МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ

БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«ГЛАЗОВСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ имени В. Г. Короленко»

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**КОРОТКО**

**ОБ ИСТОРИИ БРИТАНИИ**

**Часть 1**

**GLIMPSES**

**OF BRITISH HISTORY**

**Part 1**

**Глазов**

**ГГПИ**

**2022**

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| --- | --- |
| УДК  ББК | *Рекомендовано к изданию учебным научно-методическим советом ФГБОУ ВО «Глазовский государственный педагогический институт имени В.Г. Короленко»* |
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| Коротко об истории Британии. Часть 1**:** учебно-методическое пособие длястудентов-бакалавров [Электронноеучебное издание на компакт-диске] / авт.-сост. М.А. Кропачева, Е.С. Литвинова. – Глазов: Глазов. гос. пед. ин-т, 2022. – Мб. | |
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Технический редактор, корректор

Оригинал-макет:

Подписано к использованию Объём издания.

Тираж экз. Заказ № .

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**Предисловие**

Пособие представляет собой набор текстов исторической направленности с рядом заданий после них и предназначено для использования студентами профилей, связанных с историей, т.к. содержит страноведческий материал по истории Великобритании.

Пособие может быть использовано как часть обучения иностранному языку на 2 курсе обучения студентов-бакалавров, чье направление или профиль связаны с изучением истории, а также может стать основой для самостоятельной работы студентов и других заинтересованных в истории Британии лиц.

В пособие вошли тексты, освещающие события истории Британии времен раннего Средневековья. Каждый текст снабжен заданиями как лексической, так и грамматической направленности, а также коммуникативными и творческими заданиями, завершающими каждую тему.

Кроме того, в пособие включены ссылки на страницы в сети Интернет, что позволяет получить дополнительную информацию об упоминаемых в текстах событиях, явлениях и личностях.

При возникновении трудностей с пониманием содержания текстов обучающимся рекомендуется обратиться к комментариям после каждого текста, словарям или ссылкам на Интернет-ресурсы, указанным в тексте. В случае затруднений с выполнением грамматических упражнений рекомендуется обращаться к справочникам по грамматике английского языка.

**Unit 1. Celts**

* 1. **Divide into groups. Each group reads one of 4 texts below and then tells other groups the main idea of the text you chose.**

**Text 1.Celtic Society**

Celts were a diverse group of tribal societies in Iron Age Europe. Proto-Celtic culture formed in the Early Iron Age in Central Europe. By the later Iron Age, Celts had expanded over a wide range of lands: as far west as Ireland and the Iberian Peninsula, as far east as Galatia (central Anatolia), and as far north as Scotland.

The Celtic languages form a branch of the larger Indo-European family. Each nation had its own Celtic language. In Wales, Scotland, Brittany, and Ireland, these have been spoken continuously through time, while Cornwall and the Isle of Man had languages that were spoken into modern times but later died as spoken community languages.

In ancient Celtic society the Druids and Druidesses were an intellectual elite and priests of the Celtic religion. Their training lasted over twenty years and consisted of the memorization of poetry, history, and Celtic law as well as astronomy. The Druids preformed sacrifices, interpreted omens, and presided over religious ceremonies. They believed that the soul did not die with the body, but passed on to another.

Since Druids did not use writing there are no first-hand accounts by Celts themselves. Only the myths that have been transmitted through the Romans and Christian monks have survived. Legend has mystified many of the female rulers of ancient Celtic society; giving them mystical powers and making their lives seem too extraordinary to be true. As a result it is very difficult for people today to know if these women truly did have such powers or if they were indeed Druidesses. Women such as [Boudica](https://en.wikipedia.org/wiki/Boudica), [Onomaris](https://en.wikipedia.org/wiki/Onomaris), and other nameless rulers/Druidesses may have wielded power as much as men, but there is not much evidence.

Druids had many responsibilities, but their main duty became to advise Kings and Queens. Dreams and prophecies were questioned by royalty for their significance and they interpreted events in various kingdoms. As a result, the power of the Druids and Druidesses was very great as they were not only priests of Celtic religion, but also held great power in political matters.

Celtic women had fierce pride and they enjoyed a freedom and power that women in ancient Rome did not have. They had a more balanced society. Though they were a warrior society, their gods and goddesses were equal and that was not the case in other religions. There is not a lot of evidence pointing to women warriors among the Celts, but Queen Boudica led an army against the Romans around AD60.

Celtic warriors have been described as resembling the Roman god, Pan, for their battle tactic to make themselves look frightening to the enemy. They also beat their swords and spears against their leather shields, creating an awful sound meant to scare the enemy. In earlier times, they even fought naked. Fierce and proud, warriors liked to boast about their feats of great valor on the battlefield.

Celtic men wore their hair long and shaggy and the nobles had long mustaches. They painted themselves with blue paint called [woad](https://en.wikipedia.org/wiki/Isatis_tinctoria). They wore colorful dyed tunics and trousers or [braccae](https://en.wikipedia.org/wiki/Braccae). Their cloaks were striped and held together with a brooch. They took great care in their appearance to impress each other and to alarm their enemies. The men wore just as much jewelry as the women to show off their wealth.

**Glossary**

|  |  |
| --- | --- |
| diverse | разнообразный |
| iron | железо, железный |
| expand | распространяться |
| memorize | запоминать |
| sacrifice | приносить жертву |
| omen | предзнаменование, примета |
| myth | миф |
| transmit | передавать |
| wield | обладать |
| prophesy | пророчество |
| shield | щит |
| sword | меч |
| spear | копье |
| woad | синий краситель |
| braсcae | штаны |

**Text 2. Celtic Religion: Polytheism**



Like other European Iron Age tribes, the Celts had a polytheistic religion. Many Celtic gods are known from texts and inscriptions from the Roman period. The Celts did not see their gods as having human shapes until late in the Iron Age. Celtic shrines were situated in remote areas such as hilltops, groves, and lakes.

The Celts worshipped both gods and goddesses. In general, Celtic gods were deities of particular skills, such as the many-skilled [Lugh](https://en.wikipedia.org/wiki/Lugh) and [Dagda](https://en.wikipedia.org/wiki/The_Dagda), while goddesses were associated with natural features, particularly rivers (such as [Boann](https://en.wikipedia.org/wiki/Boann), goddess of the River Boyne). This was not universal, as goddesses such as [Brigid](https://en.wikipedia.org/wiki/Brigid) and [Morrígan](https://en.wikipedia.org/wiki/The_Morr%C3%ADgan) were associated with both natural features (holy wells and the River Unius) and skills such as blacksmithing and healing.

Triplicity is a common theme in Celtic cosmology, and some deities were seen as threefold, for example The Three Mothers, a group of goddesses worshipped by many Celtic tribes. The Celts had hundreds of deities, some of which were unknown outside a single family or tribe, while others were popular enough to be known to all Celts, for example a horse goddess [Epona](https://en.wikipedia.org/wiki/Epona) and her Irish and Welsh counterparts, [Macha](https://en.wikipedia.org/wiki/Macha) and [Rhiannon](https://en.wikipedia.org/wiki/Rhiannon).

Roman reports of the druids mention ceremonies being held in sacred groves. Celts built temples of varying size and shape, though they also maintained shrines at sacred trees and votive pools. Druids fulfilled a variety of roles in Celtic religion, serving as priests, but also as judges, teachers, and lore-keepers. Druids organized and ran religious ceremonies, and they memorized and taught the calendar. Other classes of druids performed ceremonial sacrifices of crops and animals for the benefit of the community.

**Gallic calendar**

The Coligny calendar, which was found in 1897 in Coligny, was engraved on a bronze tablet, preserved in 73 fragments, that originally was 1.48 m wide and 0.9 m high. Based on the style of lettering and the accompanying objects, it probably dates to the end of the 2nd century. It is written in Latin inscriptional capitals, and is in the Gallic language. The restored tablet contains 16 vertical columns, with 62 months distributed over 5 years.

**Glossary**

|  |  |
| --- | --- |
| polytheistic | политеистическй, многобожный |
| shrine | святилище |
| worship | поклоняться |
| blacksmith | кузнец |
| triplicity | тройственность |
| votive pool | место для жертвоприношения |

**Text 3. Celtic Art**

Celtic art is generally used by art historians to refer to art of the Celts living across Europe in the Iron Age, while the Early Medieval art of Britain and Ireland is called Insular art. Both styles absorbed influence from non-Celtic sources, but retained a preference for geometrical decoration over figurative subjects. Energetic circular forms, [triskeles](https://en.wikipedia.org/wiki/Triskelion) and spirals are characteristic.

Much of the surviving material is in precious metal, but apart from [Pictish](https://en.wikipedia.org/wiki/Picts) stones and the Insular high crosses, large monumental sculpture, even with decorative carving, is very rare; possibly it was originally common in wood. Celts were also able to create developed musical instruments such as the [carnyces](https://en.wikipedia.org/wiki/Carnyx), these famous war trumpets used before the battle to frighten the enemy, and were decorated with a boar head or a snake head.

The interlace patterns that are often regarded as typical of "Celtic art" were in fact introduced to Insular art from the animal style of Germanic art, though taken up with great skill and enthusiasm by Celtic artists in metalwork and illuminated manuscripts. Later the forms used for the finest Insular art were all adopted from the Roman world: Gospel books like the [Book of Kells](https://en.wikipedia.org/wiki/Book_of_Kells) and [Book of Lindisfarne](https://en.wikipedia.org/wiki/Lindisfarne_Gospels), chalices like the [Ardagh Chalice](https://en.wikipedia.org/wiki/Ardagh_Hoard) and [Derrynaflan Chalice](https://en.wikipedia.org/wiki/Derrynaflan_Chalice), and [penannular brooches](https://en.wikipedia.org/wiki/Celtic_brooch) like the [Tara Brooch](https://en.wikipedia.org/wiki/Tara_Brooch). These works were made from the 7th to the 9th centuries, before the Viking attacks set back the cultural life on the British Isles.

**Glossary**

|  |  |
| --- | --- |
| triskele | трискелион, геометрический мотив в виде трех спиралей, исходящих из одного места |
| carnyx (Pl. carnyces) | карникс, духовой музыкальный инструмент, похожий на трубу |
| skill | умение |
| gospel book | Евангелие |
| chalice | чаша |
| brooch | брошь |

**Text 4. Celtic Way of Life**

Celtic farmers kept suck animals as sheep, cattle and pigs. Pigs were much closer in appearance to their wild ancestors and the sheep looked more like goats. Sheep were kept for their wool to make clothes and probably for milk. The cattle, that are extinct now, were quite small compared to modern cattle. They were bred to be powerful oxen for pulling plows and heavy wagons. Horses, mostly ponies, were raised for light work and for war rather than for heavy tasks. Many breeds of dog existed, small ones to large ones. The large ones were probably used for hunting. Hunting was a favorite pastime for Celtic lords and the warrior elite. Chickens and cats can be traced back to Celtic times. Donkeys and mules were not introduced until the Roman period.

The Celts grew a number of cereals—several kinds of wheat and barley. Beans and peas were also cultivated. Some herbs may have been cultivated, or at least collected.

Houses tended to be circular in Britain and Ireland and rectangular in Continental Europe. Circular houses found in Britain vary greatly in size from about 15 feet to over 50 feet in diameter. Smaller buildings may have been parts of larger buildings, consisting of more than one roundhouse, with additional buildings such as cooking shacks, work sheds or storage facilities.

These roundhouses offered considerable floor space under a conical thatched roof, without the need for roof posts: the weight of the roof was transmitted directly to wattle walls. Weatherproofed with clay daub, these walls were remarkably strong. Some of the larger dwellings could have been residences of the nobility. Their walls may have been painted with circular designs or decorated with embroidered wall hangings depicting hunting or otherworldly scenes.

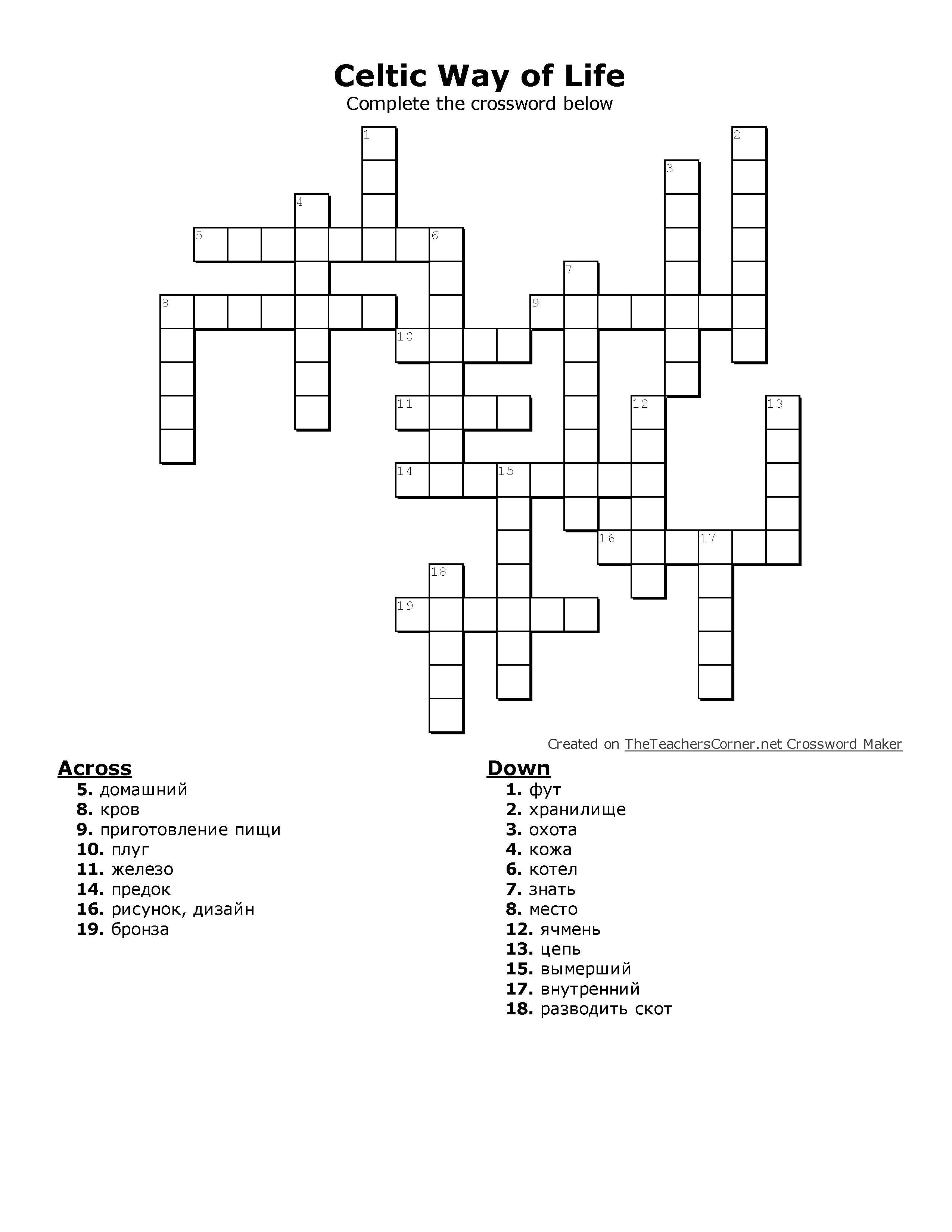
There was usually a central hearth from which hung a cauldron on an iron or bronze chain. Animal skins were used as floor coverings and cups, bowls and other utensils would be arranged around the hearth. There were leather or wooden chairs, a goose feather stuffed bed with woolen blankets or animal pelts. There were probably wooden chests used to store personal items. Meat was hung from the rafters where the smoke from the central fire would ‘smoke’ and preserve the meat. There were probably herbs hung from the rafters as well.

**Glossary**

|  |  |
| --- | --- |
| cattle | крупный рогатый скот |
| ancestor | предок |
| extinct | вымерший |
| wool | шерсть, шерстяной |
| ox | бык |
| plow | плуг |
| breed | порода |
| donkey | осел |
| mule | мул |
| cereal | крупа, каша |
| wheat | пшеница |
| barley | ячмень |
| bean | боб |
| pea | горох |
| circular | круглый |
| rectangular | прямоугольный |
| conical | конический |
| thatched | крытый соломой |
| wattle | плетеный |
| daub | обмазка |
| rafter | балка |
| hearth | очаг |
| cauldron | котел |
| utensils | столовые приборы |
| pelt | шкура |

**1.2. Match English and Russian words.**

1. Ancestor
2. Barley
3. Bean
4. Berry
5. Blanket
6. Bowl
7. Breed
8. Building
9. Cattle
10. Cauldron
11. Cereal
12. Chain
13. Chest
14. Chicken
15. Circular
16. Clay
17. Clothes
18. Conical
19. Cooking
20. Cultivate
21. Daub
22. Design
23. Diameter
24. Domestic
25. Donkey
26. Embroidered
27. Extinct
28. Feather
29. Floor
30. Foot
31. Goat
32. Goose
33. Hearth
34. Herb
35. Horse
36. Hunting
37. Inner
38. Iron
39. Leather
40. Mule
41. Nobility
42. Ox
43. Pea
44. Pelt
45. Pig
46. Plow
47. Preserve
48. Protect
49. Provide
50. Rafter
51. Rectangular
52. Residence
53. Roof
54. Shack
55. Shed
56. Sheep
57. Shelter
58. Smoke
59. Space
60. Storage
61. Thatched
62. Utensils
63. Wagon
64. Warrior
65. Wattle
66. Weight
67. Wheat
68. Wild
69. Wooden
70. Wool
71. Балка
72. Боб
73. Бык
74. Вес
75. Внутренний
76. Воин
77. Вымерший
78. Выращивать
79. Вышитый
80. Глина
81. Горох
82. Гусь
83. Деревянный
84. Диаметр
85. Дизайн
86. Дикий
87. Домашний
88. Дым
89. Железный
90. Защищать
91. Здание
92. Знать
93. Кожаный
94. Козел
95. Конический
96. Котел
97. Круглый
98. Крупа
99. Крытый соломой
100. Крыша
101. Лошадь
102. Место
103. Место жительства
104. Мул
105. Обмазка
106. Овца
107. Одежда
108. Одеяло
109. Осел
110. Охота
111. Очаг
112. Перо
113. Плетеный
114. Плуг
115. Повозка
116. Пол
117. Поросенок
118. Предок
119. Приборы
120. Приготовление пищи
121. Приют
122. Прямоугольный
123. Пшеница
124. Рогатый скот
125. Сарай
126. Скрещивать
127. Снабжать
128. Сохранять
129. Сундук
130. Трава
131. Фут
132. Хижина
133. Хранилище
134. Цепь
135. Цыпленок
136. Чашка
137. Шерсть
138. Шкура
139. Ягода
140. Ячмень

**1.3. Complete the crossword using the words below**

**1.4.** **Make plural forms of following nouns where it is possible.**

1. Ancestor
2. Barley
3. Bean
4. Berry
5. Blanket
6. Bowl
7. Building
8. Cauldron
9. Cereal
10. Chain
11. Chest
12. Chicken
13. Clay
14. Design
15. Donkey
16. Feather
17. Floor
18. Foot
19. Goat
20. Goose
21. Herb
22. Horse
23. Leather
24. Ox
25. Pea
26. Pig
27. Plow
28. Roof
29. Shed
30. Sheep
31. Storage
32. Wagon
33. Warrior
34. Wheat
35. Wool

**1.5. Celtic culture is rather popular now. Describe what elements of Celtic lifestyle are reflected in modern world and how.**

**Unit 2. Roman Invasion**

**2.1. Read the text and make sure you understand it**



The Roman Emperor [Julius Caesar](https://en.wikipedia.org/wiki/Julius_Caesar) carried out two expeditions in 55 and 54 ВС, neither of which led to immediate Roman settlement in Britain. Caesar's summer expeditions were a failure. Almost a century later in 43 AD [Emperor Claudius](https://en.wikipedia.org/wiki/Claudius) sent his legions over the seas to occupy Britain. The occupation was to last more than three centuries and the Romans saw their mission of civilizing the country. The British were not conquered easily. There was a resistance in Wales and the Romans destroyed the Druids, a class of Celtic priests (or witch­doctors) as their rituals allegedly involved human sacrifice.

There was a revolt in East Anglia, where Queen Boadicea ([Boudica](https://en.wikipedia.org/wiki/Boudica)) and her daughters in their chariots were fighting against Roman soldiers and were defeated. The Roman occupation was spread mainly over England, while Wales, Scotland and Ireland remained unconquered areas of the Celtic fringe – preserving Celtic culture and traditions.

The Romans were in Great Britain for over 350 years, they were both an occupying army and the rulers. They imposed Pax Romana (Roman peace) which stopped tribal wars, and protected Britain from the attacks of outsiders –[Scots](https://en.wikipedia.org/wiki/Scottish_people) and [Picts](https://en.wikipedia.org/wiki/Picts) in the North, Germanic tribes from overseas.

London is a Celtic name, but many towns that Romans built along their roads – Lancaster, Winchester, Chichester, etc. have the Latin component "castra"– a camp, a fortified town.

London was the centre of Roman rule in Britain, it was walled, the Thames was bridged; and straight paved roads (Roman Roads that are as straight as a die) connected London with garrison towns.

Under the [Emperor Hadrian](https://en.wikipedia.org/wiki/Hadrian) in 120 AD a great wall was built across Britain between the Tyne and the Solway to protect the Romans against the attacks of Scots and Picts

Hadrian's wall was a vast engineering project and is a material monument of the Roman times alongside with roads, frescoes and mosaics on the villas and baths (in the city of Bath).

The Romans also brought Christianity to Britain and the British Church became a strong institution.

The native language absorbed many Latin words at that time.

By the fifth century the Roman Empire was beginning to disintegrate and the Roman legions in Britain had to return back to Rome to defend it from the attacks of the new waves of barbaric invaders. Britain was left to defend and rule itself.

**Glossary**

|  |  |
| --- | --- |
| settlement | поселение |
| failure | провал |
| legion | легион |
| occupation | захват, завоевание |
| Roman | римский, римлянин |
| conquered | покоренный |
| sacrifice | жертвоприношение |
| chariot | колесница |
| defeat | терпеть поражение |
| tribal | племенной |
| vast | обширный |
| Christianity | христианство |
| Church | церковь |
| native | родной |
| absorb | принимать, впитывать |
| disintegrate | разрушаться, разваливаться |
| defend | защищать |
| barbaric | варварский |

**2.2. Find English equivalents to Russian words.**

1. Варварский
2. Век
3. Впитывать
4. Вторжение
5. Дорога
6. Жертвование
7. Завоеванный
8. Защищать
9. Колесница
10. Легион
11. Мир
12. Неудача
13. Огромный
14. Оккупация
15. Племенной
16. Пораженный
17. Поселение
18. Распадаться
19. Римляне
20. Родной
21. Сражаться
22. Христианство
23. Церковь

**2.3. Answer the questions:**

What century was Britain conquered by the Romans?

Why did the Romans want to conquer Britain?

What is Roman peace?

What was the Hadrian wall built for?

What good things did the Romans bring to Britain?

**2.4. Unscramble the words below**

Caititirnhsy

Dfdnee

Eedeatdf

Arsomn

Tasv

Niaetv

Brcaarbi

Doar

Fgthi

Crfieasci

Ilrbta

Onopiatucc

Realifu

Nycreut

Eterigdtaisn

Oiasninv

Ahtiroc

Stnteelmet

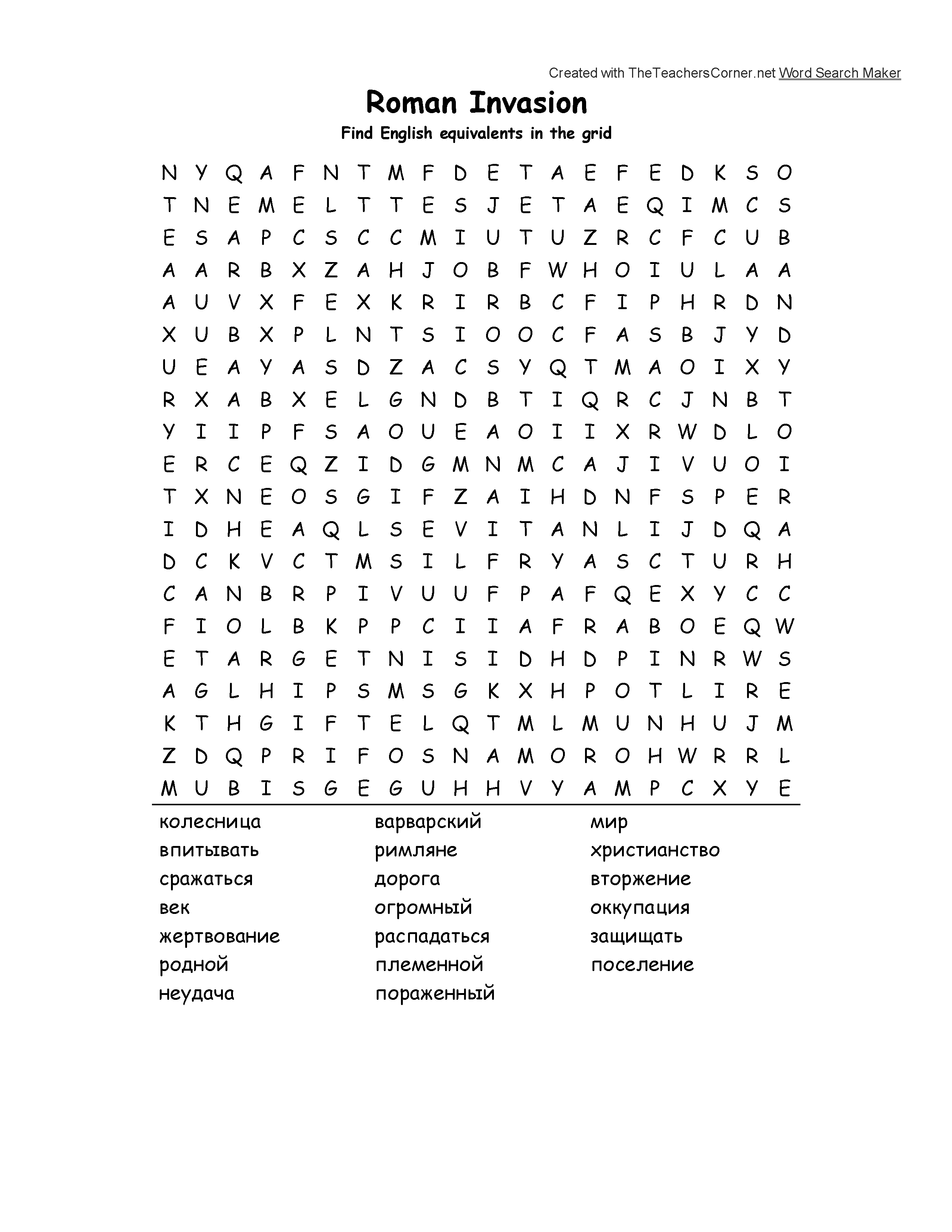
Oarsbb

Apece

**2.5. Imagine that you are one of the Romans, living in Britain, and you want to write a letter to your relatives who stayed in Rome. Describe what life is like there in Britain, what local people usually do and what is happening around the time you write the letter. Use Present Simple and Present Continuous Tenses.**



**2.6. Translate the words into English and find them in the grid**

**2.7. Divide into two groups. One group describes what would modern Great Britain be if the Roman Empire could not conquer Celtic Britain in 1st – 4th centuries. The other group describes what would modern Great Britain be if The Roman Empire conquered Britain but did not disintegrate in 5th century but lasted many more hundreds of years.**

**2.8. Imagine that you are Julius Caesar and answer one question – why you want to conquer Britain and make it a part of the Empire.**

**Unit III Anglo-Saxon Britain**

**3.1. Read the text and make sure you understand it**

Barbaric Teutonic tribes of [Angles](https://en.wikipedia.org/wiki/Angles), [Saxons](https://en.wikipedia.org/wiki/Saxons) and [Jutes](https://en.wikipedia.org/wiki/Jutes) were making raids against the British throughout the fifth and sixth centuries. The British Celts tried to check the Germanic tribes, and that was the period of the half-legendary [King Arthur](https://en.wikipedia.org/wiki/King_Arthur) and his knights of the Round Table who defended Christianity against the heathen Anglo-Saxons.

The Germanic invaders first arrived in small groups throughout the fifth century but managed to settle and oust the British population to the mountainous parts of the Isle of Great Britain.

The Anglo-Saxons controlled the central part of Britain which was described as England while the romanized Celts fled West taking with them their culture, language and Christianity.

The Anglo-Saxon England was a network of small kingdoms. The seventh century saw the establishment of seven kingdoms: [Essex](https://en.wikipedia.org/wiki/Kingdom_of_Essex) (East Saxons), [Sussex](https://en.wikipedia.org/wiki/Kingdom_of_Sussex) (South Saxons), [Wessex](https://en.wikipedia.org/wiki/Wessex) (West Saxons), [East Anglia](https://en.wikipedia.org/wiki/Kingdom_of_East_Anglia) (East Angles), [Kent](https://en.wikipedia.org/wiki/Kingdom_of_Kent), [Mercia](https://en.wikipedia.org/wiki/Mercia) and [Northumbria](https://en.wikipedia.org/wiki/Northumbria), and the largest three of them – Northumbria, Mercia and Wessex – dominated the country at different times.

The Anglo-Saxon kings were elected by the members of the Council of Chieftains (the Witan) and they ruled with the advice of the councilors, the great men of the kingdom. In time it became the custom to elect a member of the royal family, and the power of the king grew parallel to the size and the strength of his kingdom. In return for the support of his subjects,– who gave him free labour and military service, paid taxes and duties – the King gave them his protection and granted lands.

By the end of the eighth century the British Isles were subjected to one more invasion by non-Christian people from Scandinavia.

**Glossary**

|  |  |
| --- | --- |
| raid | набег |
| legendary | легендарный |
| heathen | язычник, языческий |
| invader | захватчик |
| mountainous | горный |
| network | сеть |
| kingdom | королевство |
| dominate | главенствовать |
| elect | выбирать |
| chieftain | вождь |
| advice | совет |
| councilor | советник |
| subject | подданный |
| labour | труд |
| service | служба |

**3.2. Find the English equivalents of the following words in the text**

набег

легендарный

защищать

язычник

захватчик

горный

сеть

королевство

крупнейший

доминировать

выбирать

вождь

советники

подданный

труд

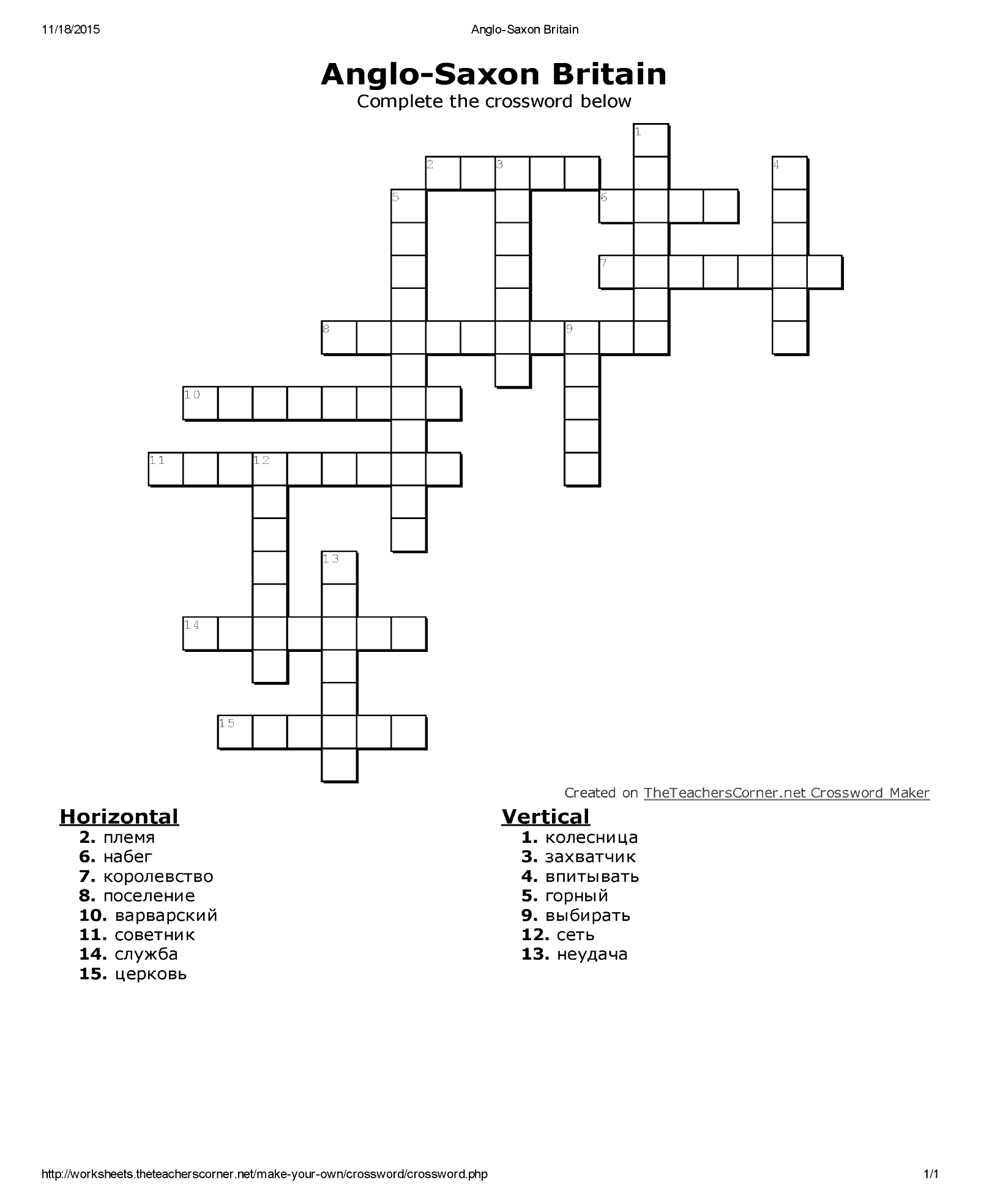
служба

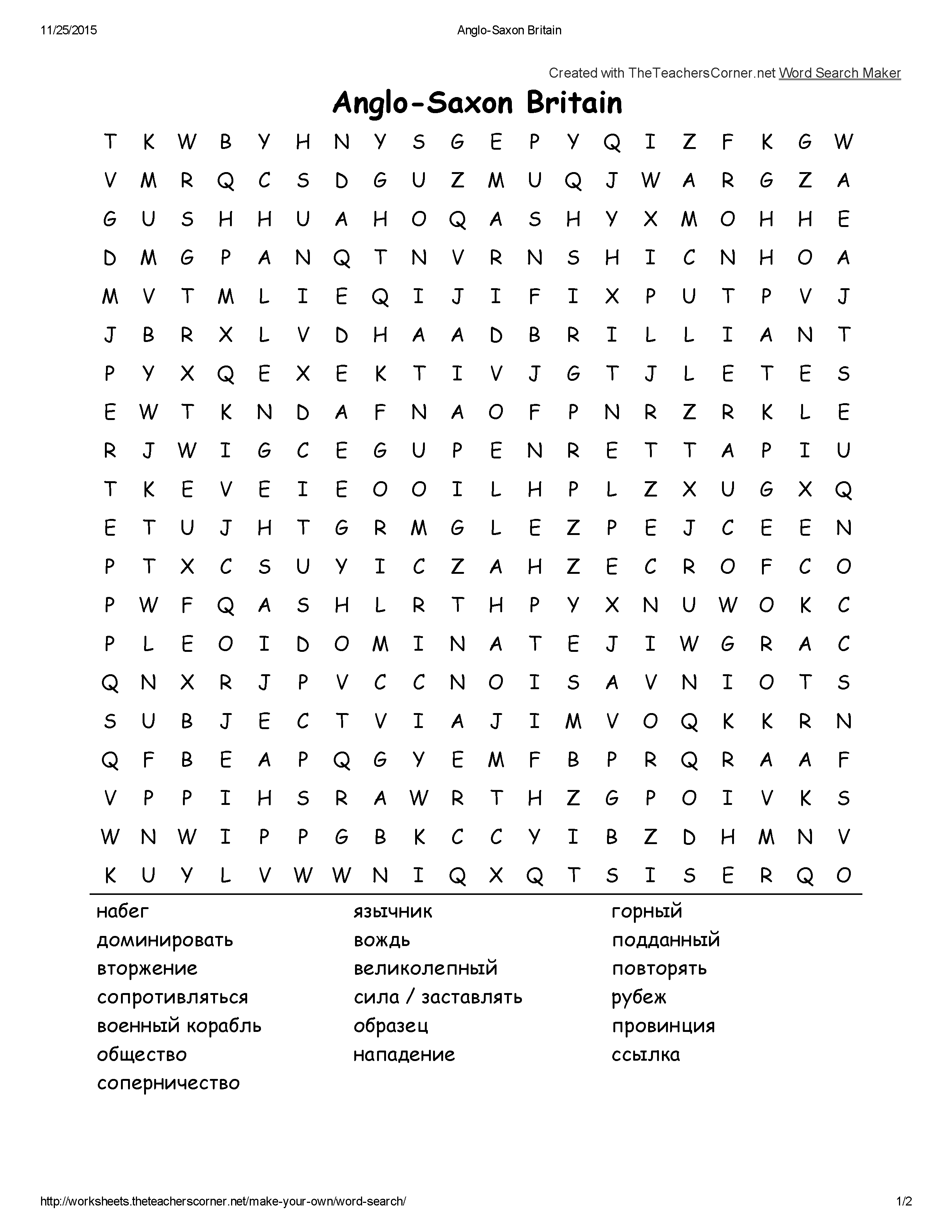
**3.3. a) Find all adjectives in the text.**

**b) Make the degrees of comparison of adjectives and adverbs where it is possible:**

small, mountainous, central, large, great, royal, free, immediate, easily, tribal, straight, wild, powerful, heavy, circular, wattle, embroidered, personal, cultural, rich, foreign, precious, bronze, colorful, frightening, difficult

**3.4. Complete the crossword with the words from the text**

**3.5. Translate the words into English and find them in the grid**

**3.6. Make historical reconstruction projects restoring various aspects of Anglo-Saxon period: clothes, housing, weapons and armour, means of transport, food, religion, culture, law.**

**Unit IV Viking Invasion**

**4.1. Read the text and make sure you understand it**

By the end of the eighth century the British Isles were subjected to one more invasion by non-Christian people from [Scandinavia](https://en.wikipedia.org/wiki/Scandinavia). They were called [Norsemen](https://en.wikipedia.org/wiki/Norsemen) or [Danes](https://en.wikipedia.org/wiki/Danes_(Germanic_tribe)), or the [Vikings](https://ru.wikipedia.org/wiki/%D0%92%D0%B8%D0%BA%D0%B8%D0%BD%D0%B3%D0%B8). The Vikings were brilliant sailors, they had the fastest boats in Europe, that were moving powered by sail. They crossed the Atlantic, and founded a colony in North America 500 years before Columbus. They had repeatedly raided the Eastern Coast of England, and by the middle of the ninth century almost all English Kingdoms were defeated by the Danes. In 870 only Wessex was left to resist the barbaric Danes. At that time the West Saxons got a new young King, his name was Alfred, later he was called [Alfred the Great](https://en.wikipedia.org/wiki/Alfred_the_Great). Alfred forced the Danes to come to terms – to accept Christianity and live within the frontiers of the [Danelaw](https://en.wikipedia.org/wiki/Danelaw) – a large part of Eastern England, while he was master of the South and West of England.

King Alfred was quick to learn from his enemies: he created an efficient army and built a fleet of warships on a Danish pattern, which were known to have defeated Viking invaders at sea more than once. They were forced to go South and settle in Northern France, where their settlement became known as Normandy, the province of the Northmen. The England of King Alfred the Great received a new Code of laws which raised the standards of English society. New churches were built, foreign scholars were brought, schools were founded. King Alfred himself translated a number of books from Latin, including [Bede](https://en.wikipedia.org/wiki/Bede)'s [Historia Ecclesiastica](https://en.wikipedia.org/wiki/Ecclesiastical_History_of_the_English_People), and began the Anglo-Saxon chronicle, a year-by-year history of England.

Alfred the Great saved England from the Danish conquest, but in the 10th– 11th centuries the Danes managed to expand their possession in Great Britain and from 1013 to 1042 the Danish royal power triumphed in England. King [Cnut](https://en.wikipedia.org/wiki/Cnut)’s empire included Norway, Denmark and England. In 1042 the house of Wessex was restored to power in England, when Edward the Confessor was elected king by the Witan. He was half-Norman, had spent his exile in [Normandy](https://en.wikipedia.org/wiki/Normandy), and [William](https://en.wikipedia.org/wiki/William_the_Conqueror) the Duke of Normandy was his cousin and a close friend.

Edward the Confessor was a religious monarch and devoted his attention to the construction of churches and most of all to the building of [Westminster Abbey](https://en.wikipedia.org/wiki/Westminster_Abbey).

Edward the Confessor died in 1066 without an obvious heir, and the [Witan](https://en.wikipedia.org/wiki/Witan) elected [Harold](https://en.wikipedia.org/wiki/Harold_Godwinson), a Saxon nobleman from the family of the Godwin, the king of England. Harold's right to the English throne was challenged by William the Duke of Normandy who claimed the English Kingdom as his rightful inheritance which had been allegedly promised to him by the late King Edward the Confessor.

**Glossary**

|  |  |
| --- | --- |
| brilliant | великолепный |
| sail | парус |
| resist | сопротивляться |
| accept | принимать |
| frontier | рубеж, граница |
| efficient | эффективный, способный (в тексте – боеспособный) |
| pattern | образец |
| province | область |
| scholar | ученый |
| chronicle | хроника |
| possession | владение |
| restore | восстанавливать |
| devote | посвятить |
| obvious | очевидный |
| challenge | бросать вызов |

**4.2. Unscramble the words below**

soqtneuc

oisliuegr

rwapshi

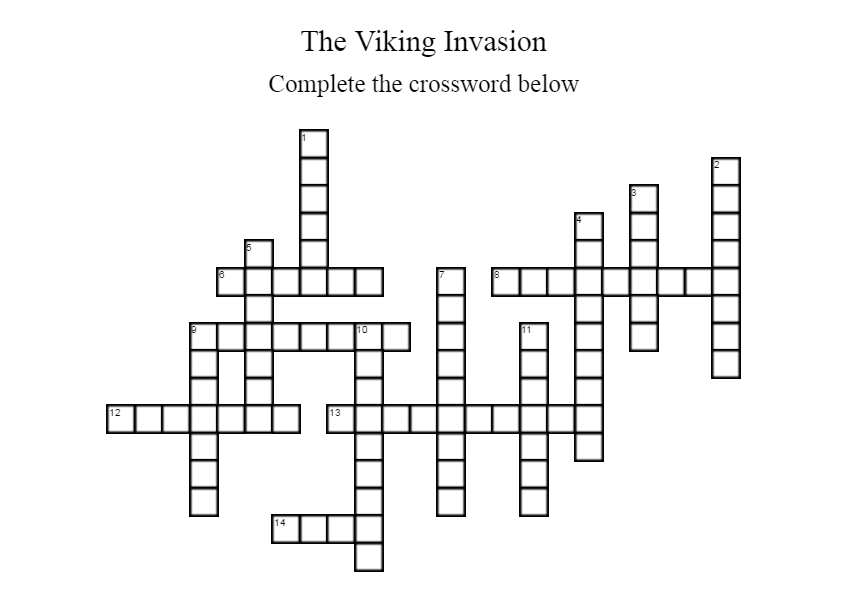
eetntmtlse

nlobneam

**4.3. Match the beginnings and the ends of the sentences**

|  |  |
| --- | --- |
| 1. Alfred forced the Danes to come to terms: to accept Christianity and live within the frontiers of the Danelaw, | a. where their settlement became known as Normandy, the province of the Northmen. |
| 2. At that time the West Saxons got a new young King, | b. and from 1013 to 1042 the Danish royal power triumphed in England. |
| 3. The England of King Alfred the Great received a new Code | c. and began the Anglo-Saxon chronicle, a year-by-year history of England. |
| 4. Harold's right to the English throne was challenged by William the Duke of Normandy who claimed the English Kingdom | d. a large part of Eastern England, while he was master of the South and West of England. |
| 5. They crossed the Atlantic, and founded a colony | e. to the construction of churches and most of all to the building of Westminster Abbey. |
| 6. In the 10th– 11th centuries the Danes managed to expand their possession in Great Britain | f. as his rightful inheritance which had been allegedly promised to him by the late King Edward the Confessor. |
| 7. Edward the Confessor was a religious monarch and devoted his attention | g. in North America 500 years before Columbus. |
| 8. They were forced to go South and settle in Northern France, | h. his name was Alfred, later he was called Alfred the Great. |
| 9. King Alfred himself translated a number of books from Latin, including Bede's Historia Ecclesiastica, | i. of laws which raised the standards of English society. |

**4.4. Complete the crossword using he words below**



ACROSS

6 принимать

1. боеспособный
2. область
3. восстанавливать

13 владение, собственность

14 парус

DOWN

1 посвятить себя

2 граница, рубеж

3 сопротивляться

4 прекрасный, великолепный

5 ученый

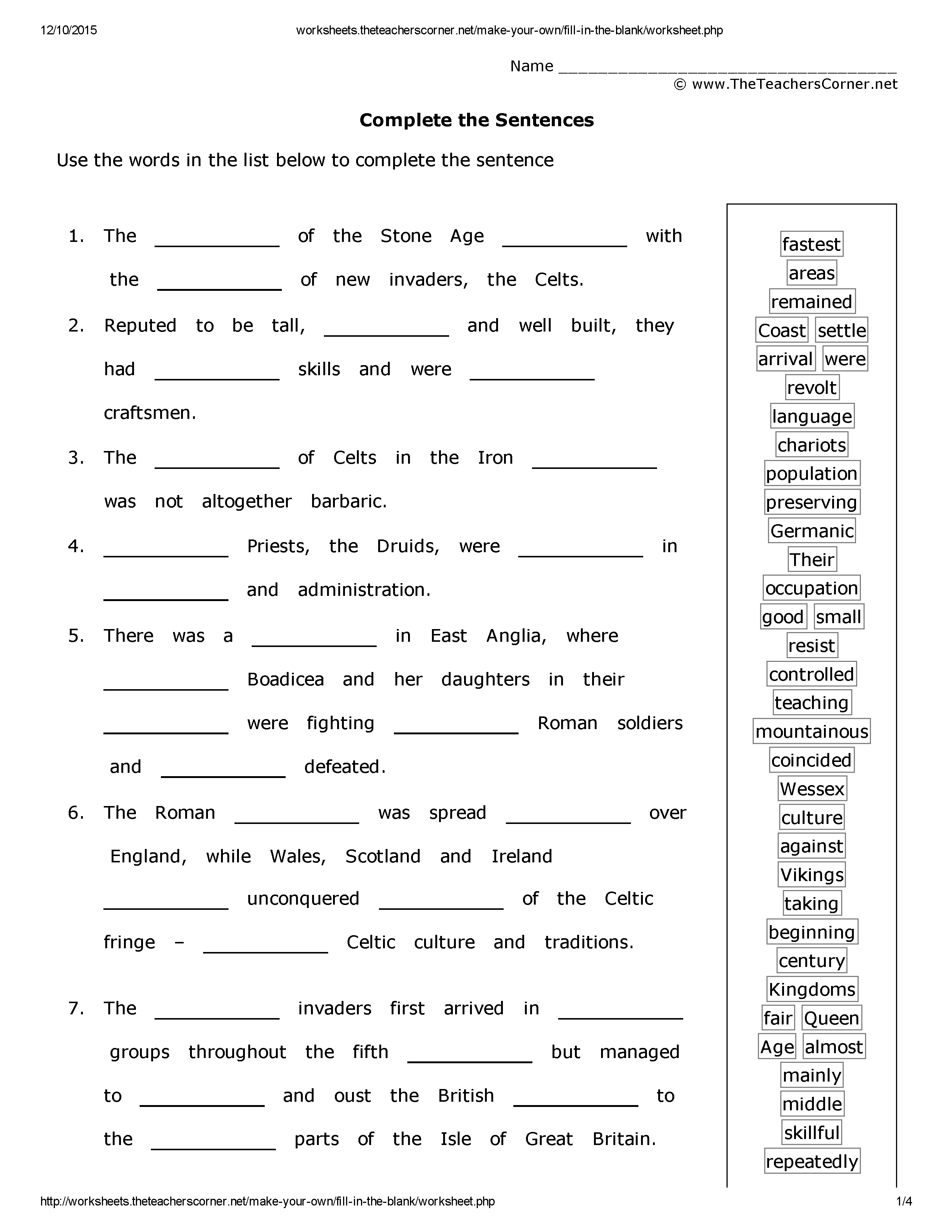
7 бросать вызов

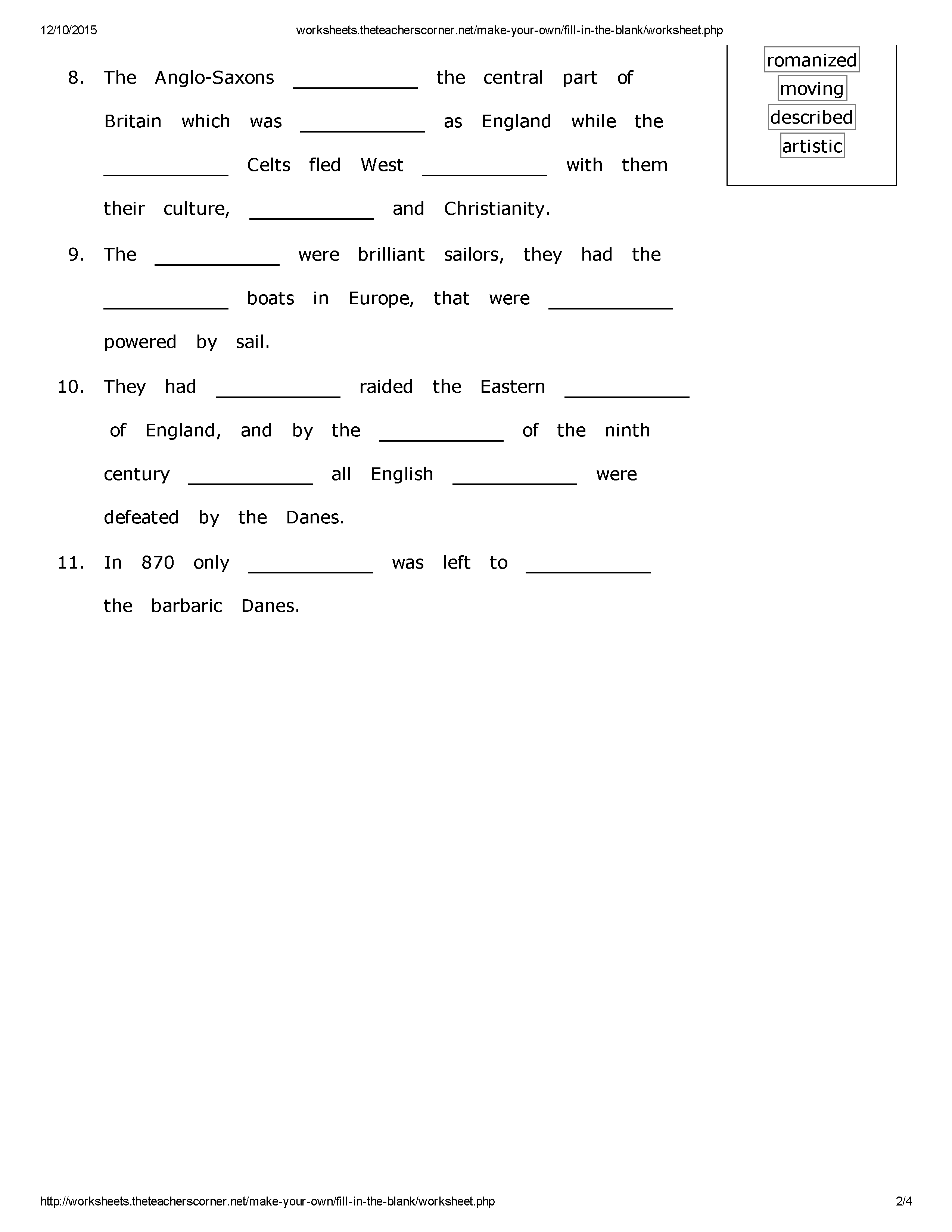
9 образец

10 хроника

11 очевидный

**4.5. Complete the sentences from the text with the missing words given in a box**

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**4.6. Imagine that you are writing a chronicle and have to mention Alfred the Great’s deeds. Write 10-15 sentences, using Present Perfect Tense, as the actions you are going to describe have happened recently.**

**4.7. Discuss and enumerate the pros and contras of Vikings’ influence on the life in Britain.**

**Заключение**

Данное пособие освещает историю Британии периода раннего Средневековья, что позволит обучающимся в дальнейшем сравнивать жизнь и культуру Британии с жизнью и культурой других стран в ту же эпоху, а также с более поздними событиями. Это расширяет кругозор обучающихся и помогает формированию их картины мира.

Комплекс лексических, грамматических и творческих заданий позволяет совершенствовать коммуникативную компетенцию обучающихся, помогает им лучше усвоить специализированный вокабуляр, который затем может помочь общаться на профессиональные темы, и дает им опыт использования не только русскоязычных, но и англоязычных источников информации. Кроме того, выполнение творческих заданий развивает креативность и образность мышления обучающихся.

На основе изученного на русском языке материала исторического характера обучающиеся могут лучше ориентироваться в материале на английском языке и устанавливать для себя соответствия между понятиями и явлениями. В дальнейшем возможно самостоятельное изучение ими более подробно и других периодов истории англоязычных стран путем сопоставления информации на русском и английском языке.

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