city has excellent facilities for all kinds of sport. It boasts twenty swimming pools and eight municipal golf courts, as well as many private clubs. Edgbaston Reservoir is a 60-acre lake for sailing, rowing and fishing, and the Wyndley Leisure Centre at Button Coldfield provides facilities for indoor sports. Test and County cricket is played at Edgbaston; Aston Villa, Birmingham City and West Bromwich Albion are the local football team.

Bristol

The counties of Devon, Cornwall and Somerset are often called the West Country. Urban development of this region is very limited and Bristol is the great exception among the towns of the area, other settlements in this part of the country being small.

Bristol is situated at the junction of the Avon and the Frome. It is a major port and industrial centre. It is an ancient city and it has always been a strictly commercial place and has remained such to this day. Little is known of its early history but its medieval trade was extended to Gascony, Spain and Portugal.

In 1400 it was considered to be the second greatest port of England. Now it is the eighth in the United Kingdom. It is a regional capital and five times as large as the next town in the area. Bristol has a large variety of industries, of which aircraft design and construction at Filton is the most important. Other significant industries are paper-making, printing and flour-milling.

Bristol is a University town. Its university was founded in 1876 first as a university college. Now there are flourishing colleges of science and technology, art and commerce.

The Mendip hills separate Bristol from the lowland of the Somerset plain. Once this area was marshy but now that it has been extensively drained it carries great numbers of dairy cattle. Cheddar cheese is one of its best known products.

Edinburgh

Edinburgh, the capital of Scotland, is one of the most beautiful cities in Europe, full of historical monuments of great interest.

The dominating feature of the city is the Castle, standing high on a steep rock. It is in the royal apartments of the Castle that the son of Mary Queen of Scots, the future King James I, was born.

The Royal Palace of Holyrood House, which is the official residence of the present queen of England, Elizabeth II, when she comes on a visit to Scotland, is also associated with the memory of Mary Stuart. The murder of David Rizzio, Mary's Italian musician and secretary, took place within its walls.

The finest street in Edinburgh and the main shopping area is Prince's Street. In the gardens on its south side stands the monument to Walter Scott, the famous writer of historical novels. Beyond the Scott monument, at the foot of the Castle, is the National Gallery of Scotland.

To the north of Edinburgh is the Firth of Forth. The Forth Bridge, which goes across it, is one of the great engineering achievements of the world.

Edinburgh University, which was founded in 1582, is famous for its medical faculty. Edinburgh is also an important centre of cultural life, and

each year, in late August and early September, it produces a festival of music and drama which is famous all over the world.

Coventry

Coventry is an old city 90 miles north-west of London. During World War II the centre of the town was destroyed by the German air raids in which more than 50,000 houses were damaged. The origin of the popular phrase "to send to Coventry" (i. e. to refuse to associate with a person) is uncertain. But it is believed to have originated at the time when the citizens of Birmingham rose against small parties of the King's supporters and started to send the prisoners they captured to Coventry.

Now the most important among a wide variety of its industries are motor vehicles, agricultural machinery, aircraft, machine tools, telecommunication equipment, radio, television, motion picture and other electrical equipment, synthetic fibres and other goods.

At the end of the 13th century Coventry was known for its cloth-making and dyeing. Since then the expression "as true as Coventry blue" has come into use.

The industrial area based on the small North Staffordshire coal-field is named after the basis of its industries and thus the chief towns of the area are called collectively the Potteries. The six most important towns are now united into one administrative centre which is the city of Stoke-on-Trent and unites Stoke, Borslem, Hanley, Longton, Fenton and Tunstall.

About four-fifth of all pottery workers in Great Britain work in the Potteries of North Staffordshire. No other industry of comparable size is so strongly localized. Local potting began as early as the 14th century and spread slowly until the 18th century brought tea-and-coffee drinking into fashion, which resulted in a greater demand for tableware.

Sheffield

Sheffield has grown from a tiny settlement founded by the Anglo-Saxon invaders as early as 600 A. D. By the beginning of the 20th century the little riverside hamlet had grown into the fifth city of England. Nowadays the banks of the river Don which flows through the modern city are lined with steel works and work-shops and the river has lost its beauty while the whole city has become dull and grimy as the growing industries have left their marks.

The city's fame now mainly rests on the modern steel industry. In Sheffield two distinct types of products are made of steel: machinery parts and cutting tools. Sheffield has long been celebrated for cutlery. At the end of the 18th century the English cutlery industry had become a monopoly of Sheffield. It should be remembered that cutlery does not mean only table ware. It also means various cutting implements and a wide range of knives for special purposes. Although Sheffield is an industrial centre the natural beauty of the Yorkshire Pennines is still preserved in its suburbs. And there is scarcely a street in the centre of the city from which green fields and wooded hillsides cannot be seen. Thus there is a sharp contrast between the smoky centre and the beautiful scenery beyond the city boundary. That is why it is often said that Sheffield is a dark picture in a golden frame.

Manufacturing industry is still overwhelmingly concentrated in the Don valley from Sheffield to Doncaster. A high proportion of the works are sited alongside the railway lines to the south of the Don.

Glasgow

Glasgow (population 715,600) is Scotland's most populous city and third largest in the British Isles. It stands at the lowest bridging point on the river Clyde and has thus become the outstanding market centre for western Scotland, and commercially and industrially dominates Clydeside.

The industrial picture in Glasgow has rather changed. Engineering has not shrunk to the same extent as coal mining and shipbuilding. But nowadays practically as many workers are in the service industries as in manufacturing. Of the latter, textile and clothing production has long been important, and carpets are among woollen goods. Food products, furniture and office equipment are also manufactured.

An activity which is extremely important in Scotland's export trade is the blending of Scotch whisky produced in Highland distilleries.

Glasgow is also the home of two well-known football clubs, Glasgow Rangers and Celtic.

In the New Towns which emerged in the 1960s to the east of Glasgow new engineering industries developed, especially electronics.

Manchester

Manchester is located on the Irwell, a tributary of the Mersey. It is a big commercial centre of the cotton and man-made fibre textile industry. Its position makes it one of the major ports of England. It is linked with Merseyside by the Manchester Ship Canal. Manchester is also an important financial centre. It is well known for its electrical and heavy engineering and the production of machine tools and pharmaceutical goods.

In Manchester the garment trades employ more than a third of all workers in mining and manufacturing. Cotton-manufacture began to develop as early as the 18th century and it benefited Manchester greatly. The cotton industry reached its peak of success at the beginning of the 20th century. But over the last forty or fifty years the cotton industry has experienced chronic difficulties. In recent years the cotton industry has been declining as the increased output of cotton cloth overseas reduces the exports of cotton goods. Among the cotton-manufacturing

towns where man-made fibres are also produced the most important are: Bolton, Stockport and Oldham.

Numerous bridges join Manchester and Salford which is situated on the other side of the Irwell.

TEST YOURSELF

1. The centre of _____ is built like Amsterdam.
a) Coventry b) Bristol c) Belfast
2. _____ is situated at the junction of the Avon and Frome.
a) Bristol b) Belfast c) Edinburgh
3. The position of _____ makes it one of the major port of England because of its location in a tributary of the Mersey.
a) Glasgow b) Edinburgh c) Manchester
4. For many people coming to Ulster, _____ is their port of entrance.
a) Manchester b) Belfast c) Glasgow
5. It is often said that _____ is a dark picture in a golden frame.
a) Edinburgh b) Sheffield c) Belfast
6. _____ is considered to be the eighth greatest port in England.
a) Belfast b) Manchester c) Bristol
7. The most modern library of _____ is one of the largest and best stocked in Europe.
a) Edinburgh b) Belfast c) Birmingham
8. The centre of _____ was destroyed by the German air raids in which more than fifty thousand houses were damaged.
a) Coventry b) Sheffield c) Belfast
9. _____ a big commercial centre of the cotton and man-made fibre textile industry.

- a) Manchester b) Birmingham c) Bristol
10. The heart of Britain's motorway system is _____.
a) Birmingham b) Bristol c) Coventry
11. _____ is the most populous city in Scotland and third largest in the British Isles.
a) Manchester b) Glasgow c) Bristol
12. The mass of _____ buildings are late Victorian or belong to the present century.
a) Sheffield b) Belfast c) Glasgow
13. The remarkable feature of _____ is the Royal Castle, standing high on a steep rock.
a) Edinburgh b) Coventry c) Sheffield
14. _____ has more canals than Venice.
a) Manchester b) Sheffield c) Birmingham
15. In the gardens on the south side of _____ stands the monument to Walter Scott.
a) Bristol b) Edinburgh c) Manchester
16. At the end of the 13th century _____ has known for its cloth-making and dyeing.
a) Coventry b) Edinburgh c) Manchester
17. _____ has become the outstanding market centre for western Scotland and commercially and industrially dominates Clydeside.
a) Glasgow b) Sheffield c) Manchester
18. In _____ two distinct types of products are made of steel: machinery parts and cutting tools.
a) Glasgow b) Manchester c) Sheffield

EARLY GREEK EDUCATION

The development of instructional method has not taken place independently. On the contrary, it has been extraordinarily dependent upon developments in other phases of education.

The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. In fact, children of all periods have done this. Toys and games were miniature of adult activities. As children grew older, they imitated their elders more closely by participating directly in the hunt, in agriculture, in domestic duties and in religious ceremonies.

Even after the development of writing, the method of instruction continued to depend upon imitation and memorization.

The educational method of imitation and memorization also pervaded early Greek education. During Homeric age and for a long time afterward the youth were set noble examples of great men to imitate. The method of instruction aimed to affect conduct. There was no divorce of word and deed. The young were constantly under the supervision of their elders. A young man was continually being directed or reminded that "this is just and that is unjust"; "this is honourable, that is dishonourable"; "do this and don't do that". And if he obeys, he is good; if not, he is punished.

It should be noted that flogging was given not only to punish but also, especially in Sparta, to teach endurance. Flogging was just another hardship like hunger, cold, and heat. It was ideal training for a society that, like Sparta, was constantly on a war footing.

Notes

instructional methods – метод навчання

imitation – імітація

memorization – заучування

Homeric – гомерівський

were set noble examples – наводити приклади для наслідування

to affect – впливати

conduct – поведінка

supervision – нагляд

flogging – биття

on a war footing – у бойовій підготовці

TEST YOURSELF

Ex.I Find the right statements

1. The educational method of imitation and memorization also pervaded early Greek education.
2. And if he obeys, he is bad, if not, he is punished.
3. Toys and games were miniature of adult activities.
4. On the contrary, it has been extraordinarily dependent upon developments in other phases of science.
5. The development of instructional method has taken place independently.
6. It was ideal training for a society that, like Athens, was constantly on a war footing.
7. The method of instruction aimed to affect conduct.

Ex.II Find the wrong statements

1. During Homeric age and for a long time afterward the adults were set noble examples of great men to imitate.
2. A young man was continually being directed or reminded that "this is just and that is unjust"; "this is honourable, that is dishonourable"; "do this and do that".
3. The method of instruction that early man used was through imitation.
4. There was divorce of word and deed.
5. It should be noted that flogging was given only to punish but also, especially in Sparta, to teach endurance.
6. Children began to imitate their elders first in play.
7. Even after the development of reading, the method of instruction continued to depend upon imitation and memorization.

Ex. III Complete the sentences

- 1) The young were constantly...
 - 2) The method of instruction aimed...
 - 3) On the contrary, it has...
 - 4) Toys and games were miniature of...
 - 5) It was ideal training for a society that, like Sparta,...
-
- a) ... to affect conduct.
 - b) ... under the supervision of their elders.
 - c) ... adult activities.
 - d) ... been extraordinarily dependent upon developments in other phases of education.
 - e) ... was constantly on a war footing.

Ex. IV Choose the correct word according to the information in the text

1. The development of instructional ... has not taken place independently.
2. Children began to imitate their ... first in play.
3. Toys and games were miniature of adult
4. Even after the development of writing, the method of instruction continued to depend upon imitation and
5. During Homeric age and for a long time afterward the youth were set ... examples of great men to imitate.
6. The young were constantly under the ... of their elders.
7. It should be noted that ... was given not only to punish but also, especially in Sparta, to teach

(noble, activities, method, flogging, supervision, endurance, elders, memorization)

Ex.V Answer the questions

1. Has the development of instructional method taken place independently in ancient Greece?
2. How did children begin to imitate their elders?
3. When did the method of instruction continue to depend upon imitation and memorization?
4. When were the youth set noble examples of great men to imitate?
5. What was ideal training for a society in Sparta?

EDUCATION OF ROMAN YOUTH

The Romans were no innovators in educational methods. They copied their educational method from the Greeks. Roman boys were expected to memorize the

law of their people. Like the Greeks, Roman boys were set noble examples of manhood to imitate. But unlike the Greeks, they were under the supervision not of a pedagogue, as he often was a slave, but of their fathers. Thus a Roman youth was his father's frequent companion in forum, camp, and field. He learned the Roman virtues of fortitude, earnestness, honesty and pity not only by imitating the heroes of legend and history but also by observing these virtues in his father and his father's companions. Rome's great schoolmaster Quintilian (42—118) mentioned that the way of learning by precept was long and difficult but by example short and easy.

Later the education of Roman youth became more literary in character. More time was spent on grammar and effective speech. When they learned grammar they took up first the names of the letters; then the forms of the letters. After they had learned these, they passed to syllables and their changes and then to the parts of speech — nouns, verbs and connectives. After that they began to write and to read.

By the time the Greek or Roman youth had learned enough to begin the reading of some authors, another method of instruction was employed. Selected passages from these authors were analysed and discussed. Analysis was divided into six parts. The teacher first was to give the selected passage an exact reading with particular regard to pronunciation, punctuation, and rhetorical expression. Then followed an explanation of any poetic figures of speech. The teacher commented on the author's choice of words and gave their etymology. Next he gave attention to the grammatical forms employed and ended with a literary critique of the passage as a whole. Thus the youth were taught to express themselves artistically.

Notes

were expected to memorize – повинні були заучувати
manhood – мужність

virtue – чеснота

fortitude – стійкість

Quintilian – Квінтіліан (видатний представник педагогічної думки
Давнього Риму)

by precept – шляхом настанов

with particular regard – приділяючи особливу увагу

TEST YOURSELF

Ex.I Find the right statements

1. The Romans were innovators in educational methods.
2. Later the education of Roman youth became more scientific in character.
3. They copied their educational method from the Greeks.
4. Little time was spent on grammar and effective speech.
5. By the time the Greek or Roman youth had learned enough to begin the reading of some authors, another method of instruction was employed.
6. The youth were taught to express themselves artificially.
7. The teacher commented on the author's choice of words and gave their etymology.

Ex.II Find the wrong statements

1. Roman boys were expected to memorize the philosophy of their people.
2. They passed to syllables and their changes and then to the parts of speech – nouns, verbs and connectives.
3. A Roman youth was not his father's frequent companion in forum, camp and field.
4. Rome's great schoolmaster Quintilian mentioned that the way of learning by precept was long and difficult but by example short and easy.

5. When they learned grammar they took up first the forms of the letters.
6. Analysis was divided into six parts.
7. He gave attention to the grammatical forms employed and ended with a literary critique of the passage as a whole.

Ex. III Complete the sentences

1. Like the Greeks, Roman boys were ...
 2. More time was spent on grammar ...
 3. The teacher first was to give the selected passage an exact reading ...
 4. But unlike the Greeks, they were under the supervision not of ...
 5. The teacher commented on the author's choice of ...
 6. The teacher gave attention to the grammatical forms employed and ended with ...
 7. They a Roman youth was his father's frequent companion in forum, camp ...
 8. Thus the youth were ...
 9. Then followed an explanation of ...
 10. Later the education became more ...
-
- a) ... with particular regard to pronunciation, punctuation, and rhetorical expression.
 - b) ... set noble examples of manhood to imitate.
 - c) ... and effective speech.
 - d) ... a pedagogue, as he often was a slave, but of their fathers.
 - e) ... a literary critique of the passage as a whole.
 - f) ... and field.
 - g) ... words and gave they etymology.
 - h) ... any poetic figures of speech.
 - i) ... taught to express themselves artistically.
 - j) ... literary in character.

Ex. IV Choose the correct word according to the information in the text

1. The Romans were no ... in educational methods.
 2. Roman boys were expected to memorize the ... of their people.
 3. But unlike the Greeks, they were under the ... not of a pedagogue, as he often was a ..., but of their fathers.
 4. He learned the Roman ... of fortitude, earnestness, honesty and pity ... these virtues in his father and his father's companions.
 5. Rome's great schoolmaster Quintilian (42—118) mentioned that the way of learning ... was long and difficult but by example short and easy.
 6. Later the education of Roman youth became more ... in character.
 7. By the time the Greek or Roman youth had learned enough to begin the ... of some authors, another method of ... was employed.
- (literary, reading, law, virtues, by precept, supervision, instruction, innovators, slave, by observing)

Ex.V Answer the questions

1. Did the Romans copy their educational method from the Greek?
2. Were there any differences between the Greek and Roman educational methods?
3. What did Rome's great schoolmaster Quintilian mention about the way of learning?
4. What way did the education of Roman youth become more literary?
5. How were the Roman youth taught to express themselves artistically?

ERASMUS, THE GREAT DUTCH HUMANIST

Erasmus was born in 1466. He spent the first nine years of his life in a small Dutch town. His first contact with humanist thought was at the school run by the Brothers, where he was sent by his father to continue his studies. When he was thirteen his parents died and he was persuaded to enter a monastery. After his ordination, in 1492, he left the monastery and took a post as a secretary to a bishop. This was the beginning of his wandering. He had money problems most of his life, and only in 1495 did he fulfil his ambition to study at the University of Paris. He supported himself by tutoring wealthy men's sons. He was disillusioned by Paris but he met a number of prominent humanists there and began to publish his writings.

In his judgments, the explanation of the badness of the school of his day is to be found in the fact that teachers are generally poorly educated and lack the training necessary for their work. But how the evil is to be remedied — whether by the state or by private munificence — he could not decide.

Erasmus was considered to be the most learned man of his time in Europe. His industry and talent earned him the deepest respect not only in the world of learning but even among some of the mighty monarchs, the patrons of art and literature. An erudite and much travelled man, he was called a "citizen of the world." The scope of his interests was very wide — he published Greek classics, translated into Latin, taught ancient languages and philology, studied Italian culture, and wrote numerous scholarly works and treatises.

He journeyed to Italy where he studied ancient manuscripts. Then he went to England where he taught philology at Oxford. In England he became friends with Thomas More. Erasmus made trips to various places, but he preferred most of all his own tranquil study where, surrounded by numerous tomes, he worked with youthful zest. Still he couldn't be called a book-worm — letters arrived for him from all over Europe. His opinions and his authority were priceless in the ideological struggle. He wrote treatises and pamphlets which fought scholastics

and dogmatism. Among the multitude of works there was his famous *Praise of Folly*, one of the greatest and amazing books which helped that struggle.

Erasmus had faith in the lofty mission of man. He was one of the most devoted champions of peace and condemned war and despotism as the heinous expressions of barbarity. He wrote that people founded and built cities, and the folly of monarchs ransacked them. He said egoism and greed were among the prime causes of war. To destruction and violence he counterposed creative labour as a token of human prosperity.

Notes

the Brothers – ченці

bishop – єпископ

did he fulfil his ambition – здійснив свою мрію

how the evil is to be remedied – як це зло може бути виправлено

erudite – ерудований

tranquil – спокійний

tome – том, книжка

TEST YOURSELF

Ex. I Find the right statements

1. Erasmus was born in 1496.
2. After his ordination, in 1492, he left the monastery and took a post as a teacher.
3. But how the evil is to be remedied — whether by the state or by private munificence — he could not decide.
4. Then he went to England where he taught philology at Cambridge.
5. Still he couldn't be called a book-worm — letters arrived for him from all over Europe.

6. To destruction and violence he counterposed manual labour as a token of human prosperity.
7. He wrote treatises and pamphlets which fought scholastics and dogmatism.

Ex. II Find the wrong statements

1. His first contact with humanist thought was at the monastery run by the Brothers, where he was sent by his father to continue his studies.
2. He was disillusioned by Paris but he met a number of prominent bishops there and began to publish his writings.
3. Erasmus was considered to be the most educated man of his time in Europe.
4. The scope of his interests was very wide — he published Greek classics, translated into Latin, taught foreign languages and philology and studied Indian culture.
5. Among the multitude of works there was his famous *Praise of Folly*, one of the greatest and amazing books which helped that struggle.
6. In France he became friends with Thomas More.
7. He said egoism and greed were among the prime causes of war.

Ex. III Complete the sentences

1. He spent the first nine years of his life...
2. He supported himself...
3. An erudite and much travelled man, he was called...
4. Then he went to England where he taught...
5. To destruction and violence he counterposed...
6. Among the multitude of works there was his famous *Praise of Folly*,...
7. Erasmus made trips to various places, but he preferred most of all his own tranquil study...

8. Still he couldn't be called...
 9. He wrote treatises and pamphlets...
 10. He wrote that people...
-

- a) ...at Oxford.
- b) ... where, surrounded by numerous tomes, he worked with youthful zest.
- c) ... a book-worm — letters arrived for him from all over Europe.
- d) ... in a small Dutch town.
- e) ... founded and built cities, and the folly of monarchs ransacked them.
- f) ... which fought scholastics and dogmatism.
- g) ... by tutoring wealthy men's sons.
- h) ... a "citizen of the world."
- i) ... one of the greatest and amazing books which helped that struggle.
- j) ... creative labour as a token of human prosperity.

Ex.IV Choose the right variant

1. Erasmus was born in...
a) 1496 b) 1466 c) 1460
2. When he was thirteen his parents ... and he was persuaded to enter a monastery.
a) left him b) were killed c) died
3. He was disillusioned by ... but he met a number of prominent humanists there and began to publish his writings.
a) Paris b) London c) Oxford
4. His earned him the deepest respect not only in the world of learning but even among some of the mighty monarchs, the patrons of art and literature.
a) wealth and nobleness b) industry and talent c) wish and glory

5. The scope of his ... was very wide — he published Greek classics, translated into Latin, taught ancient languages and philology.
 a) interests b) duties c) rights
6. He journeyed to Italy where he studied ... manuscripts.
 a) modern b) medieval c) ancient
7. His opinions and his authority were priceless in the ideological ...
 a) discussion b) controversies c) struggle
8. He was one of the most devoted champions of peace and condemned war and despotism as the heinous expressions of ...
 a) barbarity b) ignorance c) bad manners
9. He said ... were among the prime causes of war.
 a) love and respect b) wealth and power c) egoism and greed
10. To destruction and violence he counterposed creative labour as a token of human prosperity.
 a) friendship b) human prosperity c) talent

Ex.V Answer the questions

1. When was Erasmus born?
2. Where was he sent to continue his studies?
3. Did he take a post as a secretary to a bishop?
4. What kind of man was Erasmus in Europe?
5. He was called a “citizen of the world”, wasn’t he?
6. What was he interested in?
7. What did Erasmus condemn?

JOHN AMOS COMENIUS

(1592-1670)

John Amos Comenius was born in Moravia. After 4 years at a poor village school he went at the age of 15 to study Latin at the grammar school. This school was probably no worse than most schools of that kind, but Comenius was older than the other pupils and could realize the defects of the teaching. Boys in the splendid years of youth had to study languages without proper books, wasting their time in the memorizing of grammatical rules. At the age of twenty-two, after the University, he returned to his native place and became master of the school.

He wrote many works on education. His most outstanding achievement was his writing of the first textbook *The World in Pictures* to employ pictures as a teaching device. Here the beginner in Latin was helped to understand Latin words by having the printed words accompanied by pictures illustrating their meaning. *The World in Pictures* was a particular example of Comenius's conception of the teacher's method.

In his monumental *the Great Didactic* he laid down the general rule that everything should be taught by the medium of the senses.

Comenius advised the teacher to start with the senses because they stand nearest to the child's present state of understanding. To begin with the senses is to go from the easy to the difficult. Therefore, after a sense impression the teacher may proceed to memorization, from memorization to comprehension, and then to judgement.

John Amos Comenius recognized the importance of Latin, but refused to regard the learning of the classics as the central interest of the educator. For him education meant the preparation for life not through the languages but through all the facts about the universe to which languages opened the door. He saw that education was the right of every man, not the privilege of the limited ruling class. He wrote that not only the children of the rich, powerful, but all boys and girls,

noble and ignoble, rich and poor in all cities, towns and villages should be sent to school. Instruction must be fitted to the child, not the child to the instruction.

Notes

device – прийом, засіб

to lay down – закладати (основу)

medium – засіб

sense – почуття; відчуття

comprehension – розуміння

ignoble – підлий, ганебний

to fit – підходити

TEST YOURSELF

Ex.I Find the right statements

1. After 4 years at a poor village school he went at the age of 15 to study Greek at the grammar school.
2. This school was probably no worse than most schools of that kind.
3. He wrote many works on philosophy.
4. Here the beginner in Latin was helped to understand Latin words by having the printed words accompanied by gestures illustrating their meaning.
5. *The World in Pictures* was a particular example of Comenius's conception of the teacher's method.
6. To begin with the senses is to go from the easy to the difficult.
7. He saw that education was the privilege of the limited ruling class.

Ex.II Find the wrong statements

1. Boys in the splendid years of infancy had to study languages without proper books, wasting their time in the memorizing of grammatical rules.

2. His most outstanding achievement was his writing of the first textbook *The World in Pictures* to employ pictures as a teaching device.
3. At the age of twenty-four, after the University, he returned to his native place and became master of the school.
4. Comenius advised the teacher to start with the senses because they stand nearest to the child's present state of understanding.
5. John Amos Comenius recognized the importance of Latin, but he refused to regard the learning of the classics as the central interest of the educator.
6. For him education meant the preparation for life through languages but through all the facts about the universe to which languages opened the door.
7. Instruction must be fitted to the child, not the child to the instruction.

Ex.III Complete the sentences

1. After 4 yeas at a poor village school he went at the age of 15 to study...
2. In his monumental the *Great Didactic*...
3. Here the beginner in Latin was helped to understand...
4. Comenius advised the teacher to start with the senses...
5. He wrote that not only the children of the rich, powerful, but...
6. Boys in the splendid years of youth had to study...
7. To begin with the senses is...
8. His most outstanding achievement was his writing of the first textbook...
9. John Amos Comenius recognized the importance of Latin, but he refused...
10. He saw that education was...

a) ... languages without proper books, wasting their time in the memorizing of grammatical rules.

b)... *The World in Pictures* to employ pictures as a teaching device.

- c) ... to go from the easy to the difficult.
- d) ... to regard the learning of the classics as the central interest of the educator ...
- e) ... the right of every man, not the privilege of the limited ruling class.
- f) ... Latin at the grammar school.
- g) ... Latin words by having the printed words accompanied by pictures illustrating their meaning.
- h) ... he laid down the general rule that everything should be taught by the medium of the senses.
- i) ... because they stand nearest to the child's present state of understanding.
- j) ... all boys and girls, noble and ignoble, rich and poor in all cities, towns and villages should be sent to school.

Ex.IV Complete the sentences

1. John Amos Comenius was born in Moravia in ...

- a) 1670 b) 1592 c) 1529

2. After 4 years at a poor village school he went at the age of 15 to study Latin at the ... school.

- a) primary b) secondary c) grammar

3. At the age of ... , after the University, he returned to his native place and became master of the school.

- a) twenty-two b) twenty-four c) twenty-nine

4. His most outstanding achievement was his writing of the ... textbook *The World in Pictures* to employ pictures as a teaching device.

- a) first b) second c) last

5. In his monumental the *Great Didactic* he laid down the general rule that everything should be taught by the medium of the

- a) work b) senses c) books

6. Comenius advised the ... to start with the senses because they stand nearest to the child's present state of understanding.

- a) children b) parents c) teacher

7. After a sense impression the teacher may proceed to memorization, from memorization to comprehension, and then to

- a) judgement b) thinking c) recapitulation

8. John Amos Comenius recognized the importance of ... , but he refused to regard the learning of the classics as the central interest of the educator.

- a) English b) Latin c) French

9. For him education meant the preparation for life not through languages but through all the facts about the universe to which languages opened the door.

- a) preparation b) interpretation c) admission

Ex.V Answer the questions

1. Where was John Amos Comenius born?
2. Where did he study at the age of 15?
3. What could he realize studying at the grammar school?
4. What was his most outstanding achievement?
5. What book did he lay down the general rule of his conception about education?
6. How did John Amos Comenius recognize the importance of languages?

FRANÇOIS RABELAIS

(1490-1553)

François Rabelais was one of the greatest humanists of the Renaissance, whose philosophical and satirical writings helped to fight scholastic and dogmatism. He had no personal experience of teaching but his acquaintance with

Erasmus gave him a great interest in education, which showed itself in several chapters of the two great satirical books *Gargantua and Pantagruel*.

His general view of education had much in common with that of his humanistic friends, but it was humanism with a difference. The ideal society for him was a fellowship of human beings, enjoying perfect freedom. He considered the life of the people to be laid out not by laws or rules, but according to their will and free pleasure.

Rabelais did not realize that education which makes men free must be carried out in the spirit of freedom.

The young giant Gargantua did not learn at his pleasure, he was made to toil a lot at his studies. He rose at four, and while he was being washed a page of Scripture was read to him. He was made to note the chief features of the morning sky and to compare them with what he had seen the night before. During his dressing the lessons of the previous day were recapitulated. Then followed three hours of serious study, when he had to listen to some book being read to him. After a short play in the field, during which lessons were discussed, he got dinner some time about ten o'clock and still the instruction went on. Not only a book was read during the meal, but instructive comments were made on the bread, salt and the other articles on the table, and passages about them from the ancient authors were read and memorized. Then for three hours he practised writing. In the afternoon he usually went to the riding school and spent some hours in all sorts of physical exercises; and on his way home he learned about plants and trees, and what was written about them by the ancients. On wet days he busied himself with carpentry, sculpture and other practical occupations. The evening was spent with music and games and visits to travellers or men of learning. And finally before going to bed he was made to recapitulate everything learned in the course of the day.

This interpretation of Rabelais' scheme is given in the letter from Gargantua to his son Pantagruel in the earlier of the two books. Later Gargantua appears not as a foolish giant but as an enlightened monarch. He writes to his son: "It is my

intention and desire that you should learn the languages perfectly: first Greek, Latin and then Arabic. I gave you some taste of geometry, arithmetic and music when you were a child of five or six. Go on with your learning of them and master the rest."

Notes

François Rabelais [frans'wa ræbə'lei] – Франсуа Рабле

much in common – багато спільного

at his pleasure – за його бажанням

to toil – тяжко працювати

to recapitulate – повторювати

the instruction went on – заняття продовжувалися

to master – опановувати, вивчати

TEST YOURSELF

Ex.I Find the right statements

1. François Rabelais was one of the greatest humanists of the Renaissance, whose philosophical and historical writings helped to fight scholastic and dogmatism.
2. His general view of education had much in common with that of his humanistic friends, but it was humanism with a difference.
3. The young giant Gargantua did not learn at his pleasure, he was made to toil a lot at his studies.
4. He rose at five, and while he was being washed a page of Scripture was read to him.
5. He was made to note the chief features of the morning sky and to compare them with what he had seen the night before.

6. After a long play in the field, during which lessons were discussed, he got dinner some time about ten o'clock and still the instruction went on.
7. The evening was spent with music and games and visits to travellers or men of learning.

Ex.II Find the wrong statements

1. He had no personal experience of teaching but his acquaintance with Erasmus gave him a great interest in education, which showed itself in several chapters of the two great historical books *Gargantua and Pantagruel*.
2. He considered the life of the people to be laid out by laws, rules according to their will and free pleasure
3. Rabelais did not realize that education which makes men free must be carried out in the spirit of freedom.
4. Then followed two hours of serious study, when he had to listen to some book being read to him.
5. Then for three hours he practised writing.
6. And finally before going to bed he was made to recapitulate everything learned in the course of the day.
7. This interpretation of Rabelais' scheme is given in the letter from Gargantua to his son Pantagruel in the earlier of the two books.

Ex.III Complete the sentences

1. François Rabelais was one of the greatest humanists of the Renaissance...
2. The ideal society for him was a fellowship ...
3. The young giant Gargantua did not learn at his pleasure...
4. He was made to note the chief features of the morning sky...
5. Not only a book was read during the meal, but instructive comments were made

on the bread...

6. On wet days he busied himself with carpentry...

7. And finally before going to bed he was made to recapitulate everything...

8. This interpretation of Rabelais' scheme is given in the letter from Gargantua to his son Pantagruel...

9. Later Gargantua appears not as a foolish...

10. Go on with your...

a) ... of human beings, enjoying perfect freedom.

b) ... in the earlier of the two books.

c) ... learning of them and master the rest.

d) ... whose philosophical and satirical writings helped to fight scholastic and dogmatism.

e) ... sculpture and other practical occupations.

f) ... giant but as an enlightened monarch.

g) ... he was made to toil a lot at his studies.

h) ... learned in the course of the day.

i) ... salt and the other articles on the table, and passages about them from the ancient authors were read and memorized.

j) ... and to compare them with what he had seen the night before.

Ex.IV Choose the right variant

1. Francois Rabelais was one of the greatest ... of the Renaissance.

a) politicians

b) humanist

c) teachers

2. He had no personal ... of teaching but his acquaintance with Erasmus gave him a great interest in education.

a) wish

b) interest

c) experience

3. He was made to note the chief features of the morning sky and ... them with what he had seen the night before.

- a) to compare b) to understand c) to explain

4. Then followed ... hours of serious study, when he had to listen to some book being read to him.

- a) two b) three c) four

5. Then for three hours he practised

- a) reading b) writing c) playing

6. The evening was spent with music and ... and visits to travellers or men of learning.

- a) dance b) games c) sport

7. This interpretation of Rabelais' scheme is given in the... from Gargantua to his son Pantagruel in the earlier of the two books.

- a) newspaper b) book c) letter

Ex.V Answer the questions

1. What was François Rabelais?

2. What kind of books did he write?

3. Did Rabelais realize that education which makes men free must be carried out in the spirit of freedom?

4. Why did the young giant Gargantua not learn at his pleasure?

5. What did Gargantua do in the afternoon?

6. How did Gargantua spend his time before going to bed?

7. What is given in the letter from Gargantua to his son Pantagruel in the earlier of the two books?

Age-Grouping. Rousseau's principles of age-grouping, one of the most valuable of his contributions to the educational thought are the central theme of the *Emile*. Starting with the principle that every age has a special character of its own, he divided the time of pupilage into four periods and tried to define their characteristic features.

The first period is that of infancy; the second period is from two to twelve years of age; the third is the period of pre-adolescence lasting from twelve to fifteen; and the fourth — from fifteen to the time of marriage about twenty-five.

His principles of age-grouping and his educational scheme have the same merits and demerits. The deepest truth is the recognition of the significance of the adolescent changes for education; the deepest error is the exaggeration of the effects of these changes, and the separation of childhood from later life and the under-estimate of the moral and intellectual powers of the child.

(a) Education begins at birth with the physical and social reactions caused by the child's bodily activity. In these first years nothing more is required than unconscious imitation.

(b) In childhood up to twelve, education should not be in the teaching of the ordinary school subjects (languages, geography, history, even fables). The only direct education is the training of the mind through physical activities. To learn to think they must exercise senses and organs, which are the instruments of intellect. All the learning must come by way of play.

(c) In the transition years from childhood to adolescence, a beginning can be made with the study of science. For this there are two starting-points: one from the boy's interest in the world around him (geography), the other from his interest in the sun (astronomy). The object is not to give him knowledge but the taste and capacity for acquiring it. Then goes the learning of the carpenter's craft, to stimulate the mind, and to make the boy independent of any change of fortune.

(d) With adolescence the real education begins. The first lesson the youth has to learn at this stage is the control of the passions. At eighteen, he comes to the study of men as they appear in history. At twenty, he enters society, and learns the tact needed for social relations from great literature (especially the classics) and from the theatre. Then he meets the ideal woman, studies politics and finally marries. His education is at an end.

The first principle of natural education, as Rousseau understands it, is that sex should be taken into account in the upbringing of boys and girls. According to him, the nature of the two sexes is fundamentally different from the very beginning, and that makes necessary a corresponding difference in their education. The boy should be educated to be a complete human.

Notes

Jean Jacques Rousseau ['dʒi:n 'dʒækwəs 'ru:sou] – Жан Жак Руссо

age-grouping – вікові групи

the period infancy – період дитинства

the period of pre-adolescence – підлітковий період

adolescent changes – вікові особливості

to learn to think – щоб навчити мислити

capacity – спосіб; здібність

to acquire – набувати

to take into account – брати до уваги

TEST YOURSELF

Ex.I Find the right statements

1. Rousseau's principles of age-grouping, one of the most valuable of his contributions to the educational thought are the central theme of the *Emile*.

2. Starting with the principle that every age has a special character of its own, he divided the time of pupilage into five periods.

3. The first period is from two to twelve years of age; the second period is that of infancy.

4. The third period is the period of adolescence lasting from twelve to fifteen; and the fourth — from fifteen to the time of marriage about twenty.

5. His principles of age-grouping and his educational scheme have the same merits and demerits.

6. The deepest error is the recognition of the significance of the adolescent changes for education.

7. Education begins at birth with the physical and social reactions caused by the child's bodily activity.

Ex.II Find the wrong statements

1. In childhood up to twelve, education should be in the teaching of the ordinary school subjects (languages, geography, history, even fables).

2. The only direct education is the training of the mind through physical activities.

3. To learn to think they must compare senses and organs, which are the instruments of intellect.

4. All the learning must come by way of work.

5. In the transition years from childhood to adolescence, a beginning can be made with the study of science.

6. Then goes the learning of the carpenter's craft, to stimulate the mind, and to make the boy dependent of any change of fortune.

7. At eighteen, he comes to the study of men as they appear in history.

Ex.III Complete the sentences

1. Rousseau's principles of age-grouping, one of the most valuable of his contributions to the educational thought...
2. His principles of age-grouping and his educational scheme have...
3. Education begins at birth with the physical and social reactions...
4. The only direct education is the training of the mind...
5. For this there are two starting-points: ...
6. At twenty, he enters society, and learns the tact needed for social relations ...
7. Then he meets the ideal woman, ...
8. The first principle of natural education, as Rousseau understands it, is ...
9. According to him, the nature of the two sexes is fundamentally different...
10. The boy should be...

- a) ... one from the boy's interest in the world around him (geography), the other from his interest in the sun (astronomy).
- b) ... studies politics and finally marries.
- c) ... are the central theme of the *Emile*.
- d) ... educated to be a complete human.
- e) ... caused by the child's bodily activity.
- f) ... from the very beginning, and that makes necessary a corresponding difference in their education.
- g) ... the same merits and demerits.
- h) ... that sex should be taken into account in the upbringing of boys and girls.
- i) ... through physical activities.
- j) ... from great literature (especially the classics) and from the theatre.

Ex.IV Choose the right variant

1. Rousseau's principles of age-grouping, one of the most valuable of his contributions to the educational ... are the central theme of the *Emile*.

- a) thought b) science c) method
2. His principles of age-grouping and his educational scheme have the same ... and demerits.
- a) virtue b) merits c) value
3. The deepest error is the ... of the effects of these changes, and the separation of childhood from later life and the under-estimate of the moral and intellectual powers of the child.
- a) overstatements b) exaggeration c) underestimation
4. Education begins at ... with the physical and social reactions caused by the child's bodily activity.
- a) infancy b) adolescence c) birth
5. In these first years nothing more is required than unconscious
- a) memorization b) recapitulation c) imitation
6. The only direct education is the training of the ... through physical activities.
- a) body b) mind c) spirit
7. The first lesson the youth has to learn at this stage is the control of the
- a) passions b) thoughts c) activities

Ex.V Answer the questions

1. What was Jean Jacques Rousseau?
2. What is the central theme of the *Emile*?
3. How many periods did Rousseau divide the time of pupilage?
4. What is the deepest truth of his principles of age-grouping and educational scheme?
5. What is the deepest error of his principles of age-grouping and educational scheme?
6. What did Rousseau understand the first principle of natural education?

JOHANN HEINRICH PESTALOZZI

(1746-1827)

Johann Heinrich Pestalozzi the famous Swiss educator, was one of the greatest men in the educational history. With exceptions like Comenius's textbook *The World in Pictures*, little or nothing had been done to show the teacher how to put the educational ideas into practical operation in the schoolroom. Progress along this line was the great contribution of Pestalozzi.

Pestalozzi was born in Zurich in Switzerland. His father died when he was five years old, and he owed his upbringing to his mother. This fact had a decisive influence on his character and his view of life. It led him to a higher appreciation of the part played by the mother and the life of the home in the early education of children. The next great influence came to him at the University of his native town, where he studied till the age of nineteen. Guided by teachers of revolutionary tempo he read Rousseau's work and compared the education which he had received at home, at school with that which Rousseau demanded for Emile.

His most important work was a didactic novel called *Lienhard and Gertrude*. The story was about the village life that Pestalozzi knew so well. Gertrude, a wise mother, keeps her children busy working and trains their minds and characters by her motherly talks about the circumstances of their lives. Her method of teaching is quite simple. She instructs them in arithmetic, for example, by making them count the steps across the room, the number of windows, etc. In the same way she leads them to distinguish "long" and "short", "narrow" and "wide", "round" and "angular", and encourages them to observe all the things around them, such as the action of fire, water, air and smoke.

Pestalozzi was able to do much in the way of systematic education. He succeeded in creating a school after the pattern of the home, and tried many experiments. According to Pestalozzi the teacher has always to begin with sense impressions of the object of the lesson. Only after the time of these impressions the

teacher should proceed to the naming of the object. Once named, the object had to be studied as to its form, could be discussed and compared. The essence of Pestalozzi's method is teaching everything through number, form and language.

Formerly the teacher had called children up to the desk one, two or three at a time to hear them recite their lessons. All this was changed in the classroom run according to Pestalozzian principles. There the teacher taught the whole group at once. Standing before them he framed his questions about the object.

One of his principles was to go from the simple to the complex. Thus children were introduced to reading by first learning their letters, next by putting letters together into syllables, then syllables into words, words into phrases, and finally words into phrases and sentences.

Notes

Johann Heinrich Pestalozzi [jou'æn 'hainrih pestəlot'sə] – Йоган Генріх

Песталоцці

along this line – у цьому відношенні

keeps her children busy working – слідує, щоб діти постійно були зайняті

and tried many experiments – багато експериментував
framed his questions - запитував

TEST YOURSELF

Ex.1 Find the right statements

1. Johann Heinrich Pestalozzi the famous Swiss philosopher was one of the greatest men in the educational history.
2. His father died when he was four years old, and he owed his upbringing to his mother.

3. One of his principles was to go from the simple to the complex.
4. It led him to a higher appreciation of the part played by the mother and the life of the home in the early education of children.
5. Pestalozzi was born in Zurich in Sweden.
6. All this was changed in the classroom run according to Pestalozzian principles.
7. Gertrude's method of teaching is quite difficult.

Ex.II Find the wrong statements

1. His most important work was a didactic novel called *The World in Pictures*.
2. The essence of Pestalozzi's method is teaching everything through number, form and language.
3. The next great influence came to him at the University of his native town, where he studied till the age of eighteen.
4. According to Pestalozzi the teacher has always to begin with sense impressions of the object of the lesson.
5. Gertrude, a cruel aunt, keeps her children busy working and trains their minds and characters by her motherly talks about the circumstances of their lives.
6. Pestalozzi was able to do much in the way of problematic education.
7. One of his principles was to go from the complex to the simple.

Ex. III Complete the sentences

1. Johann Heinrich Pestalozzi the famous Swiss educator...
2. With exceptions like Comenius's textbook *The World in Pictures*, little or nothing had been done to show the teacher...
3. His father died when he was five years old...
4. This fact had a decisive influence...
5. The next great influence came to him at the University of his native town...

6. Gertrude, a wise mother, keeps her children busy working and trains their minds...
7. He succeeded in creating a school after the pattern of the home...
8. Formerly the teacher had called children up to the desk one...

- a) ... and characters by her motherly talks about the circumstances of their lives.
- b) ... and tried many experiments.
- c) ... two or three at a time to hear them recite their lessons.
- d) ... where he studied till the age of nineteen.
- e) ...how to put the educational ideas into practical operation in the schoolroom.
- f) ... was one of the greatest men in the educational history.
- g) ... on his character and his view of life.
- h) ... and he owed his upbringing to his mother.

Ex. IV Choose the correct word according to the information in the text

1. Progress along this line was the great ... of Pestalozzi.
2. This fact had a ... influence on his character and his view of life.
3. It led him to a higher ... of the part played by the mother and the life of the home in the early education of children.
4. The story was about the ... life that Pestalozzi knew so well.
5. She instructs them in arithmetic, for example, by making them count the steps across the room, the number of windows, etc.
6. According to Pestalozzi the teacher has always to begin with sense ... of the object of the lesson.
7. The ... of Pestalozzi's method is teaching everything through number, form and language.

8. One of his principles was to go from the simple to the ...

(complex, impressions, village, appreciation, contribution, arithmetic, decisive, essence)

Ex.V Answer the questions

1. What was Johann Heinrich Pestalozzi?
2. What was the great contribution of Pestalozzi?
3. Where was Pestalozzi born?
4. What facts had a decisive influence on his character and his view of life?
5. What was his most important work?
6. Was Pestalozzi able to do much in the way of systematic education?
7. What is the essence of Pestalozzi's method?

KOSTYANTIN USHINSKY

Kostyantyn Dmytriyovich Ushinsky was born in 1824. Ushinsky studied foreign systems through second-hand sources. He spoke German and knew English, French, and Italian. He read books and reports on foreign education in all these languages, but he did not visit foreign schools. An opportunity for personal inspection of foreign Institutions was afforded him in 1862. During his last years Ushinsky lived abroad, visiting educational institutions in Switzerland, Germany, France, Belgium, and Italy, and could thus complete his comparative studies by observations on the spot.

His first impressions, after visiting Swiss institutions, were published in the *Journal of the Ministry of Public Instruction* in 1862—1863 in seven letters

as "Pedagogical Travels in Switzerland." These letters are not only valuable material for Comparative Education but are literary masterpieces of the Russian language. Ushinsky describes the historical development of Swiss education, drawing attention to Pestalozzi's influence on the reform of medieval scholasticism. Social change from the feudal rule to democratic government of the whole nation is a necessary condition of reform, according to Ushinsky. He visited elementary, secondary, and girls' schools, and teachers' seminaries and gave detailed accounts of the administration, organization, and curricula of these institutions.

Equal education of women finds open approval from Ushinsky. He writes that there are no causes which would result in a lower ability for science and teaching in a woman than in a man; it is a woman's character where concentration of attention, punctuality, patience, perseverance, love of order, tenderness, manners, taste and above all, the innate love of children are met with much oftener than in a man. All countries were given together, their merits and defects compared. His descriptions always included comparison with actual conditions in Russia.

Ushinsky says that before creating popular (narodnaya) schools, one should clearly work out the conception of the popular school, and this work has to be done not by one man in his study, not on paper only, but by the whole community of educators in a conflict of opinions and in practical efforts of realizing in life their ideas.

Ushinsky sees as the most important means of such pedagogical reforms the publication of new textbooks, the foundation of teachers' seminaries. He points out the necessity of mother tongue especially for elementary instruction.

Notes

on the spot – на місці, відразу

curriculum – програма

curricula – програми

punctuality – точність, пунктуальність

patience – терпіння, наполегливість

perseverance – наполегливість, упертість

merit — заслуга

in a conflict of opinions – шляхом обговорення

TEST YOURSELF

Ex. I Find the right statements

1. Ushinsky studied native systems through second-hand sources.
2. An opportunity for personal inspection of foreign Institutions was afforded him in 1862.
3. These letters are only valuable material for Comparative Education but are not literary masterpieces of the Russian language.
4. Social change from the feudal rule to democratic government of the whole nation is a necessary condition of reform, according to Ushinsky.
5. He visited boys' schools and teachers' seminaries and gave detailed accounts of the administration, organization, and curricula of these institutions.
6. All countries were given together, their merits and defects compared.
7. His descriptions always included comparison with actual conditions in Europe.

Ex. II Find the wrong statements

1. He spoke English and knew German, French, and Italian.
2. Ushinsky lived abroad, visiting educational institutions in Switzerland, Germany, France, Belgium, and Italy, and could thus complete his comparative studies by observations on the spot.

3. His first impressions, after visiting Swiss institutions, were published in the *Journal of the Ministry of Public Instruction* in 1862—1863 in seven letters as "Pedagogical Travels in Switzerland."

4. Equal education of men finds open approval from Ushinsky.

5. He writes that there are no causes which would result in a lower ability for science and teaching in a woman than in a man.

6. He points out the necessity of foreign languages especially for elementary instruction.

7. He read books and reports on foreign education in all these languages, but he did not visit foreign schools.

Ex. III Complete the sentences

1. Ushinsky studied foreign systems...

2. An opportunity for personal inspection of foreign Institutions was ...

3. His first impressions were published in the *Journal of the Ministry of Public Instruction* in 1862—1863 ...

4. Ushinsky describes the historical development of Swiss education, ...

5. Equal education of women...

6. It is a woman's character where concentration of attention, punctuality, patience, perseverance, love of order, tenderness, manners, taste and ...

7. His descriptions always included comparison ...

8. This work has to be done not by one man in his study, not on paper only, but by the whole community of educators...

a) ... finds open approval from Ushinsky.

b) ... afforded him in 1862.

c) ... drawing attention to Pestalozzi's influence on the reform of medieval scholasticism.

- d) ... in a conflict of opinions and in practical efforts of realizing in life their ideas.
- e) ... through second-hand sources.
- f) ... above all, the innate love of children are met with much oftener than in a man.
- g) ... with actual conditions in Russia.
- h) ... in seven letters as "Pedagogical Travels in Switzerland."

Ex. IV Choose the correct word according to the information in the text

1. Ushinsky studied ...systems through second-hand
 2. An opportunity for personal ...of foreign Institutions was afforded him in 1862.
 3. These letters are not only valuable material for Comparative Education but are literary ...of the Russian language.
 4. Social change from the feudal ...to democratic government of the whole nation is a necessary ... of reform, according to Ushinsky.
 5. He visited elementary, secondary, and girls' schools, and teachers' seminaries and gave detailed ... of the administration, organization, and ... of these institutions.
 6. He writes that there are no ... which would result in a lower ... for science and teaching in a woman than in a man.
 7. He points out the necessity of mother ... especially for elementary instruction.
- (masterpieces, foreign, inspection, rule, tongue, causes, condition, ability, accounts, sources, curricula)

Ex.V Answer the questions

1. When was Kostyantín Dmytryyovich Ushinsky born?

2. What foreign languages did he know?
3. Wasn't an opportunity for personal inspection of foreign Institutions afforded Ushinsky in 1862?
4. Where did he live during his last years? _____
5. What did he publish in 1862-1863?
6. What did Ushinsky write about education of women?
7. How do you understand his conception of the popular school?

ЛІТЕРАТУРА

1. Велика Британія: Навчальний посібник з англ. мови // Укладач Крикун Г.В., Кривий Ріг: КДПУ, 2003.-79 с.
2. Навчальний посібник з англ. мови для студентів 1 курсу немовних спеціальностей педагогічного університету // Укладач Токарь Л.В., Кривий Ріг: КДПУ, 2002.- 64 с.
3. Полупан В.Л., Полупан А.П., Мехова В.В.. Україна. Книга для читання англ.. мовою. „Академія”, Харків, 2001. - 184 с.
4. English: Тексти. Підручник. Для студентів гуманітарних, природничо-географічних і математичних факультетів вищих навчальних закладів.// Укладач Є.О. Мансі. — К.: „Академія”, 2004. — 528 с.

CONTENTS

PART I Introductory Unit	5
PART II From the History of Ukraine.....	14
PART III From the History of Great Britain.....	33
PART IV From the History of Education.....	125

Підписано до друку __. __. 2009.
Формат 60х84/16. Ум. др. арк. – 9,6. Обл.-вид. арк. – 6,7.
Тираж – _____ прим.

Друкарня СПД Щербенок С. Г.
Свідоцтво ДП 126-р від 12.10.2004.
вул. Рокошсовського, 5/3, м. Кривий Ріг, 50027