

**ЛІНГВОКРАЇНОЗНАВСТВО
ВЕЛИКОЇ БРИТАНІЇ:
теоретичні засади та практичні завдання
(англійською мовою)**

Навчально-методичний посібник до лекційних та семінарських занять
(для здобувачів першого (бакалаврського) рівня вищої освіти освітньо-професійних
програм «Мова і література (англійська та друга західноєвропейська мова)»,
спеціальності 014 Середня освіта та «Філологія (англійська і друга
західноєвропейська мова)» спеціальності 035 Філологія)

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Суховецька Л. В. Лінгвокраїнознавство Великої Британії: теоретичні засади та практичні завдання (англійською мовою) – навчально-методичний посібник до лекційних та семінарських (для здобувачів першого (бакалаврського) рівня вищої освіти освітньо-професійних програм «Мова і література (англійська і друга західноєвропейська мова спеціальності 014 Середня освіта та «Філологія (англійська і друга західноєвропейська мова)» спеціальності 035 Філологія). Дніпро : ГПМ, 2023. 56 с.

Навчально-методичне видання містить узагальнені матеріали для ефективного проведення лекційних та семінарських занять з навчальної дисципліни «Лінгвокраїнознавство» для здобувачів першого (бакалаврського) рівня вищої освіти факультету романо-германських мов. Посібник включає не лише певний теоретичний матеріал, а й комплекс вправ, спрямований на засвоєння лінгвокраїнознавчих знань, глосарій географічних термінів, набір актуальних фразових словосполучень, рекомендовану літературу. Посібник покликаний розширити традиційний погляд на курс лінгвокраїнознавства, сформувані лінгвокультурологічні компетентності студентів, розширити світогляд студентів у культурологічному аспекті, збагатити словниковий запас, розвинути навички структурувати нову інформацію та правильно оформлювати усне мовлення. Посібник укладений відповідно до освітньо-професійних програм «Мова і література (англійська і друга західноєвропейська мова)», спеціальності 014 Середня освіта та «Філологія (англійська і друга західноєвропейська мова)» спеціальності 035 Філологія.

Посібник призначений для викладачів та здобувачів першого (бакалаврського) рівня вищої освіти.

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Опис дисципліни

Дисципліна «Лінгвокраїнознавство» орієнтована на майбутню професійну діяльність студентів. Педагогізація здійснюється шляхом виявлення прикладного значення лінгвістичних, країнознавчих, лінгвокраїнознавчих знань для здійснення професійної діяльності викладача англійської мови. Зміст дисципліни сприяє підвищенню рівня гуманітарної освіти шляхом залучення студентів до духовного багатства інших народів, формування навичок взаєморозуміння, виховання толерантності, залучення студентів до діалогу культур. Міждисциплінарні зв'язки реалізуються у «Практиці усного та писемного мовлення», надаючи об'ємну інформацію з життя сучасної Великобританії до багатьох тем, у «Лексикології» (вивчення лексичних одиниць-реалій; функціонування фразеологічних одиниць з національно-орієнтованим компонентом; соціальна і територіальна диференціація лексики); «Історії англійської мови», «Літературі Англії», «Історії європейських країн» (створення держави на Британських островах, народностей, нації, тощо), «Релігієзнавстві» (католицизм та протестантизм у Британії, тощо), «Географії».

Предметом вивчення навчальної дисципліни є лінгвокультурний контекст та лінгвокраїнознавчі реалії країни, мова якої вивчається студентами – Об'єднаного королівства Великої Британії та Північної Ірландії.

Цілі дисципліни

Метою викладання навчальної дисципліни «Лінгвокраїнознавство» є формування у студентів соціокультурної компетенції, а також удосконалення комунікативної компетенції і здійснення в процесі навчання, виховання, освіти і розвитку особистості студента; ознайомлення студентів з життям країни, мову якої вони вивчають, удосконалення професійно-педагогічної підготовки майбутніх вчителів, вдосконалення лінгвістичної та культурологічної підготовки студентів, формування у студентів міжкультурної та лінгвокраїнознавчої компетенції, розширення кругозору студентів, надання інформації і матеріалів, необхідних для організації майбутньої навчальної роботи та позакласної виховної роботи в школі, навчання студентів самостійно працювати над окремими питаннями, в яких висвітлюються теми культурного, мовознавчого, навчального, історичного, економічного, релігійного, соціального, тощо, змісту, характерні особливості менталітету британців з метою підготовки повідомлень на семінарських заняттях, виступів на наукових конференціях різного рівня, підготовка студентів до складання міжнародних сертифікованих іспитів, підготовка студентів до професійної діяльності в сучасних умовах.

Основними **завданнями** вивчення навчальної дисципліни «Лінгвокраїнознавство» є набуття студентами мовних, лінгвокраїнознавчих та культурних знань; оволодіння основними лінгвокраїнознавчими реаліями Британії, ознайомлення з внеском вітчизняних та зарубіжних вчених щодо сучасного розвитку країни; вивчення мовних одиниць, які відбивають національні особливості культури народу – носія мови, а саме реалій (позначення предметів й явищ, характерних для однієї культури та відсутніх в іншій); конотативної лексики (слів, що співпадають за основним значенням, але відмінних за культурно-історичними асоціаціями); фонові лексики (позначення предметів й явищ, котрі мають аналоги в культурах, які

зіставляють, але які відрізняються національними особливостями функціонування, форми, призначення предметів), вивчення мови та культури, враховуючи той факт, що іноземна мова виступає засобом спілкування, пізнання, осмислення та інтерпретації фактів іншої культури, усвідомлення своєї власної культури, знайомлення з нею інших мовних соціумів.

Очікувані сформовані компетентності та результати навчання

Загальні компетентності:

- здатність усвідомлювати та формувати цінності громадянського суспільства, зберігати та примножувати моральні і культурні надбання.
- здатність розуміти історію та закономірності розвитку предметної області, її місце у загальній системі знань про природу і суспільство.
- здатність вчитися і оволодівати сучасними знаннями, аналізувати, синтезувати, узагальнювати та оцінювати власну освітню і професійну діяльність.
- здатність працювати в команді та автономно; адаптуватися та діяти в новій ситуації.
- здатність спілкуватися іноземною мовою.
- здатність діяти на основі етичних міркувань (мотивів), цінувати та поважати різноманітність і мультикультурність.

Фахові компетентності

- здатність використовувати досягнення сучасної науки в галузі теорії та історії англійської мови в практиці навчання у базовій середній школі.
- здатність до формування в учнів ключових і предметних компетентностей та здійснення міжпредметних зв'язків.
- здатність до цілепокладання, планування, проектування освітнього процесу та реалізації ефективних підходів до викладання англійської мови на підставі передового міжнародного досвіду, в тому числі реалізовувати принципи предметно-мовного інтегрованого навчання в освітньому процесі сучасного закладу загальної середньої освіти..
- здатність дотримуватися сучасних мовних норм з англійської мови, володіти англійською мовою на належному рівні, використовувати різні форми й види комунікації в освітній діяльності, обирати мовні засоби відповідно до стилю й типу тексту.
- здатність використовувати знання мови для формування загальної і мовленнєвої культури учнів, їхньої моралі, міжкультурної толерантності, ціннісних орієнтацій у сучасному полікультурному суспільстві.
- здатність взаємодіяти зі спільнотами (на європейському й глобальному рівнях) для розвитку професійних знань і фахових компетентностей.

Результати навчання:

1. Володіти знаннями основних історичних етапів розвитку предметної області, оперувати базовими категоріями та поняттями спеціальності, застосовувати міжнародні та національні стандарти і практики в професійній діяльності.
2. Усвідомлювати цінність незалежності, територіальної цілісності та демократичного устрою України, сприяти розвитку громадянського суспільства, примножувати національні моральні і культурні надбання.

3. Володіти основами професійної культури, цінувати різноманіття та мультикультурність, керуватися в педагогічній діяльності етичними нормами, принципами толерантності, діалогу й співробітництва.

4. Усвідомлювати та використовувати сучасні філологічні засади навчання англійської мови, мовні норми, соціокультурну ситуацію розвитку англійської мови, особливості використання мовних одиниць у певному контексті, мовний дискурс сучасності.

5. Володіти комунікативною компетентністю іноземних мов (лінгвістичний, соціокультурний, прагматичний компоненти), удосконалювати й підвищувати власний компетентнісний рівень у міжнародному контексті.

6. Забезпечувати діалог культур у процесі вивчення англійської мови, створювати умови для міжкультурної комунікації.

7. Використовувати гуманістичний потенціал іноземних мов для формування духовного світу юного покоління громадян України.

INTRODUCTION

THE SUBJECT-MATTER OF THE COURSE OF COUNTRY STUDY

The English language is widely spread all over the world and ranks the second place in the world. It is the official language of the United Kingdom, the USA, Canada, Jamaica, South Africa, Australia, India, New Zealand and others. English – is the language of sport, world literature, computers, medicine, science, politics, etc. The universal form of English is Standard English. There are other names such as the Queen's English, American, Australian and Canadian English.

The country studies information concerns various aspects of the life of the country the language of which you study. It represents historical, geographical, sociocultural, ethnographic (everyday life, traditions, holidays), socio-political realities surrounding native speakers. These lingua-cultural realities are typical of a certain national community. They are familiar and recognizable by the majority of that community. Realities are real facts, objects, phenomena, concepts related to life, history, culture of the nation and not found among other people. From the point of view of linguistics realities are important not as the facts themselves, but as the words which denote them and identify them.

So, the realities include the names of geographical objects, plants and animals, household items (food, drinks, clothes, housing, furniture, utensils), vehicles, professions, the names of the most famous literary works, aphorisms, folklore, music, dances, musical instruments, theater, customs, rituals, holidays, monetary units, titles, social layers, educational institutions, estates, authorities, names of heroes and popular figures. Cultural realities of different countries differ immensely and sometimes direct translation of those realities is practically impossible.

Language is not just a set of phrases and grammatical patterns. This is a world inside a person. Language is directly related to the worldview of man. It keeps a lot of secrets about the mentality and the world outlook of the nation. It fixes all the events, discoveries. Language reflects knowledge and experience, peculiarities, specific features of everyday life and communication of a certain human group. The language is a kind of an iceberg the upper part of which consists of grammar and vocabulary and the knowledge of which is not enough for mastering a language. For that purpose the knowledge of the underwater sector is obviously of greater importance. The hidden underwater part represents all the background knowledge about the culture and history of the county the language of which you study, psychology and mentality of its people, surrounding conditions in which the language developed. The language may tell us a lot about the values of the nation and how this nation treats other people, its attitude to them.

The study of the living language as a means of communication is impossible without simultaneous study of the country's culture. The language is a kind of an iceberg the upper part of which consists of grammar and vocabulary and the knowledge of which is not enough for mastering a language. For that purpose the knowledge of the underwater sector is obviously of greater importance. The hidden underwater part represents all the background knowledge about the culture and history of the county the language of which you study, psychology and mentality of its people. The living language exists in the native

speakers' world and its study without the awareness of this world and background knowledge makes the language dead. So it deprives you of the possibility to use the language as a means of communication.

So, if you want to become a really good specialist, you must not only know the language and culture, you must get dissolved in that culture and you must feel it, absorb the culture of other people and see the world through the eyes of an average American or a 100% Englishman. You as an expert should understand a person of a different culture, how he lives and what he breathes. All that background knowledge will not only broaden your mind, but it will help you to become a mediator between two cultures and it will help you to avoid the situations of becoming a victim of your own cultural incompetence

CHECKING COMPREHENSION

Answer the questions:

1. How would you interpret the term “lingua-cultural reality”?
2. Which lingua-cultural realities do you associate Great Britain with?
3. Why is it necessary to study background information about the nation, whose language you study?

PRACTICAL ASSIGNMENTS

TASK 1. Study the list of culture-specific words given in the box below. Consult the dictionary to check the meaning of the words you don't know. Which category does each word belong to (food, clothes, houses, towns, transport, customs, activities, procedures, concepts, organizations, body-language, environment).

Savanna / sake / anorak / bike / Parliament / leafy suburbs / green belts / a stockbroker belt / gap year / a party whip / Robin Hood / Downing Street / kimono / cricket / British Council / plateau / spaghetti / cabriolet / chalet / moorland / backbenchers / UNESCO / a good innings / roast-beef / King Arthur / fish and chips / giving a thumbs-up / to signal OK / Assembler / karma / spitting as a blessing / ballet / sixth form a scrum / tundra / pizza / Treasury / gospel

TASK 2. Provide examples of Ukrainian culture-specific words.

TASK 3. Study the following fragments from mass-media describing the process of migration. Pay attention to metaphoric conceptualization of migration. What conclusion can you make about the attitude of British people to migrants.

- *swarm of people coming across the Mediterranean*
- *this tidal wave of migrants could be the biggest threat to Europe since the war*
- *Indonesia could release a human tsunami of 10,000 asylum seekers on Australia*

- *On Wednesday the PVV leader vowed: “The Netherlands will be returned to the Dutch, the asylum tsunami and migration will be curbed.”*
- *The letter also acknowledges that the caravan is a result of the stunning tsunami of migration from nearly every country in the Americas to the United States in the past few years, attributing this migration to elevated rates of violence and economic instability in the continent.*
- *In contrast to previous migration waves, neighbouring countries such as Poland and Hungary have opened their borders to everyone fleeing the Russian attacks.*
- *“If you’re saying there are hordes of migrants that are invading us, and the numbers are unrelated to reality, this may trigger a syndrome of anxiety and insecurity and the response would be ‘let’s keep them out’,”*
- *“Hordes of irregular migrants from sub-Saharan Africa” had come to Tunisia, he added, “with all the violence, crime and unacceptable practices that entails”*

TASK 4. Draw your own mind-map representing British icons. Share it with group-mates. Discuss what is in common and what is different.

TOPIC 1

THE GEOGRAPHICAL IDENTITY OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

1. The geography of Great Britain.

The term Great Britain, or just Britain, is usually taken to mean England, Wales and Scotland. The United Kingdom throws Northern Ireland into the mix. Informally – and for most Brits – the term Britain is taken to mean England, Wales, Scotland and Northern Ireland.

“Great Britain” is also a geographical expression while “the United Kingdom” is a political term. The British Isles includes the Republic of Ireland and any island lumps surrounding mainland Britain. Great Britain is the largest island of the British Isles and the largest in Europe, and ranks either eighth or ninth in size among the islands in the world. The second largest island, separated by the Irish Sea, is Ireland. Great Britain is approximately two and a half times the size of Ireland.

The British Isles lie between the North Sea and the Atlantic Ocean and separated from Europe by the English Channel. It is an archipelago that comprises about 6000 islands. Other famous islands are the Isle of Scilly, the Isle of White, the Hebrides, the Orkney and Shetland islands, Anglesey. There are two small parts of the British Isles which have special political arrangements – the Isle of Man or the Channel Islands (Jersey, and Guernsey). They are “Crown dependencies” but they are not part of the UK. They are mostly self-governing with their own parliaments and systems of law. The British Government is, however, responsible for their defense and international relations.



The Island of Great Britain contains three “nations” which were separate at earlier stages of their history: England, Wales and Scotland. **Wales** became part of the English administrative system in the 16th century. The Welsh call their country **Cymru** and themselves **Cymry**. **Scotland** (poetically called Caledonia) was not completely united with England until 1707. The United Kingdom is the name, which was introduced in 1801 when Great Britain was united with **Ireland**. When the Republic of Ireland became independent of London in 1922, the title was changed to its present form – **the United Kingdom of**

Great Britain and Northern Ireland.

The landscape of the United Kingdom varies dramatically. There is a serious contrast between **Highland Britain** (the North and the West) and **Lowland Britain** (the South and the East). The rocks of most of the North and West of GB are harder and older than those of the South and East. These old rocks are covered by *moorland*. The *Pennines*, situated on this territory is England's main mountain chain ("the backbone of England"). The soils here are poor, thin and stony. In addition these areas are wetter and harder to reach than the lower land to the south and east. As a result these areas of the British Isles are thinly populated except where coal and iron have been discovered. The South and East are rarely flat, but instead of continuous moorland there are bands of hills which alternate with areas of lowland. The soils are generally deeper and richer, the climate is drier and better suited for farming. Industry benefits from easy communications. Thus human settlement in these area is dense and more evenly spread.

Britain can be divided into eight main land regions. Seven of these regions occupy the land of Great Britain. They are 1) the Scotland Highlands, 2) the Central Lowlands, 3) the Southern Uplands, 4) the Pennines, 5) Wales, 6) the Southwest Peninsula and 7) the English Lowlands.

The English Channel and the Strait of Dover separate the island of Great Britain from France. This narrow stretch of water helped shape the character and history of the British people. It helped protect Britain from invasion and gave the people a feeling of security. There are a lot of rivers in Great Britain. The longest rivers are the Severn, which is 220 miles long, and the Thames, which is 215 miles long. There are rivers in Scotland, they are Clyde and Forth, in England, they are Humber, Mersey, and Thames, in Wales and England the Severn. The largest lake is **Lough Neagh** (Northern Ireland, 396 sq km). The highest mountain is Ben Nevis (Scotland 1343 m).

2. The territories of England, Scotland, Northern Ireland and Wales.

Great Britain is also used as a political term describing the combination of England, Scotland and Wales, the three nations which together make up all the main island's territory. Every part has its own main city, they are London, Edinburgh, Cardiff.

England covers 130,395 sq. km. much of the territory of England is gently rolling hills, although there is one major range of hills, the Pennines, that passes between Leeds and Manchester. Although renowned for having a mild climate throughout the year, the highest temperature ever recorded in England was 38,5 degrees on August the 10th 2003 in Kent. Snow is relatively rare in the south of England.

Scotland comprises the northern third of the island of Great Britain; it is bordered on the south by England. The country consists of the mainland area plus several island groups, including Shetland, Orkney and the Hebrides. The main geographical areas are make up the mainland: from north to south, the generally mountainous **Highlands**, the **Central Lowlands** and the hilly **Southern Uplands**. Scotland has a temperate oceanic climate, milder than might be expected from its latitude. Despite its small area, there is considerable variation. Rainfall is greatest in the mountainous areas of the west. Scotland contains a lot

of water. There are 29 major rivers, including the Forth, Tay, Dee, Don, Tweed, Spey, Ness and the Clyde.

Wales (Cardiff) is situated on a peninsula of Great Britain. It is bordered by England to the east, the Bristol Channel to the south, and the Irish Sea to the west and north. Its area is 20,779 sq. km. Much of Wales is mountainous, particularly North Wales and Mid Wales. The highest mountain in Wales is Snowdon. There are several islands off the north and west coasts.

Northern Ireland has an area of 14,129 sq. km. six of the counties of Usher, Antrim, Armagh, Down, Fermanagh, Tyrone and Londonderry formed the country. Lake Neath is the largest lake in the United Kingdom. It is about 29 km long and about 18 km wide. It has an area of about 390 sq. km. There are substantial uplands in the Sperrin Mountains there are extensive gold deposits. The whole of North Ireland has temperate maritime climate, rather wetter in the west.

3.The climate of the Britain.

The British Isles which are surrounded by the ocean have an insular climate. There are 3 things that chiefly determine the climate of the United Kingdom: 1) the position of the islands in the temperate belt; 2) the fact that the prevailing winds blow from the west and south-west and 3) the warm current — the Gulf Stream that flows from the Gulf of Mexico along the western shores of England. All these features make the climate more moderate, without striking difference between seasons and without temperature extremes. It is not very cold in winter and never very hot in summer.

So, the British ports are ice-free and its rivers are not frozen throughout the year. The weather on the British Isles has a bad reputation. It is very changeable and fickle. The British say that there is a climate in other countries, but we have just weather. If you don't like the weather in England, just wait a few minutes.

It rains very often in all seasons in Great Britain. Autumn and winter are the wettest. The sky is usually grey and cold winds blow. On the average, Britain has more than 200 rainy days a year. The English say that they have 3 variants of weather: when it rains in the morning, when it rains in the afternoon, and when it rains all day long. Sometimes it rains so heavily, that they say «It's raining cats and dogs». It is always advisable to bring some type of waterproof clothing and keep yourself psychologically prepared!

Britain is known all over the world for its fogs. Sometimes fogs are so thick that it's impossible to see anything within a few meters. The winter fogs of London are, indeed, awful; they surpass all imagination. In a dense fog all traffic is stopped, no vehicle can move from fear of dreadful accidents.

Probably the best months to travel in England are May, June, September and October. These months generally have the most pleasant temperatures and less rain. July and August are the warmest months, but they are also the wettest. The sunniest parts of the Britain are along the south coast of England.

The climate in Great Britain is generally mild and temperate due to the influence of the Gulf Stream. The south-western winds carry the warmth and moisture into Britain. The climate in Britain is usually described as cool, temperate and humid.

Britain is an island country and the surrounding sea gives England a varied climate. They never know what the weather will be like from one day to the other. It can be sunny one day and rainy the next. As they have such a variable climate changing from day to day, it is difficult to predict the weather. In general they have warm summers and cool winters. Our summers are cooler than those on the continent, but the winters are milder.

The overall climate in England is called temperate maritime. This means that it is mild with temperatures not much lower than 0°C in winter and not much higher than 32°C in summer. It also means that it is damp and is subject to frequent changes. July and August are normally the warmest month in England

Around the coasts, February is normally the coldest month, but inland there is little to choose between January and February as the coldest month. Rain is fairly well distributed throughout the year, with late winter/spring (February to March) the driest period and autumn/winter (October to January) the wettest.

The Lake District is England's wettest region, receiving an average of 130 inches (330 centimeters) of precipitation each year. The western and northern hills receive about 40 inches (102 centimeters) of rain, while the east coast receives about 20 inches (51 centimetres). Autumn 2000 was the wettest since records began in 1766, with a total of 503 millimetres of rainfall for September, October and November.

What influences the weather? The main influence on the climate is a close proximity to the Atlantic Ocean, our northern latitude, and the warming of the waters around the land by the Gulf Stream (a warm current of the northern Atlantic Ocean).

The island is small compared with the other land masses in the northern hemisphere – hence Britain is more influenced by the ocean compared with other European countries, and the Gulf Stream helps to keep winters milder compared with other landlocked nations with a similar latitude. The highest monthly total of sunshine on record is 384 hours in Eastbourne and Hastings, Sussex, in July 1911.

During June, July and August (the months of longest daylight) the mean daily duration of sunshine varies from five hours in northern Scotland to eight hours in the Isle of Wight. During the months of shortest daylight (November, December and January) sunshine is at a minimum, with an average of an hour a day in northern Scotland and two hours a day on the south coast of England. So, it's possible to say that the British climate has such main features: it is mild, humid, very changeable and unpredictable.

CHECKING COMPREHENSION

Answer the questions:

1. What is implied by the term Great Britain?
2. Why are some British isles regarded as “Crown dependencies”?
3. Enumerate the factors that determine the climate of Great Britain.
4. Reveal the correlation between the landscape and the population

PRACTICAL ASSIGNMENTS

TASK 1. Consult the internet to find out information about the origin of the name “Britain”.

TASK 2. Match the capital and the country:

- | | |
|---------------------|---------------|
| a) England | 1) Edinburgh |
| b) Scotland | 2) Belfast |
| c) Wales | 3) London |
| d) Northern Ireland | 4) Cardiff |
| | 5) Manchester |

TASK 3. Match the metropolitan area and its main city:

- | | |
|--------------------|---------------|
| a) Merseyside | 1) Leeds |
| b) West Midlands | 2) Sheffield |
| c) South Yorkshire | 3) Birmingham |
| d) West Yorkshire | 4) Liverpool |

TASK 4. Choose the correct variant

The poetic name for England is:

- a) Ulster b) Albion c) Britannia d) Caledonia

The poetic name for Ireland is:

- a) Ulster b) Albion c) Britannia d) the Emerald Isle

The poetic name for Scotland

- a) Cymry b) Albion c) Caledonia d) the Emerald Isle

The Welsh people describe their country as

- a) Cymru b) Albion c) Caledonia d) the Emerald Isle

The longest river in the UK is:

- a) the Clyde b) the Severn c) the Thames d) the Forth

The largest lake of the UK Lough Neagh is located on the territory of:

- a) Scotland b) Wales c) Northern Ireland d) England

The highest mountain located in Wales is:

- a) Ben Nevis b) Cairn Toul c) Snowdon d) Ben Avon

TASK 5. Arrange the chronological succession in which the composite parts of the UK were joined to England and Great Britain:

- a) Scotland b) Ireland c) Wales d) Northern Ireland

TASK 6. Rearrange the upper letters to make adjectives that describe British climate.

T R A E P E T M E

D I M U H

G E H E N B A E L C

S A N I R U L

L I F E K C

D L I M

R E I M T I A M

C A O N E I C

TOPIC 2

THE NATIONAL SYMBOLS OF THE UNITED KINGDOM

1. Male and female personification of Great Britain.

Great Britain is the country with rich history, old traditions and customs. British people honor their history and treat their traditions with great respect. There are two major symbols of Britain: **Britannia** and **John Bull**. In Renaissance times, **Britannia** came to be viewed as the personification of Britain, in imagery that was developed during the reign of Queen Elizabeth I. Both royal and popular pageants have depicted her to symbolize Britain since then. The most likely origin of this symbol is Queen Boudicca. Britannia has appeared on many British coins and banknotes, but is currently only on the back of the 50 pence coin.

Britannia is a female personification of the British Isles. It has been a popular figure since the 1st century. Over the years, the image of Britannia has altered subtly. She was first depicted as a goddess seated with a shield. This image appeared on Roman bronze coins of the 1st century. From this point she was a firm fixture on coins. Her image appeared on the pennies issued under every monarch. In the year 2008 she was chosen to appear on the 50 pence coin. The maritime links of her depiction have switched from spear to a trident.

Her image is also used in other ways. She is the symbol of the Bank of England. A number of other companies have also adopted her as part of their company identity, including Britannia Building Society and Britannia Airways. Her link to the sea has also made Britannia a popular name for boats over the years. Britannia is a symbol of British unity, liberty and strength. Her image becomes more prominent in times of war or when national pride is booming.

John Bull is a literary and cartoon character created to personify Britain by Dr. John Arbuthnot in 1712 and popularized first by British printers and then overseas. Bull is usually portrayed as a stout man in a tail coat with breeches and a Union Jack waistcoat. He also wears a low topper (sometimes called a John Bull topper) on his head and is often accompanied by a bulldog.

2. Floral symbols.

The national flower of England is the **rose**. The flower has been adopted as the England's emblem since the time of the wars of roses (civil wars) – 1455-1485 between the royal house of Lancaster (whose emblem was a red rose) and the royal house of York (whose emblem was a white rose). With the defeat of king Richard III (of York) by the future Henry VII on 22 August 1485, the two roses were united into **the Tudor rose** (a red rose with a white center) when Henry VII married Elizabeth of York. The national flower of Northern Ireland is the **shamrock**, a plant, similar to clover which is said to have been used by St. Patrick to illustrate the doctrine of the Holy Trinity. He said that the Father, The Son and the Holy Spirit can't exist separately as the shamrock can't be with one leaf. The Scottish national flower is the **thistle** which was first used in the 15th century as a symbol of defense. The legend says the Vikings wanted to take over Scotland. The Scots raised an army to defend the country. They camped by the river, sleeping and expecting the enemy. When the Vikings decided to attack the Scots they took off their shoes to make less noise, but it had the opposite effect since as they stepped on the spiky flowers they gave loud cries. The Scots raised the alarm and the Vikings were forced to retreat. The national flower of Wales is usually considered to be the **daffodil**; however, humble **leek** is also considered to be a traditional emblem of Wales, possibly because its colors, white over green, echo the ancient Welsh standard.

3. The creation of the Union Flag.

The Union Flag is the national flag of the United Kingdom, representing the crosses of three patron saints: the red cross of St. George (23rd of April), for England, on a white background; the white diagonal cross of St. Andrew (30th November), for Scotland, on a blue background; the red diagonal cross of St. Patrick (17th of March), for Ireland, on a white background. The patron of Wales is St. David (1st of March).

The first step taken in the creation of the flag of Great Britain was on 12th April 1606. After King James VI of Scotland became king of England (King James I) it was decided that the union of the two realms under one king should be represented symbolically by a new flag. There was a royal decree, according to which the flag of England (a red cross on a white background, known as St George's Cross), and the flag of Scotland (a white saltire on a blue background, known as the saltire or St Andrew's Cross), would be joined together, forming the flag of Great Britain and first union flag.

The first version of the Union Flag seemed to please no-one!! The English resented the fact that the white background of their cross had disappeared and that the new flag had the blue Scottish background. The Scottish resented the fact that the English red cross was superimposed on the Scottish white cross.

An attempt was made to modify the flag under Oliver Cromwell. A harp was placed in the centre, representing Ireland. However, the original design was restored along with the restoration of the monarchy in 1660. However, the flag was usually restricted to use at sea until the two kingdoms of Scotland and England were united in 1707.

The flag continued to be used in its original form until Jan. 1, 1801. At that time, with the union of Ireland and Great Britain, it became necessary to represent Ireland in the Union

Flag and so the cross of St. Patrick (red, diagonal) was included thus creating the flag as we now have it.

Whether to use "Union Flag" or "**Union Jack**" is a matter of debate. The term Union Flag is a "relatively recent idea". Jack was a word previously used to denote any flag. The word "jack" was in use before 1600 to describe the maritime bow flag. By 1627 a small Union Jack was commonly flown in this position. One theory goes that for some years it would have been called just "the Jack", or "Jack flag", or "the King's Jack", but by 1674, while formally referred to as "His Majesty's Jack", it was commonly called the Union Jack, and this was officially acknowledged.

Another theory is that the name "Union Jack" derives from the use of the Union Flag on the jack staff of naval vessels. It was usually flown at the bow end of the ship, from the jack staff. The name "Union Jack" became official when it was approved in Parliament in 1908. It was stated that "the Union Jack should be regarded as the National flag".

The Union Flag isn't symmetrical. This is because when the flag of Saint Patrick was added, it would appear superior when laid on top of the white cross of the Scottish Saltire. Instead, the red cross of Saint Patrick was offset, with the line in the top-right quadrant lower down to indicate that Ireland joined after Scotland.

The English flag is **the St. George's Cross**, a thin red cross on a white field. A red cross acted as a symbol for many Crusaders in the twelfth and thirteenth centuries. It became associated with St. George, and England claimed his as their patron saint. The most important national symbol of England is the **Lions of Anjou**. The three lions were first used by Richard I (Richard the Lionheart) in the late twelfth century. Many historians feel that the Three Lions are the true symbol of England.

The national flag of Scotland features a white X-shaped cross representing the cross of the Christian martyr Saint Andrew, Scotland patron saint, on a blue field. The Scottish flag is one of the oldest flags in the world, dating back to the ninth century.

The flag of Wales is **The Red Dragon**. It consists of a red dragon, passant, on a green and white field. The flag was only granted official status in 1959, but the red dragon has been associated with Wales for centuries. The origin of the adoption of the dragon symbol is now lost in history and myth.

The Welsh dragon was not incorporated into the Union Flag because Wales had already been united to England when the first version of the Union Flag was designed in 1606.

There is currently no official flag of Northern Ireland. The union flag of Great Britain is used instead. From 1953 to 1973 Northern Ireland used a flag, called the "**Red Hand Flag of Ulster**" showing a red St. George's cross on white, with a crowned six-pointed white star with a red hand in the centre.

CHECKING COMPREHENSION

Answer the questions:

1. What is the object on which the image of Britannia has been depicted for centuries?
2. What other facts prove the popularity of the image of Britannia?
3. Why does the Tudor Rose represent red and white colours?
4. Why did shamrock was chosen to be a symbol of Nothern Ireland?
5. Which legend stands behind the Scottish floral symbol?
6. Which theories to explain the term Jack in the name of a flag do you know?
7. What was the public reaction to the first model of the Union Jack?
8. Why is Wales not represented on the Union Flag?

PRACTICAL ASSIGNMENTS

TASK 1. Look at the images of Britannia and John Bull and give a detailed description of their appearance.



TASK 2. Watch the video about [the history of a Union Flag](https://www.youtube.com/watch?v=I1RY9R3L1q0&t=55s) and give answers to the questions (<https://www.youtube.com/watch?v=I1RY9R3L1q0&t=55s>).

- 1) According to the video why was the word Jack employed to name the flag?
- 2) For how long did the first version of the Union Flag exist?
- 3) Why is the Union Flag not symmetrical?
- 4) When is it possible for a flag to be flown upside down?

TASK 3. Read the sentences and say if they are true or false. Correct the mistake in the sentences that are false.

- 1) Oliver Cromwell modified the Union Flag by placing harp in the right upper corner to representing Ireland.
- 2) The royal house of York defeated the royal house of Lancaster in 1485.
- 3) The first version of the Union Flag was meant to symbolize official unity of England and Scotland.
- 4) Britannia has appeared on many British coins and banknotes, but is currently depicted on the back of the 50 pound note.

- 5) The flag's name Union Jack was changed into Union flag because women complained that to call the flag Jack was sexist and discriminatory.
- 6) During the reign of Charles II the Union Jack was used both on the ground and at sea.

TASK 4. Choose the correct variant

1. Which color is not represented on the Union Flag:

- a) red b) white c) black d) blue

2. The female personification of Britain is:

- a) Queen Boudicca b) Queen Elizabeth I c) Queen Victoria d) Britannia

3. Which country is not represented on the Union Flag:

- a) Scotland b) Wales c) Northern Ireland d) England

4. Who initiated the creation of the Union flag:

- a) King James I b) King James II c) King Henry VII d) King Henry VIII

TASK 5. Match the crosses of The Union Flag and the saint patrons:

- | | |
|-----------------------------|----------------|
| a) the upright red cross | 1) St. Andrew |
| b) the white diagonal cross | 2) St. Patrick |
| c) the red diagonal cross | 3) St. George |
| | 4) St. David |

TASK 6. Match the composite parts of The UK and their saint patrons:

- | | |
|---------------------|----------------|
| a) England | 1) St. Andrew |
| b) Scotland | 2) St. Patrick |
| c) Wales | 3) St. George |
| d) Northern Ireland | 4) St. David |

TASK 7. Match the constituent parts of the UK and their national emblems:

- | | |
|---------------------|-------------|
| a) England | 1) thistle |
| b) Scotland | 2) shamrock |
| c) Wales | 3) rose |
| d) Northern Ireland | 4) daffodil |
| | 5) leek |

TASK 8. Complete the sentences describing the national flags fully and properly

The English flag is

The Scottish flag is

The Irish flag is

The flag of Wales is called and consists of

TASK 9. Draw a scheme reflecting the stages of the creation of the Union Flag .

TOPIC 3

EARLY BRITAIN

1. The prehistoric times.

Archaeologists and historians use the term 'Prehistory' to refer to a time in a people's history before they used a written language. In Britain the term Prehistory refers to the period before Britain became part of the Roman empire in AD 43.

Archaeologists traditionally divide prehistory into three main periods: the Stone, Bronze and Iron ages, named after the main technologies used at the time. And each period is subdivided – for example, the Stone Age into the Palaeolithic, Mesolithic and Neolithic (Old, Middle and New Stone Ages).

In prehistoric times Britain was joined to the rest of the continent. The first human inhabitants of Britain, and many of animals, came there over dry land. The first inhabitants of the island are the Megalithic men, who form the basis of the present-day population in Western England, Wales, North and Western Scotland and Ireland.

Soon after 2000 B.C., a new race Beaker Folk came from the east of Europe. They build wooden buildings and stone circles, called "hengés". The most famous of them was **Stonehenge**. It is to the north of Salisbury in the South of England. Almost nothing is known about the cultures that built these stone circles. Who built it? How did they build it? Why did they build it? It's a mystery. Nevertheless, it is known that the name "Stonehenge" comes from the old English and means "hanging stones". It is made of many upright stones, 8.5 m high. They are joined on the top by other flat stones, each weight about 7 tons.

Stonehenge was built in several, during the transition from the Neolithic Period (New Stone Age) to the Bronze Age. The first monument was an early henge monument, built about 5000 years ago, and the unique stone circle was erected in the late Neolithic period about 2500 BC. In the early Bronze Age many burial mounds were built nearby. People built Stonehenge with bluestones and sarsen stones. There were about 80 bluestones. They came from mountains 250 kilometers away. They are very heavy – some weigh about 4 metric tons. The sarsen stones are even bigger and heavier. About 4000 years ago, people transported them from 30 kilometers away. It's difficult to realize how they were carried to that place.

How did people use Stonehenge? Maybe they used it as a cemetery. Maybe it was also a temple. They say that Stonehenge served as an ancient observatory, a place for studying the sun and the stars. But there is a hypothesis that it was a kind of Calendar Temple. But the most likely version is that Stonehenge was the place of worship. It's still a special place for some people today. Every year, on June 21st, lots of people go to Stonehenge to celebrate the longest day of the year.

2. The Celts.

Around 700 B.C. another group of people began to arrive. They were the Celts, who came from Central Europe. There was probably never an organized Celtic invasion; for one thing the Celts were fragmented. Celtic society was tribal. Each tribe was ruled by the king. Below the king there were nobles who were warriors and were wealthy. High-class woman played important political role in Celtic society.

The time of the "Celtic conversion" of Britain saw a huge growth in the number of hill-

forts throughout the region. They were signs of the developing towns though the majority of the population still lived in small farming communities.

The Celts could smelt iron. They used that skill to produce swords that were superior to the bronze weapons. The Celts of Southern England also mined and sold tin abroad, and minted coins.

The Celts had a reputation for being fierce warriors and skilled horsemen. Celtic warriors were known for their long hair and imposing physique. They are depicted in Greek art with their distinctive long shields (wooden panels covered in decorated hide) and long swords.

The Celtic language is a branch of the Indo-European language family. Scholars have divided Celtic languages into two groups: Insular Celtic and Continental Celtic. The Celtic language has had almost no influence on modern English, being largely obliterated during the Anglo-Saxon Invasion. Nevertheless Celtic languages are still spoken today in parts of the British Isles and northern France.

Along with their languages, the Celts brought their religion to Britain, particularly that of the Druids, the guardians of traditions and learning. The Druids glorified the pursuits of war, feasting and horsemanship. They controlled the calendar and the planting of crops and presided over the religious festivals and rituals that honored local deities.

Druids formed an intellectual, learned class. They acted as priests, judges, philosophers, teachers, educators, historians, doctors, seers, astronomers, and astrologers. Druids took charge of public and private sacrifices, and many young men went to them for instruction. They judged all public and private quarrels and decreed penalties. The Druids' principal doctrine was that the soul was immortal and passed at death from one person into another.

The Druids offered human sacrifices for those who were gravely sick or in danger of death in battle. Huge wickerwork images were filled with living men and then burned; although the Druids preferred to sacrifice criminals, they would choose innocent victims if necessary.

3. The Roman period (43 – 410).

The Romans wanted to invade Britain to expand their empire, to look for riches like: copper, gold, iron and tin and to find good land for farming on. The Romans first invaded Britain in 55BC. Julius Caesar led two Roman legions (10 000) across the sea from Gaul to Britain but the British Celts bravely fought him back.

The second invasion was a year later in 54BC. This time Caesar brought with him five Roman legions (25 000) and 2,000 cavalrymen (horse riders). After more fighting, the British Celts promised to pay tribute to Rome so were left in peace.

Nearly a hundred years later, in AD43, the third and final invasion took place. It was led by the unpopular Emperor Claudius who wanted to conquer a new land to get the support of the people of Rome. Claudius invaded to give himself prestige, and his subjugation of eleven British tribes gave him a splendid triumph.

Four legions of soldiers and an equal number of cavalrymen crossed the Channel in three divisions, landing on the south coast. Many Celtic tribes tried to resist the Romans, with the biggest battle being fought on the banks of the River Medway close to Rochester for two days until the Celts retreated.

It took about four years for the invaders to finally gain control over southern Britain and make it part of the Roman Empire.

Many Celtic tribes tried to resist the Romans,. Some Celts made friends with the Romans, in return for keeping their kingdoms.. They agreed to obey Roman laws, and pay Roman taxes.

The first Roman governor of the province of Britannia was Plautius. The Romans chartered towns such as Colchester, Gloucester, Lincoln, and York. The largest of the towns was called Londinium. The towns were fortified.

Roman society in Britain was highly classified. At the top were those people associated with the legions, administration and government, wealthy traders and commercial classes who enjoyed legal privileges. Outside the chartered town, the inhabitants were referred to as non-citizens.

One of the greatest achievements of the Roman Empire was its system of roads, When the legions arrived in a country with virtually no roads at all, their first task was to build a system to link military headquarters and isolated forts.

The roads were of Vital importance for trade, for speedy movement of troops, munitions and supplies from one strategic center to another. They also allowed the movement of agricultural products from farm to market. London was the chief administrative centre, and from it, roads spread out to all parts of the province. Apart from the villas and fortified settlements, the great mass of the British people did not seem to have become Romanized.

The influence of Roman thought survived in Britain only through the Church. Christianity replaced the old Celtic gods. But Romanization was not successful in other areas. The Latin language did not replace the language of the general local population, but had a serious influence on it. Latin words from the sphere of religion and education that were borrowed into the British language. The Roman legions began to withdraw from Britain at the end of the fourth century. Those who stayed behind were to become the Romanized Britons who organized local defenses against the onslaught of the Saxon hordes.

CHECKING COMPREHENSION

Answer the questions:

1. What does the term prehistory refer to in Britain?
2. What mysteries related to the Stonehenge do the scientists struggle to reveal?
3. What was the social structure of Celtic Society?
4. What was the influence of Celtic language on modern English Language?
5. What were the responsibilities of Druids?

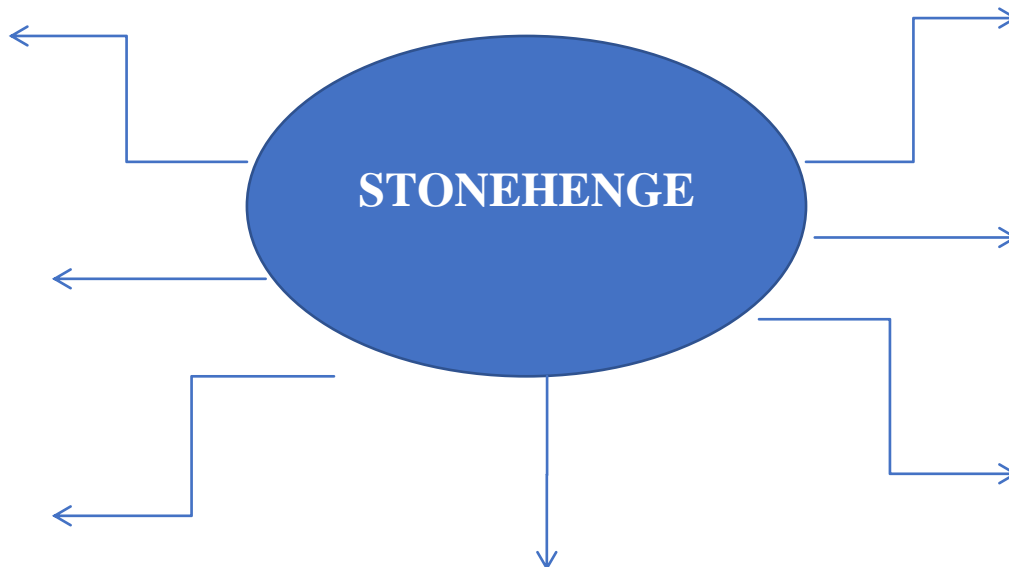
PRACTICAL ASSIGNMENTS

TASK 1. Complete the middle column of the table by specifying the periods into which each age is split. Find in the text “Prehistoric times” information about the stages of building a Stonehenge. Place those events into the adequate time-period.

PREHISTORIC TIMES

NAME OF THE AGE	SUBDIVISION OF THE AGE	EVENT
THE STONE AGE	Palaeolithic (Old)	
THE BRONZE AGE		
THE IRON AGE		

TASK 2. Draw a spidergram of how the prehistoric people could use the Stonehenge. Which hypothesis is considered to be the most realistic?



TASK 3. Read the text “The Celts” and watch a video “[Who were the Celts](https://www.youtube.com/watch?v=kBpwByw-bSY&t=123s)” and fill in the table specifying the characteristics of Celts (<https://www.youtube.com/watch?v=kBpwByw-bSY&t=123s>).

CELTIC CIVILIZATION

Characteristics	Description
Names of tribes	
Time span of Celtic civilization	
Accomplishments	
Birthplace of Celtic civilization	
Reasons for the migration	
Places they got settled	
Appearance	
Celtic languages	
Living conditions	
Social structure	
Culture legacy <ul style="list-style-type: none"> • art • literature 	

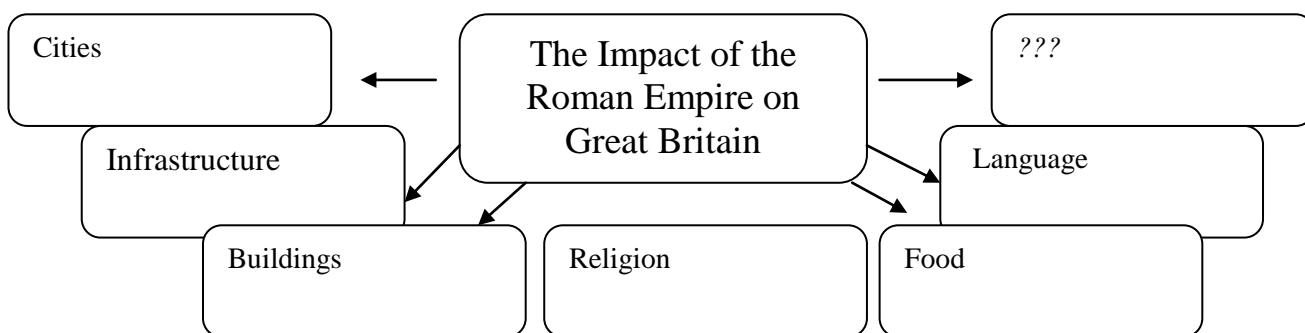
TASK 4. Fill in the missing words in the descriptions of Celts:

- 1) The Celts were s_____ warriors and known for the resistance against Roman i____ and Anglo-Saxon and Viking i_____.
- 2) The picts were s_____ musicians and played such instruments as h_____, f_____ and p_____.
- 3) Druids were a l_____ class of Celtic society and played important roles as religious l_____, a_____ and keepers of knowledge.
- 4) Druids performed r_____, preserved oral t_____ and held s_____ beliefs tied to Nature.
- 5) The Celts brought their l_____, social s_____ and the a_____ traditions to different regions (Ireland, Scotland, Wales, Brittany, Cornwall), leaving a lasting imprint on their cultures and i_____.

TASK 5. Choose a variant from the opposition to build a correct sentence.

- 1) The *Romans / Celts* were prepared to resist but their soldiers, weapons and tactics were no match for the *Roman /Celtic* army.
- 2) In AD 43 *Caesar / Claudius* decided to prove its worth by invading *Ireland / Britain*.
- 3) Over time *most of / all* Britain fell into Roman hands.
- 4) Many Celtic tribes fought back. As late as AD 70 *Southern / Northern* tribes were still at war with the Romans.
- 5) *All / Some* tribal chiefs chose *to cooperate / to fight back* since being part of an Empire would bring money, culture, education, infrastructure such as roads and sewage

TASK 6. Read the text “The Roman period”. Watch two videos “[How Did The Romans Change Britain?](https://www.youtube.com/watch?v=SajyHgJTy3E)” and “[Rome’s Invasion of Britain](https://www.youtube.com/watch?v=vvvQuLJtWhU)”. Summarize the information about the impact of Roman Empire on Great Britain by completing the mind-map. You may also search the internet to find out more information (<https://www.youtube.com/watch?v=SajyHgJTy3E>), (<https://www.youtube.com/watch?v=vvvQuLJtWhU>).



TASK 7. Watch two videos “[How was England formed?](https://www.youtube.com/watch?v=LWPLjg10D2A)” and do the tasks below. (<https://www.youtube.com/watch?v=LWPLjg10D2A>):

A. Encircle the names of Anglo-Saxon kingdoms

Kent / Alba / East / Anglia / Wessex / Sussex / Mercia / Stratchclyde / Northumbria / York.

B. Encircle the names of kings who ruled over Wessex.

AEthelred / Olaf Guthfrith / Edward / Owain / Alfred / AEthelstan / Constantin II / Edmund / Malcolm I / Eric Bloodex / Edgar.

C. Which king called himself as the king of English?

- AEthelstan
- Alfred
- Edmund
- Edward

D. What did the Vikings destroy at the East Anglia?

- Hill fort
- Monestary
- The city of York
- Borders of the Kingdom

E. Encircle the pillars of Edgar’s reign:

religion / peace / instability / unity / invasion / order / reforms

F. Match the name to the event:

Alfred	controlled Northumbria
Edward the Elder and Aethelflad	got victory at the battle of Edington
The Viking ruler, Sihtric	was mysteriously murdered
King Olaf	finally established the true foundations of English kingdom
Aethelstan	headed the anti Anglo-Saxon alliance
Edgar	fortified the unity of England, created a new sense of nationalism and pride among the English people

TOPIC 4

BRITAIN FROM THE NORMAN CONQUEST TILL THE FOUNDATION OF THE TUDOR_DYNASTY

1. Battle of Hastings.

Battle of Hastings (October 14, 1066) ended in the defeat of Harold II of England by William, duke of Normandy, and established the Normans as the rulers of England. Throughout his reign, the childless Edward the Confessor had used the absence of a clear successor to the throne as a bargaining tool. At that time there was no clear system for royal concession. The opinion of the previous king was effective in deciding the next ruler, but support from the church and the nobility and the contender’s own military might. So the succession crisis sparked by the death of Edward the Confessor was to bring about the end of Anglo-Saxon rule in England.

In 1051, after a breach with Godwine, the earl of Wessex and the most powerful man in England, Edward probably designated William, a cousin, as his heir. Upon Godwine’s death in 1053, his son Harold became earl of Wessex, and Harold spent the next decade consolidating his power and winning favour among the nobles and clergy. According to Norman accounts, Harold subsequently swore an oath of fealty to William and promised to uphold William’s claim to the English throne. Nevertheless, on his deathbed (January 5,

1066) Edward granted the kingdom to Harold, who, with the backing of the English nobility, was crowned king the next day.

William prepared to enforce his claim to the English crown. He persuaded the Norman barons to promise support and recruited thousands of volunteers from Brittany, Maine, France, Flanders, Spain and Italy. By October 13 Harold was approaching Hastings with about 7,000 men, many of whom were half-armed, untrained peasants. He had mobilized barely half of England's trained soldiers, yet he advanced against William instead of making William come to meet him in a chosen defensive position. The bold yet ultimately unsuccessful strategy is probably explained by Harold's eagerness to defend his own men and lands, which William was harrying, and to thrust the Normans back into the sea.

William, warned of Harold's approach, determined to force battle immediately. At dawn on October 14 William moved toward Harold's army, which was occupying a ridge 10 miles (16 km) northwest of Hastings. William disposed his army for attack—archers and crossbowmen in the front line, his heavy infantry in the second, his knights in three divisions in the rear, Normans in the centre, Bretons and French on left and right, respectively. Harold's English army, lacking archers and cavalry, prepared for defense on the protected summit of the ridge. Their position was not wholly favourable; William's advance was unexpected, and Harold had to fight where he stood or retreat. He placed himself, his housecarls, and his other trained troops around his standard at the summit of the ridge (where the high altar of Battle Abbey was later placed), grouping his other troops along the crest for about 400 yards (365 metres) westward and about 200 yards (about 180 metres) eastward, at which points the slope became steep enough to protect both flanks. The front was too small: some men, finding no fighting room, withdrew; the rest, in too close order, made a perfect target for arrows.

Harold himself was killed late in the afternoon when he was struck in the eye by an arrow. The leaderless English fought on until dusk, then broke; a last rally in the gloom caused the Normans further casualties and endangered William himself. As darkness fell, the English scattered, leaving William the winner of one of the most daring gambles in history. After the battle his army moved to isolate London, where William I was crowned king on December 25. He became known as William the Conqueror. He ruled England for 21 years.

2.The effect of the Norman conquest upon England and English language.

The Normans were related to the Danes, but they were different people, with different manner, customs and language. The descendants of the Northmen who settled in northern France in the 9th century became the new conquerors of England. In 1066 William, the Duke of Normandy, began to gather an army to invade Britain. At the same time there was a young Saxon son of the earl of Wessex named Harold, who was proclaimed Harold the king of England after Edward the Confessor's death. But he was killed in the battle against the Normans on the 14th of October 1066. So, a Norman duke became the king of England, and he was called William I or William the Conqueror. He ruled England for 21 years.

The Norman invaders brought their with them too. They spoke a Norman dialect of French and it became the tongue of court circles, administration, the official language of the state. While common people continued to speak English.

But the conquerors who settled down on English estates had to communicate with the natives of the country and they gradually learned to speak English. In a few generations the Normans descendants knew no other language than English. In some time English became the language of the educated classes and the official language of the state. In its development English borrowed many French words relating to feudal relations, administration, war, etc. “noble, baron, serve, obey”, “council, court, crime”, “arms, troops, navy, battle, victory”.

So 2 languages gradually formed one rich English language which in the 14th century was being used both in speech and in writing. Gradually the Normans mixed with the Anglo-Saxons and the Danes and from this mixture the English nation was formed.

The impact of the French language upon the English can be found :

- on the phonetic level in the introduction of a new combinations of letters for some sounds:

e.g. qu ← cw e.g. *queen*

e.g. ch ← c e.g. *child*

e.g. sh ← sc e.g. *ship*

e.g. v ← f e.g. *love*

- on the lexical level. The language fixed the difference between the Anglo-Saxon names of domestic animals and French names of food, cooked out of those animals:

e.g. *pig – pork*

e.g. *sheep – mutton*

e.g. *ox, cow – beef*

e.g. *calf – veal*

- on the morphological level in the introduction of some French suffixes:

e.g. *hindrance, fulfillment, goddess, luggage, employee, readable*.

3. Simon de Monfort as the founder of the Parliamentary Democracy.

The English Middle Ages were marked by civil war, international war, occasional insurrection, and widespread political intrigue amongst the aristocratic and monarchic elite. At the same time, a ruling elite was being formed in England that began in the 13th century to move England away from feudal system ruled by an autocratic monarch to the beginnings of democracy. Middle Ages period is also characterized by building castles in stones, using standard features of castle walls and other defensive features include towers as part of the walls, moats, battlements, drawbridges and a portcullis. The most popular castles of that period are Warwick Castle, The Tower of London, Windsor Castle and others.

Simon de Montfort was instrumental in forming **the first English Parliament** in 1265. He led the rebellion of barons against King Henry III of England during the Second Barons' War of 1263–64, and subsequently became de facto ruler of England.

Following his victory over the king at the Battle of Lewes during the Second Barons' War, Montfort realized that he needed support from a range of groups: not just the knights and nobility, but the town burgesses (townsmen / ordinary men of the towns) too. For the first time in history, he gathered a new parliament which included two urban burgesses from each of the major towns of England. Although Montfort was killed at the Battle later that year, his decision to invite burgesses to parliament, alongside knights, had become the unshakable norm by since then. The calling of the January 1265 parliament represented a turning point in English history. It 'posed a potent challenge to the king's monopoly of power'. The gathering had become known as the House of Commons. Thus, Montfort is regarded as the founder of the Commons and godfather of parliamentary democracy'.

On 20 January 2015, "Democracy Day" was broadcast by the BBC to coincide with the 750th anniversary, consisting of live discussions and debate about the nature of parliamentary democracy, about how a country should be governed and be ruled. Parliament in thirteenth-century England was not the same as its twenty-first century equivalent, but Montfort's actions were unprecedented and helped to instill the principle of parliamentary democracy, which prevails to this day.

4. Wars of the Roses History

The Wars of the Roses was a civil war fought in England. It lasted for just over 30 years from 1455 to 1487, The Wars of the Roses was fought between two rival families who both laid claim to the throne of England: the House of Lancaster and the House of York. The "War of the Roses" comes from the symbols, or badges, of the two warring houses: the House of Lancaster was represented by a red rose and the House of York by a white rose. The reasons behind the wars were complex. Both houses claimed to have a right to the English throne as descendents of King Edward III., The battles were mostly small and sometimes were years apart.

It didn't help that the current king, Henry VI, was mentally ill and was being advised by corrupt and unpopular nobles. The Plantaganet King Henry VI was a weak king, married to an ambitious French princess, Margaret of Anjou.

August 1485. Battle of Bosworth. King Richard III was killed and the Lancastrian Henry Tudor became King Henry VII. Henry married Elizabeth of York thus uniting the two houses, and founded the Tudor dynasty. The Tudor Rose includes both red and white roses to symbolise the uniting of the Houses of York and Lancaster.

In the 15th century, a major civil war took place, known as **the Wars of the Roses**, as the two sides, the House of Lancaster and the House of York, were symbolized by a red rose and a white rose respectively. It ended in the victory of Henry Tudor, who became **Henry VII**, at the battle of Bosworth Field in 1485.

CHECKING COMPREHENSION

Answer the questions:

1. Why did the death of Edward the Confessor spark the succession crisis?
2. What were the positions of two armies before the Battle started?
3. What were the main cultural, political and language consequences of the Norman Conquest?
4. What is remarkable about the name Simon de Montfort?
5. What caused the War of the Roses? What did it result in?

PRACTICAL ASSIGNMENTS

TASK 1. Read the text about the Battle of Hastings, watch the video about the [Battle of Hastings](https://www.youtube.com/watch?v=FW4RKP23Z4M&t=140s) and arrange the words and word-combinations from the box into two columns to describe the army of Duke of Normandy and the Army of Harold (https://www.youtube.com/watch?v=FW4RKP23Z4M&t=140s).

Well-trained / poorly-armed / cavalry / volunteers / exhausted / archers / invading / large diverse / knights / 7000 men strong / unskilled / defeated and destroyed / half-armed / untrained / peasants / scattered / shield wall / heavy infantry / fresh / beaten-down / rattled and weakened / successful shield wall / organized and prepared / 600 ship / menacing /

The Army of Duke of Normandy	The Army of Harold II

TASK 2. Choose the name of the last Anglo-Saxon King:

- a) Harold the Hardrade
- b) William of Normandy
- c) Edward the Confessor
- d) Harold Godwinson

TASK 3. Choose the incorrect statement about Edward the Confessor:

- a) Edward's death triggered a fight for the empty crown.
- b) Edward was childless.
- c) Edward promised the crown to four people.
- d) Edward granted the kingdom to William.

TASK 4. Choose the statement which is questionable about William:

- a) William claimed the right to the English throne
- b) William was a bastard
- c) William obtained the blessing from the Pope of Rome Alexander II

d) William was a talented organizer and a respected leader

TASK 5. Which piece of art features the death of Harold struck by an arrow into the eye:

- a) Sculpture
- b) Tapestry
- c) Etching
- d) Oil-painting

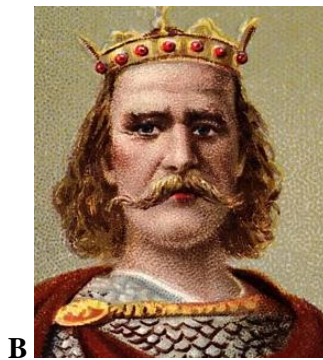
TASK 6. Match the portraits and the names:

Harold Godwinson, William the Conqueror, Edward the Confessor

A _____

B _____

C _____



TASK 7. Put the events into chronological order:

- ___ William of Normandy lands in Sussex.
- ___ William received the message from his distant relative, childless English King Edward, who named him as his successor and the next King of England
- ___ Godwinson disassembled his troops due to depleting supplies and harvesttime being just around the corner
- ___ Duke Robert of Normandy (William's father) was on the return from his Jerusalem pilgrimage when he caught a lethal disease and died shortly after at the age of 35
- ___ William won the battle, and had the road to London wide open, where he ascended to the English throne
- ___ King Edward fell into a coma and died.
- ___ Harold decided to snub Edward's earlier will and crowned himself.

TASK 8. Arrange the given words of French origin into the proper category to show the fields where French influence penetrated:

Lesson, court, machine, library, battle, evidence, prayer, government, religion, pen, dinner, armies, pupil, general, courtier, pencil, supper, confession, table, plate, napkin saucer,

prince, servant, engine, fair, market, money, parliament, judge, jury, justice, navies, enemy, soldiers, saint, council, crime.

MILITARY	RELIGION	GOVERNMENT	ROYAL COURT	INDUSTRY AND TRADE	EDUCATION	DOMESTIC LIFE

TASK 9. Analyze the morphological structure of the words and make a list of French suffixes which penetrated into English:

Ignorance / flexible / innocence / legible / bewilderment / arrogance / fulfillment / amazement / luggage / leakage / admirable /

TASK 10. Read the text about the social tension at the beginning of the 13th century ignoring the gaps. Make collocations with a word from box A and a word from box B. Complete the text with the derived collocations, putting the verbs into the correct form.

A

raise / limit / fair / clear / futile / protect / angry / obey / offend / royal /

B

God / taxation / army / wars / freedoms / seal / barons / hearing / powers / message /

England, February 1215 and all is not well. Across the country from North to South the voices of _____ can be heard.

- He demands even higher taxes to pay for his _____.
- We have to find a way to stop him raising taxes whenever he chooses and stealing our lands. We must do something to make him keep his word.
- He can arrest us and hold us prisoner without a _____.
- Our rights and _____ should be _____ by law. King John believes he is above a rule of law. We must have new rules which even a king must obey.
- When our king _____ yet again he offends the people. When he seized lands that do not belong to him he offends the barons, and when he seizes the wealth of the church he _____.
- We must find a way to _____ his _____. We must declare our rights and find a voice. We must send a _____ to the King. If he doesn't agree we will _____ a great _____.

The people cheered the rebel traitor who dared to stand against the king. And King John had no choice but to place a _____ on the document so that the whole world will know that he has agreed to _____ these new _____.

TASK 11. Check the right variant of the text by viewing the video about the [baronial revolt](https://www.britannica.com/video/187557/charter-dramatization-history-formulation-King-John-order). (<https://www.britannica.com/video/187557/charter-dramatization-history-formulation-King-John-order>).

TASK 12. Complete some of the rules proclaimed by Magna Carta after viewing the video about the [baronial revolt](#) :

The King will not raise taxes without _____

The King will not force widows _____

No free man can be imprisoned without _____

Every man has a right to _____

Twenty five barons will watch the King carefully _____

TASK 13. Watch the video about [Simon de Montfort's](#) contribution in establishing the beginnings of democracy in England and answer the questions (<https://www.britannica.com/video/187556/Henry-III-revolt-importance-Simon-de-Montfort>) :

- 1) What does the inscription on the floor of the Chapter house say? How do you understand this statement?
- 2) What did Henry III build the Chapter house for?
- 3) Why does the speaker describe the context as ironic?
- 4) What is Simon de Montfort known for?
- 5) What happened on the 14-th of February 1265?
- 6) Which two fundamental principles were asserted by the 1215Magna Carta?
- 7) Why is the Monfort's Parliament of 1265 described as the beginnings of democracy in England?

TOPIC 5

TPE DEVELOPMENT OF ENGLAND IN THE 16th-18th CENTURIES

1.King Henry the VIII

King Henry the VIII was the second monarch of the Tudor dynasty. He is famous for having been married six times and for taking and using the most power of any British king. When in 1509 at the age of 17 he ascended the throne, great things were expected of him. Six feet tall, powerfully built, and a tireless athlete, huntsman, and dancer, he promised England the joys of spring after the long winter of Henry VII's reign. But nothing of that

kind happened, he turned out to be a very cruel, merciless, despotic king executed the greatest number of common people, (mostly peasants for their poverty), in the history of England.

Ineffective abroad, unpopular at home, it made the regime look as empty of positive purpose as in fact it was. During his reign **The Act of Union 1536** was accepted, which united England and Wales into one nation. He decided Wales would be ruled by England. By now Parliament was a full-blooded institution and Wales was allowed to send representatives. Though Henry called it an Act of Union but the Welsh people looked upon it as a forced marriage.

Soon after his accession, Henry married Catherine of Aragon, Arthur's widow. Among his failures so far had been his or Catherine's inability to provide a male heir to the throne; several stillbirths and early deaths had left only a girl, the princess Mary (born in 1516). He convinced himself that his first marriage had been against the divine law; that is, against the biblical injunction (Lev.) forbidding marriage with a brother's widow

The revolution consisted of the decision that the English church should separate from Rome, becoming effectively a spiritual department of state under the rule of the king as God's deputy on earth. This brought his nation into the creation of a separate Church of England as a result of the Protestant Reformation. The land, which belonged to catholic monasteries were confiscated. The revolution that he had not intended gave the king his wish: in January 1533 he married Anne Boleyn; the princess Elizabeth was born. He soon tired of Anne, who failed to produce a male heir; in 1536 she was executed, with other members of the court, for alleged adultery and treason.

Of his marriages, two ended in annulment, two in natural deaths and two with his wives' beheadings for adultery and treason. His children Edward VI, Mary I and Elizabeth I would each take their turn as England's monarch.

2. The Elizabethan Age .

The last monarch of Tudor dynasty was **Queen Elizabeth I**, also known as **the Virgin Queen** or **Good Queen Bess**. The 44-years of Elizabeth's reign are referred to as a Golden Age (the Elizabethan Age). This was the age of William Shakespeare's plays, Francis Drake's voyages, and the sea battles against the Spanish Armada.. One of the most important concerns during Elizabeth's early reign was religion. Communion with the Catholic Church had been reinstated under Mary I, but was ended by Elizabeth. She Returned England to Protestantism.

Elizabeth's life was troubled from the moment she was born. Henry VIII had changed the course of his country's history in order to marry Anne Boleyn, hoping that she would bear him the strong and healthy son that Catherine of Aragon never did. But, in 1533 Anne bore Elizabeth instead. Her mother was arrested and beheaded on, before Elizabeth was even three years old.

She was in line to the throne and a most sought-after bride. When her sister Mary

was the queen, she sensed the danger from her younger sister, and imprisoned her in the Tower. When it appeared that Mary had become pregnant, Elizabeth was no longer seen as a significant threat and the Queen let her return. News of Mary's death 1558 reached Elizabeth, she was out in the park, sitting under an oak tree. "It is the Lord's doing, and it is marvelous in our eyes."

1559, Elizabeth I was crowned Queen. She never married. Probably because of the way her father treated his wives, Elizabeth was disgusted by the idea of marriage. The more romantic feel it was because she couldn't marry the man that she really loved, Robert Dudley. When Elizabeth became Queen, Dudley was married, and then his wife died under mysterious circumstances a few years later. Although Robert Dudley was cleared of any wrong-doing in the matter, Elizabeth could not marry him because of the scandal that would no doubt arise.

Her cousin, Mary Stuart (Queen of Scots), was a Catholic and a rival to the throne. Elizabeth charged her of organizing a treason plot by Catholic sympathisers, and executed her in 1587. This was the excuse that Philip II of Spain needed to make a determined invasion attempt. But the Spanish Armada was defeated and scattered.

While men were naturally endowed with authority, women were temperamentally, intellectually, and morally unfit to govern. Men saw themselves as rational beings; they saw women as creatures likely to be dominated by impulse and passion. Gentlemen were trained in eloquence and the arts of war; gentlewomen were urged to keep silent and attend to their needlework. So, Elisabeth had to overcome a lot of prejudices and she did it successfully.

Once, addressing English soldiers Elizabeth said: "I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too".

Elizabeth died a beloved queen in 1603. Many ordinary Londoners take to the streets to watch Elizabeth's journey to her final resting place in Westminster Abbey. Her death ended the Tudor dynasty. She was succeeded by James I (James VI of Scotland), the son of Mary, Queen of Scots. The Tudor dynasty ended and passed to the Stuarts.

3. The beginning of the Stuart Dynasty in England.

The Stuart period of British history usually refers to the period between 1603 and 1714. This coincides with the rule of the House of Stuart, whose first monarch was James VI of Scotland. The Stuart period was plagued by internal and religious strife.

When Elizabeth died, **James the First** became the English king. He was already the king of Scotland, and united Scotland with England and Wales. He ordered a new translation of the Bible (the Authorised Version) which remains popular in England today. He tried to force Catholics to go to Protestant churches. A group of Catholics planned to blow up the Houses of Parliament when James was there (on 5th November 1605). This was known as the **Gunpowder Plot**. But the plan was discovered and one of the group called **Guy Fawkes** was caught and burnt alive. On the 5th November every year, people celebrate the failure of the Gunpowder Plot by burning a straw man (known as a Guy) on a fire, and by having a display of fireworks.

3. The period of the Commonwealth .

During the reign of Charles I, who was the second Stuart king the major **English Civil War** broke out in 1642. Charles I was the person who wanted more power than acceptable to the people. Having no political wisdom during his time of single-handed rule, he set up against himself almost all the potential allies. He constantly argued with Parliament, particularly about taxes. He had no right to impose new taxes without the consent of the Parliament, he used the royal privileges to ensure his financial independence.

Many people in the Parliament were **Puritans**, who wanted the Church of England to adopt a simpler style of worship without bishops and formal ceremonies. Some Puritans known as the **Pilgrim Fathers** travelled to America to Massachusetts so that they could settle there and follow their own religion freely. Meanwhile, Charles decided that bishops should rule the Scottish Church (the Presbyterian Church), but the Presbyterians did not accept this and created an army to attack England. Charles stopped the attack by paying money, but needed the help of Parliament to raise this money.

As a result of an ongoing series of conflicts and disagreements, fighting began between **Royalists** (known as **Cavaliers**) who supported the king, and **Parliamentarians** (known as **Roundheads**) who supported Parliament. This was known as the **English Civil War**. One of the main leaders of the Roundheads was **Oliver Cromwell** (his statue can be seen in Parliament Square in London, opposite the Houses of Parliament).

The conflict between the King, Charles I and Parliament broke out over an Irish insurrection, to be more exact, over who should control the army to crush the Irish insurrection. At the **Battle of Naseby** in June 1645 the New Model Army of Parliament, led by Oliver Cromwell, destroyed the King's army. Having pacified all England, Parliament turned to the conquest of Ireland and Scotland and successfully did it. The English conflict left almost 200,000 people dead. This was the last civil war fought on English—though not Irish and Scottish—soil.

Charles' managed to escape from house arrest, he was imprisoned in a castle on the Isle of Wight, never left an attempt to escape, failed to do it, took different political manoeuvrings to regain his throne. These political intrigues sealed his fate. Losing patience a number of MPs and army officers came to the radical decision that he should be charged with high treason. He was tried, found guilty, and executed in Whitehall on 30 January 1649. His head was cut off. His son, also called Charles, is believed to have escaped from Cromwell's soldiers by hiding in an oak tree. Pub names such as the **King's Head** or the **Royal Oak** are based on these events.

Parliament ruled without a king and without a House of Lords for 11 years (1649-60) (this period was known as the **Commonwealth**). Parliament was in control, but the real power lay with Cromwell and the army. Eventually the conflict between Cromwell and Parliament forced Cromwell to establish the Protectorate (1653-58). This was essentially a monarchy by another name, with Cromwell at its head. His rule was a time of rigid social and religious laws on radical Protestant lines.

Cromwell's government divided the country into 11 districts, each under a major

general, who were responsible not only for tax collection and justice, but for guarding public morality as well. Church attendance was compulsory. Horse racing and cockfights were banned, plays were prohibited, gambling dens and brothels were closed, as were many alehouses. Drunkenness and blasphemy were harshly dealt with. People being people, these measures were extremely unpopular.

Cromwell had a bodyguard of 160 men during the Protectorate. In the end he was just as dictatorial and autocratic as Charles and James had been. He called Parliament when he needed money and dismissed it when it argued. The results of the Commonwealth and the Protectorate confirmed in the English a hatred of military rule and the severe Puritanism associated with it. From this point the Parliament began to oppose Puritanism vigourously.

As for the role of Oliver Cromwell in the history of Britain, it is rather a disputable matter. The Puritan commander was able to lead to the victory the opponents of absolute monarchy, but neither his authority nor his prestige was enough to resolve social conflicts between his supporters and he failed to force them to adopt a new constitution, since these conflicts were intertwined with religious quarrels.

On the one hand, even today Cromwell stands accused by some of war crimes, religious persecution and ethnic cleansing on a dramatic scale against Catholics in Ireland, for being a military dictator. However, his constant attempts to establish democratic order, as well as the rejection of the throne, when he was offered it, prove that he had no intentions for dictatorship.

The British public appreciates him for his opposition to the British monarchy, regards him as a constitutional reformer who had destroyed the absolutism of Charles I; a patriotic ruler who restored political stability after the Civil Wars and contributed to the evolution of constitutional government. During his years of ruling he created a well-organized administration in Britain, improved a number of primitive laws and supported education. Probably for these merits you can see today a statue, a monument to him just opposite the house of Commons of the Palace of Westminster. Soon after his death his body was exhumated, was hung on a hanging, then burnt, and his head was put on a spire till the end of Charles reign.

4. The Restoration of Monarchy.

The trial and execution of an anointed sovereign and the presence of a standing army throughout the 1650s, combined with numerous radical religious sects, shook the very foundations of British society. Most Englishmen now favoured a return to a stable and legitimate monarchy. As the result in 1660 Parliament offered to restore the monarchy if Charles would agree to concessions for religious toleration and a general amnesty, forgiveness. Charles was not as hardheaded as his father, and he agreed to the proposals. He returned to London on a wave of popular support to be crowned Charles II (1660-85). Charles' closest five advisors had initials which formed the word "Cabal", which came to mean a secret association because they were suspected to be the real power behind the throne.

The Restoration was notable for a relaxation of the strict Puritan principles of the

previous decades. Theatre, sports, and dancing were revived. Charles' court was notable for its revelry and licentiousness (drinking, singing and other immoral affairs).

London was the largest city in Europe by this time, but the streets were dirty and narrow. In 1665 there was another spread of disease in London and the south of England known as the **Great Plague**, and then in 1666 much of London was destroyed by the **Great Fire of London**. A large stone column known simply as the **Monument** was put up near the place where the fire had started.

While Charles was enjoying his new court, he was less than successful internationally. The English fought a losing naval war with the Dutch, and England's presence on the high seas had never been so low.

Charles' brother became the next king, **James the Second**. He was a Catholic and tried to change some of the laws against people who were not Protestants. The **Duke of Monmouth** tried to lead a revolt against him, but lost at the battle of **Sedgemoor** in Somerset. James soon became unpopular, however, and was replaced by **William and Mary** (Mary was James' daughter and William of Orange was her husband, a Dutch Protestant prince). James escaped to France and then raised an army in Ireland, where he was supported by the Catholics. The Protestants in Ulster (part of Ireland) supported William of Orange. James was finally defeated at the battle of **the Boyne**, a victory which is still celebrated each year by marches through the streets of Ulster by the Protestant Orangemen.

The Stuart period was plagued by internal and religious strife. It ended with Queen Anne. During the reign of queen Anne, the **Act of Union (1707)** united Scotland and England and Wales, creating **Great Britain**. After the Queen Anne there was the accession of George I from the House of Hanover.

CHECKING COMPREHENSION

Answer the questions:

1. What did British nation expect of Henry VIII? Why didn't he meet the nation's expectations?
2. What was Elizabethan Age marked for?
3. How does a famous Elizabeth's quote "I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too" characterize her?
4. Around what were the religious conflicts during the Charles' I reign?
5. Which events do the names of the pubs "King's Head" and "The Royal Oak" allude to?
6. What changes did the country go through under the Cromwell's government?
7. What is meant by Commonwealth of the 17th century?
8. How do the contemporary historians assess Oliver Cromwell's personality and his contribution into the country's development?
9. What concessions did Charles II have to agree to in order to be restored to the throne?
10. What were the disasters that marked Charles' II reign?
11. Who was James the Second succeeded by?

PRACTICAL ASSIGNMENTS

TASK 1. Consult the internet to check time period for the reign of each Tudor monarch. Fill in the table with proper dates.

TUDOR DYNASTY (118 years) 1485-1603				
Henry the VII	Henry the VIII	Edward the IV	Bloody Mary	Elisabeth I
1485 - - - - - 1603

TASK 2. Watch a 5-min video about [Henry 8th](https://www.youtube.com/watch?v=xdZcqAss92w) and fill in the table regarding Henry as a charismatic reformer vs bulling tyrant by writing down positive and negative aspects of his reign. (<https://www.youtube.com/watch?v=xdZcqAss92w>)

HENRY 8th	
Charismatic reformer	Bulling tyrant
1	1
2	2
3	3
4	4
5	5
?	?

TASK 3. After reading the texts of the unit and watching the videos about: [Mary I](#), [Elisabeth I](#) and [Elizabethan Golden Age](#) arrange the characteristics from the box into the proper line to describe Tudor monarchs. Some characteristics may be used several times.




(<https://www.youtube.com/watch?v=LS-27NuxqU8>),

(<https://www.youtube.com/watch?v=ddb20U1hQt0>)

(<https://www.youtube.com/watch?v=DH6TqDhV0Bs>)

cunning / impulsive / despotic / smart / vain / sportsman / executed a relative / hosted lavish tournaments / manipulative / brilliant survivor / highly educated / learned scholar / the first ruling queen / could speak foreign languages / attempted to restore catholic faith / reformed the government / travelled through towns and villages / built secular schools / musician / loved to gamble / defeated Armada / executed Thomas Mor / lost the territory of Calais in France / threw a close relative into prison / cruel / extravagant / egoistic / was concerned with grandiosity / never married / Catholicism was a guiding principle / set the stage for the economy and arts (theatre and fashion) / was declared
--

illegitimate / Act of Supremacy / Act of Union / Act of Uniformity / reformed England's religion / persecuted and burnt protestants /

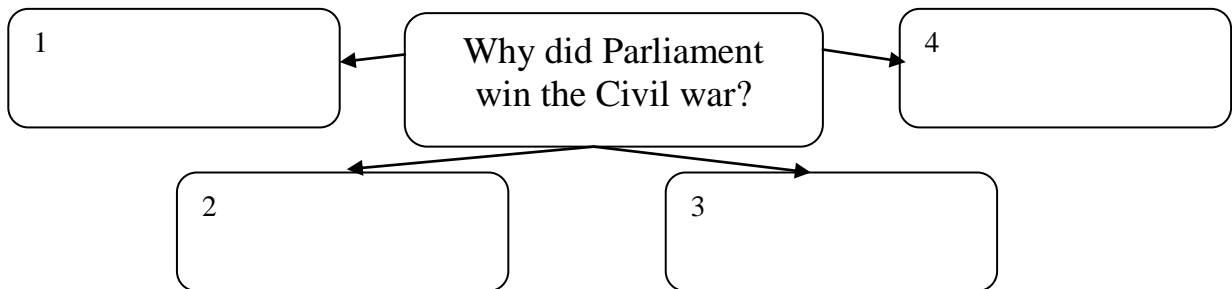
	HENRY VIII _____
	MARY I (BLOODY MARY) _____
	ELISABETH I (THE VIRGIN QUEEN) _____

Task 4. Study the main reasons which caused the Civil War by matching the beginning of the sentences 1-8 to the endings a-h.

1. Charles' relationship with Parliament	a. lifestyle which cast a lot of money
2. Charles was criticized by MPs for his costly	b. the MPs refused and instead aired their grievances
3. Charles was criticized for extravagant	c. were mainly Protestants
4. Being married to a Catholic Charles clashed	d. foreign policy failures in Spain (1625) and France (1627)
5. Most MPs were Puritans (strict Protestants) who feared	e. only with Parliament's consent
6. Charles often violated the rule to collect money	f. gradually deteriorated
7. Charles religious policies angered Scots who	g. that he would restore Catholicism

8. Charles was forced to recall Parliament to raise money for the war but	h. with parliament over religion
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TASK 5 Watch a video about the [Civil War](https://www.youtube.com/watch?v=zez0U0xvThQ) and fill in the mind-map about why Parliament won the Civil War (<https://www.youtube.com/watch?v=zez0U0xvThQ>).



TASK 6. Search the Internet to find out the meaning of some historically important concepts. Make brief notes of what you have found out:

- Short Parliament _____
- Long Parliament _____
- Divine right of King _____
- The Grand Remonstrance _____
- Roundheads _____
- Cavaliers _____
- Puritans _____

TASK 7. Watch the video about [Glorious Revolution](https://www.youtube.com/watch?v=AnvHmZ6rxq4) and restore the chronological order of the events which resulted in Glorious revolution (<https://www.youtube.com/watch?v=AnvHmZ6rxq4>).

1. James took the thrown
- ___ William and Mary became co-regents.
- ___ Many King's followers including family members deserted him and went over to the side of William
- ___ James claimed his son a rightful heir to the thrown.
- ___ James escaped to France
- ___ Seven Lords wrote a letter to a Dutch leader William of Orange requesting that they invade England and depose James.
- ___ A rebellion led by Duke of Manmouth was crushed by James's army
- ___ James began making rules that favoured Catholics and issued the declaration of indulgence which suspended laws that punished Catholics.
- ___ William and Mary signed a declaration of rights known as Bill of Rights.

__ William's Dutch army landed in England.

TASK 8. Read the paragraph about the consequences of the Glorious (Bloodless) Revolution. Insert the appropriate word from the box into the gap.

power / Catholic / rigid / liberties / constitutional / minds / overthrow / milestone / absolute / trickle-down / stripping / democratic / punishments

Many historians maintain that the Glorious Revolution was a singular _____ event that led to England's transformation from an _____ monarchy to a _____ monarchy forever _____. British Monarchs of all future bids for absolute _____. The English Bill of rights included a whole set of rights and _____ that made England more _____ and free. It authorized free elections, gave members of Parliament the right to speak their _____, and protected them from cruel and unusual _____. It also guaranteed that the monarch would not be Catholic. The Glorious Revolution had a _____ effect in the thirteen colonies for after James's _____ colonists found themselves freed of _____ anti-puritan laws that limited their religious practice.

TOPIC 6

GREAT BRITAIN IN THE 19th CENTURY

1. The industrial revolution

The Industrial Revolution, which took place from the 18th to 19th centuries, was a period during which predominantly agrarian, rural societies in Europe and America became industrial and urban. Due to technological advances and increasing mechanization there were major changes in agriculture, manufacturing, mining, and transport. Those changes had a profound effect on the socioeconomic and cultural conditions. It was a major turning point in human history; almost every aspect of daily life was eventually influenced in some way.

It started in the United Kingdom, then subsequently spread throughout Europe, North America, and eventually the world. Aware of their head start, the British forbade the export of machinery, skilled workers, and manufacturing techniques. The British monopoly could not last forever, especially since some Britons saw profitable industrial opportunities abroad, while continental European businessmen sought to lure British know-how to their countries.

A number of factors contributed to Britain's role as the birthplace of the Industrial Revolution. For one, it had great deposits of coal and iron ore, which proved essential for industrialization. Additionally, Britain was a politically stable society, as well as the world's

leading colonial power, which meant its colonies could serve as a source for raw materials, as well as a marketplace for manufactured goods.

Starting in the later part of the 18th century there began a transition in parts of Great Britain's previously manual labor towards machine-based manufacturing. It started with the mechanization of the textile industries, the development of iron-making techniques and the increased use of refined coal. Trade expansion was enabled by the introduction of canals, improved roads and railways. The introduction of steam power fuelled primarily by coal, wider utilization of water wheels and powered machinery (mainly in textile manufacturing) underpinned the dramatic increases in production capacity. The development of all-metal machine tools in the first two decades of the 19th century facilitated the manufacture of more production machines for manufacturing in other industries. The effects spread throughout Western Europe and North America during the 19th century, eventually affecting most of the world, a process that continues as industrialization. The impact of this change on society was enormous.

The first Industrial Revolution, which began in the 18th century, merged into the Second Industrial Revolution around 1850, when technological and economic progress gained momentum with the development of steam-powered ships, railways, and later in the 19th century with the internal combustion engine and electrical power generation.

The period of time covered by the Industrial Revolution varies with different historians. Eric Hobsbawm held that it 'broke out' in Britain in the 1780s and was not fully felt until the 1830s or 1840s, while T. S. Ashton held that it occurred approximately between 1760 and 1830. Some twentieth century historians such as John Clapham and Nicholas Crafts have argued that the process of economic and social change took place gradually and the term revolution is not a true description of what took place. This is still a subject of debate among historians.

There were also many new developments in nonindustrial spheres, including the following: (1) agricultural improvements that made possible the provision of food for a larger nonagricultural population, (2) economic changes that resulted in a wider distribution of wealth, the decline of land as a source of wealth in the face of rising industrial production, and increased international trade, (3) political changes reflecting the shift in economic power, as well as new state policies corresponding to the needs of an industrialized society, (4) sweeping social changes, including the growth of cities, the development of working-class movements, and the emergence of new patterns of authority, and (5) cultural transformations of a broad order. Workers acquired new and distinctive skills, and their relation to their tasks shifted; instead of being craftsmen working with hand tools, they became machine operators, subject to factory discipline. Finally, there was a psychological change: confidence in the ability to use resources and to master nature was heightened.

The Industrial Revolution began an era of per person economic growth in capitalist economies. While industrialization brought about an increased volume and variety of manufactured goods and an improved standard of living for some, it also resulted in often grim employment and living conditions for the poor and working classes. Historians agree that the Industrial Revolution was one of the most important events in history.

2. Quality of Life during Industrialization.

The Industrial Revolution brought about a greater volume and variety of factory-produced goods and raised the standard of living for many people, particularly for the middle and upper classes. However, life for the poor and working classes continued to be filled with challenges. Wages for those who labored in factories were low and working conditions could be dangerous and monotonous. Unskilled workers had little job security and were easily replaceable. Children were part of the labor force and often worked long hours and were used for such highly hazardous tasks as cleaning the machinery. In the early 1860s, an estimated one-fifth of the workers in Britain's textile industry were younger than 15. Industrialization also meant that some craftspeople were replaced by machines. Additionally, urban, industrialized areas were unable to keep pace with the flow of arriving workers from the countryside, resulting in inadequate, overcrowded housing and polluted, unsanitary living conditions in which disease was rampant. Conditions for Britain's working-class began to gradually improve by the later part of the 19th century, as the government instituted various labor reforms and workers gained the right to form trade unions.

3. Liberal reforms of the 19th century.

During the late nineteenth century the British government, under the Liberal party, acted according to the principle of laissez faire. Individuals were solely responsible for their own lives and welfare. The government did not accept responsibility for the poverty and hardship that existed among its citizens. A popular point of view at the time was that poverty was caused by idleness, drunkenness and other such moral weaknesses on the part of the working classes. The poor were seen by the wealthy as an unfortunate but inevitable part of society.

The three Reform Acts, of 1832, 1867, and 1884, all extended voting rights to previously disfranchised citizens. The first Reform Bill was the most controversial. It primarily served to transfer voting privileges from the small boroughs controlled by the nobility and gentry to the heavily populated industrial towns, which had experienced great growth.

The first Reform Bill was necessitated chiefly by glaring inequalities in representation between traditionally enfranchised rural areas and the rapidly growing cities of newly industrial England. For example, such large industrial centres as Birmingham and Manchester were unrepresented, while parliamentary members continued to be returned from numerous so-called "rotten boroughs), (depopulated election district, maintained by the crown or by an aristocratic patron to control seats in the House of Commons)." which were virtually uninhabited rural districts, and from "pocket boroughs," (election district that is controlled by one person or family, relatively small population was either bribed or coerced by the leading family or landowners to elect their representatives to Parliament.) where a single powerful landowner or peer could almost completely control the voting. The sparsely populated county of Cornwall returned 44 members, while the City of London, with a population exceeding 100,000, returned only 4 members.

Just before the passage of the Reform Act of 1832, more than 140 parliamentary seats

of a total of 658 were in rotten boroughs, 50 of which had fewer than 50 voters.

The first Reform Bill was authored by then prime minister **Charles Grey (2nd Earl Grey)**, and was introduced into the House of Commons in March 1831; it passed by one vote but did not pass in the House of Lords. An amended Reform Bill passed the Commons without difficulty the following October but again failed to pass the House of Lords, creating a public outcry in favour of the bill. When a third Reform Bill passed the Commons but was thrown out in the Lords on an amendment, Grey in desperation proposed in May 1832 that King William IV grant him authority for the creation of 50 or more Liberal peers—enough to carry the bill in the still-obstinate House of Lords. William refused, and when Grey threatened to resign as prime minister, the king called in the duke of Wellington to try to form a new government. When Wellington tried and failed, the king yielded to Grey and pledged the authority for the creation of new peers. The threat was enough. The bill passed in the House of Lords (those who objected abstaining), and it became law June 4, 1832.

The First Reform Act reformed the antiquated electoral system of Britain by redistributing seats and changing the conditions of the franchise. Fifty-six English boroughs lost their representation entirely; Cornwall's representation was reduced to 13; 42 new English boroughs were created; and the total electorate was increased by 217,000. Electoral qualifications were also lowered to permit many smaller property holders to vote for the first time. Although the bill left the working classes and large sections of the lower middle classes without the vote, it gave the new middle classes a share in responsible government and thus quieted political agitation. However, the Act of 1832 was in essence a conservative measure designed to harmonize upper- and middle-class interests while continuing traditional landed influence.

This act Re-apportioned representation in Parliament in a way fairer to the cities of the industrial north and made that body more accurately represent the citizens of the country. It also gave the power of voting to those lower in the social and economic scale. The act extended the right to vote to any man owning a household worth £10, adding 217,000 voters to an electorate of 435,000. Approximately one man in five now had the right to vote.

For many conservatives, this effect of the bill, which allowed the middle classes to share power with the upper classes, was revolutionary in its import. Some historians argue that this transference of power achieved in England what the French Revolution achieved eventually in France. Therefore, the agitation preceding (and following) the first Reform Act, which Dickens observed at first hand as a shorthand Parliamentary reporter, made many people consider fundamental issues of society and politics.

The 1867 Reform Act was the work of the **Tory Benjamin Disraeli**, it extended the right to vote still further down the class ladder, adding just short of a million voters — including many workingmen — and doubling the electorate, to almost two million in England and Wales. It also created major shock waves in contemporary British culture, as authors debated whether this shift of power would create democracy that would, in turn, destroy high culture.

The 1884 bill and the 1885 Redistribution Act tripled the electorate again, giving the vote to most agricultural workers. By this time, voting was becoming a right rather than the

property of the privileged. The Act prepared the way for universal male suffrage. However, women were not granted voting rights until the Act of 1918, which enfranchised all men over 21 and women over thirty. This last bit of discrimination was eliminated 10 years later (in 1928) by the Equal Franchise Act.

4. First parties.

Prior to the mid-19th century politics in the United Kingdom was dominated by the Whigs and the Tories. Originally “Whig” and “Tory” were terms of abuse. Whig was a term applied to horse thieves and, later, to Scottish Presbyterians; it connoted nonconformity and rebellion and was applied to those who claimed the power of excluding the heir from the throne. Tory was an Irish term suggesting a papist outlaw and was applied to those who supported the hereditary right of James despite his Roman Catholic faith.

These were not political parties in the modern sense but somewhat loose alliances of interests and individuals. The Whigs were associated with the newly emerging moneyed industrial classes, and the Tories were associated with the landed gentry, the Church of England and the Church of Scotland.

By the mid-19th century the Tories had evolved into the Conservative Party, and the Whigs had evolved into the Liberal Party. Liberals were united by the conviction that the source of progress lay in the free exercise of individual energy. The purpose of politics, therefore, was to create the conditions within which individual energy could thrive to the betterment of all.

These two parties dominated the political scene until the 1920s, when the Liberal Party declined in popularity and suffered a long stream of resignations. It was replaced as the main left-wing party by the newly emerging Labour Party, who represented an alliance between the trades unions and various socialist societies.

Since then the Conservative and Labour Parties have dominated British politics, and have alternated in government ever since. However, the UK is not quite a two-party system since a third party (recently, the Liberal Democrats) can prevent 50% of the votes/seats from going to a single party. The Liberals merged with the Social Democrats because they had very similar views and became the Liberal Democrats which is now a sizeable party whose electoral results have improved in recent years.

The Liberal Democrats occupy a centre-left, libertarian position. In particular, they lay great emphasis on issues of constitutional reform, including electoral reform, devolution of state authority from the centre to the regions, reform of the House of Lords, and the need for freedom-of-information legislation and a bill of rights. The Liberal Democrats take a left-of-centre stance on educational and social issues and are committed to European integration.

The UK's First Past the Post electoral system leaves small parties disadvantaged on a UK-wide scale. It can, however, allow parties with concentrations of supporters in the constituent countries to flourish. Other than the Respect coalition and Health Concern, the only other parties winning seats in the House of Commons at the 2005 general election were based in Scotland, Wales and Northern Ireland.

Since 1997, proportional representation-based voting systems have been adopted for elections to the Scottish Parliament, the National Assembly for Wales, the Northern Ireland Assembly, the London Assembly and the UK's seats in the European Parliament. In these bodies, other parties have had success. Traditionally political parties have been private organisations with no official recognition by the state. The Registration of Political Parties Act 1998 changed that by creating a register of parties.

CHECKING COMPREHENSION

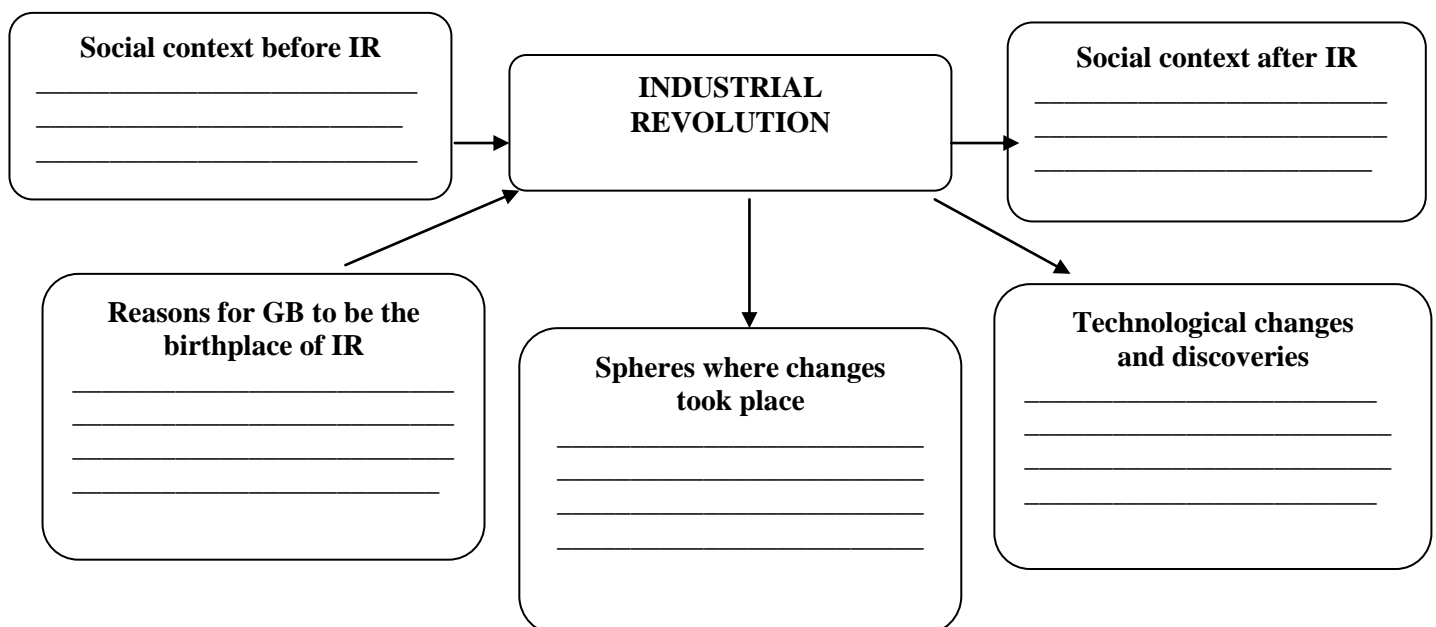
Answer the questions:

1. Why did the British fail to keep monopoly on manufacturing techniques?
2. What were the consequences of the industrial revolution on society?
3. How did industrialization change the quality of life?
4. What was wrong with the British electoral in the early 19th century?
5. What were the concerns of the upper classes about the Liberal reforms?
6. What were the dominating parties in the 19th century? How are the contemporary political parties related to them?

PRACTICAL ASSIGNMENTS

TASK 1. Read the text about Industrial Revolution and fill in the mind-map representing the phenomenon of Industrial Revolution. Make use of the word-combinations from below to fill in the boxes of the mind-map. You may add your own ideas.

Agrarian / railways / use of refined coal / internal combustion engine / industrial / leading colonial power / urban / technological advances / steam power / mechanization / manual labor / mining / machine tools / socioeconomic conditions / cultural conditions / agriculture / manufacturing / transport / electrical power generation / machinery / manufacturing techniques / skilled workers / deposits of coal and iron / politically stable society / rural / machine-based manufacturing / textile industries / iron-making techniques / canals / textile manufacturing / hand tools / machine operators /



TASK 2. Study the list of the Industrial Revolution consequences. Which of them may be classified as economic? social? political? cultural? Add a couple of items of your own.

- increased production capacity
- new state policies
- growth of cities
- development of working-class movements
- improved standard of living
- increased international trade
- provision of food for a larger nonagricultural population
- confidence in the ability to use resources and to master nature
- variety of manufactured goods
- wider distribution of wealth,
- factory discipline
- new patterns of authority
- trade expansion
- _____
- _____

TASK 3. Before watching a video about the [Reform Act of 1832](https://www.youtube.com/watch?v=jvpgqFdjV8o) try to make up collocations which you may come across in the video by combining an adjective and a noun. Then watch a video and check whether you created the proper phrases. (The Reform Act of 1832 <https://www.youtube.com/watch?v=jvpgqFdjV8o>).

ADJECTIVES

Hereditary / industrial / landed / administrative / limited / protective / vested /

NOUNS

Revolution / property / unit / tariff / interest / nobility / suffrage /

TASK 4. Copy out from the video, given in Task 3, the meaning of some basic terms:

- Rotten borough –
- Tories –
- Whigs –
- Corn Law –
- Liberalism –

TASK 5. Correct a logical mistake in each sentence. Encircle the element you need to change.

- 1) The house of Commons was made up of hereditary nobility and church leaders
- 2) The rotten boroughs were densely populated areas
- 3) The House of Commons was dominated and controlled by the class of businessmen.
- 4) The industrial areas were represented in the Parliament much better than rural areas
- 5) The Corn Law was meant to lower the prices of domestic wheat
- 6) Before the reform Act the suffrage was limited for the working class, landowners and wealthy factory owners
- 7) After the Reform Act only 1 in 6 adult workers could vote.
- 8) The people who wanted to cut down the Rotten Borough system were Tories.

TASK 6. Watch a video about [Tories and Whigs](https://www.youtube.com/watch?v=_lMhipqLuQU) and fill in the table with the main characteristics of the dominating in the 18th century parties (https://www.youtube.com/watch?v=_lMhipqLuQU).

Name of party	WHIGS	TORIES
Characteristics		
Derogatory meaning		
Attitude to James II		
Transformed meaning		

TASK 7. Rearrange the words to make sentences presenting the principles of conservatism. Write them down:

1. important / Conservatism / aspect of their / that a / society / country or state / tradition and custom / should hold / as the most / with beliefs / is associated /
-

2. do not/ social change / it is / Conservatives/ unless / absolutely / like / the idea of / necessary
-

3. beliefs / long standing / religious beliefs / favours / traditions of culture / Conservatism / or national defined / basically /
-

4. and protected / that our national / norms and / Conservatism / identity / believes / values should / our social structures / be preserved /
-

5. to disturb / would like / the wider web / to control social /so as not / of society / change / Conservatives /
-
-

TASK 8. Rearrange the words to make sentences presenting the principles of liberalism. Write them down:

1. is based / Liberalism / philosophy / on a political / centered around / the individual /
-
-

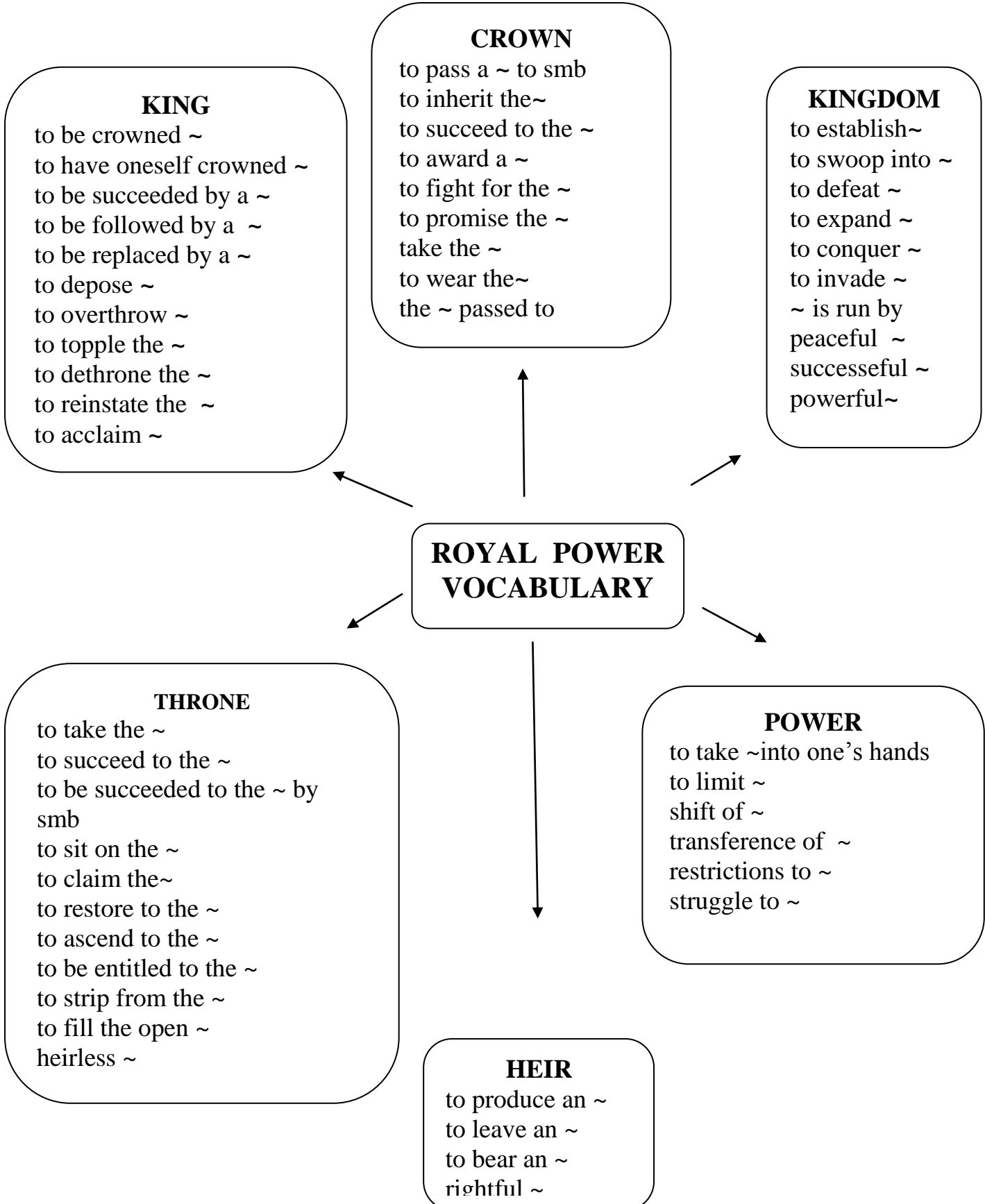
2. anyone else other / personal freedom / providing their freedom / The individual / as much / does not affect / should have / as possible / than individual /
-
-

3. and custom / see / upholding / and culture / Liberals / value / in tradition / no /
-
-

4. is about / the most / each person / freedom / Liberalism / possible / giving/ amounts of /
-
-

5. no matter / human beings / Liberalism / they are / of toleration and respect / shapes up / how different / our beliefs / for all /
-
-

TASK 9. Watch the video about [Conservatism vs Liberalism](https://www.youtube.com/watch?v=kweX5R0pLnc). Check the meaning of the created sentences in Tasks 7 and 8. Say a few words about how conservatives and liberals criticize each other. (<https://www.youtube.com/watch?v=kweX5R0pLnc>).



LIST OF ESSENTIAL PROPER NAMES

1. Aberdeen [æbər'di:n] (*city*)
2. Birmingham ['bɜ:rmɪŋəm] (*city*)
3. Belfast (*capital of Northern Ireland*)
4. Britannia
5. Boudicca ['bu:dɪkə]
6. Caledonia [kæl.ɪ'dəʊ.ni.ə]
7. Cardiff (*capital of Wales*)
8. Cayman Islands ['keɪmən] or [keɪ'mæn]
9. Clyde (*river*)
10. Cymru ['kɪm.rɪ]
11. Cymry ['kɪm.rɪ]
12. Dundee [dʌn'di:] (*city*)
13. Dee (*river*)
14. Don (*river*)
15. Edinburgh ['ɛdɪnbərə]
16. Forth (*river*)
17. Glasgow ['glɑ:zɡəʊ], ['glæ-, -s-]
18. Hebrides ['hebrɪdi:z]
19. Humber (*river*)
20. Inverness [ɪnvər'nɛs]
21. Irish form of Gaelic ['geɪ.lɪk] (*language*)
22. John Bull
23. Leeds (*city*)
24. Lough Neagh [lɒk 'neɪ] or [lɒx 'neɪ] (*the largest freshwater lake*)
25. Manchester (*city*)
26. Mersey (*river*),
27. Merseyside (Liverpool)
28. Newport (*city*)
29. Orkney (*island*)
30. Pennines ['penaɪnz] (*mountains*)
31. The Presbyterian Church of Scotland [prez.brɪ'tiə.ri.ən]
32. Scottish form of Gaelic ['geɪ.lɪk] (*language*)
33. Severn (*river*)
34. Spey (*river*)
35. Shetland (*city*)
36. Snowdon (*mountain*)

37. Sperrin Mountains
38. Stirling ['stɜːrlɪŋ] (*city*)
39. Strait of Dover ['dəʊvəʔ]
40. Swansea ['swɒnzi] (*city*)
41. Tay (*river*)
42. Thames (*river*),
43. Tweed (*river*)

Використані джерела

1. Battle of Hastings URL:
<https://www.youtube.com/watch?v=FW4RKp23Z4M&t=140s>
2. BrainPOP UK - Queen Elizabeth I URL :
<https://www.youtube.com/watch?v=DH6TqDHV0Bs>
3. Conservatism vs Liberalism. URL :
<https://www.youtube.com/watch?v=kweX5R0pLnc>
4. Elizabeth I: Ruled England for 44 Years - Fast Facts URL :
<https://www.youtube.com/watch?v=ddb20U1hQt0>
5. Encyclopaedia Britannica URL : <https://www.britannica.com/>
6. Glorious Revolution: Bloodless Move to Limit The Monarchy in England. URL :
<https://www.youtube.com/watch?v=AnvHmZ6rxq4>
7. History vs. Henry VIII URL: <https://www.youtube.com/watch?v=xdZcqAss92w>
8. How did the Romans change Britain? URL :
<https://www.youtube.com/watch?v=SajyHgJTy3E>
9. How was England formed? URL:
<https://www.youtube.com/watch?v=LWPLjg10D2A>
10. Know about Simon de Montfort's baronial revolt against King Henry III and the contribution of 1215 Magna Carta in establishing Parliament URL :
<https://www.britannica.com/video/187556/Henry-III-revolt-importance-Simon-de-Montfort>
11. Mary Tudor – Queen of England URL :
<https://www.youtube.com/watch?v=LS-27NuxqU8>
12. Newmark P. A. Textbook of Translation. London : Prentice Hall International, 1988. P. 94–103.
13. Rome's invasion of Britain URL :
<https://www.youtube.com/watch?v=vvvQuLJtWhU>
14. The history of a Union URL :
<https://www.youtube.com/watch?v=I1RY9R3L1q0&t=55s>
15. The Reform Act of 1832 <https://www.youtube.com/watch?v=jvpgqFdjV8o>
16. The Whig and Tory Parties. URL :
https://www.youtube.com/watch?v=_lMhipqLuQU
17. View the animation on the history behind the baronial revolt and the formulation of the Magna Carta in 1215 URL : <https://www.britannica.com/video/187557/charter-dramatization-history-formulation-King-John-order>

18. Who were the Celts? URL :

<https://www.youtube.com/watch?v=kBpwByw-bSY&t=123s>

19. Why was Charles I executed in 1649? - History GCSE. URL :

<https://www.youtube.com/watch?v=zez0U0xvThQ>

Перелік рекомендованої літератури:

Базова література

1. Близнюк О. І., Жилко Н. М. Погляд на Британію: Навч. посібник до курсу “Країнознавство” (Тематичні таблиці та методичні розробки). К.: Т-во “Знання”, КОО, 1999. 128 с.
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Навчально-методичне видання
(англійською мовою)

Суховецька Людмила Валентинівна

ЛІНГВОКРАЇНОЗНАВСТВО
ВЕЛИКОЇ БРИТАНІЇ:
теоретичні засади та практичні завдання

Навчально-методичний посібник до лекційних та семінарських занять
(для здобувачів першого (бакалаврського) рівня вищої освіти освітньо-професійних програм «Мова і література (англійська і друга західноєвропейська мова)», «Мова і література (німецька, англійська)», «Мова і література (французька, англійська)» спеціальності 014 Середня освіта та «Філологія (англійська і друга західноєвропейська мова)» спеціальності 035 Філологія)

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