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## **BRITAIN THROUGH THE AGES**

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Учебное пособие составлено в соответствии с типовой программой дисциплины «История и культура страны изучаемого языка». Содержит краткое изложение исторических событий со времён Римского завоевания Британии по наши дни. В каждом разделе приводятся комментарии культурно-исторического характера (Cultural notes), изучение каждого исторического периода включает работу над оригинальными текстами и систему упражнений, включающую вопросы, определение верных / неверных утверждений, соединение разрозненных частей предложений, тестовые задания и др.

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## ВВЕДЕНИЕ

Настоящее пособие предназначено для студентов, обучающихся по направлению 44.03.05 «Педагогическое образование» по профилю «Иностранный язык и иностранный язык» и для студентов, обучающихся по направлению 45.03.02 «Лингвистика» по профилям «Теория и методика преподавания иностранных языков и культур» и «Перевод и переводоведение».

Настоящее пособие обеспечивает необходимый материал для проведения практических занятий по дисциплине «История и культура страны изучаемого языка» и соответствует учебной программе дисциплины, а также требованиям ФГОС ВО. Система упражнений, разработанных в пособии, открывает ряд возможностей для студентов в плане формирования социокультурной, лингвистической и речевой компетенций.

Учебное пособие, в основу которого положен тематический принцип, состоит из семи уроков.

В первом уроке освещаются римское завоевание Британии, приход англосаксов, складывание единой английской народности и языка, вторжение викингов, значение нормандского завоевания и образование централизованного государства.

Во втором уроке рассматривается историческое и культурное развитие Англии в раннее средневековье, завоевание Уэльса Эдуардом I, борьба церкви и короны за власть и влияние, реформы Генриха II, образование английского парламента, столетняя война между Англией и Францией, правление Ричарда II.

В третьем уроке рассматривается война Алой и Белой роз, правление Тюдоров и становление абсолютизма, реформация церкви Генрихом VIII, Елизаветинская эпоха, возрождение в культуре и искусстве, кругосветные путешествия великих английских мореплавателей, нападение на Британию испанской армады.

В четвёртом уроке изучается культура Англии в XVI – начале XVII века, правление Стюартов, причины и предпосылки гражданской войны (1641 – 1652), основные события и исход войны, установление республики во главе с Оливером Кромвелем, реставрация Стюартов, Славная Революция и Билль о правах и его историческая роль, форма правления современной Британии, роль монархии в современном обществе, премьер-министр, особенности устройства английского парламента.

В пятом уроке рассматривается объединение Англии и Шотландии, приход Ганноверской династии, становление парламентской монархии, возникновение среднего класса и промышленная революция, выдающиеся люди культуры и искусства XVIII века.

В шестом уроке изучаются великие географические открытия и становление колониальной системы, борьба колоний за независимость, провозглашение независимости североамериканских колоний от Британии и образование США.

В седьмом уроке рассматривается социально-политическое и культурное развитие Британии в XX веке, Британия в первой и второй мировой войнах, послевоенные экономические реформы, распад Британской империи, Британское содружество, Британия и Евросоюз, выход Британии из Евросоюза, выдающиеся люди британской культуры и искусства XX века и их произведения, научные достижения.

Каждый из уроков снабжён комментариями культурно-исторического характера, обозначенными как (Cultural notes), что поможет снять возможные трудности при работе над материалом раздела и расширит знания студентов по вопросам истории и культуры Британии.

Преобладающее значение имеет практический аспект, сущность которого состоит в том, чтобы сформировать у студентов общекультурные и профессиональные компетенции. Практический аспект включает работу над оригинальным документальным видеоматериалом «Семь веков Британии». Студенты учатся воспринимать речь носителя языка в нормальном темпе. Дальнейшая работа над темами каждого урока включает чтение оригинальных текстов из разных источников таких, как «Оксфордский словарь британской истории» профессора Джона Кеннона, «Понять британские институты» профессора Карен Хьюитт, «История Британии 1789 – 2000» Мартина Пью и др.

Такая подача материала имеет также преимущества в методическом плане, так как позволяет внести разнообразие в подачу материала и использовать разные виды работы для его закрепления и активизации в речевой практике. Видеоматериал позволяет лучше понять и закрепить как фактическую информацию, так и языковые особенности в конкретной ситуации.

Степень освоения материала проверяется с помощью комплекса упражнений, включающего заполнение пропусков в предложениях в ходе просмотра видеофильма, поиск ответов на вопросы, определение верных / неверных утверждений, соотнесение разрозненных частей предложений, выстраивание частей текста во временной последовательности, установление причинно-следственных связей, дискуссии, драматизации, тестовые задания. Данный комплекс упражнений также рассчитан на обеспечение закрепления нового лингвострановедческого материала в результате его использования в речевой практике, поэтому в каждом разделе предусмотрены задания коммуникативно-познавательного проблемно-оценочного характера. Контроль усвоения материала всех семи уроков осуществляется с помощью итогового теста.

## LESSON 1. THE AGE OF CONQUEST

### Introduction

We are going to speak about ancient Britain, about the Roman conquest of Britain, about the Anglo-Saxons, the effect of the Viking invasion and the Norman conquest of Britain in 1066, a full-scale take-over of the English lands and the expansion of the Normans into Wales and Lowland Scotland. Here are a few cultural notes that you might find helpful. Study them.

### Cultural notes

**Anglo-Saxons** – the name collectively referred to the descendants of the Germanic tribes who arrived in Britain at the end of the 4<sup>th</sup> century. They included Angles, Saxons and Jutes. The name “English” and “England” was probably first used by Bede (the first English historian), who followed Pope Gregory I, who knew the people as Angles.

**Anglo-Saxon Chronicle** – Alfred in the early 890s was responsible for putting into shape the Anglo-Saxon Chronicle, providing a record of events on an annual basis in Old English. The Chronicle was kept up to date at great ecclesiastical centres where literate clerks could be found. Surviving manuscripts provide very full accounts for some periods (the reign of Alfred, the reign of Edward the Confessor and the Norman kings), but give only distressingly jejune entries at others.

**Northumberland** – a county in NE England, just south of Scotland and on the North Sea coast, known for its hills and forests and for Hadrian’s Wall.

**Hadrian’s Wall** – a stone wall which the Roman Emperor ordered to be built across the north of England in 122 AD from the east coast to the west, in order to defend Roman Britain from attack by Northern tribes such as the Picts. Part of the wall and some of the forts built along it can still be seen.

**Ashmolean Museum** – a famous museum of ancient history and archaeology in Oxford, England, which also contains important collections of painting, jewellery, historical documents, etc.

**Bodleian Library** – the university library of Oxford University, which holds many of the country’s oldest and most famous books and papers.

**Romanesque** – style of building that was popular in Western Europe in the 11<sup>th</sup> and 12<sup>th</sup> centuries, which had many round arches and thick pillars.

**Bayeux tapestry** – a tapestry (large piece of woolen cloth) made in the 11<sup>th</sup> or 12<sup>th</sup> century, whose pictures tell the story of the Norman conquest of England in 1066.

### Exercise 2

Watch ‘Age 1’ of “The Seven Ages of Britain” and fill in the blanks using the expressions from the video.

1. It was Rome that would bring \_\_\_\_\_ to the barbarian chaos of the British Isles.
2. The Romans first invaded Britain in \_\_\_\_\_.
3. It was another ninety years before there was a full-scale conquest, under the Emperor \_\_\_\_\_.
4. The Roman Empire was all about using power to impose \_\_\_\_\_.
5. Romans gave Britons a sense of \_\_\_\_\_ by becoming part of the Roman Empire.
6. Coins of the second century AD had a portrait of \_\_\_\_\_ on one side.
7. One attraction was \_\_\_\_\_. What Romans were looking for was \_\_\_\_\_.
8. Romans wanted \_\_\_\_\_ to make \_\_\_\_\_.
9. Over the centuries hundreds of treasures from Roman Britain have been uncovered and the best have ended up in \_\_\_\_\_.
10. At the start of \_\_\_\_\_ Roman Empire began to \_\_\_\_\_. Britain found herself \_\_\_\_\_, open to attack.
11. \_\_\_\_\_ came quickly. It was from \_\_\_\_\_ that the new invaders came.
12. Anglo-Saxon was a language spoken \_\_\_\_\_ years ago. It forms the basis of \_\_\_\_\_. Anglo-Saxons gave Britons \_\_\_\_\_ and a kind of stubbornness of attitude, which forms part of \_\_\_\_\_. In the 6th century the River Deben was a \_\_\_\_\_ of the Anglo-Saxon king.
13. The most powerful symbol of the Anglo-Saxon era was \_\_\_\_\_.
14. In the year \_\_\_\_\_ Christianity arrived in Britain. Saint Columba, \_\_\_\_\_ sailed across the Irish Sea with \_\_\_\_\_ in a boat made from animal skins.
15. \_\_\_\_\_ were a focal point for the new religion. It was a place to \_\_\_\_\_, \_\_\_\_\_. Crosses stood as symbols of \_\_\_\_\_. As Columba's monks preaching conversion sailed \_\_\_\_\_, St. Augustine worked his way \_\_\_\_\_. The two missions met in \_\_\_\_\_, which would become a centre of monastic learning renowned throughout Europe.
16. In AD 716, the Abbot of Wearmouth Jarrow started on a journey to Italy to deliver in person a gift to \_\_\_\_\_.
17. The oldest complete Bible was created by \_\_\_\_\_, though for centuries they thought the work was done by \_\_\_\_\_ artists. The experts now all agree \_\_\_\_\_.
18. At the end of the \_\_\_\_\_ century Nordic invaders, \_\_\_\_\_ sailed across the North Sea to plunder Britain's riches. The kings of Northumberland and East Anglia \_\_\_\_\_. The king of Mercia \_\_\_\_\_. Only the kingdom of Wessex was just about \_\_\_\_\_. The Vikings spread out across the land \_\_\_\_\_.
19. At this moment a new prince came to the throne. His name was \_\_\_\_\_ of Wessex, \_\_\_\_\_.
20. Inside the Ashmolean museum there is tiny treasure that reveals Alfred's \_\_\_\_\_ as a leader and the \_\_\_\_\_ he inspired.
21. \_\_\_\_\_ is the most exquisite object. It was a token of \_\_\_\_\_, if you were prepared \_\_\_\_\_.
22. Under Alfred's leadership, the Viking threat was \_\_\_\_\_.
23. Alfred was worried that learning had gone into complete \_\_\_\_\_. He took \_\_\_\_\_ action.
24. The oldest book in the English language is a sort of \_\_\_\_\_.

25. Alfred's peace was not to \_\_\_\_\_. England was to be conquered one more time.

26. Normandy was the domain of a powerful duke, \_\_\_\_\_ known to us today as \_\_\_\_\_.

27. Norman conquest took place in \_\_\_\_\_. William had a passion for \_\_\_\_\_. When young William became Duke of Normandy, he set about \_\_\_\_\_. The most impressive of William's buildings is \_\_\_\_\_. The style of this building is called \_\_\_\_\_.

28. The Bayeux tapestry was commissioned to celebrate \_\_\_\_\_. It is \_\_\_\_\_ metres long. The story begins with \_\_\_\_\_.

29. Harold received the crown when \_\_\_\_\_ died. William started \_\_\_\_\_. The tapestry was made by \_\_\_\_\_.

30. The white Tower has come to symbolize \_\_\_\_\_. This was a symbol of \_\_\_\_\_. William's favourite stone was \_\_\_\_\_ stone brought from Caen.

## Exercise 2

*Number the invaders of the British Isles in the chronological order. The invaders of the British Isles are given below. Match the names to the sentence endings. Then discuss with your partner what influence they were on Britain.*

Vikings, Normans, Romans, Anglo-Saxons, Picts.

1. \_\_\_\_\_ were the next powerful influence on Britain after the Romans.
2. \_\_\_\_\_ came from Denmark and Germany.
3. \_\_\_\_\_ attacked Britain in AD 367.
4. \_\_\_\_\_ brought a unity and order to Britain that it had never had before.
5. \_\_\_\_\_ invaded Britain subsequently capturing the commercial and political centre of York in 867.

## Exercise 3

*Match a phrase from numbers 1 – 5 below with the most appropriate phrase from letters 'a' to 'e'. You can use the following sentence pattern.*

*Example: When in (at) \_\_\_\_\_, you should see \_\_\_\_\_.*

1. Northumberland
2. The British Museum
3. Florence
4. The Ashmolean Museum
5. Bodleian Library
6. Normandy
7. Aphrodisias

- a. Hadrian's Wall
- b. The Bayeux tapestry
- c. The oldest in the world Bible created by English monks
- d. The oldest in the world book in the English language



- e. The uncovered treasures from Roman Britain
- f. The Alfred Jewel
- g. an early sculpture of Britannia

#### **Exercise 4**

*Change the dates (approximately) in the sentences below.*

*Example: Claudius invaded Britain in 43 AD. – Claudius invaded Britain in the first century.*

1. The Romans first invaded Britain in 55 B.C.
2. Antonine's Wall was built in 142.
3. For about 350 years, from AD 4 to AD 410 Britain was the Roman province.
4. The Romans experienced a number of tribal revolts in the first century. In AD 60, native tribes rose up under the leadership of Boudicca, destroying the Roman towns of Colchester, London and St Albans.
5. The Irish monk, St. Columba arrived in Iona in 563, AD.
6. Alfred of Wessex came to the throne in 871 AD.
7. The Normans conquered Britain in 1066.
8. The Domesday Book was compiled in 1086.

#### **Exercise 5**

*Choose the right answer and complete the sentences.*

1. The enduring image of \_\_\_\_\_ turns up on the British 50-pence piece today.
  - A. Caesar
  - B. Claudius
  - C. Britannia
  - D. Hadrian
2. \_\_\_\_\_ are known to have built public baths and temples in the towns of Britain.
  - A. Normans
  - B. Romans
  - C. Vikings
  - D. Saxons
3. Over the centuries, hundreds of treasures from Roman Britain have been uncovered and the best have ended up in the \_\_\_\_\_.
  - A. Victoria and Albert Museum
  - B. British Museum
  - C. Natural History Museum
  - D. the Tate Gallery

4. The statue of \_\_\_\_\_ made in the nineteenth century stands outside the Houses of Parliament.

- A. Britannia
- B. Claudius
- C. Boudicca
- D. Richard the Lion Heart

5. Hadrian's Wall built in 122 A.D. across the northern border of their province of Britannia was to protect their territory from attacks by the \_\_\_\_\_.

- A. Scots and Picts
- B. Vikings
- C. Anglo-Saxons
- D. Romans

6. Which of the following geographic names include the variants of the Roman word, which means a military camp?

- A. Gloucester
- B. Southampton
- C. Lancaster
- D. Hastings

7. The Romans introduced a new way of life in the countryside in the form of \_\_\_\_\_.

- A. manor
- B. farms
- C. villas
- D. cottages

8. Britain found herself open to attack at the start of the \_\_\_\_\_ century.

- A. second century
- B. third century
- C. fifth century
- D. seventh century

9. The Anglo-Saxons were \_\_\_\_\_ when they came to Britain.

- A. Christian
- B. pagan
- C. neither
- D. Muslim

10. The arrival of the Irish Saint \_\_\_\_\_ in Iona (Scotland), in 563, marked the start of Irish missionary activity in Britain.

- A. Patrick
- B. David

- C. Columba
- D. John

11. The only of the Anglo-Saxon kingdoms that held out against the Vikings was \_\_\_\_.

- A. Mercia
- B. Northumberland
- C. Essex
- D. Wessex

12. The Alfred Jewel was a token of \_\_\_\_, if you were prepared to give it back to him.

- A. loyalty
- B. respect
- C. love
- D. threat

13. By the eleventh century, the term \_\_\_\_ was used to indicate the geographical area in which customary law was influenced by Danish practice.

- A. Roman law
- B. Common law
- C. Dutch law
- D. Danelaw

14. The only of the English monarchs that has the title “the Great” is \_\_\_\_.

- A. Egbert
- B. Harold
- C. Alfred
- D. Edgar

15. The oldest in the world Bible created by the English monks of Wearmouth-Jarrow is now found in \_\_\_\_.

- A. Florence
- B. Rome
- C. London
- D. Oxford

16. The battle of \_\_\_\_ was fought on October 14, 1066.

- A. Hastings
- B. Agincourt
- C. Trafalgar
- D. Bosworth

17. The architectural style of Norman buildings is called \_\_\_\_.

- A. Gothic
- B. Renaissance
- C. Romanesque
- D. Baroque

18 The Bayeux tapestry tells the story of \_\_\_\_.

- A the Norman conquest of Britain
- B the Roman conquest of Britain
- C Anglo-Saxon conquest of Britain

19. \_\_\_\_ was the result of the survey ordered by William I at Christmas 1085. It was a record of landholders.

- A Mappa Mundi
- B Domesday Book
- C Anglo-Saxon Chronicle
- D Magna Carta

20. The system of feudalism was introduced by ...

- A the Romans
- B the Celts
- C the Anglo-Saxons
- D the Normans

### **Exercise 6**

*Read the following statements. Decide whether each statement is true or false. Compare your answers with those of a classmate.*

1. Every conquered territory had a female figure to represent it and Britons had Britannia.
2. Britannia which appears on the coins of the second century AD is very similar to Britannia which turns up on the 50 pence piece today.
3. The first official Roman presence in Britain was that of Antonius Pius in AD 142.
4. The British landscape changed considerably under the Roman influence.
5. The Romans withdrew their armies in the second century.
6. Britain found herself open to attack at the start of the fifth century. It was from Asia that these new invaders came.
7. The Anglo-Saxons were the next powerful influence on Britian after the Romans.
8. The Thames was the highway of the Anglo-Saxon kingdom.
9. In the 7<sup>th</sup> century, monasteries were places to retreat from the world.
10. Celtic crosses, symbols of the new religion, often stood in wild places where there were no monasteries, no churches.

11. When the Vikings invaded Britain, the kingdom of Wessex was the only Anglo-Saxon kingdom that was safe.
12. William the Bastard is known to us today as William the Conqueror.
13. William the Conqueror was like Alfred in many ways: he was interested in literature and learning.
14. The Bayeux tapestry is now found in Normandy.

### **Exercise 7**

*Discuss the following questions with your partner.*

1. What are the reasons why the Romans had such a huge impact on Britain?
2. Are there any traces celebrating Roman conquest of Britain left anywhere in the world?
3. What did the Romans build in Britain?
4. In what part of Britain do some of the Roman mining tunnels remain?
5. What did Britain, cold and wet, have to offer the Romans from the warm Mediterranean?
6. What treasures from the Roman period are now found in the British Museum?
7. What way of life did the Romans introduce in the countryside?
8. What were the Roman villas decorated with?
9. What put an end to Britain's involvement with the Roman way of life?
10. What were the names of the Anglo-Saxon kingdoms?
11. What century marked the rise of Wessex?
12. What was the effect of the Viking invasion?
13. What kind of ruler was Alfred the Great?
14. What events led up to the Norman conquest of England?
15. What is the date of the Norman conquest of England?
16. How did William's rule transform England?
17. What object of great historical importance describes Norman conquest of England?
18. The Tower of London is now a symbol of Britishness. What did it symbolize back in the 11<sup>th</sup> century?

### **Exercise 8**

*Read the information about Roman Britain. Summarize it in your own words.*

### **About Roman Britain**

Out of curiosity and military need, Julius Caesar set sail from Gaul (France) one August evening in 55 BC to invade Britain. This first attempt was not a great success, but it was followed by more successful ones, ending with a full-scale invasion in the Emperor Claudius in 43 AD. He took elephants with him and 40,000 men.

Over the next 40 years, the Romans built market places, public baths and law courts in towns all over England, and networks of straight roads between them.

The Romans did not civilize Wales and Scotland and parts of south-west England, and it was here that the 'barbarian' Celtic tribes lived. They sometimes attacked Roman England, but it was only after the Ninth Legion was lost near York, that the Emperor Hadrian ordered the building of a wall right across the north of the country to keep out the Scots.

For the next century or so, Britain was at peace, but in the year 406, the Romans withdrew their armies, which were needed to defend other parts of the Roman Empire. The 350 years of Roman civilization brought many new ways to Britain, and almost all the major towns have some reminder of the Roman occupation in the foundations of their roads and town centres.

### **Exercise 9**

*Answer the following questions.*

1. When did Julius Caesar arrive in Britain?
2. When did Claudius arrive in Britain?
3. What did the Romans build all over Britain?
4. What was the reason why the Romans couldn't conquer Scotland and Wales?
5. Why did Hadrian order the building of a wall right across Britain?
6. When and why did the Romans withdraw their armies from Britain?
7. Where does the reminder of the Roman occupation of Britain remain?

### **Exercise 10**

*What do you know about Alfred the Great? When did he live? What was Alfred famous for? If you need some information to answer these questions, read the following article.*

### **Alfred the Great**

Alfred the Great (849 - 899) was King of the West Saxons in England. He saved his country from Danish conquest, laid the basis for the unification of England under the West Saxon monarchy, and led a revival of learning and literature. An outstanding leader in war and peace, he was the only king of England to be called the "Great".

Alfred was born in Wantage in Berkshire. Before he was seven, he had travelled to Rome twice, and was confirmed by Pope Leo IV. These travels impressed upon young Alfred the contrast between the civilized parts of Europe and his more backward England.

Alfred became king in 871, after the death of his fourth brother. The West Saxons had been at war with the Danes for many years. After several lost battles, Alfred made peace with the invaders. But the Danes renewed their attacks four years later, and defeated Alfred at the battle of Chippenham. Alfred finally defeated the Danes at the battle of Edington in 878. The Danish leader, Guthrum, agreed to be baptized as a Christian. After the Danes broke the peace once more, Alfred won his greatest military victory, the conquest of London in 886. The Danes withdrew to the

eastern third of England, called the “Danelaw”. All the English recognized Alfred as their king, and paid him homage. Alfred built forts as strategic points and stationed a fleet of ships along the coast to protect his kingdom and guard against invasion. he also issued a great code of laws to improve government.

Alfred encouraged learning. Education declined because the Danes had looted monasteries and churches, the only centres of learning. Few even among the clergy could read or write.

Alfred brought teachers and learned men from Wales, northern England, and Europe to Wessex. He himself helped translate books from Latin into Anglo-Saxon. He also kept a record of current events called the “Anglo-Saxon Chronicle”. It was continued after his death until 1154.

The cultural and material havoc of Danish invasions can hardly be overestimated. “So great was the decay of learning among Englishmen”, Alfred lamented, “that there were very few on this side of Humber and I saw not many north of it who could understand the ritual and translate a letter from Latin into English. No, I cannot remember one such, south of the Thames, when I came to the throne”.

It is his successful efforts to arrest this decay even more than his military ability that mark Alfred as one of the greatest figures in English history.

Alfred encouraged learned men to come from Europe and even from Wales and in middle age taught himself to read and write in Latin and English, a feat that Charlemagne was never able to accomplish. He sought eagerly for the best knowledge that the age afforded and in a less illiterate time would probably have attained a really scientific outlook. Constantly in ill health, never long at peace, the extent of his work is remarkable, and his thoroughness is arrested by the long period of peace that followed his death.

**Exercise 11. Read the following statements. Decide whether each statement is true or false.**

1. Alfred was the founder of the navy.
2. In 870 war against the Danes came to an end.
3. Alfred won the battle of Chippenham.
4. As a result of the battle of Edington, Guthrum was baptized.
5. Alfred was worried that learning was in complete decline.
6. The kingdom of Wessex was the only one to survive the Viking threat.
7. After Alfred’s death England was defeated one more time.

**Exercise 12. Read the questions. Discuss the answers with your classmates.**

1. What is the popular image of Alfred like?
2. Do you think that Alfred could be characterized as an architect of a united nation? Give your reasons.
3. What did Alfred’s success depend on?
4. How did Alfred encourage learning?

5. Find evidence in the text that Alfred was a shrewd ruler with a keen historical sense.

### **Exercise 13**

*Read the following passage from “British Life and Institutions” by Mark Farrell about immigration history and the reasons why people from all over the world ended up in Britain. Think of the following questions as you read the passage. After you read it, work in small groups and discuss the answers.*

1. What did you learn about the Beaker Folk?
2. What happened to the Celts when the Romans invaded Britain?
3. The USA is often called “a melting pot”. Do you think the same could be said of Britain? Give reasons.
4. What were some of the reasons why people immigrated to Britain in the 20th century?
5. What opportunity did British economy offer to immigrants?

The builders of Stonehenge are lost in the mists of time, but it is known that from about 2000 BC, people called the Beaker Folk came to Britain from the European mainland. They in turn were replaced by the Celts, who also came from Europe. This is a pattern which repeats itself time and again: there was a drift to the west, or an expansion from the middle of Europe, and Britain was the end of the line. Julius Caesar brought an army here in 54 BC; later the Romans set up a colony and stayed until AD 410. It was then the turn of various Germanic peoples: the Angles, the Saxons and the Jutes. They were followed by the Danes and the Vikings, who repeatedly attacked the east coast of England. The Normans (Norsemen who had already settled in France) invaded successfully in 1066 (the one date in British history known to every schoolchild), and subjugated but did not expel the Anglo-Saxons and the Scandinavians. From Roman times on, the Celts moved or were pushed out to the edges of the British Isles, the so-called Celtic Fringe of Scotland, Wales and Ireland. All these people have left traces of themselves – not only archeological fragments, but also place names, parts of the language, and physical features such as hair colour and height. After the Norman invasion, there was never again such a comprehensive takeover of the country. But many more people from all over the world ended up in Britain for one reason or another.

One reason was persecution: Jews came from Spain at the end of the 15<sup>th</sup> century, and the Protestant Huguenots came from France in the 1680s, both in flight from hostile Roman Catholic regimes. In the 19<sup>th</sup> century, Britain was a haven for Italian political exiles such as the revolutionary Mazzini. In the 1<sup>st</sup> half of the 20<sup>th</sup> century, Jews again fled to Britain, this time from eastern and central Europe.

The next major stage of immigration was driven not by escape but by attraction – to a British labour market that was short of workers and an economy that offered lots of opportunity for business. In the 1950s, 60s and 70s, people from the Caribbean, Africa, the Indian sub-continent, Hong Kong and Cyprus all came to



Britain to work. The National Health Service, London Transport and British Railways all sent teams abroad to recruit workers directly, as they could not find enough staff in Britain. Other industries were keen to take on immigrants as soon as they arrived. There was also a big niche in the market for ethnic restaurants – the British were ready to try some good foreign food. What these countries of origin had in common, of course, was that they had been part of the old British Empire and they still belonged to the British Commonwealth. There was a special relationship with these countries, and until 1962, all Commonwealth citizens had the right of free entry and settlement in the UK. From that year on, immigration was progressively restricted, and today people from Commonwealth countries can only enter if their families are already living in Britain.

The most recent arrivals in Britain have not been from the Commonwealth but from countries with wars or other serious problems. The conflicts in the Horn of Africa in the late 1980s sent out refugees from Ethiopia, Somalia and Eritrea. Then Croatians, Serbs, Bosnians and Kosovars fled from the violent break-up of Yugoslavia. The late 1990s saw the arrival of gypsies escaping from some Eastern European countries such as Romania.

#### **Exercise 14**

*Number the events in each group in time order 1- 3.*

1. \_\_\_\_ The Celts came from Europe.  
\_\_\_\_ People called the Beaker Folk came to Britain.  
\_\_\_\_ Julius Caesar brought his army to Britain.
2. \_\_\_\_ The Vikings attacked the east coast of England.  
\_\_\_\_ Anglo-Saxons invaded Britain.  
\_\_\_\_ The Romans set up a colony.
3. \_\_\_\_ Celts were pushed out to the edges of the British Isles.  
\_\_\_\_ Normans successfully invaded Britain.  
\_\_\_\_ Romans left Britain.

#### **Exercise 15**

*You have been asked to give a talk on the Norman Conquest of Britain. Here is the text of your speech. Render it into English.*

#### **Нормандское завоевание**

К середине XI века Англия подверглась нормандскому завоеванию. Герцог Нормандии Вильгельм собрал большое войско из нормандских, северофранцузских и даже итальянских рыцарей, жаждавших добычи и захвата новых земель. Поводом для вторжения послужили претензии Вильгельма на английский престол, якобы завещанный ему умершим

незадолго до этого английским королём Эдуардом Исповедником. Папа поддержал притязания герцога.

В сентябре 1066 года Вильгельм со своим войском на больших ладьях переплыл Ла-Манш и высадился на юге Англии. Войско герцога, главную силу которого составляла уже тяжело вооружённая рыцарская конница, было более многочисленно, чем английское. Во главе последнего выступил новый король Англии Гарольд. Войско Гарольда состояло в основном из пешего наспех собранного крестьянского ополчения и его личной дружины. В октябре 1066 в решающей битве при Гастингсе англосаксы были разбиты, сам Гарольд погиб. Герцог Нормандский же двинулся к Лондону, захватил его и стал королём Англии под именем Вильгельма Завоевателя.

Завоевание, однако, встретило отпор со стороны англосаксонской знати, так и сохранившегося в стране значительного слоя свободных крестьян. Особенно силен он был на севере страны. В ответ на массовые конфискации земли у местного населения в пользу пришельцев-завоевателей на севере и на северо-востоке – в Денло в 1069 и 1071 гг. произошли крупные народные восстания. Подавляя их, завоеватели во главе с Вильгельмом опустошили главные области восстания - Йоркскую долину и графство Дарем.

Захватив землю и политическую власть, завоеватели стремились насадить там привычные им порядки. Одним из важнейших мероприятий короля на этом пути явилось проведение в 1086 г. Поземельной переписи, получившей в народе название «Книга Страшного суда» (“Domesday book”), поскольку лица, дававшие сведения её составителям, обязывались под угрозой наказания говорить, «ничего не утаивая», как на «Страшном суде».

Перепись имела две главные цели: во-первых, дать королю сведения о размерах владений и доходов его вассалов, чтобы требовать с них определенной военной службы; во-вторых, король хотел иметь точные сведения для обложения всего населения денежным налогом.

В целом «Книга Страшного Суда» содержала богатую информацию о хозяйстве и социальной структуре почти всей территории Англии, а также их динамике, поскольку фиксировала данные по трем периодам: 1) правление Эдуарда Исповедника; 2) в годы, последовавшие непосредственно после завоевания, и 3) на 1086 год.

### **Exercise 16**

*Ask and answer why-questions? Use the information in the text of exercise 15.  
For example: Why did William claim the English throne?*

### **Exercise 17**

*Discuss the importance of the Norman conquest of Britain in pairs. Some people argue that the Norman conquest of Britain had little impact on economy, language, society and landscape. Other people claim that the Norman Conquest had a dramatic effect on society, economy and language.*

*Do you think the England that emerged after the Norman Conquest would have been completely different if Harold Godwin had won the Battle of Hastings? Give your reasons.*

### **Exercise 18**

*Work in groups of four. One student tells a fact about the Roman conquest of Britain. The second student repeats the first student's sentence or corrects it if necessary. He or she tells a fact about the invasion of the Germanic peoples. The third student repeats or corrects the second student's sentence and makes a new sentence about the Viking invasion. The fourth student repeats or corrects the third student's sentence and tells a fact about the Norman conquest of Britain.*

### **Exercise 19**

*Imagine that you are a reporter for a newspaper who has come to the city of Aphrodisias to write an article about the remaining traces, which celebrate the Roman conquest of Britain. Describe in detail the sculpture of Britannia. Say in what way Britannia is shown, what she looks like.*

## LESSON 2. THE AGE OF WORSHIP

### Introduction

We are going to speak about the reign of the Plantagenet dynasty, about the power struggle between the Crown and the Church in the Early Middle Ages, about the reforms of Henry II, about the conquest of Wales, about the notion of chivalry, the creation of the Order of the Garter and about the Hundred Years' War with France. Here are a few cultural notes that you might find useful. Study them.

### Cultural notes

**Canterbury** – a small city in SE England which is famous for its impressive 11<sup>th</sup> century cathedral, the main church of the Church of England.

**Edward I (1239 – 1307)** – the King of England from 1272 until his death. He took part in the crusades, and later established English control over Wales. He tried to do the same in Scotland, but was unsuccessful. He was devoted to his family. In particular, his love and fondness for his first queen, Eleanor of Castile, is legendary and the marriage was both happy and fruitful. He grieved for her deeply when she died, and in the famous Eleanor crosses Edward constructed the most elaborate series of monuments ever created for an English queen or king.

**Edward III (1312 – 1377)** – the King of England who ruled during the Black Death and the start of the Hundred Years' War.

**Henry II (1133 – 1189)** – the King of England from 1154 until his death. He tried to reduce the power of the Church, and as a result he quarreled with Thomas Becket, the Archbishop of Canterbury. Henry is supposed to have said 'Who will rid me of this turbulent priest?', and some of his soldiers who heard this went and killed Becket in Canterbury Cathedral.

**Hundred Years' War, the** – a series of wars between England and France from 1337 – 1453, when the English kings tried to keep control of land they ruled in France. The French finally won, and forced the English to leave France.

**The Order of the Garter** – the oldest and highest order, which was instituted in 1348 by Edward III in imitation of King Arthur and the great deeds of chivalry. Membership was limited to the sovereign, prince of Wales, and 24 knights. The headquarters of the order is at Windsor, where St George's chapel was built by Edward IV. The significant decorations are the Star, a garter to be worn below the left knee, and a diagonal blue ribbon.

**Edward, prince of Wales (1330 – 1376)** - known as the 'Black Prince', who was one of the great chivalric heroes. The eldest son of Edward III, he was made earl of Chester in 1333, duke of Cornwall in 1337, and prince of Wales in 1343. In 1362 he became prince of Aquitaine, becoming a virtually independent ruler there. His military career began at Crecy, where he fought bravely, and the notable victories of Poitiers in France (1356) and Najera in Spain (1367) marked him out as one of the best medieval commanders. Disease forced him to return to England in 1371. In 1376 he predeceased his father, leaving his young son Richard as heir to the throne.

### Exercise 1

Watch 'Age 2' of "The Seven Ages of Britain". Complete the following sentences with the expressions from the video.

1. The Middle Ages was a time of \_\_\_\_ and a time \_\_\_\_.
2. In Hereford the monks created \_\_\_\_, designed to make sense of the unknown.
3. Mappa Mundi is a \_\_\_\_ as it was known around \_\_\_\_.
4. Medieval life was controlled by two forces: \_\_\_\_ and \_\_\_\_.
5. In \_\_\_\_ century a power struggle broke out between them.
6. \_\_\_\_ was one of the most powerful men in the kingdom, some say more powerful than the king himself.
7. Canterbury Cathedral was sacred ground, but that didn't deter \_\_\_\_\_. Nor did they care that their victim was \_\_\_\_\_, Head of \_\_\_\_\_.
8. They were determined to show that the king's power was \_\_\_\_\_.
9. What was left was \_\_\_\_\_ that show the miracles that Thomas performed after his death.
10. With Becket declared a saint of the church, Canterbury became a place of \_\_\_\_\_. People came from all over Europe to \_\_\_\_ at his shrine.
11. \_\_\_\_\_ is the most vivid art of the Middle Ages.
12. 40 feet above ground on the Chancel Arch of Holy Trinity is a rare survival of the Age. This is a picture of \_\_\_\_\_.
13. For centuries the great art of Europe had been produced mainly by \_\_\_\_, working in \_\_\_\_\_. But now craftsmen realized that their talents could be \_\_\_\_\_.
14. The Parker Library in Cambridge contains \_\_\_\_\_.
15. As the Middle Ages unfolded, a new way of seeing the world emerged that would unite \_\_\_\_\_ and \_\_\_\_\_. It was inspired by heroic tales and ancient legends.
16. Chivalry was a code of behavior for \_\_\_\_\_ which prized \_\_\_\_\_.
17. It took much of its inspiration from the stories of \_\_\_\_\_ and the knights of \_\_\_\_\_ whether they were mythical or based on some former British king.
18. \_\_\_\_\_ was one of the most striking objects of the Middle Ages. It was designed for ceremonial use at royal tournaments in the reign of \_\_\_\_\_.
19. Now it is found in the Great Hall of \_\_\_\_\_.
20. In 1348 Edward III created \_\_\_\_\_.
21. St. George's Chapel in Windsor is still the home of \_\_\_\_\_.
22. \_\_\_\_\_ and \_\_\_\_\_ were the two great elements of the concept of chivalry.
23. In the 2<sup>nd</sup> half of the 14<sup>th</sup> century ferocious war against \_\_\_\_\_ brought about a new style of warfare.
24. Leading the onslaught was Edward III's \_\_\_\_\_, inspired less by faith than an appetite for \_\_\_\_\_ and \_\_\_\_\_. Edward died before he could become \_\_\_\_\_, but his craving for glory was inherited by his \_\_\_\_\_.
25. King Richard II wanted the crown itself to be an object of \_\_\_\_\_.
26. Richard II was the king who, for the first time, insisted on being called \_\_\_\_\_.

27. Today, Westminster Hall is dwarfed by \_\_\_\_\_. Back then it was a wonder of the medieval world.
28. King Richard encouraged \_\_\_\_\_.
29. French had been the language of the educated classes since \_\_\_\_\_.
30. Chaucer turned to the language of the common people, \_\_\_\_\_ and used that for his poetry.
31. Munich is the home to \_\_\_\_\_.

## **Exercise 2**

*Choose the correct option (A, B or C) to complete the sentences.*

1. The Middle Ages was a time of ...  
A cultural Renaissance  
B chivalry  
C Industrial Revolution
2. Mappa Mundi created by the monks in Hereford is a map of the world as it was known around ...  
A 1300s  
B 1200s  
C 1100s
3. Medieval life in Britain was controlled by...  
A the Crown  
B Parliament  
C the Crown and the Church
- 4 In the time of king Henry II England was but part of the vast \_\_\_\_\_ Empire.  
A Roman  
B Angevin  
C British
5. The first of the Plantagenet kings of England was ...  
A Edward I  
B Henry II  
C Edward III
6. Henry II was a man of violent passions, easily moved to anger, most notoriously revealed in his struggle with \_\_\_\_\_.  
A Becket  
B Stephen  
C Phillip II of France
7. Chivalry was a code of behavior for \_\_\_\_\_.

- A the gentry
- B the clergy
- C knights

8. Chivalry was inspired by ...

- A the Christian Church
- B stories of king Arthur and the Knights of the Round Table
- C stories of Thomas Beckett and the miracles he performed after his death.

9. Eleanor Crosses \_\_\_\_.

- A stand as symbols of Christianity
- B stand as places of worship
- C mark the stopping places of her funeral cortege from Hartby to Westminster Abbey.

10. The Order of the Garter was created by \_\_\_\_.

- A Edward I
- B Edward III
- C Edward the Black Prince.

11. The headquarters of the Order of the Garter is at \_\_\_\_.

- A Westminster
- B Canterbury Cathedral
- C Windsor

12. The Hundred Years' War with France broke out in \_\_\_\_.

- A 1337
- B 1452
- C 1272

13. The Black Death first struck England in the summer of \_\_\_\_.

- A 1348
- B 1337
- C 1388

14. The tomb of the Black Prince is found in \_\_\_\_.

- A Canterbury Cathedral
- B Windsor Castle
- C The Residenz Palace in Munich

15. Richard II's court poet was \_\_\_\_.

- A Shelley
- B Chaucer
- C Shakespeare

### Exercise 3

*Number the events in each group in time order 1- 3.*

1. \_\_\_\_ English Parliament originated.  
\_\_\_\_ Thomas Beckett was murdered in Canterbury Cathedral.  
\_\_\_\_ The Great Charter was signed.
2. \_\_\_\_ Edward I constructed Eleanor crosses.  
\_\_\_\_ Edward I conquered Wales.  
\_\_\_\_ Richard I struggled to recapture Jerusalem from Saladin on the Third Crusade.
3. \_\_\_\_ Edward III created the Order of the Garter.  
\_\_\_\_ The war with France began.  
\_\_\_\_ The King led his troops in the battle of Crecy.
4. \_\_\_\_ Edward the Black Prince was made Prince of Wales.  
\_\_\_\_ Edward the Black Prince fought bravely in the battle of Crecy.  
\_\_\_\_ Edward the Black Prince held a victory at Poitiers.

### Exercise 4

*Match the two parts of the sentence as in the example.*

*For example: John I is known as John the Lackland.*

William I	founder of the English common law
Henry II	founder of the Order of the Garter
Richard I	conqueror of Wales
Edward I	The Lion Heart
Edward III	the Conqueror

### Exercise 5

*Read the following statements. Decide whether each statement is true or false.*

1. Mappa Mundi is a map of the world you can use when you are going on a journey.
2. At the heart of Mappa Mundi is Rome.
3. Henry II wanted to be rid of the man who was treating him with shameful contempt.
4. Becket's murder met with outrage across the Christian world.



5. When Henry VIII split with the Pope, he ordered Canterbury Cathedral to be destroyed.

6. Chivalry was inspired by the tales of Edward the Confessor and Harold Godwinson.

7. The overriding ambition of medieval knights was to recapture the whole of France.

8. Knights Templar chose to be buried at Temple Church.

9. The eighteen-foot wide solid oak table was designed for ceremonial use at a royal tournament in the reign of Henry II.

10. It was enough for a knight to be a brave warrior in battle.

11. Edward the Black Prince was one of the great chivalric heroes of the time.

12. The ideal of chivalry and its practice were never at variance.

13. Edward the Black prince succeeded his father on the throne.

14. Edward the Black Prince was buried in Westminster Abbey.

15. Richard II was the king who for the first time insisted on being called \_\_\_\_.

16. Today Westminster Palace is dwarfed by the Houses of Parliament. Back then, it was a wonder of \_\_\_\_.

17. King Richard II encouraged all the \_\_\_\_\_. It was for his court that \_\_\_\_\_ was written.

18. French had been the language of the educated classes since the \_\_\_\_\_ conquest.

19. Chaucer turned to the language of \_\_\_\_\_ and used that for his \_\_\_\_\_.

20. Under King Richard English art acquired \_\_\_\_\_.

21. Richard II's altarpiece is now found in the Parker Library in Cambridge.

## **Exercise 6**

*Discuss the following questions with your partner.*

1. What work of art opens the door to the Middle Ages?

2. Why did the struggle between the Church and the King break out in the twelfth century?

3. How did the king try to make amends for Becket's murder?

4. Why did Canterbury become an important place of pilgrimage?

5. What was the role of religion in the Middle Ages?

6. Where are the best examples of medieval painting found?

7. Why did Knights Templar build their church round?

8. In what bestseller was the Temple Church featured?

9. What was one of the great romances of the age?

10. What was the medieval idea of woman?

11. What is the symbolic significance of the Eleanor monument for the villagers of Geddington?

12. What remarkable survival of Edward's chivalric vision is found within the walls of Windsor?

13. What is the job of the Military Knight?

14. What are the characteristics of a chivalrous knight?
15. Where is the only surviving English crown from the Middle Ages found now?
16. How did English art change under King Richard II?
17. Why did Richard II have to abdicate from the throne?
18. Who claimed the English throne after Richard's abdication?

### **Exercise 7**

*Monarchy is the subject that interests many people. You are going to give a talk on the history of British monarchy. Read the following text about Edward III. It is sure to be of help.*

Edward III was the son and successor of Edward II. In 1327, he invaded Scotland. But even though he won victories there, he could not crush the Scottish spirit of independence. His principal campaign, however, was in France. There he began what is called the Hundred Years' War with France, a struggle which, with short intervals of peace, was fought for nearly a hundred and twenty years between the two countries, over who should be the King of France. Edward believed that through his mother, a French princess, he had a better right to the French throne than the French king Philip VI.

The English won the battle of Crecy in 1346, the first major battle of the Hundred Years' War with France. Edward III was assisted by his son Edward, the Black Prince, a courageous youth of 16. But by 1375 the king was forced to withdraw from the struggle. He had lost most of his French possessions, and England was exhausted. During the last years of his reign, Edward quarreled constantly with Parliament, whose members had the support of the Black Prince.

Edward III possessed extraordinary vigour and energy of temperament; he was an admirable tactician and a consummate knight. His court was the most brilliant in contemporary Europe, and he was himself well fitted to be the head of the gallant knights who obtained fame in the French wars. Though his main ambition was military glory, he was not a bad ruler of England, being liberal, kindly, good-tempered, and easy of access. He was also chivalrous, a quality that inspired him to found the Order of the Garter, not only as a reward for brave knights and helpful government servants, but because he wanted to recreate in some way the legends of King Arthur and the Round Table. His need to obtain supplies for carrying on the French wars made him favourable to his subjects' petitions and contributed to the growing strength of Parliament.

His weak points were his wanton breaches of good faith, his extravagance, frivolity, and self-indulgence. His ambitions ultimately transcended his resources, and before he died even his subjects had sensed his failure.

*(from The New Encyclopaedia Britannica)*

### Exercise 8

*Reread the text given in exercise 7 and decide if each of the following statements is true or false.*

1. The Scottish war dominated Edward's reign.
2. Edward's great triumph was at Crecy in 1346 and Poitiers ten years later.
3. Edward's son showed himself to be a great commander.
4. The battle of Poitiers was the first great land victory of the Hundred Years' War.
5. Edward III had a claim to the French throne through his wife.
6. Edward's reign turned into a quest for fame in the French wars.
7. Edward skillfully manipulated the chivalrous feelings of his followers.
8. Edward spent the greater part of his reign fighting.

### Exercise 9

*You have been asked to give a talk on the reforms of Henry II. Here is the text of your speech. Render it into English.*

В 1154 году на престол вступил Генрих II, положив начало новой династии Плантагенетов, правившей страной до конца XIV века.

Генрих (1154 – 1189) сосредоточил под своей властью огромные владения: кроме Англии ему принадлежала, как и его предшественникам, Нормандия, а также обширные земли во Франции – Анжу, Мэн, Турень, Пуату. Позднее он присоединил к ним и Аквитанию. Англия стала, таким образом, частью большой державы Плантагенетов (иногда её называют Анжуйской империей).

Важную роль в укреплении централизации государства сыграли реформы Генриха II. Стремясь расширить компетенцию королевского суда за счёт сеньориальных судов, он провел судебную реформу. Сущность её заключалась в том, что каждый свободный человек мог за определённую плату получить разрешение перенести своё дело из любого вотчинного суда в королевский, где оно расследовалось присяжными, тогда как в вотчинных судах судебный процесс по-прежнему осуществлялся с помощью «божьего суда».

Генрих II провел также военную реформу. Она заключалась в том, что военная служба феодалов в пользу короля ограничивалась определённым, сравнительно небольшим сроком. Взамен остальной, а иногда и всей службы феодалы должны были уплачивать особую денежную сумму – «щитовые деньги». На эти деньги король нанимал рыцарей, что уменьшало его зависимость от ополчения баронов. Кроме того, король предписывал, чтобы каждый свободный человек в соответствии с его имущественным положением имел определённое вооружение и по призыву короля должен был являться для участия в походе.

Неудачной оказалась попытка Генриха II поставить под контроль государства церковные суды. На этой почве он столкнулся с главой английской церкви, архиепископом Кентерберийским Томасом Бекетом. В ходе борьбы по

негласному приказу короля Бекет был убит (1170). В дело вмешался папа, вынудивший Генриха под угрозой отлучения принести публичное покаяние и отказаться от реформы церковных судов.

### **Exercise 10**

*Imagine that you have just returned from a visit to medieval Britain. Write a diary entry describing what time period you visited, what you saw there, who you met and how you felt about it.*

## LESSON 3. THE AGE OF POWER

### Introduction

We are going to speak about the Tudors and their style of monarchy, Reformation in England, Elizabethan age, Sir Frances Drake's circumnavigation of the globe and the famous artists of the period. Here are a few cultural notes that you might find useful. Study them.

### Cultural notes

**Holbein, Hans (1497 – 1543)** – a painter. It is hardly an exaggeration to suggest that our visual image of Henry VIII and his courtiers is derived from Holbein's portraits. Born the son of an Augsburg artist, Holbein paid two visits to England, a short one 1526 – 1527 and a longer one 1532 – 1543. On the 1<sup>st</sup> occasion he brought with him introductions from Erasmus to Sir Thomas More, and painted a celebrated More family portrait. On his next visit his patron More was in disfavour, but Holbein received many commissions, and entered the service of the king, for whom he painted a family reconstruction, showing Henry, his parents, and Jane Seymour.

**Hampton Court** – a royal residence, situated on the banks of the Thames, south-west of London.

**Hilliard, Nicholas (1547 – 1619)** – the greatest of English miniaturists. In 1570 he was appointed to the court, where his jeweller's skills suited Elizabeth's desire for a painted image of splendour.

**Lambeth Palace** – the official London residence of the Archbishop of Canterbury.

**Middle Temple** – one of the four Inns of Court exclusively entitled to call their members to the English bar as barristers.

**Spanish Armada** – the invasion fleet sent against England by Philip II of Spain in July 1588, comprised some 133 vessels, perhaps 7,000 seamen, and 17,000 soldiers. Philip II's purposes behind the Armada were to end English attacks on Spain's commerce with her American dominions, to assert his sovereignty in Flanders, and, above all, to bring heretic England back into the fold of Rome.

**Westminster Abbey** – a very large Gothic church in Westminster, London, first built in the 11<sup>th</sup> century. Almost all British kings and queens since William the Conqueror have been crowned in the abbey and many famous people are buried there.

### Exercise 1

Watch 'Age 3' of *"The Seven Ages of Britain"* and fill in the blanks as you watch the video.

1. Few periods of British history capture the imagination like the age of \_\_\_\_\_.
2. It was a time of \_\_\_\_\_.
3. Francis Drake was \_\_\_\_\_.

4. He pledged his \_\_\_\_ to the nation.
5. In 1509 a young prince was crowned King of England. \_\_\_\_ was the 2<sup>nd</sup> crowned king of the Tudor dynasty.
6. The 1<sup>st</sup> work he commissioned at Westminster was \_\_\_\_\_. It was designed to point \_\_\_\_\_. It heralded the era \_\_\_\_\_.
7. Henry had a passion for \_\_\_\_\_.
8. Hampton Court was originally the home of \_\_\_\_\_. Henry thought it magnificent and \_\_\_\_\_.
9. Henry was very \_\_\_\_\_, obsessed with how he compared with his rivals.
10. During the early years of his reign England and France were at \_\_\_\_\_.
11. In 1520 Henry sailed to France. He came not to fight, but \_\_\_\_\_.
12. Henry's foreign policy depended on \_\_\_\_\_.
13. In Cambridge in the library there is a book of \_\_\_\_\_.
14. The first flag ship of Henry's fleet was \_\_\_\_\_.
15. 19 thousand objects were found on the Mary Rose: for example \_\_\_\_\_.
16. England was determined to \_\_\_\_\_.
17. By the 1530s Henry had proved \_\_\_\_\_.
18. Henry wanted a divorce, but the Pope \_\_\_\_\_.
19. All art that reflected the Catholic church would be \_\_\_\_\_.
20. Henry was free to create \_\_\_\_\_ in which he would have the last word.
21. The worshipper instead of facing the image of Christ, faced the image of \_\_\_\_\_.
22. To establish his own church Henry had to win \_\_\_\_\_.
23. To break the spell of the Catholic church he turned to \_\_\_\_\_.
24. Henry printed \_\_\_\_\_. It was a revolutionary \_\_\_\_\_.
23. Vivat Rex means \_\_\_\_\_.
25. Hans Holbein came from \_\_\_\_\_. He painted \_\_\_\_\_.
26. Holbein's famous picture is found in \_\_\_\_\_. The oddest of all the things in the picture is a little device that makes absolutely no sense if you stand in front of the picture, and it absolutely makes sense if \_\_\_\_\_.
27. Henry died in \_\_\_\_\_ at the age of \_\_\_\_\_.
28. Elizabeth had spent her childhood at \_\_\_\_\_.
29. Elizabeth, \_\_\_\_\_ daughter was also obsessed with the image of \_\_\_\_\_.
30. She presented herself as \_\_\_\_\_.
31. Henry ruled with \_\_\_\_\_.
32. him, Elizabeth was a \_\_\_\_\_ ruler.
33. John White was an artist who sailed on an expedition of Sir Walter Raleigh to the territory of \_\_\_\_\_, named after \_\_\_\_\_, the \_\_\_\_\_ Queen.
34. White's job was to paint \_\_\_\_\_.
35. Best of all White captured the world of \_\_\_\_\_.
36. In 1577 Drake set off \_\_\_\_\_ and returned triumphant \_\_\_\_\_ years later.
37. Exploration brought wealth but it also brought \_\_\_\_\_.
38. Armada's mission was to \_\_\_\_\_.

## Exercise 2

*Choose the phrases on the right, which complete the phrases on the left. You can use the sentence pattern in the example.*

*Example: When in Oxford, you should see some of the beautiful gardens.*

When in Buckland Abbey	Holbein's paintings
When in Surrey	Henry's Bible
When in the National Gallery	Elizabeth's portraits
When in the Victoria and Albert Museum	Hilliard's miniature painting
When in Lambeth Palace	Drake's drum
When in Hatfield	Hampton Court

## Exercise 3

*Choose the right answer and complete the following sentences.*

1. The red rose was the emblem of the \_\_\_\_, the white rose was the symbol of \_\_\_\_, the two contending Houses for the English throne in the Wars of the Roses (1455 – 1485).  
A. Lancastrians; Stuarts  
B. Stuarts; Tudors  
C. Lancastrians; Yorkists
2. It was a separate kingdom, with powerful local lairds, until \_\_\_\_, when its King \_\_\_\_ became King James of England, too.  
A. 1603; James VI  
B. 1625; Charles I  
C. 1689; James II
3. Henry Tudor supported by the Welsh, defeated \_\_\_\_ at Bosworth Field to become \_\_\_\_ the first of the Tudors – thus giving Wales a sense of victory over England.  
A. Richard II; Henry VI  
B. Richard III; Henry VII  
C. Edward IV; Henry VIII
4. \_\_\_\_ was made painter to the king in 1536. He made many portraits of Henry VIII, the most famous of which has become the standard image of the king.  
A. Anthony van Dyck  
B. Hans Holbein the Younger  
C. Peter Paul Rubens

5. *The Ambassadors* is a painting by \_\_\_\_ in the National Gallery as well as being a double portrait, the painting contains a still life of several meticulously rendered objects, the meaning of which is the cause of much debate. It is also a much cited example of anamorphosis in painting.

- A. Nicholas Hilliard
- B. Hans Holbein
- C. William Blake

6. When glory in war was no longer a realistic option, Cardinal Wolsey turned the situation to England's advantage by organizing \_\_\_\_.

- A. Reformation
- B. Field of the Cloth of Gold
- C. circumnavigation of the globe.

7. Henry VIII's marriage to \_\_\_\_ sowed the seeds of upheaval and revolutionary change.

- A. Jane Seymour
- B. Catherine of Aragon
- C. Anne Boleyn

8. Started by \_\_\_\_ in 1514, Hampton Court was confiscated in 1529 by \_\_\_\_, who subsequently added the great hall and a new court where the present Fountain Court is, and remodeled the Chapel Royal and the Clock Court.

- A. Cardinal Wolsey; Henry VIII
- B. Thomas Cromwell; the Pope
- C. Frances I; Henry VIII

9. \_\_\_\_ was the first supreme head of the church.

- A. Henry VII
- B. Mary I
- C. Henry VIII

10. Henry VIII's flagship was \_\_\_\_.

- A. The Resolution
- B. The Endeavour
- C. The Mary Rose.

11. \_\_\_\_ was the last Tudor monarch, never marrying or producing an heir.

- A. Mary I
- B. Edward VI
- C. Elizabeth I

12. Hatfield contains many portraits of \_\_\_\_.

- A. Henry VIII



- B. Elizabeth I
- C. Elizabeth II

13. Like her father, Elizabeth was \_\_\_\_.

- A. a confirmed Protestant
- B. a Catholic
- C pagan

14. Unlike her father, Mary was \_\_\_\_.

- A. a confirmed Protestant
- B. a Catholic
- C pagan

15. When the last Tudor monarch died in 1603, the English Crown was inherited by the new royal dynasty, \_\_\_\_.

- A. the Windsor dynasty
- B. the Stuart dynasty
- C. the Plantagenet dynasty

#### Exercise 4

*You have already seen Hampton Court in 'Age 3'. This is what you may hear from a guide at Hampton Court. Unfortunately some of the words are missing: they are listed below. Put the right word in each space.*

Welcome to this \_\_\_\_ palace which dates back to 1517. Situated in beautiful tranquil surroundings on the banks of the river Thames, lies the jewel of our country's unique Royal heritage. As you would expect, Hampton Court spans over 400 hundred years of history and was home to some of the great Kings and Queens of England, such as Henry VIII and King William III.

It was originally built for Cardinal Wolsey, a favourite of King Henry VIII. As Wolsey fell from grace, the palace was confiscated by the \_\_\_\_.

Notice the Great Hall and the Chapel, built by \_\_\_\_ . The Great Hall is spanned by a large and sumptuously decorated hammer-beam \_\_\_\_ and its walls are hung with Henry VIII's most splendid \_\_\_\_.

Hampton Court was dedicated to luxurious pleasures and extravagant display. The Palace exterior is rich in detail: a complex astronomical \_\_\_\_ showing the signs of the zodiac, elaborate \_\_\_\_ made of terracotta brick and going back to another heroic age – medallions of \_\_\_\_ emperors.

Don't forget to visit the \_\_\_\_ which Henry built to store 600 barrels of wine and ale, which the court would consume during the year.

Tapestries  
Chimneys  
Favour

King  
Cardinal Wolsey  
Roof

wine cellars  
Roman

Clock  
Royal

### Exercise 5

*Read the following statements. Decide whether each statement is true or false.*

1. Henry VIII was crowned at Westminster Abbey.
2. Henry VIII was the first crowned king of a new royal dynasty, the Tudors.
3. Henry spent a lot of money on palaces.
4. Fearing internal threat, Henry built his palaces like fortresses.
5. In 1520 Henry sailed to France to make peace.
6. The picture of Francis and Henry's meeting is on display in Hampton Court.
7. The Book of the Royal Navy is now kept in Pepys (Pepysiana) Library in Cambridge.
8. The *Mary Rose* was raised and restored in the 1960s.
9. For two hundred years the church ruled from Rome.
10. Churches in Protestant England have colourful decorations, paintings on the walls and statues.
11. Hans Holbein came to England because that was a place where he would be appreciated for painting religious paintings.
12. Holbein's famous paintings are on display in the Museum of London.
13. Trinity College in Cambridge was founded by Henry VIII.
14. Hatfield contains many portraits of Elizabeth I.
15. Hilliard's miniature paintings are on display in the Victoria and Albert Museum.
16. The mapmaker sailed in one of Drake's ships and when he came back, he made two maps.
17. The image of the virgin Queen is the most powerful image of any British monarch ever.

### Exercise 6

*Answer the following questions.*

1. What image did the Tudors project?
2. Whom did Hampton Court originally belong to?
3. What is Hampton Court exterior like?
4. Why did Henry denounce the Catholic Church and the Pope himself?
5. In what way did Henry's Bible differ from the earlier bibles?
6. How did Henry's rejection of the Catholic Church change British art?
7. Whom did Henry ask to create an image of the royal power?
8. How did Henry's daughter Elizabeth build on Henry's vision?

9. How did Elizabeth deal with the problem of projecting an image accepted by the people?
10. Why did the Spanish Armada attack Britain?

### Exercise 7

*Choose the appropriate dates from the box to complete the sentences.*

1558	1348	1337	1534	1485	1453	1577	1603	1509
------	------	------	------	------	------	------	------	------

- The Hundred Years' War began in \_\_\_\_.
- The Hundred Years' War ended in \_\_\_\_.
- The Order of the Garter was established in \_\_\_\_.
- Henry VIII was crowned King of England in \_\_\_\_.
- The Wars of the Roses ended in \_\_\_\_.
- Reformation began in \_\_\_\_.
- The English and Scottish crowns united in \_\_\_\_.
- Spanish ships attacked Britain in \_\_\_\_.
- Sir Frances Drake embarked on a circumnavigation of the globe in \_\_\_\_.
- Elizabeth I was proclaimed Queen in \_\_\_\_.

### Exercise 8

*Which monarch is each sentence about? Choose from the names given below.*

**Henry II**

**Henry V**

**Henry VII**

**Henry VIII**

- \_\_\_\_ won the English crown on the battle field.
- \_\_\_\_ founded Trinity College in Cambridge.
- \_\_\_\_ started a new dynasty.
- \_\_\_\_ denounced Catholic Church.
- \_\_\_\_ married Eleanor of Aquitaine.
- \_\_\_\_ expanded the navy.
- \_\_\_\_ introduced the system of royal courts.
- \_\_\_\_ regularly summoned Parliament.
- \_\_\_\_ invited Hans Holbein to create the image of the royal power.
- \_\_\_\_ married the daughter of the king of York.
- \_\_\_\_ had six wives.
- \_\_\_\_ was the first of the Plantagenet kings.
- \_\_\_\_ united the white and the red rose in his coat of arms.
- \_\_\_\_ concluded the Treaty of Troyes in May 1420
- \_\_\_\_ was duke of Normandy, count of Anjou, duke of Aquitaine.
- \_\_\_\_ left a full treasury.
- \_\_\_\_ won a decisive victory at Agincourt.

## Exercise 9

*What do you know about the role of Anne Boleyn in English history? Choose the right word to fill in each blank.*

Anne Boleyn was the second (1) \_\_\_\_ of King Henry VIII and the (2) \_\_\_\_ of Elizabeth I. She was a fascinating Queen who (3) \_\_\_\_ her husband very much. Henry VIII (4) \_\_\_\_ Catherine of Aragon to marry Anne and so he quarreled with The Pope and broke away from the Catholic (5) \_\_\_\_ . However, King Henry (6) \_\_\_\_ a son but Anne had a daughter. The problem was that she didn't (7) \_\_\_\_ any more children. The King was impatient and he accused Anne Boleyn of infidelity. He also (8) \_\_\_\_ she was a witch. Henry (9) \_\_\_\_ Anne a prisoner in the Tower of London where she remained until she was beheaded. Some people say that Anne's (10) \_\_\_\_ walks in the Tower.

A	B	C	D
mother	wife	cousin	sister
A	B	C	D
mother	sister	cousin	daughter
A	B	C	D
hated	didn't like	loved	thought
A	B	C	D
killed	left	divorced	beheaded
A	B	C	D
a house	shop	time	church
A	B	C	D
loved	wanted	hated	looked
A	B	C	D
see	had	have	saw
A	B	C	D
said	put	saw	liked
A	B	C	D
looked	put	made	went
A	B	C	D
0 dress	book	shoe	ghost

## Exercise 10

*You have been asked to give a talk on the reign of Henry VIII. Here are the key phrases of your speech. As you speak try to include as many details as you can. What other facts might you give if you were asked many questions about Henry VIII's reign?*

1491 Born  
1509 Proclaimed King  
Conquered France  
Expanded his Navy

Determined to take mastery of the sea  
Invited Hans Holbein  
1534 Denounced Catholic Church  
Had to win over his people  
Supreme Head of the Church  
Glorified the style of the monarchy  
The 1<sup>st</sup> to be addressed as 'Majesty'  
Had six wives  
Impact on the history of his time / colossal  
1547 Died

### **Exercise 11**

*What do you know about the last Scottish queen? Do you know why her dramatic story has continued to provoke argument among historians ever since, while the public interest in Mary Stuart remains unabated? If you can't answer these questions, read the following text.*

### **Mary, Queen of Scots**

Mary, Queen of Scots (1542 – 1587), was the last Roman Catholic ruler of Scotland. The life story of this beautiful woman who was beheaded by her cousin Elizabeth I is one of the greatest tragedies of history.

Mary was the only child of James V of Scotland and Mary of Guise. The princess was only a week old when her father died, but she was immediately proclaimed queen of Scotland. She was sent to France at the age of six to be educated. She married the French “dauphin”, or crown prince Frances, at the age of 16. He became king soon after their marriage, but died in 1560.

Mary returned to Scotland in 1561. She found Scotland becoming a Protestant country, and she was a Roman Catholic. She did not oppose the spread of the Protestant faith at first. But in 1565, she married her cousin, Henry Stuart, who was known as Lord Darnley. This young Catholic nobleman's rise to power caused the powerful Protestant lords to revolt. The rebellion was quickly put down. But the queen soon discovered that she had married a weak and worthless husband, and she came to hate him.

An Italian musician, David Rizzio, was Mary's private secretary, and became one of her favourites. Scottish tongues began to wag about the relationship between Rizzio and the queen. A band of men led by two Scottish earls burst into Mary's private supper room in March, 1566. They dragged Rizzio from the table, and stabbed him to death. Darnley, Mary's husband, was one of the leaders in the murder, but Mary fled with him to Dunbar. Mary gave birth to a son two months later. He later became King James I of England.

Mary still hated her husband. Before long she began to show marked attention to James Hepburn, Earl of Bothwell. Early in 1567, the house in which Darnley was living was blown up by a charge of gunpowder, and he was found dead. All Scotland

believed that Bothwell had planned the crime. Three months later, Mary married Bothwell.

This marriage was Mary's fatal mistake. She was forced to abdicate in favour of her son in 1567, and she became a prisoner on the island of Loch Leven. She escaped in 1558, and raised a small army. But almost all Scotland was against her. Her forces were defeated, and she fled to England for protection. Mary was the centre of plots against her cousin, Queen Elizabeth I, because she had a claim to the English throne. She lived almost as a prisoner in the house of the earl of Shrewsbury for some years.

When plots against her became increasingly serious. Elizabeth moved Mary to a prison. The court found her guilty, and she was beheaded on February 8, 1587.

### Exercise 12

*Here are the people mentioned in Mary's story. How was each of them related to Mary?*

Elizabeth	Riccio	James V	Mary of Guise	James
	Bothwell	The French King	Darnley	Frances

### Exercise 13

*Match the names mentioned above to these sentence endings.*

- \_\_\_\_\_ was murdered by Mary's husband
- \_\_\_\_\_ died only after one year as king.
- \_\_\_\_\_ sent Mary back to Scotland.
- \_\_\_\_\_ died when Mary was only one week old.
- \_\_\_\_\_ was strangled.
- \_\_\_\_\_ died in 1559.
- \_\_\_\_\_ outlived Mary.
- \_\_\_\_\_ was made King by the Scots.
- \_\_\_\_\_ went mad and died in prison.

### Exercise 14

*Read the following article from Oxford Dictionary of British history about Elizabeth I and compare the information from the article with the information you learned from the video. What is new to you? Summarize the information in your own words.*

#### Elizabeth I

Elizabeth's mother was Anne Boleyn, Henry VIII's second wife. Elizabeth was born at Greenwich in September 1533 five months after her parents' marriage had been announced. In May 1536 her mother was executed and a new Act of Succession declared Anne's marriage void, Elizabeth illegitimate, and recognized Henry's third marriage to Jane Seymour as 'without spot, doubt or impediment'. The birth of her half-brother Edward in October 1537 made her chances of succeeding to the throne

appear remote. A third Act of Succession in 1543 reinstated her, declaring that if Edward died without heirs, the throne would pass to Mary and then Elizabeth.

She spent most of her girlhood at Hatfield. She received a high-powered classical education which left her in command of Latin and Greek and speaking French, Spanish, and Italian 'most perfectly'. She was on good terms with Catherine Parr, Henry's last wife, and when, after his death, Catherine married Lord Seymour, Somerset's younger brother, Elizabeth moved into the household. The arrangement ended when Seymour made playful advances to Elizabeth which were not totally unwelcome. After Catherine died in childbirth, Seymour suggested marriage to Elizabeth, who replied prudently that such a matter should be laid before the council. Seymour was arrested in 1549 on a charge of treason and Elizabeth closely questioned.

When Edward was dying in 1553 and could not bear the thought of a Catholic succession, he bypassed Elizabeth and named Lady Jane Grey, Northumberland's daughter-in-law, as his successor. During the ensuing crisis, Elizabeth stayed at Hatfield on the plea of illness. She was not well rewarded for her acquiescence in Mary's triumph. Within a month Mary was urging her to attend mass and Elizabeth, in floods of tears, real or simulated, begged for time to study the question.

In February 1554 Wyatt's rising against Mary's Spanish marriage brought Elizabeth to the brink of disaster. Summoned urgently to court, she pleaded more illness, then reluctantly obeyed. In March she was sent to the Tower while the conspirators were racked to provide evidence against her. 'She will have to be executed,' wrote the emperor's envoy Mendoza briskly. Ultimately she returned to Hatfield, attended mass regularly, and refused all offers of marriage. 'She is too clever to get herself caught,' Renard, the imperial ambassador, told the emperor.

In the event Elizabeth's accession, on 17<sup>th</sup> November 1558, passed off without incident. Even Mary, in her last weeks, had conceded its inevitability. Elizabeth was faced at once with the same problems that had confronted Mary on her accession five years before – the religious question and her own marriage. The outlines of her religious policy were signaled at an early stage when she placed two of Mary's bishops under arrest for intemperate sermons, and in her first Parliament took back the governorship of the church. It would have been surprising had she done anything else. To adopt a catholic posture would have meant accepting her own bastardy and admitting that she had no right to the throne.

The second problem, marriage, had already caused trouble. The political objections to marriage were overwhelming and her council and Parliament urged her in vain. A foreign husband would drag the country into continental disputes and reawaken religious animosities: marriage to a subject would be an act of condescension and a formula for faction. Though her reasons for virginity were largely negative, she turned it to her own advantage, declaring that she was married to her people.

Two other decisions could not be delayed – the choice of advisers and her attitude towards the war with France which she had inherited from her sister. On the

very first day of her reign she appointed as secretary William Cecil, whom she had employed as her estates surveyor.

Elizabeth was anxious to wind up the war against France, but dared not risk alienating her ally Philip, lest the nightmare possibility of a grand Catholic coalition of Spain, France and Scotland should come into existence. Nor could she easily reconcile herself to losing Calais and in the end a face-saving formula had to be devised. No sooner had she escaped one conflict than another emerged – in Scotland where she was persuaded to intervene in 1560 on behalf of the protestant lords against the French. Though the assault on the French-held Leith castle was a dismal failure, the death of Mary of Guise took the heart out of the French resistance and by the treaty of Edinburgh they agreed to withdraw.

The next developments in foreign affairs were on a totally different scale – no limited interventions, but the great crisis of her reign. Three problems ran together in the 1570s and 1580s – the international religious question, the problem of Mary, Queen of Scots, and the developing rift with Philip over the revolt of the Low Countries. Immediately after the failure of the rising of the northern earls, Pius V, far less moderate than his predecessor Pius IV, issued in 1570 a bull deposing her. The result was a series of plots against Elizabeth's life. The second element of the worsening storm was the decision of Mary, queen of Scots, after her disastrous marriage to Darnley and Bothwell, to flee her country in 1568 and place herself under Elizabeth's protection. She was soon under close arrest. Despair at ever being released led Mary to dabble in plots and each plot produced fresh demands from ardent protestants for her execution. For many years Elizabeth resisted but the Babington plot sealed Mary's fate and she was executed in 1587. The third factor was that relations with her erstwhile ally Philip broke down and from 1585 Elizabeth sent help to the Dutch rebels. Philip's retort was to begin planning the invasion of England and in July 1588 the great Armada left Corunna. At Tilbury, Elizabeth delivered the most famous of all her speeches, 'not doubting that we shall shortly have a famous victory over those enemies of my God, of my Kingdom and of my People'.

The defeat of the Armada turned her into a living legend and most famous of all English monarchs.

She died still in charge, capable of putting on performances and, at the end, naming 'our cousin of Scotland', James VI, as her successor.

### **Exercise 15**

*Reread the article about Elizabeth I and decide if each of the statements is true or false.*

1. Elizabeth was a devout Roman Catholic.
2. Elizabeth was the most likely person to inherit the throne after her father's death.
3. Before Edward died, he named Elizabeth as his successor, but Mary rebelled.
4. Elizabeth admitted that she had no legal right to the English throne.
5. Catholics evidently considered Elizabeth a legitimate heir to the throne.



6. Elizabeth's chief minister was also the caretaker of her estates.
7. Elizabeth wanted to execute Mary Stuart.
8. Mary Stuart had a claim to the English throne.
9. Mary Stuart was welcome in England.
10. Elizabeth disliked Lord Seymour.
11. Philip wanted to overthrow Elizabeth and restore the Catholic faith in England.
12. Elizabeth made herself Head of the Church of England.

### **Exercise 16**

*Work with a partner. Take turns asking each other questions about Elizabeth I.*

1. What kind of education did Elizabeth receive?
2. Why did Elizabeth evade the question of marriage?
3. What were Elizabeth's religious views?
4. What was the reason why Elizabeth did not hurry to end the war with France?
5. What threat did the Babington plot pose?
6. Why did Elizabeth send Mary Stuart to prison?
7. Why couldn't Elizabeth reconcile herself to losing Calais?

### **Exercise 17**

*Answer the following questions about Mary I and Elizabeth I.*

1. Who were Mary I's parents?
2. Who were Elizabeth's parents?
3. What were Elizabeth's religious views like?
4. What were Mary I's religious views like?
5. What was Mary's domestic policy like?
6. What was Elizabeth's domestic policy like?
7. What was Mary's foreign policy like?
8. What was Elizabeth's foreign policy like?
9. What image did Mary I project?
10. What image did Elizabeth I project?

### **Exercise 18**

*Number the events in each group in time order 1- 3.*

1. \_\_\_\_ The House of York and the House of Lancaster fought in the Wars of the Roses.
2. \_\_\_\_ England and France fought in the Hundred Years' War.
3. \_\_\_\_ The Tudors came to the English throne.

1. \_\_\_\_ Mary Stuart, the last Scottish Queen was executed.
2. \_\_\_\_ The time of Reformation began.
3. \_\_\_\_ The Spanish Armada attacked Britain.

1. \_\_\_\_ Elizabeth I came to the English throne.
2. \_\_\_\_ Mary I wanted to bring England back to the Roman Catholic Church.
3. \_\_\_\_ The Stuart dynasty came to the English throne.

### **Exercise 19**

*You have been asked to give a talk on the absolute monarchy of Henry VII. Here is the text of your speech. Render it into English.*

Складывание английской абсолютной монархии и её расцвет связывают с династией Тюдоров (1485 – 1603), утвердившейся на престоле после завершения кровопролитной войны Алой и Белой розы. Одержав в битве при Босуорте победу над Ричардом III, граф Ричмонд, родоначальник новой династии, короновался как Генрих VII (1485 – 1509). В его жилах текла кровь Ланкастеров, женившись же на Елизавете Йоркской, король положил конец многолетней распре аристократических кланов. Новый государь принадлежал к числу наиболее образованных людей своего времени, был ценителем литературы и искусства, покровителем итальянских художников и скульпторов, приглашённых к его двору. В то же время он оказался расчётливым политиком, властным и жестоким по отношению к противникам, чрезвычайно изобретательным в выманивании денег у своих подданных и экономным в управлении финансами.

Генрих VII распустил ливрейные отряды, служившие знати, сравнял с землей замки непокорных и истребил кланы тех, кто мог бросить вызов его власти. Конфискованные земли и имущество мятежников пополнили государственную казну, Генрих VII стал одним из самых богатых монархов Европы: его состояние достигало 2 млн. фунтов стерлингов. Он также ликвидировал судебные права лордов, расширив юрисдикцию королевских судов.

Эти меры стали возможными благодаря поддержке, оказанной централизаторской политике государя самыми широкими слоями английского общества, уставшего от войны, а также парламентом. В конце XV - начале XVI века сложилась новая система отношений между короной и английским дворянством. Уцелевшие представители аристократии были вынуждены проявлять лояльность, но чтобы создать прочную опору престолу, Генрих VII стал насаждать так называемую новую «тюдоровскую аристократию», даруя титулы и земли своим сторонникам, которых вербовал из отряда джентри.

## **Exercise 20**

*Imagine that you have been asked to make a speech on the Age of the Tudors. Make a plan of your speech. Think of the answers to the following questions.*

1. Who was the founder of the Royal dynasty?
2. How did Henry unite the House of Lancaster and the House of York?
3. What is the role of Henry VII in establishing a new monarchy?
4. When was Henry VIII proclaimed King of England?
5. Whom did Henry VIII decide to take as his model of kingship?
6. Why did Henry VIII marry the widow of his brother, Catherine of Aragon?
7. What was Henry VIII's foreign policy like?
8. Who was the architect of his victories?
9. Who carried out the Reformation in England?
10. Who was the first Supreme Head of the Church of England?
11. Who inherited the English Crown after Henry VIII's death?
10. What kind of ruler was Elizabeth I, Henry's daughter?

## LESSON 4. THE AGE OF REVOLUTION

### Introduction

We are going to speak about one of the most turbulent periods in British history – the time of the Civil War (1641 – 1652), the Stuart rule, about the abolition of monarchy, the Restoration of the Stuarts, the Glorious Revolution and about the greatest painters of the age. Here are a few cultural notes that you might find useful. Study them.

### Cultural notes

**James I (1566 – 1625)** – the King of England from 1603 until his death. Before he became king of England, he was already the king of Scotland (as James VI), and in 1603 the two kingdoms were united under one king.

**Charles I (1600 – 1649)** – the King of England, Scotland and Ireland from 1625 to 1649. He often disagreed with Parliament and made many unpopular decisions, and so helped to cause the English Civil War. As a result, he was executed in 1649.

**Charles II (1630 – 1685)** – the King of England, Scotland and Ireland who was the son of Charles I. He officially became king after his father's death in 1649, but he did not return to England to rule until the end of the English Civil War in 1660. He is sometimes called the Merry Monarch.

**Great Britain** – the geographical term used to distinguish the largest of the British Isles from Brittany, or Little Britain. When James I succeeded to the throne in 1603, he proposed that the union of the crowns should be followed by the union of the governments and suggested the name Great Britain.

**Hooke, Robert (1635 – 1703)** – Hooke made the microscope well known as a scientific instrument, publishing his *Micrographia* in 1665. Its splendid engraving of the flea made a tremendous impression. Previously, Hooke had worked with Robert Boyle on the air pump, and in 1662 had been appointed curator to the Royal Society, with the duty of performing experiments at the meetings.

**Lely, Peter (1618 – 1680)** – portrait painter. Born Pieter van der Faes, 'Lely' was a nickname borrowed from his family home at The Hague. He seems to have come to England in the early 1640s as an aspiring landscape artist.

**Restoration** – the restoration of monarchy in 1660 was due more to the failure of alternative republican regimes than to the efforts of loyalists.

**Van Dyck, Sir Anthony (1599 – 1641)** – a Flemish painter who lived for some time in England, and is known especially for his portraits of the British king Charles I and his family.

### Part I: The Civil War

#### Exercise 1

Watch part I of 'Age 4' and fill in the blanks with the expressions from the video.

1. 30<sup>th</sup> January 1649 was the day when the country killed \_\_\_\_\_.
2. The early years of the 17<sup>th</sup> century gave the 1<sup>st</sup> signs of \_\_\_\_\_.
3. A new dynasty had inherited the English throne, \_\_\_\_\_.
4. The pretensions of Charles I reached \_\_\_\_\_ heights.
5. To make his magnificent hall in Banqueting House more impressive, Charles commissioned one of the greatest European painters of his age, \_\_\_\_\_ to create a stupendous ceiling.
6. What Rubens had done was to show Charles' vision of \_\_\_\_\_.
7. Rubens told a story of \_\_\_\_\_, Charles' father.
8. The painting on the ceiling shows James I ascending to \_\_\_\_\_.
9. James actually believed that he was \_\_\_\_\_. He told his children that they were \_\_\_\_\_ set on earth to rule over men.
10. The king's subjects and Parliament were upset by \_\_\_\_\_.
11. With protests growing throughout the 1630s, another great painter arrived from \_\_\_\_\_. His name was \_\_\_\_\_. The portraits he produced are a snapshot of the \_\_\_\_\_ generation.
12. Events moved so quickly that \_\_\_\_\_. It began with protests of the puritans, extreme protestants who set themselves against \_\_\_\_\_.
13. Their fear was \_\_\_\_\_.
14. Many of the puritans' objections that were being heard across the country were shared by \_\_\_\_\_ which was already in a power struggle with the king.
15. A decade earlier Charles had actually abolished \_\_\_\_\_, thinking that he had the right and would rule \_\_\_\_\_.
16. Charles ran out of money and had to \_\_\_\_\_ to raise cash.
17. Instead of just agreeing they returned with a long list of \_\_\_\_\_ about \_\_\_\_\_, \_\_\_\_\_.
18. The king was so alarmed, and actually feared for his life that he \_\_\_\_\_.
19. The events were out of \_\_\_\_\_. Within months, the unthinkable was happening. The nation was \_\_\_\_\_. On one side \_\_\_\_\_. On the other \_\_\_\_\_.
20. The civil war led the people to question the way \_\_\_\_\_.
21. The levellers believed \_\_\_\_\_. The diggers believed that \_\_\_\_\_. The ranters believed \_\_\_\_\_. All these ideas exploded. It is wonderfully summed up in a woodcut called \_\_\_\_\_.
22. Oliver Cromwell was \_\_\_\_\_ from \_\_\_\_\_. When war started, he joined \_\_\_\_\_ and proved himself very quickly to be \_\_\_\_\_.
23. Cromwell's military genius brought about the defeat of \_\_\_\_\_.
24. With the king captured and behind bars, Parliament made the decision to put him on trial for \_\_\_\_\_. The verdict was \_\_\_\_\_. Charles made a final statement of his belief with amazing calm ending with the words \_\_\_\_\_.
25. With Charles out of the way, \_\_\_\_\_.
26. Out of the confusion, Cromwell eventually emerged as \_\_\_\_\_. Cromwell was a mass of \_\_\_\_\_. He was a puritan, who famously banned \_\_\_\_\_, and yet \_\_\_\_\_. He tried to curb \_\_\_\_\_. Yet in later years he became somewhat of a \_\_\_\_\_.
27. In England he was seen rather as a \_\_\_\_\_. In Ireland he was seen as a \_\_\_\_\_.

28. Cromwell died in \_\_\_\_\_. In less than two years the Commonwealth \_\_\_\_\_.
29. Charles' son was invited back from exile to \_\_\_\_\_.
30. Britain had lost its appetite for \_\_\_\_\_ change.

## **Exercise 2**

*Say whether the statement is true or false.*

1. Charles I was a confirmed Protestant.
2. James I believed that he was as a god.
3. James I and his son Charles I had the same vision of kingship.
4. Charles I dismissed Parliament, resolving never to call another.
5. Anthony van Dyck produced portraits of people of power.
6. Parliament did not share the puritans' objections.
7. Charles summoned back his Parliament, but they refused to come back.
8. The king was put on trial for treason.
9. When Charles I was executed, his son was invited to assume the English throne.
10. Cromwell joined the Royalist army when war broke out.
11. Cromwell proved to be a very democratic ruler.
12. Cromwell was made Lord Protector of England and Ireland.

## **Exercise 3**

*Discuss the following questions with your partner.*

1. What royal dynasty inherited the English throne when Elizabeth I died?
2. What was Charles I's vision of kingship?
3. What were Charles' religious views?
4. Whom did Charles I invite to be his court painter?
5. What commission did the painter get?
6. Where do enthusiasts stage a Civil War re-enactment each year?
7. Why do you think enthusiasts stage a Civil War re-enactment?
8. Why did Charles I flee the capital?
9. Why did people dare to think things they had never thought before?
10. Why did the Civil War divide families? Give an example from the video.
11. How is Cromwell's personality reflected in his portraits?
12. What were the reasons why the Republican experiment collapsed?
13. When did the Restoration of the Stuarts take place?

## **Exercise 4**

*Which of the following can be regarded as the causes of the Civil War? Choose from the list below. What other facts might you give if you were asked many questions on the topic?*

1. Legal and constitutional arguments about taxation.

2. Legal and constitutional arguments about the rights of Parliament.
3. Legal and constitutional arguments about the extent of the royal power.
4. Fighting for the possession of the Crown.
5. Religious panic that the king was abandoning the Church of England.
6. Claim to the French throne.
7. Fighting for universal franchise.

### Exercise 5

*The Civil War is one of the most dramatic historical events of the 17<sup>th</sup> century. You are going to read a paragraph about it, but some of the words are missing. Complete the text with following words. One word can be used twice.*

The Roman Catholics	Parliament
Protestant	Treason
Genius	Scots
Authority	God
Command	Brutal
Campaign	Royalist

The English Civil War was a war of political and religious struggle that lasted from 1642 to 1649 between those who supported the King and those who supported Parliament. The King believed that he had been appointed by \_\_\_\_ to rule, and that he should have complete power over when to summon a \_\_\_\_\_. He also had religious sympathies with \_\_\_\_\_ although he was Head of the \_\_\_\_\_ Church of England. The Parliamentarians believed that for centuries Parliament had helped to rule the country and had therefore acquired its own \_\_\_\_\_. Also many of them felt that the Church of England was not \_\_\_\_\_ enough; they sought for a new religious-political arrangement for England.

During the war, Oliver Cromwell who was a member of Parliament emerged as a military \_\_\_\_\_. Under his \_\_\_\_\_ the Parliamentarians fought and won more battles and acquired more support. Eventually they captured the King who refused to acknowledge their rights. He escaped, was recaptured and brought to London. In January 1649, after a trial in the High Court, with lawyers who were members of Parliament as the judges, Charles I was found guilty of \_\_\_\_\_ and executed in London. A 'Commonwealth of England' was declared, with Cromwell as a member of the ruling Council.

At this point many soldiers believed that their efforts were over. But in Ireland \_\_\_\_\_ forces had regrouped in alliance with the Catholic Irish. Cromwell was sent by the ruling council to deal with the problem. He took thousands of reluctant soldiers with him, and led a successful \_\_\_\_\_ which destroyed the \_\_\_\_\_ opposition. However, his behaviour as commander of the English Republican forces in Ireland was untypically \_\_\_\_\_. When the besieged towns of Drogheda and Wexford eventually surrendered, hundreds of ordinary citizens were killed. Cromwell hated the Roman Catholic Church, which he believed was imposing an unlawful hierarchy of priests on

Catholic countries instead of encouraging people to read the Bible. His bitterness may explain why he allowed these atrocities to happen. He returned to England in May 1650 because of a new threat from the \_\_\_\_.

### **Exercise 6**

*What do you know about the role of James I in British history? Read the passage and find out. Do you know other facts about this historical figure?*

James I (1566 – 1625) was the son of Mary, Queen of Scots, and Lord Darnley. When his mother abdicated in 1567, he became King James VI of Scotland. When his cousin Queen Elizabeth I of England died in 1603, he became king of England. James believed strongly in his own divine right to rule and quarreled with Parliament. He was intolerant of Protestant dissenters.

The first permanent English colony was established in Virginia in 1607. It was named Jamestown in honour of James I. The Puritans, Protestant dissenters, migrated to New England later in his reign. A major achievement of James' reign was the translation of the Bible by a commission of churchmen, published in 1611. It has become known as the King James Version.

James married Princess Anne of Denmark in 1589. Their daughter Elizabeth married the German elector of the Palatinate, and one of their great-grandsons became King George I of England in 1715. James was succeeded by his son, Charles I.

The young King was kept fairly isolated but was given a good education until the age of 14. The course had been rather narrow, mainly three languages, Greek, French, and Latin, always set within a biblical framework. His mother's books provided him with an introduction to the French poets. More useful than all his tutors' teaching was the library, of classical, religious, and, to a lesser extent, historical writings that his tutors assembled for him.

In his youth King James wrote poetry, with energy but slender talent. His works included a long translation from the French..., and in the whole series of the King's verse there is only one reference to Scottish scenery, to the cloud-topped Cheviot Hills. The young sovereign impressed the Scottish subjects considerably with his great knowledge.

Even as a young man, he liked to influence those around him, an outgrowth of his conception of his great position. From the time he grew up his most salient quality was his pleasure in giving, accompanied, unfortunately, by an absence of any money sense. Through his life he also had a deep desire for peace.

Uncommunicative and brooding, he always kept to himself. James was very sure of his decisions. James was not appreciated in England as he had been in Scotland. He hardly understood the rights or the temper of the English Parliament and thus came into conflict with it. He had little contact with the English middle classes, and he suffered from the narrowness of his horizons. Elizabeth had travelled throughout her country and played her part before the nation; the crowds along the roadside all could hear her calculated loud asides. But James was domestic; perhaps his outdoor



servants, his huntsmen, and the keepers of the hunting lodges were the only members of the rural working class with whom he came in contact.

### **Exercise 7**

*Correct the false sentences.*

1. James thought kings were servants of their people.
2. James did not understand the English political tradition.
3. James had few friends among the English.
4. James had an outgoing personality.
5. James had a mediocre talent for poetry.
6. James kept his kingdoms in peace.
7. James is remembered for translating the Bible
8. When James died, his son James II inherited the English crown.

### **Exercise 8**

*In the twenty-first century, interest in the period of the Civil War has captured the public imagination, and there are now a large number of groups that re-enact particular episodes of the Civil War. The groups are organized as supporters of Cromwell or the King. They know exactly whose side they would have been on. Discuss the following questions with your partner.*

1. Why do you think people in the twenty-first century display interest in commemorating the events of the Civil War?
- 2 What do you think of the importance of historic battle re-enactments?

## **Part II: Restoration**

### **Exercise 1**

*Watch part II of 'Age 4'. Fill in the blanks with the expressions from the video.*

1. Charles II accepted that he had to \_\_\_\_.
2. Charles II was famous for \_\_\_\_.
3. Peter Lely had a lean time during \_\_\_\_.
4. Charles II may have been a pleasure seeker, but he also took care to act as patron of \_\_\_\_.
5. One effect of the Civil War was \_\_\_\_.
6. When Charles II came back he may have put an end to political experiment, but he certainly didn't put an end to \_\_\_\_ experiment. He realized it could be to England's greater glory and he gave it his royal \_\_\_\_.
7. The Royal observatory was built on the king's orders to promote \_\_\_\_.
8. The celestial map produced by \_\_\_\_ revealed the Universe as never before.
9. The work that was begun under Charles eventually led to Greenwich being declared the official centre of the world for the purposes of \_\_\_\_.

10. Reaching out across the night sky is a laser beam that marks \_\_\_\_ \_\_\_\_, the imaginary line from which all the time zones of the world are calculated.
11. The science of study was so new that it welcomed anyone to its ranks. One of the greatest scientists of the age had begun as a \_\_\_\_, apprentice to Peter Lely.
12. \_\_\_\_ had begun as the 1<sup>st</sup> curator of experiments.
13. By the 1660s London was one of the busiest trading capitals of the world. Here Robert Hook and his friend \_\_\_\_ would make their names \_\_\_\_.
14. Science today is very specialized but Wren was delving into everything. He was fascinated by \_\_\_\_ and \_\_\_\_\_. He made \_\_\_\_ and devised \_\_\_\_.
15. In the early hours of September 2<sup>nd</sup> 1666 \_\_\_\_ at a Pudding Lane bakery. In four days \_\_\_\_\_. Within a week \_\_\_\_\_.
16. Wren submitted a plan for \_\_\_\_\_. It swept away the narrow streets that had helped the fire spread and replaced them with \_\_\_\_\_.
17. Wren imposed his mark on the city by designing \_\_\_\_\_.
18. When the old cathedral had burnt down, Wren got the job of \_\_\_\_\_. Wren wanted to use scientific principles to create \_\_\_\_\_ to rival St Peter's in Rome.
19. From the start Wren got opposition from the \_\_\_\_ in getting the building he wanted commissioned.
20. It went through a number of designs before he won their \_\_\_\_.
21. Wren was determined to build a cathedral whose scale and ambition would push mathematics and engineering to its \_\_\_\_\_.
22. \_\_\_\_\_ of St' Paul's Cathedral dominates the London skyline.
23. \_\_\_\_\_ was a unique idea and a brilliant achievement.
24. Another less known testament to Wren's genius is \_\_\_\_\_.
25. Wren had a scheme to install a \_\_\_\_\_ reaching up through a hole in the roof.

## Exercise 2

*Look at these sentences. Three are false. Which ones? Correct the false sentences.*

1. Charles II encouraged the exploration of the natural world.
2. The celestial map produced by John Flamsteed reflected sensual images so beloved by Charles.
3. Charles invited Robert Hooke to be his court painter.
4. Christopher Wren was fascinated by astronomy.
5. Wren wanted St. Paul's Cathedral to be a monument to faith.
6. The king would not approve of the design of St. Paul's Cathedral.
7. The 17<sup>th</sup> century was a time of turmoil.
8. Britain was officially renamed Great Britain in 1707.

### Exercise 3

Watch part of the video about St Paul's Cathedral again. Then look at answers 1- 10 below. Imagine you are talking to a guide in St. Paul's Cathedral. These are the guide's answers. What are your questions?

1. by Sir Christopher Wren.
2. Because it was rejected by the clergy.
3. It was destroyed in the Great Fire of London.
4. To deliver to England something that it had never had before: a dome on a huge scale.
5. To make a dome that was in proportion to the cathedral from the inside, but from the outside was big enough to dominate the London skyline.
6. Wren's collaborator, Hooke.
7. A two-dome solution, geometric staircase, a whispering gallery.
8. As a monument to science.
9. To install a giant telescope reaching from right down there up through a hole in the roof.
10. Horatio Nelson, Arthur Wellesley, Sir Christopher Wren, Sir Alexander Fleming and other notable people.

### Exercise 4

Which monarch is each statement about: Charles I or Charles II? Write the name.

- \_\_\_\_\_ bowed to the will of Parliament.
- \_\_\_\_\_ wanted to rule without Parliament.
- \_\_\_\_\_ put an end to political experiment.
- \_\_\_\_\_ fathered fourteen illegitimate children.
- \_\_\_\_\_ acted as patron of the greatest intellectual enterprises of the age.
- \_\_\_\_\_ struggled to restore his royal authority.
- \_\_\_\_\_ invited Peter Lely as his court painter.
- \_\_\_\_\_ upset his subjects and more dangerously his Parliament.

### Exercise 5

Choose the appropriate dates from the box to complete the sentences.

1666	1658	1660	1649	1642
1708	1707	1651		

1. The Civil War started in \_\_\_\_\_.
2. King Charles I was executed in \_\_\_\_\_.
3. The Civil War ended in \_\_\_\_\_.
4. Oliver Cromwell died in \_\_\_\_\_.
5. Charles II was restored to the throne in \_\_\_\_\_.
6. The Great Fire of London broke out in \_\_\_\_\_.

7. The final stone of St. Paul's Cathedral was laid in \_\_\_\_.
8. England and Scotland united in a political union in \_\_\_\_.

### **Exercise 6**

*Choose the right answer to finish the following sentences.*

1. Charles I made \_\_\_\_ court painter and knighted him shortly after his arrival in England.
- A. Peter Lely
  - B. Anthony van Dyck
  - C. Nicholas Hilliard
2. Charles I did all his grand entertaining at \_\_\_\_.
- A. Banqueting House in London.
  - B. Hampton Court
  - C. Buckingham Palace
3. The crowning glory of the Banqueting House is the ceiling painted for Charles I by one of the greatest painters of the age, Sir Peter Paul Rubens, to depict the apotheosis of \_\_\_\_ and the triumphs of \_\_\_\_ government.
- A. Henry VIII; Tudor
  - B. Henry V; Lancaster
  - C. James I; Stuart
4. \_\_\_\_ was a war resulting from a power struggle between king Charles, during which the King, Charles I, was defeated and executed.
- A. The Wars of the Roses
  - B. The Glorious Revolution
  - C. The English Civil War
5. In a country governed by custom, precedent, and the common law, \_\_\_\_ completely changed the ancient frame of government, reforming Parliament and imposing a written constitution. By conquest he incorporated the separate kingdoms of Scotland and Ireland into a single \_\_\_\_ with England.
- A. Edward I; kingdom
  - B. Thomas Cromwell; empire
  - C. Oliver Cromwell; commonwealth
6. Oliver Cromwell forbade the celebration of \_\_\_\_.
- A. Thanksgiving
  - B. Christmas
  - C. Easter

7. The failure of Cromwell's son, Richard, to control Parliament and the anarchic struggle between Cromwell's would-be successors made it possible for \_\_\_\_ to return to London where he was welcomed back with enthusiasm.

- A. James II
- B. Charles II
- C. Edward VI

8. The Great Fire of London broke out on \_\_\_\_.

- A. October 14<sup>th</sup>, 1689
- B. September 2<sup>nd</sup>, 1666
- C. January 30<sup>th</sup>, 1649

9. Charles II encouraged the exploration of \_\_\_\_.

- A. the universe
- B. the arts
- C. the natural world

10. Charles II invited \_\_\_\_ to be his court painter.

- A. Robert Hooke
- B. Peter Lely
- C. Sir Anthony van Dyck

11. In 1662 \_\_\_\_ was appointed curator to \_\_\_\_, with the duty of performing experiments at the meetings.

- A. Robert Hooke; the Royal Society
- B. Peter Lely, the Royal Society of Arts
- C. Sir Christopher Wren, the Royal Navy

12. \_\_\_\_ was commissioned to rebuild St. Paul's Cathedral and 51 city churches. His other works include the Sheldonian Theatre (1664 – 1669), Tom Tower (Christ Church), extensions to Queen's college at Oxford, etc.

- A. Inigo Jones
- B. John Vanbrugh
- C. Sir Christopher Wren

13. The first permanent English colony was established in Virginia in 1607 and it was named after \_\_\_\_.

- A. Elizabeth I
- B. James I
- C. James II

14. During the Civil War Charles I decided to leave the capital and established his headquarters at \_\_\_\_.

- A. Oxford

- B. York
- C. Canterbury

### **Exercise 7**

*What do you know about the Glorious Revolution and about the role of Mary II and William of Orange in British history? Read the following text and name the facts that you consider most interesting.*

James II (1633 – 1701) was a younger son of King Charles I. As Duke of York he had a distinguished career as admiral and head of the Navy. In 1664, New Amsterdam, captured from the Dutch, was renamed New York in his honour.

James succeeded his brother Charles II in 1685. He tried immediately to carry out two major aims – to rule without Parliament and to make England Roman Catholic. But his efforts aroused such opposition that he was forced to flee the country. Fleeing London in December 1688, James dropped the Great Seal of England in the river Thames.

In the ‘Glorious Revolution’ of 1688, Mary, his Protestant daughter, and her husband, William of Orange, were proclaimed joint rulers in his place. James spent the rest of his life in exile.

Mary II (1662 – 1694) was the older of the two Protestant daughters of James II. She married William of Orange, the chief executive of the Dutch Republic. During the Glorious Revolution of 1688, Parliament offered the throne to William and Mary as joint rulers. William landed in England with an army of 14,000 men in 1688. No blood was shed in this ‘Glorious Revolution’, and James escaped to France. William and Mary promised to obey the terms of the Declaration of Rights (later called the Bill of Rights). Although they were to rule jointly, William insisted on making the decisions.

In 1690, William defeated James and a French and Irish army at the battle of the Boyne, in Ireland. The Protestants of Ulster, Ireland, backed William, and are still called ‘Orangemen’.

William was one of the ablest kings of England, but he was not popular. The people did not understand his ways, and he did not understand the English political system. He let Parliament limit his power in order to gain its support against France. He proved to be a good soldier and a clever diplomat in the struggle with France over Louis XIV’s attempts to annex the Spanish Empire. He made alliances with nearly all of Europe against Louis, but died before the War of the Spanish Succession began.

### **Exercise 8**

*Read the questions. Discuss the answers with your classmates.*

1. Why did Parliament invite James’ daughter Mary and her Dutch husband to rule?
2. Why did James’ attempts to make England Roman Catholic face immediate opposition? Give reasons.

3. What was special about the Glorious Revolution?
4. What are the reasons why William of Orange was not popular in England?

### **Exercise 9**

*You have been asked to give a talk on the reign of James VI. Here is the text of your speech. Render it into English.*

Яков II стал предпринимать шаги для установления в Англии католицизма, отождествлявшегося в умах современников с подчинением французам и папе римскому. Возмущение политикой короля стало всеобщим, и лидеры оппозиции в июне 1688 послали приглашение главе нидерландского правительства Вильгельму Оранскому, мужу дочери Якова Марии, явиться в Англию с оружием в руках и восстановить в ней погрязшие протестантские свободы.

5 ноября 1688 года Вильгельм высадился в Англии с 15-тысячным войском. Отряды, собранные Яковом II, стали переходить на сторону противника. Покинутый всеми, Яков II бежал во Францию. 18 декабря 1688 года Вильгельм Оранский вступил в Лондон и в начале 1689 года был провозглашён королём Англии. Так произошёл бескровный государственный переворот, получивший название «Славной революции».

Основным документом нового государственного режима стал «Билль о правах». Англия превращалась в парламентскую монархию. Король терял право вето и должен был управлять страной совместно с парламентом. Он не мог без разрешения парламента собирать налоги, содержать постоянное войско, вмешиваться в дела религии. В то же время избирательное право оставалось прежним – им обладали только имущие граждане. Религиозная терпимость, провозглашённая биллем, носила ограниченный характер. В стране надолго устанавливается двухпартийная система, возникшая еще в годы реставрации: то виги (буржуазно-дворянская партия), то тори (консерваторы-землевладельцы) получают преобладание в правительстве.

### **Exercise 10**

*You have been asked to write an article about one of the most turbulent periods of British history for your college newspaper. Describe the most significant historical events of the 17<sup>th</sup> century. Bring your ideas together, express your general opinion of the period. Make sure you get the reader interested.*

### **Exercise 11**

*What do you know about the British system of government? Some British people say it is the most democratic system in the world. Read an article from “British Life and Institutions” by Mark Farrell and add some new facts or details.*

## Government

While the shape of the country changed, the system of government also developed and transformed itself. Henry VIII was an autocratic medieval-style monarch, with very few limits on his power. Today, Britain has a monarch but within a parliamentary democracy.

In 1649, after a long and terrible civil war against Parliament, King Charles I was beheaded. There was then a period of republican government known as the Commonwealth. Surprisingly, the monarchy later re-established itself, although things would never be quite the same again. The Habeas Corpus Act of 1679 guaranteed certain basic freedoms for the citizen. In 1689, a Bill of Rights established Parliament as the central body of government. In the 19<sup>th</sup> century a number of Reform Acts gave the vote to more and more of the male population; in 1928, this was finally extended to all women over 21. Other laws were passed to limit the length of parliaments and the power of the House of Lords.

By far the strangest feature of the system is the role of the monarch. The Queen appears on paper to have tremendous power, but in fact has hardly any at all. The country is a kingdom, the government is Her Majesty's Government, laws are made by the Queen in Parliament, criminals are tried in the name of the Queen, and the Queen is the head of state. She dissolves Parliament before an election and she appoints the new Prime Minister (PM); she has a business meeting with the PM once a week, usually on Tuesdays; at the annual State Opening of Parliament she makes the Queen's speech, which outlines the government's plans. She is the head of the Commonwealth (which includes 51 countries and a quarter of the world's population), and she is actually Head of State in 16 countries including Canada, Papua New Guinea and Jamaica. All this seems to add up to a dominant role within the system. But it does not: the key word here is *symbolic*.

Queen Elizabeth signs all the new laws that are presented to her; she cannot pick and choose. She appoints the leader of the majority party as Prime Minister, automatically. The Queen's speech is in fact written for her by the government. Any power she may have is strictly personal: if PMs respect her opinion on something (such as the Commonwealth, on which she is an expert), they will take her advice. Constitutionally, she has the right only, "to be consulted, to encourage, and to warn".

In the USA constitution enforces a strict separation between the executive, the legislature and the judiciary. Britain has some separation but not very much. The legal system is independent to a large degree: although the government of the day appoints judges, it cannot interfere with their work and it cannot get rid of those appointed by the previous government. But the executive and the legislature are not separate at all: in fact, the former is part of the latter. The law-making body is Parliament – the House of Commons and the House of Lords. The Commons is made up of all the Members of Parliament (MPs) chosen by election – about 650 of them. Within that there is the majority party, and within the majority party there is a group of ministers who are the government. The leader of the majority party is the head of the government, the Prime Minister.



The top ministers form an elite group of about 20, known as the Cabinet. These are the people who sit round a table with the Prime Minister and decide on the policies of the government. They have a rule of collective responsibility: in public they all have to agree with the decisions of the whole Cabinet.

The role of the PM is extremely important: he or she appoints all the members of the government, so every one of them owes their job to the PM. It is very hard to be independent.

The voting arrangements in Britain have always tended to produce two major parties. In the 18<sup>th</sup> century, it was Tory versus Whig, then Tory versus Liberal, and in modern times, Conservative versus Labour. This fact is reflected in the constitution itself. The second biggest party in the House of Commons becomes the Official Opposition: its leader is paid a salary from the public purse and given an office.

As in the legal system, the parties confront each other and argue. The house of commons is built for confrontation: two sets of seats face each other across a neutral no-man's land. In fact the space between the two sides is two swords's lengths and one foot, to prevent fights! This theatrical way of doing things has some advantages. For one, it is easy for the public to understand. Also, it means that the government is always being publicly challenged, which is good for democracy.

There may be constitutional monarchs around the world, but nowhere is there anything quite like the upper Chamber of the British Parliament, the House of Lords. The function of the upper Chamber is to act as a brake on the government of the day. Its members take a long cool look at new legislation prepared by the Commons. They discuss it, revise it and sometimes send it back to be reconsidered. Their power has for a long time been very limited. Even before the 20<sup>th</sup> century it was accepted that the Commons was the real seat of power.

### **Exercise 12**

*Work in pairs. Take turns asking and answering questions about the British government.*

1. How had the system of government transformed itself since the time of Henry VIII up to the present day?
2. What was the historic significance of the Bill of Rights of 1689?
3. Who is the head of state in the UK?
4. What are the duties of the monarch?
- 5 How would you describe the role of monarchy in modern times in Britain?
6. Is there any separation between the legislative, executive and judicial branches of power in the UK?
7. What do the letters MP stand for?
8. How is the Prime Minister chosen?
9. How important is the role of the Prime Minister?
10. What is the function of the House of Commons?

### **Exercise 13**

*Read the following statements. Decide whether each statement is true or false. Compare your answers with those of a classmate.*

1. There is no separate election for the Prime Minister.
2. The Government is appointed separately from Parliament.
3. The most important members of the House of Lords form the Cabinet.
4. Once the Cabinet has decided on a policy, all members must agree to support it.
5. The two largest parties share most of the seats between them: the Conservative and the Labour Parties.
6. The idea of an Opposition Party is central to the British system of government.
7. The Queen appoints the leader of the majority party as Prime Minister by consultation.

### **Exercise 14**

*Reread the text of exercise 12 and make notes under the following headings, then talk about the British system of government.*

1. The history of the question
2. Monarchy
3. The separation of powers
4. The Cabinet
5. Political parties

### **Exercise 15**

*There may be constitutional monarchs around the world, but nowhere is there anything quite like the upper Chamber of the British Parliament, the House of Lords. Read an article about the House of Lords from “Understanding Britain Today” by Karen Hewitt.*

### **Who should sit in the House of Lords?**

Most democratic systems have two legislative chambers or sections: power is divided in some way between the upper house and the lower house. In Britain, the House of Commons has always been the centre of political power and Parliamentary sovereignty while the House of Lords used to be composed of members of the hereditary aristocracy; it is ridiculous but true that ‘hereditary lords’ were still the majority of members in 1997 when the Labour Government came to power with a manifesto promise to ‘reform’ the House of Lords. In fact the absurdity of having part of our Parliament based on hereditary principles that were outdated a hundred years ago has been recognized since 1958 when the Prime Minister was given the right to appoint life peers to the House of Lords. The seats of life peers are not passed on to

their eldest children. But many hereditary peers remained, not all of them active, but some of them insisting on taking a part in governing the country.

In 1997 there were about 750 hereditary peers. By 1999 all but 98 had been dismissed. Those who remained did so on a temporary basis until the government had decided whether to have a fully-appointed House of Lords or something in between. For ten years nothing has been decided. The active life peers were mostly appointed because of their notable contribution to public life as experts in law, social works, politics, economics, foreign affairs, education and so forth, so debates in the House of Lords are often very lively and well-informed. Committed democratic lords insist that they have a useful function and do a great deal of important Parliamentary work. Most people would agree. The Lords (who include a significant number of Ladies) examine and suggest amendments to Commons legislation; they point out failings in the law when applied to new policies; they can and do insist on principles when the Commons are being more 'pragmatic'. But however democratic they may be as individuals, the institution is not democratic which is where the problems lies.

We are agreed that hereditary peers should have no right to sit in the House of Lords. So should the peers be elected? That is the most democratic solution; the trouble is that elections most certainly develop along party-political lines, so that the House of Lords would be a kind of copy of the House of Commons with the same sort of career politicians on the seats. So should they instead be appointed by some kind of independent committee? If so we would probably continue to see lively specialists with a lifetime of interesting experience filling the seats and challenging the government – but it would not be democratic.

This is an interesting example of a fundamental problem in politics: for the best kind of democracy do you need always to have democratic methods? Or should wise 'men' make decisions rather than the voters? As I write, the British Parliament – and the British people – have not made up their minds.

### **Exercise 16**

*Write answers to the questions. Discuss your answers in small groups.*

1. What are the functions of the House of Commons and the House of Lords?
2. What is special about the British Parliament?
3. What is the difference between life peers and hereditary peers?
4. According to the author, what would be the most democratic solution regarding the House of Lords?
5. What would be the trouble if the House of Lords were to be elected?
6. How would you answer the question put by the author: for the best kind of democracy do you need always to have democratic methods?
7. Have the British people found an answer to that question?

### **Exercise 17**

*Do you know that Margaret Thatcher was the UK's first woman prime minister and she had a great influence on British politics and British life? Read an article*

*about her. What other facts about this famous British Prime Minister do you know? Tell the class.*

Margaret Thatcher (1925 – 2013) was Britain's first woman prime minister and one of the most controversial, she won three resounding election victories in a row for the Conservatives (1979, 1983, 1987), before they rejected her as party leader and premier in 1990, a ruthless act of political gratitude.

Educated at Kesteven and Grantham Girls' School and Somerville College, Oxford, she entered Parliament in 1959. Beforehand she had been a research chemist (1947-54) and a lawyer. Between 1970 and 1974 she was secretary of state for education. As leader of the opposition, between 1975 and 1979, under the influence of Sir Keith Joseph, she moved towards that ideal of political patriotism, low taxes, private ownership, balanced budgets, and individual initiative, which later became known as Thatcherism. However, if the goal was financial stability, permanently low inflation, reduced government spending, and lower taxes, it proved illusory. Her record as prime minister began and ended with severe recessions (the worst since the 1930s) leading to a reduced industrial base and low overall growth rates. The trade unions were tamed; most state-owned companies were privatized; and income tax was significantly lowered. However, rising indirect taxes, rising interest rates, rising inflation, plus the introduction of the hugely unpopular poll tax meant that when a crisis erupted over Europe in 1990, Mrs Thatcher lacked the political support needed to survive.

Just as she had not been expected to win the Tory Party leadership against Heath in 1975, her rapid rise to international fame took many by surprise. From the start of her premiership, she made her mark in international affairs. In 1979 a peace settlement was negotiated at Lancaster House which ended the Rhodesian question and paved the way for an independent Zimbabwe. Her next triumph, which made her an international celebrity, came with victory over Argentina in the Falklands War of 1982. The bravery and efficiency displayed by the leadership provided by the prime minister, all enabled Mrs Thatcher to win a remarkable triumph in 1983 general election. Thereafter she developed a very special relationship with the US president, Ronald Reagan, and despite some differences worked closely with him to end the Cold War. She also managed to develop a close relationship with the Soviet leader Mikhail Gorbachev. When she finally visited Moscow, she received a triumphal welcome.

She was seen as a strong and determined leader who would not change her mind easily and would not accept disagreement among her ministers. For this reason she was sometimes called the Iron Lady and people made jokes about her hitting people with her handbag if they disagreed with her.

Most people in the UK either admired her a lot or strongly disliked her. Now people disagree about what she achieved. Some people say she made Britain great again, but others say that her policies caused high unemployment, encouraged people to be selfish and helped to make rich people richer and poor people poorer.

She was succeeded by John Major as Tory leader.

### **Exercise 18**

*Read the following statements. Decide which of them are true and which are false.*

1. Margaret Thatcher left an indelible mark on British politics.
2. Most British people have a great admiration for Margaret Thatcher as Prime Minister.
3. Margaret Thatcher developed a special relationship with the trade unions.
4. When Margaret Thatcher resigned, the UK was in deep economic decline.

### **Exercise 19**

*You have been asked to give a talk on Thatcher's reforms. Here are the key phrases of your speech. As you speak, try to include as many details as you can. What other facts might you give if you were asked many questions about Margaret Thatcher and her reforms.*

1. Britain's first woman prime minister
2. a research chemist and a lawyer
3. Thatcherism
4. severe recessions
5. trade unions
5. to be successful in international affairs
6. Falklands War
7. the Iron Lady
8. to end the Cold War
9. to develop a close relationship with Gorbachev
10. to disagree about what she achieved

## LESSON 5. THE AGE OF MONEY

### Introduction

We are going to speak about the Industrial Revolution in Britain and what changes it brought about in British society, the emergence of the middle class, the spread of education, the British politics in the eighteenth century, the Union of England and Scotland and about the greatest painters of the age. Here are a few cultural notes that you might find helpful. Study them.

### Cultural notes

**Chippendale, Thomas (1718 – 1779)** – a cabinet-maker and designer, the son of a Yorkshire joiner, he set up business in London about the 1750s. Chippendale designed an extensive range of furniture, carpets, wallpapers and brassware, from the elaborate yet delicate for the homes of gentry, to the simple and unpretentious for their servants' quarters. In 1754 he published *The Gentleman and Cabinet-Maker's Director* which influenced style in Europe and America.

**Johnson, Samuel (1709 – 1784)** – the son of a bookseller in Lichfield. He attended local schools before spending just one year at Pembroke College, Oxford, 1728 – 1729. In 1746 – 1755 Johnson worked on his dictionary, the first full collation of the English language and a masterpiece of prose. Much of Johnson's fame comes from his personality. To list his friends is to list many of the leading cultural figures of the eighteenth century, painter Sir Joshua Reynolds, novelist Oliver Goldsmith, politician Edmund Burke. All were members of the celebrated Literary Club, of which Johnson was a founder. To many Samuel Johnson has become the personification of the eighteenth century.

**Gainsborough, Thomas (1727- 1788)** – a painter who showed early promise as a landscape artist and at 13 went to London to study. He set up as a portrait painter in 1752, first in Ipswich, then, in 1760, in Bath. Royal patronage and that of artists, aristocrats, and politicians ensured his lasting prosperity.

**Hogarth, William (1697 – 1764)** – a London-born artist, Hogarth set up as an illustrator, largely self-taught, before producing 'conversation pieces', engraving scenes of contemporary life, and history painting. Underrated as a painter, he is best remembered for his moral and satirical engravings (*Rake's Progress*, *Marriage a la Mode*, and *Gin Lane*).

**Reynolds, Sir Joshua (1723 – 1792)** – a portrait painter born in Devon to a scholarly and clerical family. Almost every person of note in the second half of the eighteenth century had their portrait painted by Reynolds. In 1768, on the founding of the Royal Academy, Reynolds was the obvious choice for president.

**Union, Act of (Scotland), 1707** united England and Scotland and established the kingdom of Great Britain. In 1603 there was a union of crowns when James VI of Scotland became James I of England but the two countries remained independent states until 1707. After 1688 William III was anxious to promote union but the Commons did not agree. The process was restarted on the accession of Anne in 1702.

The unitary state of Great Britain was established on 12 May 1707 with Anne as Queen, and the succession guaranteed in the House of Hanover. The Scottish Parliament was abolished, and Scottish representation in the British Parliament consisted of 45 MPs and 16 representative peers. Free trade between North Britain (Scotland) and South Britain (England) was established and England's colonies were open to the Scots on an equal footing.

**Wedgwood, Josiah (1730 – 1795)** – a potter, industrialist and social reformer. Wedgwood was born into a Staffordshire family of potters and was at work by the age of 9. Shrewd and innovative in manufacture, design, and marketing, he capitalized on 18<sup>th</sup>-century fashion and snobbery, setting up on his own in 1758, and opening the great Etruria factory in 1769. A notable commission came from Catherine the Great in 1774: a 952-piece service, now in Hermitage Museum in St Petersburg, decorated with exquisite and accurate detail of 18<sup>th</sup>-century houses and countryside. Wedgwood was keenly interested in the social and political problems of his day, much involved in road and canal development, and constantly reviewed the working and living conditions of his employees. He was sympathetic towards American independence in the 1770s.

### Exercise 1

Watch 'Age 5' of "The Seven Ages of Britain" and fill in the blanks with the expressions from the video.

1. In Kenwood House there are portraits of people of \_\_\_\_ whose title is \_\_\_\_ or \_\_\_\_.
2. John Joseph Merlin was \_\_\_\_\_. He invented \_\_\_\_\_ and \_\_\_\_\_.
3. Another of Merlin's little inventions is a device for \_\_\_\_\_.
4. \_\_\_\_\_ was the key to power in this new age.
5. \_\_\_\_\_ and \_\_\_\_\_ changed the face of Britain.
6. A network of canals threaded their way through the countryside to speed the movement of \_\_\_\_\_ and \_\_\_\_\_.
7. In the middle of the 18<sup>th</sup> century Stoke-on-Trent, Staffordshire was at the heart of dangerous dirty work \_\_\_\_\_.
8. Josiah Wedgwood, the 12<sup>th</sup> child of a poor family was apprenticed into \_\_\_\_\_, but his genius for design and scientific invention soon marked him out as more than a mere \_\_\_\_\_.
9. Wedgwood pushed the boundaries of his art, experimenting with materials, opening up a new market with his distinctive blue and white designs known as \_\_\_\_\_.
10. Wedgwood experimented all the time. All these experiments led to \_\_\_\_\_.
11. The Portland vase was exhibited at the \_\_\_\_\_ and caused a huge stir.
12. Palatial homes for rich merchants sprang up across Britain and they needed \_\_\_\_\_.
13. One innovator with an eye for the main chance was \_\_\_\_\_.
14. Chippendale published \_\_\_\_\_ of his work to enable consumers to choose exactly which ornate designs would look right in their home.

15. Nostell Priory is a treasure trove of \_\_\_\_\_. They have well over \_\_\_\_\_ major pieces of furniture.

16. Along with fine objects that filled their homes, Britain's new elite was keen to embrace \_\_\_\_\_ and \_\_\_\_\_ as well. One man above all showed them the way: \_\_\_\_\_.

17. In Lichfield there is a copy of Johnson's \_\_\_\_\_.

18. In 1755 Johnson's great masterpiece was published. It was \_\_\_\_\_.

19. This became the book that everybody who professed to be intelligent had to \_\_\_\_\_. And when you browse through it, you can see exactly why. It's full of \_\_\_\_\_ followed by magical description how the word has been used in \_\_\_\_\_.

20. In 1707 the Act of Union would unite \_\_\_\_\_ and \_\_\_\_\_ into one single political entity, \_\_\_\_\_.

21. Scotland has become prosperous by the middle of the century. Its economy was growing faster than that of \_\_\_\_\_.

22. England might have its artists and designers, Scotland had \_\_\_\_\_ and \_\_\_\_\_.

23. Scotland was an \_\_\_\_\_ hub of the nation, London was a \_\_\_\_\_ capital.

24. One London-born painter, \_\_\_\_\_, though he rose to the top of his profession, he never forgot \_\_\_\_\_.

25. In 1768 the leading artists of the day set up \_\_\_\_\_ with royal approval for the \_\_\_\_\_.

26. The Royal Academy transformed the fortunes of British artists. It gave them \_\_\_\_\_ and it also allowed them \_\_\_\_\_.

27. The lifeblood of the Academy was the annual \_\_\_\_\_.

28. The Royal Academy also took on \_\_\_\_\_.

29. Pupils of the Academy were subjected to the strict teaching of \_\_\_\_\_.

30. The first president of the Academy was \_\_\_\_\_.

## Exercise 2

*Match the names to the sentence endings given below.*

*For example: Oliver Cromwell is known as Lord Protector.*

Joseph Merlin

Joshua Reynolds

Thomas Chippendale

Samuel Johnson

Josiah Wedgwood

William Hogarth

Christopher Wren

George Stevenson

- a portrait painter, the first president of the Royal Academy of Arts.
- a potter, industrialist and social reformer.
- the cabinet-maker and designer of furniture, carpets, brassware.
- the architect of St. Paul's and designer of some 25 churches for London.



- the inventor of roller skates.
- the creator of a two-volume Dictionary of the English language.
- a London-born artist, who set up as an illustrator, largely self-taught.
- one of the most famous of all engineers who earned a reputation for managing the primitive steam engines employed in colliers.

### **Exercise 3**

*Choose the right answer and complete the sentences.*

1. In 1707 \_\_\_\_ would unite England and Scotland into one single political entity.  
A. the Act of Union  
B. the Toleration Act  
C. The Act of Supremacy
  
2. \_\_\_\_ was the title given to the revolution of 1688 -1689, which resulted in the abdication of James II and the succession of William III and Mary II.  
A. Civil Revolution  
B. Great Revolution  
C. Glorious Revolution
  
3. A 952-piece service made for Catherine the Great is now found in \_\_\_\_.  
A. the Hermitage  
B. the British Museum  
C. the Victoria and Albert Museum.
  
4. Wedgwood was interested in \_\_\_\_.  
A. the scientific problems of his day  
B. the social and political problems of his day  
C. neither social nor political problems
  
5. In 1768, on the founding of the Royal Academy, \_\_\_\_ was chosen president.  
A. Thomas Gainsborough  
B. Nicholas Hilliard  
C. Joshua Reynolds
  
6. \_\_\_\_ was at the heart of the dangerous dirty work producing pots.  
A. Berwick-upon-Tweed  
B. Stratford-on-Avon  
C. Stoke-upon-Trent
  
7. Josiah Wedgwood's \_\_\_\_ and \_\_\_\_ designs are known as Jasperware.  
A. blue and white  
B. green and white  
C. pink and white

8. Nostell Priory is a treasure trove of \_\_\_\_.

- A. Chippendale
- B. Wedgwood
- C. Kenwood

9. The dolls' house was made for \_\_\_\_.

- A. the children of the family
- B. the lady of the family
- C. the servants of the family

10. Edinburgh's new-found reputation in the eighteenth century was \_\_\_\_.

- A. Rome of the North
- B. the financial powerhouse of Europe
- C. the Athens of the North

11. \_\_\_\_ masterpiece tells the story of the decline and fall of the young man who comes to the city.

- A. Blake's
- B. Turner's
- C. Hogarth's

12. \_\_\_\_ is known as a dictionary writer, famous for his Dictionary of the English Language (1755). He was well-known in London society in the eighteenth century, and considered to be an excellent conversationalist.

- A. Samuel Johnson
- B. Lyndon Johnson
- C. Ben Jonson

13. \_\_\_\_ furniture is made in an eighteenth-century style known for its graceful shapes and fine decoration, named after the English furniture designer.

- A. Shaker
- B. Chippendale
- C. Wedgwood

14. \_\_\_\_ was the last king to lead his army personally in battle.

- A. George II
- B. George III
- C. George IV

15. Industrial Revolution took place in Britain around \_\_\_\_.

- A. 1750 – 1850
- B. 1820 – 1920
- C. 1707 – 1807

#### Exercise 4

*Read the following statements. Decide whether each statement is true or false. Compare your answers with those of a classmate.*

1. Kenwood House contains portraits of ordinary people who have become people of influence.
2. Joseph Merlin was an aristocrat.
3. Entrepreneurs seized the new opportunities.
4. The middle class was eager to study.
5. Wedgwood's genius for design and scientific invention marked him out as more than a mere potter.
6. Wedgwood would use local clay to produce impeccable Jasper teapots.
7. Wedgwood's vase is a copy of the Portland vase brought to England in the 1780s.
8. Chippendale produced furniture for aristocrats.
9. Chippendale's Cabinet-Maker's Director of 1754 was the Ikea catalogue of his day.
10. Chippendale also produced doll's houses for children.
11. Scotland was an intellectual powerhouse of Europe in the 18<sup>th</sup> century.
12. Most Scots were supportive of the Act of Union.
13. Edinburgh had the reputation of 'the Athens of the North'.
14. Hogarth's greatest masterpiece "The Rake's Progress" is now found in the British Museum.

#### Exercise 5

*Read the questions. Discuss the answers with a partner.*

1. What class of people emerged in the 18<sup>th</sup> century?
2. When did the Industrial Revolution take place in Britain?
3. Why did Wedgwood decide to produce the Portland vase?
4. Whom were doll's houses produced for?
5. When did the Union of England and Scotland come into existence?
6. What benefits did the Union bring to both countries?
7. What story does Hogarth's masterpiece "The Rake's Progress" tell?
8. Why did they set up a Royal Academy of Arts?
9. Why was the annual show of the academy a popular event?
10. Who was the first president of the Royal Academy of Arts?

#### Exercise 6

*Choose the appropriate dates from the box to complete the sentences.*

1689	1714	1603	1755	1754	1768	1707
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1. The Bill of Rights was signed in \_\_\_\_\_.
2. Chippendale published *The Gentleman and Cabinet-Maker's Director* in \_\_\_\_\_.
3. Samuel Johnson completed his work on a two-volume dictionary of the English language in \_\_\_\_\_.
4. The English and Scottish crowns united in \_\_\_\_\_.
5. England and Scotland united their parliaments in \_\_\_\_\_.
6. The House of Hanover began to rule in Britain in \_\_\_\_\_.
7. The Royal Academy of Arts was founded in \_\_\_\_\_.

### **Exercise 7**

*It was in the 18<sup>th</sup> century that Britain laid the foundations for her worldwide empire. Do you know why they call the eighteenth century the Georgian period? Do you know why a German dynasty came to rule in Britain? If you need some information to answer these questions, read the following text.*

### **Georgian England**

At the beginning of 1700, few people in the British Isles could have felt optimistic about their prospects. The State was barely held together in a ramshackle state, under a Crown troubled by a disputed inheritance. People spoke 4 different languages and were deeply divided in the matters of religion. A foreign policy of confrontation with France carried a constant threat of invasion. Finally, whilst some parts of the kingdom were prosperous from foreign trade, others were sunk in poverty, and even liable to famine. When the century ended in 1800, although Britain was still at war with France, she was a world power, rich and united.

They call the 18<sup>th</sup> century the Georgian period simply because for most of that hundred years Britain was ruled by kings who were named George, but the adjective has also come to epitomise a culture.

Georgian England was economically prosperous, enterprising and sturdily self-sufficient, its policies were vigorous, but essentially peaceable; its ruling aristocracy was preoccupied with the idea of liberty; its architecture, literature and art were all suffused with ideas derived from classical antiquity, but its religion was a stoutly Protestant, rather secular Christianity.

Education was highly valued even though the schools were highly valued even though the universities were in a torpid state.

There was a remarkable growth in learned societies, such as the Royal Academy, the Royal Society of Antiquaries, and the British Academy.

Queen Ann's reign (1702 – 1704) was marked by brilliant military successes against France, above all the stunning victory at Blenheim in 1704, and by a growth in the country's overseas trade, which laid the foundation for subsequent economic success.

Although she had become pregnant 17 times, none of her children survived her and, on her death, the Crown passed to her nearest Protestant relative, George, Elector of Hanover.

So a German dynasty came to reign in Britain, both to placate popular distrust of Roman Catholics and in accordance with the terms of the Act of Settlement of 1701 – the beginnings of constitutional monarchy.

Under the Act of Settlement of 1701, if Queen Ann failed to produce an heir the succession was to be limited to another Protestant Stuart line, all future sovereigns were to be members of the Church of England. The Act was subtitled “An Act for better securing the rights and liberties of the subject”.

George I (1714 – 1727) and his son George II (1727 -1760) thought of themselves primarily as German rulers, and they spent as much time as they could at home in Hanover; George I, indeed, spoke little English. They relied largely on the aristocracy of Britain to manage affairs for them, a policy which seemed to be justified by successful wars, imperial expansion, and a rapid increase in national prosperity.

Between 1721 – 1742 Sir Robert Walpole accumulated so much power as First Lord of the Treasury that he was recognized at the time as head of the king’s government and has since been described as the first Prime Minister.

By the way, George II was the last British king to lead his own troops into battle. On June 27 1743, he defeated a French army at the battle of Dettingen.

When George III came to the throne in 1760, the Crown became embroiled in new constitutional controversies. He was keenly British, willing to take sides at a time of rising difficulties both at home and abroad. In George III’s later years, however, as the nation rallied together in struggle against revolutionary and Napoleonic France, the monarchy emerged as a symbol, not so much of national leadership, as of national unity. Ironically, during this period of growing royal popularity, the king suffered from increasingly severe bouts of insanity.

The British economy was transformed in the 18th century, and with it the lifestyles and expectations of the inhabitants of the British Isles. All of Britain’s subsequent prosperity has rested, in fact, on the foundations laid in the Georgian period.

There was no single cause of this economic success story; rather there was a cluster of inter-related factors. Population growth began in the early part of the century, when landowners enriched by new sources of capital, some of it won from foreign trade, were able to improve their farms sufficiently to feed a small but statistically crucial increase in the child population. This expanding population both inflated demand for industrial produce and, by its labour made possible a startling growth in national productivity.

Finally, both the raw materials for industry and the finished goods which resulted were moved around the country with increasing ease and speed as the growth enabled enterprising individuals to build networks of canals and roads.

In rough figures, Britain’s population rose from 5.8 mln in 1700, to 10.5 mln in 1800; her agricultural productivity increased by half, her overseas trade quadrupled,

and her industrial capacity increased five times, while 2,300 miles of canals and about 22,000 miles (35,000 km.) of roads were constructed.

The British Empire in the 18<sup>th</sup> century was based on sea-borne trade. Colonies, to the merchant adventurers of 18<sup>th</sup> century London and Bristol, were simply sources of goods – exotic products such as sugar from the West Indies, tobacco from Virginia, spices from the East Indies, furs from Canada or tea from China; or items of value to be had in trade with the locals – pearls and precious stones, silks and porcelain. Only the Thirteen Colonies that later became the founding elements of the USA departed from the norm by developing increasingly as colonies of settlement; significantly they were the first to break away from the mother country, in the war of American Independence (1775 – 1783).

Britain's great rival in the competition for world trade was France; the victim of both was Spain, an ailing power. It was a triangular relationship, which took a coldly diplomatic, formally military shape in successive European wars, particularly the War of the Spanish Succession (1701-1714), the War of the Quadruple Alliance (1718 -1720) and the War of the Austrian Succession (1740 -1748).

In a less organized manner, hostilities broke out in fierce violence on all the oceans and distant coastlines of the world, at erratic times throughout the century; the Seven Years' War, fought against the French in North America between 1756 and 1763, is an example of one such conflict.

### **Exercise 8**

*Write answers to the questions. Discuss your answers in small groups.*

1. What was England like at the beginning of the 18<sup>th</sup> century?
2. How had England changed by the end of the 18<sup>th</sup> century?
3. Why do they call the 18<sup>th</sup> century "Georgian period"?
4. How can Georgian England be described in terms of economic and cultural development?
5. How did it come about that a German dynasty came to reign in Britain?
6. What is the essence of the Act of Settlement of 1701?
7. When did constitutional monarchy emerge?
8. Name the causes of the economic explosion in the 18<sup>th</sup> century?
9. Which of the British colonies was the first to break away from the mother country?
10. What were the causes of the Seven Years' War? When was it fought?

### **Exercise 9**

*Think of the following questions as you read the article from "A History of Britain 1789 – 2000" by Martin Pugh. After you read it, work in small groups and discuss the answers.*

1. What was the form of government like in the 18<sup>th</sup> century?
2. Why did the political elite want to prevent a Catholic succession?

3. What kind of kingship was not acceptable for the eighteenth century Britain?
4. What is a 'mixed monarchy'?
5. How did the King and Parliament balance each other in the eighteenth century?
6. How did the Bill of Rights limit the power of the King?
7. Name the rights of the King.

### **British politics and the political system in the eighteenth century**

As a result of the civil wars between the Stuart kings and parliament in the seventeenth century the British political elite established what many regarded as an ideal form of government. They wanted a hereditary king, but not the absolute monarchy characteristic of other European countries. They also wished to prevent the succession of the Stuarts and of any Catholic ruler. In 1714 they effectively appointed George I, a German Protestant prince from Hanover, as King. Consequently, he and his heirs could never credibly claim to rule by divine right. In practice, their power though great, was limited by law. The British called this a mixed or a limited monarchy; later generations have usually referred to it as 'constitutional monarchy'.

King George III fully upheld this system. Under the Bill of Rights (1689) he could not suspend parliament nor could he raise taxes without parliament's approval or maintain a standing army in peacetime. In effect, the King had to summon parliament every year so that essential revenue could be raised legally. In return, parliament granted the royal family an annual payment known as the 'civil list'.

However none of this made the King a subservient figure. He appointed peers to sit in the House of Lords and could dissolve the House of Commons so as to force a general election on them. Indeed, the Septennial Act of 1716 restricted the life of parliament to seven years without a fresh election; and when a new king ascended the throne an election was always held. Above all, the King enjoyed the right to choose his chief minister, subject only to the qualification that his choice must be capable of commanding a majority in the House of Commons in order to enact the business of government.

Traditionally the Privy Council, a body of advisers to the Crown, had formed an intermediary linking the King and parliament. But with thirty members the Privy Council grew too large and unwieldy for day-to-day policy-making. In practice, business came to be transacted in a smaller body, known as the cabinet, comprising a lord treasurer, two secretaries of state, a Lord President and a Lord Chancellor. During the eighteenth century the cabinet usually met weekly without the King. The first lord of the Treasury became known as the Prime Minister and he usually sat in the House of Commons, though he could be a member of the House of Lords.

Britain thus enjoyed a tripartite system of government in which power was shared between the King, the Lords and the Commons, representing respectively the monarchical, the aristocratic and the popular elements. British constitutional theorists argued that if any one of the three dominated, as was the case elsewhere in Europe, the system would degenerate: monarchy into tyranny, aristocracy into oligarchy, and

democracy into anarchy. In Britain, by contrast, each of the three checked the potential abuse of power by the others. It was a balanced constitution.

### **Exercise 10**

*Read the following statements. Decide whether each statement is true or false.*

1. Parliament was elected every four years.
2. When a new king came to the throne, it was up to him to hold an election.
3. The Privy Council was the chief policy-making body.
4. The Cabinet was an intermediary between the king and Parliament.

### **Exercise 11**

*You have been asked to give a talk on Georgian England. Here is the plan of your talk. For information refer to exercise 7.*

1. Introduction
2. Political activity
3. An economic explosion
4. Empire in the 18<sup>th</sup> century
5. Conclusion

### **Exercise 12**

*For centuries the arts were promoted at the highest level, in the abbeys, the cathedrals and the royal palaces – as national display. Do you know that Britain is a country of amateurs? Read the following article from “Understanding British Institutions” by Richard Witts.*

## **Early patrons, Royal Patronage**

When King Henry VIII severed all links with the Catholic Church in 1534 and established the Church of England, artists – especially composers – were faced with an entirely new set of creative tasks, due partly to the cultivation of the English language instead of Latin. The sixteenth and seventeenth centuries, which included the period of Shakespeare’s writing, are still considered the greatest epoch of English artistic endeavour in literature and music.

Certain twentieth-century artists have consciously evoked this special past, poets, perhaps, in particular. Likewise the composer, Vaughan William, drew on Reformation choral music and Britten on the works of Purcell. When Queen Elizabeth II came to the throne in 1953, journalists wrote of ‘a New Elizabethan Age’ in the hope that Britain would produce an artistic renaissance to equal that which was enjoyed by Henry VIII’s daughter, Queen Elizabeth I. What emerged instead was the ‘Swinging London’ of the 1960’s which was rather more radical and explosive than they had expected.



Britain retains a monarchy. As our royal families are the supreme amateurs, they have, in the past, launched or patronized a number of cultural institutions that remain with us. Britain has thus accumulated a most peculiar patchwork of arts organizations over the last two centuries, some of which duplicate or compete with each other. There have been, and there still are, Royal Schools, Royal Academies, Colleges, Institutes, Societies, Associations, Warrants, Commissions and Leagues. In the area of the visual arts there is the Royal Academy of Arts (not to be confused with the Royal Society of Arts), the Royal Institute of Oil Painters, the Royal Institute of Painters in Watercolours (not to be mistaken for the Royal Watercolour Society), Royal Society of Portrait Painters, the Royal Society of Painters-Etchers and Engravers, and other too specialized to mention.

Many of them were established in the eighteenth and early nineteenth century by the Hanoverian Kings (George I, George II, George III and George IV) who had brought to Britain their German ideas of royal patronage. The most famous of their institutions is the Royal Academy of Arts which was founded in 1768 by George III as an Academy of forty official artist members, with a School and an annual exhibition of new works of art. This famous exhibition still takes place at Burlington House, home of the Royal Academy in central of London, but it is taken seriously by many contemporary artists and is often treated with satirical amusement.

Another German, Prince Albert (the husband of Queen Victoria), created a significant number of training institutions in the middle of the nineteenth century. He did so as part of his remarkable plan for practical, parallel progress in the arts and the sciences. These Schools were meant to produce British artists who were modern and innovative as the best of their European contemporaries. (Even to this day, the nation's artists, of all kinds, give the impression abroad that they are endearingly old-fashioned.) Yet a majority of Albert's Royal Societies soon became obsessed with status and exclusivity, and were indeed shown to be intolerant to fresh approaches.

Above all, to none of these royally-adorned affairs did the royal family pay a royal penny. The subsidy offered from Buckingham Palace was that of the royal name, not royal cash. To be called a Royal Something opened many doors of social privilege. The use of taxpayer's money to develop the arts, as part of Parliamentary legislation, came much later to Britain than to other European countries. These Royal Societies and other royal organizations represent a part – the least dynamic part – of the institutional support for Britain's artists. Amateurs throughout the country provide a second, most extensive range of organizations, but their work is mostly recreative rather than creative, and is marginal to artistic innovation. The most important contribution to support of the arts is through those cultural institutions which are funded directly by the government via annual grants which are voted by Parliament. These include the national museums and art galleries of which Britain is most proud.

### **Exercise 13**

*Work with a partner. Take turns asking and answering the following questions.*

1. What is the author's attitude towards the arts and creative endeavour in the second half of the 20<sup>th</sup> century?
2. How did the arts change after the Reformation?
3. Can it be inferred from the passage that British monarchs are great lovers of art?
4. When were most Royal Academies set up?
5. Who founded the best known of these institutions?
6. According to the passage, what is the attitude of modern artists towards the annual exhibition of the Royal Academy of Arts?
7. How did Prince Albert plan to develop the arts and the sciences?
8. What is the attitude of the author towards Royal Societies?
9. What does the passage say about the Royal support of artistic institutions?
10. What is the author's opinion of amateurish creative activity?
11. What does the author say about the cultural institutions financially supported by the government?

### **Exercise 14**

*What do you know about the British artists of the 18<sup>th</sup> century and their creative activity? Find answers to these questions in the article below. What other names might you give?*

### **British Painting**

It is sometimes possible to see the national character in painters or groups of painters. But the visual language of art travels quickly and easily, and artists are influenced by things they see all over the world. Painters themselves also travel a great deal, and one of the first important periods of English painting was started by a German visitor. Hans Holbein the Younger lived in London between 1527 and 1543, and painted wonderful portraits of the rich and famous around the court of King Henry VIII. He had learned from Italian painters – which shows how international the art world was, even at that time, when travel was slow and difficult.

Inspired by Holbein, a school of portrait painters developed in England. The result was that there are many lovely pictures of Queen Elizabeth I and those who surrounded her. One of the most famous of these painters was Nicholas Hilliard, who specialized in miniatures: very small beautifully coloured paintings.

Another great portrait painter, Joshua Reynolds (1723 – 1792), spent time studying in Italy in the 18<sup>th</sup> century. Of course, from the viewer's perspective, portraits are a strange art form. As with photographs, why should you be interested if you do not know the person in the picture? But, like that of his contemporaries William Hogarth and Thomas Gainsborough, the quality of Reynold's painting is enough in itself; the expression in the faces, and the insights into character are fascinating.

One of Reynold's students was as much a writer and poet as a painter. The mystic William Blake (1757 – 1827) had extraordinary religious dreams and visions, which he expressed in poetry, drawings and paintings.

Although there have been brilliant British painters, few of them have achieved an international reputation. However, there is at least one notable exception – J.M.W. Turner (1775 – 1851). His paintings were years ahead of their time. He was working in the first half of the 19<sup>th</sup> century, but his work seems to look forward to the impressionism of 75 years later. While almost all other paintings of his period were realistic and detailed, Turner's were free, daring and impressionistic.

In fact, the genius of Turner was not really appreciated in his own time. Only more recently has he come to be regarded as the greatest of British painters. Much of Turner's work is at the Tate Gallery in London, which is also the best place to see modern art.

### Exercise 15

Which artist is each passage about? Choose the name from the box. There is one name that you do not need to use.

Hans Holbein	Joseph Mallord William Turner
Nicholas Hilliard	Thomas Gainsborough
William Hogarth	William Blake
Joshua Reynolds	Anthony van Dyck

1. His famous painting *The Ambassadors* dates from the time he was struggling to establish himself as a court painter. While life is short, he seems to say, art is long-lasting – but eternity endures forever. He won the attention of the king for vigorous worldly style and was named painter to the king in 1536. The visual image that we have of Henry VIII is derived from his portraits.

2. He was one of the most famous painters of Queen Elizabeth's time who specialized in miniatures. *An unknown youth leaning against a tree among roses* is his famous painting.

3. He was the dominant artistic personality in England in the first half of the eighteenth century. He established the new genre of "Modern Moral Subject", in which a story from contemporary life is told in a series of paintings, which is subsequently engraved. He is best remembered for his moral satirical engravings *The Rake's Progress* (1733) and *Marriage-a-la-Mode* (1753).

4. He was beyond doubt the most important of the 18<sup>th</sup>-century British painters. He was the most accomplished, intelligent, and varied portraitist in a society, which appreciated portraiture above all other art forms. As first President of the Royal Academy, he gave the artistic profession in Britain a quality of leadership, which it had never known before. He was knighted soon after becoming President. His *15 Discourses on Art* was delivered at the Royal Academy between 1769 and 1790. In his lectures, based on the *Discourses*, given at the Royal Academy, he presented the theory of the Grand Manner, arguing that art should be based on the ideal rather than

the realistic. He was given a lavish funeral in St Paul's Cathedral – the first painter to be buried there since van Dyck.

5. He was largely self-taught. In 1760 he settled in Bath and painted society portraits. In 1774, he went to London, where he became one of the original members of the Royal Academy. In the same year he painted, by royal invitation, portraits of King George III and the queen consort, Charlotte Sophia.

6. He was perhaps the greatest landscape painter in the history of British art. His early paintings emphasize drama and romance. His oil painting *The Shipwreck* is an example. He achieved a colourful, abstract quality in such oil paintings as *The Slave Ship* (1840) and *Rain, Steam, and Speed – The Great Western Railway* (1844).

7. He was not only an artist but also an engraver, philosopher, visionary, and poet. Individual, nonconformist, experimental, his work still challenges and mystifies, yet it includes two of the best-known poems in the English language, 'Tyger, tyger' and 'Jerusalem'.

## LESSON 6. THE AGE OF EMPIRE

### Introduction

We are going to speak about the British Empire and its colonies, about British naval and commercial victories overseas and how they were reflected in British art.

### Cultural notes

**Foreign Office** – the British government department that deals with the UK's political relationship with other countries, which sends diplomats to represent the UK in foreign countries. It is controlled by the Foreign Secretary, and its official name is the Foreign and Commonwealth Office. The State Department is a similar government department in the USA.

**Greenwich** – a borough in SE London, on the River Thames. Greenwich is well-known for the Royal Naval College designed by Christopher Wren, on the site of a former royal palace, and the National Maritime Museum. The Royal Observatory, founded at Greenwich in 1675, has been moved in 1948 to Herstmonceux, in Sussex, but longitude is still calculated from the Greenwich meridian, Greenwich Mean Time (GMT) takes its name from the Greenwich Observatory, which is now part of the National Maritime Museum.

**Cook, James (1728 – 1779)** – usually referred to as Captain Cook, he was arguably the greatest ever maritime explorer. He established much of the basic geography of Australasia and the Pacific region, disposed of the myth of the Southern continent, and learned how to keep his men free of scurvy. Cook was born in Yorkshire and apprenticed to a Whitby shipowner. In 1775 he entered the Royal Navy. Recognized as an expert navigator, he was chosen leader of the expedition in the *Endeavour* which took scientists to Tahiti to observe the transit of Venus in 1769. He also sought the reputed southern continent, circumnavigated the New Zealand islands, and explored the whole eastern coast of Australia. In the *Resolution* in 1772 – 1775, Cook sailed round Antarctica and also discovered Tonga and the New Hebrides. A third major expedition in 1776 – 1779 was to the North Pacific to find the end of the North-West Passage. He did not, but he did discover the Hawaiian Islands, where on a second visit he lost his life in a fracas with some natives over a stolen boat.

**Penn, William (1644 – 1718)** – son of an admiral Sir William Penn, educated at Oxford and Lincoln's Inn, exhibited an early religious sensibility, rejecting a conventional career to join the quakers. His advocacy of liberty of conscience and religious toleration found some support from Charles II and James, duke of York, and Penn's wealth aided his efforts. Penn gained an extensive American proprietary in 1681, drafting a constitution for Pennsylvania embodying his very liberal political ideas. The colony lost rather than (as he hoped) gained him a fortune; he faced growing opposition there and in England.

**Wellesley, Richard (1760 – 1842)** – eldest brother of the Duke of Wellington, Wellesley entered Parliament in 1784. In 1793 he became a member of the India

Board and from 1797 to 1805 acted as governor-general of Bengal. British rule was threatened by the French in alliance with Tipu Sahib of Mysore and the nizam of Hyderabad. Wellesley retorted by taking control of Mysore, the Carnatic, Hyderabad, and Oudh, bringing natives princes under British influence. He served as foreign secretary in Perceval's cabinet.

**Whitehall** – a street in London in or near which most of the British government offices stand. Just off Whitehall is Downing street, where the Prime Minister and Chancellor of the Exchequer have their official residences.

### Exercise 1

*Fill in the blanks as you watch the 1<sup>st</sup> part of 'Age 6'.*

1. Foreign Office used to be \_\_\_\_ . It used to house the Indian Office and the Colonial Office. Between them, they ruled \_\_\_\_ .
2. Today the British Empire \_\_\_\_ .
3. The painting in the Foreign Office is called \_\_\_\_ . Britannia is receiving the gifts as if \_\_\_\_ , \_\_\_\_ .
4. The painting gives us an insight into the era, the development of \_\_\_\_ with a kind of spirit of adventure, even though we know today that there was a darker side as British tried by force to impose \_\_\_\_ .
5. In the middle of the 18<sup>th</sup> century with naval and commercial victories overseas Britain was entering \_\_\_\_ .
6. King George III and Queen Charlotte raised their large family at \_\_\_\_ Palace.
7. British explorers crossed the ocean claiming new territories \_\_\_\_ .
8. At the heart of Britain's naval exploits was \_\_\_\_ . It's here that Britain's greatest seafaring heroes are celebrated: \_\_\_\_ , \_\_\_\_ , \_\_\_\_ .
9. In three daring voyages \_\_\_\_ crisscrossed the world finding \_\_\_\_ .
10. The very names of his ships *Endeavour*, *Resolution*, *Adventure*, *Discovery* \_\_\_\_ . Cook's expeditions were not just travelling with rough sailors, they were travelling with \_\_\_\_ .
11. In 1770s William Hodges' canvasses changed \_\_\_\_ .
12. The spirit of adventure did not just inspire great explorers. In their way came thousands of people wanting to \_\_\_\_ .
13. Ever since the 17<sup>th</sup> century for those brave enough to make the journey America had seemed \_\_\_\_ , offering \_\_\_\_ - ideals that remain at the heart of the American dream.
14. Philadelphia was a vision of one man, \_\_\_\_ . He was \_\_\_\_ persecuted in \_\_\_\_ .
15. The figure of \_\_\_\_ still dominates the city of \_\_\_\_ .
16. He came to \_\_\_\_ and founded \_\_\_\_ .
17. He wanted to make this a place of \_\_\_\_ , where \_\_\_\_ .
18. But lurking behind this ideal was the inconvenience that \_\_\_\_ .
19. Benjamin West created a phantasy around \_\_\_\_ .
20. Benjamin West's painting became a bestseller because \_\_\_\_ .

21. The whole scene is of \_\_\_\_\_.

22. It was not long before the settlers were confident enough not to need their \_\_\_\_\_.

23. In 1776 America declared \_\_\_\_\_ and war broke out between them.

24. For eight years the country was drenched in blood. Against all expectations the British Crown was defeated by \_\_\_\_\_.

25. The Liberty Bell was originally cast in memory of \_\_\_\_\_.

26. When the Declaration of Independence was signed, this bell \_\_\_\_\_.

27. The Liberty Bell is a symbol as powerful for America as the White House or \_\_\_\_\_.

28. Back in Britain many thought the loss of America was \_\_\_\_\_.

29. The English were determined \_\_\_\_\_.

### **Exercise 2**

*After you watch the video, work in small groups and discuss the answers to these questions.*

1. Could you say that the painting *Britannia receiving the riches of the East* gives us an insight into the era? Give your reasons.

2. What countries did the British Empire comprise in king George III's reign?

3. What kind of paintings did William Hodges produce?

4. Why did Benjamin West's painting become a bestseller?

5. What object marked the transformation of America into a new nation?

### **Exercise 3**

*Read the following statements and decide whether each of the statements is true or false.*

1. Due to William Hodges' paintings the British people could see the far-flung lands of the Pacific.

2. William Penn, a settler from Holland, came into control of the territory which afterwards was named in his honour.

3. William Penn established Pennsylvania for religious reasons: to enforce God's morality.

4. Living in peace under British crown was something foreign to Native Americans.

5. The British left home for America just to conquer unknown land.

6. The settlers pushed Indians to the West.

7. The settlers needed their mother country for protection. They were not used to freedom and self-government.

8. The British government enjoyed effective control over the settlers in North America.

9. The Liberty Bell is a symbol of freedom for immigrants to the United States.

10. Congress adopted the Declaration of Independence, and the delegates signed the document on September, 2, 1783.

11. The Liberty Bell in the State House in Philadelphia rang out on the day the Declaration of Independence was signed.

12. The British could not be defeated by its own American colony.

13. George I is remembered in the United States as the British King of the time of the American Revolutionary War, when the US fought to become independent of Britain.

#### **Exercise 4**

*Watch the second part of 'Age 6' and fill in the blanks with the expressions from the video.*

1. Britain's focus now moved to \_\_\_\_ and to \_\_\_\_.

2. But when Britain tried to extend its power from a trading partner to ruler, \_\_\_\_.

3. In 1799 Tipu Sultan was finally defeated and met his death at the hands of \_\_\_\_\_. The tiger was taken from his palace and brought to London to \_\_\_\_\_. Like the tiger, India had to be \_\_\_\_\_.

4. In the eighteenth century Calcutta was a powerbase for \_\_\_\_\_.

5. British traders started adopting \_\_\_\_\_. But as the new century dawned the easy mingling between cultures came to \_\_\_\_\_.

6. A new governor-general was appointed to impose British control over India. His name was \_\_\_\_\_.

7. Wellesley despised the way \_\_\_\_\_.

8. The new imperialists saw India through \_\_\_\_\_. For them India was a fascinating world, one from which they would remain \_\_\_\_\_. This detachment was reflected in \_\_\_\_\_.

9. By the middle of the 19<sup>th</sup> century the British were wondering how to develop their empire and they came up with the idea which a civil servant described as creating a monument that would exceed in grandeur the aqueducts of Rome, the Pyramids of Egypt and the Great Wall of China. He meant \_\_\_\_\_.

10. Despite the British efforts to impose their own attitudes, it was a \_\_\_\_\_ that could not be solved.

11. In 1857 when soldiers in the Indian army rose and killed their officers, the mutiny quickly spread \_\_\_\_\_.

12. The rebellion led to \_\_\_\_\_ on both sides. But the British emerged \_\_\_\_\_.

13. The breaking of India set a pattern for the whole empire where disobedience was to be crushed without \_\_\_\_\_.

14. Back in England people were adjusting to the needs of \_\_\_\_\_.

15. Everything was done to encourage \_\_\_\_\_. Every new generation had to be taught \_\_\_\_\_.

16. The job of Britain's public schools was to \_\_\_\_\_. The lessons learnt at school were designed to be applied on \_\_\_\_\_.

17. In the 1880s Britain expanded into \_\_\_\_\_.



18. A figure emerged that seemed to embody \_\_\_\_\_. This is General Charles Godden.

19 Godden had been on expeditions to \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ covering himself in great glory, famous among the British public for \_\_\_\_\_.

20. Queen Victoria was a great admirer of \_\_\_\_\_.

21. In death Godden transformed from a soldier to a \_\_\_\_\_.

22. The public cried out for \_\_\_\_\_ for Godden's death. An army was sent to Africa under the slogan \_\_\_\_\_. This time they carried a new weapon, the world's first machine gun invented by \_\_\_\_\_.

23. Many exceptional works of art looted by the British in the African campaigns found their way in \_\_\_\_\_.

24. The Victoria Memorial designed by Thomas Brock is the celebration not just of the Queen, but of her \_\_\_\_\_ when it was at its peak.

25. By the time the Memorial was unveiled in \_\_\_\_\_, the empire began to \_\_\_\_\_.

### **Exercise 5**

*Read the following statements. Decide whether each of the statement is true or false.*

1. Tipu's tiger was brought from India to London and was put on display in the Victoria and Albert Museum.

2. Richard Wellesley, the British governor-general in India encouraged the British traders to adopt the Indian customs and ways of life.

3. At the back of Richard Wellesley's great house in Calcutta is an area given over to the carvings of English monarchs.

4. The ancient traditions of India yielded to the British traditions.

5. Strict laws made life difficult for the Indian people.

6. The breaking of India set a pattern for the whole of empire where disobedience was to be crushed.

7. The Indians and the British people had common values and a sense of common patriotism.

7. At the beginning of the 20<sup>th</sup> century school children were taught to be proud of the empire.

8. The British did not use weapons in their campaigns in Africa.

9. The Victoria Memorial stands right opposite the National Gallery.

10. When the Memorial was erected, the Empire had already fallen apart.

### **Exercise 6**

*Work with a partner. Take turns asking each other questions on the second half of the video.*

1. How did Richard Wellesley view himself?

2. How did the two cultures mingle?

3. How was detachment of the British from the Indians reflected in the art of the time?
4. Why did resentment and violence begin to flare up in the British colonies, notably in India?
5. How did the British government try to encourage the imperial instinct?
6. What was the job of Britain's public schools at the time?
7. When did the British Empire expand into Africa?
8. What is Charles Godden famous for?
9. What invention revolutionized the whole aspect of warfare at the end of the nineteenth century?
10. What British painter became famous for his pictures of British foreign campaigns?
11. What is the symbolic significance of the Victoria Memorial?

### **Exercise 7**

*Watch part of the video about the Government House. Then look at answers 1- 5 below. Imagine you are talking to a guide in the Government House. These are the guide's answers. What are your questions?*

1. for Richard Wellesley, the British colonial administrator.
2. He actually thought of the Indian people as depraved.
3. It is made of solid silver.
4. for visitors to feel the might of the British Empire.
5. because Wellesley saw himself as their successor, part of their tradition.

### **Exercise 8**

*Match the sentence beginnings (1 -6) to the sentence endings (a – g). Say where each of the objects is found.*

1. One of Hodges' masterpieces that captured Cook's voyage in the *Resolution* is found in \_\_\_\_.
  2. The Liberty Bell, the symbol of freedom for immigrants to the United States is in \_\_\_\_.
  3. Benjamin West's bestselling painting that gave a portrait of empire is now on display in \_\_\_\_.
  4. Tipu's tiger, an object that instilled fear in the British is now found in \_\_\_\_.
  5. The Government House is in \_\_\_\_.
  6. You can see treasures plundered in African campaigns in \_\_\_\_.
  7. The Victoria Memorial stands right in front of \_\_\_\_.
- a. the State House in Philadelphia.
  - b. a storeroom of the Victoria and Albert Museum.
  - c. Calcutta.
  - d. the Buckingham Palace.

- e. Pennsylvania Academy of Fine Arts.
- f. the National Maritime Museum.
- g. The British Museum.

### Exercise 9

*Choose the right answer to complete the following sentences.*

1. \_\_\_\_ was chosen leader of the expedition in the *Endeavour* which took scientists to Tahiti to observe the transit of Venus in 1769. He also sought the reputed south continent, circumnavigated the New Zealand islands and explored the whole eastern coast of Australia.

- A. Sir Francis Drake
- B. Vitus Bering
- C. James Cook

2. \_\_\_\_, a prominent English Quaker, led a group of religious sympathizers to settle in Pennsylvania, with attractive arrangements for the allocation of the land and with a ready-made plan for a central town at Philadelphia.

- A. William Hodge
- B. Thomas Jefferson
- C. William Penn

3. Most of the British settlers in North America were \_\_\_\_, not ready to accept the structure, doctrine and religious practice of the Church of England which had been evolved after the Reformation.

- A. Protestant
- B. Catholic
- C. Presbyterian

4. When the colonists declared their independence in 1776 they were still predominantly \_\_\_\_ in origin and outlook, and for some time afterwards they were still the most numerous group among the new settlers.

- A. Indian
- B. Spanish
- C. British

5. The Liberty Bell is a symbol of \_\_\_\_

- A. the US government
- B. freedom for the new immigrants coming to the new country
- C. Independence

6. When Britain was defeated by its own colony in 1776, its focus was now moved to its interests in \_\_\_\_ .

- A. India
- B. Hawaii
- C. Africa

7. Eighteenth-century governments devoted a lot of time to \_\_\_\_ .  
A. domestic affairs  
B. legislation  
C. colonies and foreign trade
8. \_\_\_\_ was the first British governor to have a throne made of solid silver supported by lions for Britain.  
A. Arthur Wellesley  
B. Richard Wellesley  
C. Charles Godden
9. In the \_\_\_\_ the British Empire expanded into Africa.  
A. 1850s  
B. 1880s  
C. 1860s
10. \_\_\_\_ was the inventor of the machine gun, which was used in the African campaigns.  
A. Sir Maxim Hiram  
B. Wilbur Wright  
C. John Logie
11. The Victoria Memorial is a sculpture dedicated to Queen Victoria, designed and sculpted by Sir Thomas Brock and placed in front of \_\_\_\_ .  
A. Kew Palace  
B. Buckingham Palace  
C. National Gallery

### **Exercise 10**

*At the beginning of the 20<sup>th</sup> century, the British Empire was the largest the world had ever known. But soon the protests of colonized people became clear to politicians and after the Second World War the Empire collapsed. Read the text about the loss of Empire.*

### **The Loss of Empire**

‘If we lose India’, Lord Curzon once declared, ‘we will fall straight away out of the ranks of the great powers.’ Yet by 1947 India and Pakistan had won independence, and by 1948 so had Burma and Ceylon. The break was accomplished comparatively painlessly. Why was this? Part of the explanation may be found in the long-term preparations for self-government; successive reforms in 1909, 1920 and 1935 had extended Indian participation in government. By the 1920s many British leaders had accepted that Gandhi and the Congress had established a moral claim to determine their own destiny which Britain could not indefinitely deny. The battle to

stop this trend of policy had been fought in the Conservative Party in the 1930s when the imperialists, led by Churchill, had been decisively defeated by the reformers, led by Baldwin. Thereafter it was essentially a matter of when Britain would give independence, not whether. The process was accelerated by the psychological blow suffered by Britain during the war, and by the widespread conflict within India between Muslims and Hindus, which began to make the country ungovernable by 1945. The new Labour Government was not keen to abandon the Empire, but its priorities were domestic not imperial. Thus, Attlee broke the deadlock by appointing Lord Mountbatten as the last Viceroy with a simple mandate to quit India by January 1948. Mountbatten accomplished the task even more speedily by partitioning the country between a Muslim majority state and a Hindu majority state and forcing the Indian princes to join one or the other.

For Britain the willingness of the new Indian state to remain a member of the Commonwealth gave a welcome impression of continuity; the Commonwealth created an illusion that she still enjoyed worldwide influence but on a less formal basis than before. Moreover, the loss of India did not result in a sudden collapse of the rest of the Empire, which continued largely intact until the 1960s. There were two main reasons for this. The first was economic. In 1950, 48 per cent of all Britain's exports were sold in Empire markets, and politicians believed that the living standards of British workers still depended on these traditional links. In the 1950s the government expressed its policy in terms of 'trusteeship'. It argued that Africa stood in need of investment and that its nationalist movements were undeveloped. Therefore Britain still had a role to play both in promoting economic growth and in enacting political reforms that would eventually allow power to be handed over to a competent successor regime.

The second reason was political-strategic. As the Cold War developed, from 1948 onwards it seemed to the British and American governments essential to curb the expansion of Soviet influence in the Asian and African continents. Thus, instead of urging the British to withdraw, the Americans became keen for them to retain their naval bases and influence around the world. The Cold War strategy led Britain into several colonial wars during the 1950s to check Communist subversion in Malaya and Kenya and nationalist forces in Cyprus. These rearguard actions proved to be costly but did achieve a measure of success, in that when independence was finally granted to Malaya and Kenya, the successor regimes were pro-Western in character.

### **Exercise 11**

*Discuss the following questions with your partner.*

1. Why was the British government reluctant to lose its Indian colony?
2. When did India gain independence from Britain?
3. What made it possible for India to break from its mother country relatively painlessly?
4. What event accelerated the process of giving independence to India?

5. How did the British feel about India's willingness to be a member of the Commonwealth?
6. What were the reasons why the British Empire survive until the 1960s?

### **Exercise 12**

*Do you think it is better for countries to be separate or to be a member of the European Union? Read the text about Britain and the European Union from "British Life and Institutions" by Mark Farrell.*

#### **European Union**

"Britain has lost an empire and not found a new role," said the American Dean Acheson in 1969.

The difficult transition from the position of great world power to ordinary middle-sized country. A certain amount of indecision and confusion has perhaps been inevitable. The British have been faced with some hard choices, and have sometimes responded simply by not making up their minds.

Britain's closest links at the beginning of the new millennium are obviously with Europe. Britain signed the Single European Act at Maastricht, it elects members to the European Parliament in Strasbourg, its citizens are subject to European Union (EU) laws, and more than 50 per cent of trade is with EU members.

But membership of the EU is still not the answer to all Britain's foreign policy questions. Europe remains a trading partnership, not a military alliance. The member states are close friends, but Britain likes to feel free to go off and do things on its own.

British entry to the European Economic Community (EEC) was messy, and perhaps showed the way things were to continue. Although keen on the idea of the EEC from the beginning, Britain did not join the founding members in 1957. Soon, the Prime Minister, Harold Macmillan, saw how successful the Common Market was, and changed his mind. He applied to join in 1961, but France's President de Gaulle said "non", because British links with the USA and the Commonwealth were still too strong. Britain finally joined in 1973, but public opinion on membership has been divided ever since. Generally, the political centre is in favour, while the right and the left are against. The right is nationalistic, and fears that the sovereignty and identity of Britain are threatened by a new superstate. The left consider the EU to be a creation of big business, designed to make it easier to move capital around, keep wages low and undermine the economies of poorer countries.

Whatever the differences of opinion within the country, Britain has consistently been against greater European integration, and in favour of enlargement: the addition to the EU of Eastern European countries, to produce a bigger and looser community.

### **Exercise 13**

*Take turns asking and answering questions.*

1. When did Britain join the European Union?
2. Does being a member of the European Union solve all Britain's foreign policy questions?

3. How different is Britain from the other state members?
4. Why was de Gaulle against British entry to the European Economic Community?
5. Did some of the British people feel apprehensive about entering the European Union?
6. What political, economic and social links does Britain have with Europe?
7. How do the British feel about the admission to the European Union of Eastern European countries?

#### **Exercise 14**

*You probably know that in 2016 the UK citizens voted in a referendum to leave the European Union. David Cameron, who had supported the UK membership in the EU, resigned. What are the advantages and disadvantages of being a member of the European Union? Give your reasons.*

#### **Exercise 15**

*You know that the Empire did not disappear entirely. Those countries which wished to do so remain within the 'Commonwealth'. Read the text and find out more about it.*

### **The Commonwealth**

Britain is unlikely, however, to lose its unique network of links with countries of the Commonwealth. At the time of joining Europe, it looked as though Britain was turning its back on the Commonwealth, which was expected by many to wither away. But the organization has shown a surprising capacity to survive and reinvent itself.

A major part of Britain's modern history has been the withdrawal from the Empire. It started with a bang in 1947 when the Jewel in the Crown of the Empire, India, became independent. Then the union flag came down in one country after the other: Sri Lanka, Sudan, Cyprus, Jamaica, Kenya, Singapore, Papua New Guinea, Zimbabwe and many more. The final act of the drama was played out in 1997, when Hong Kong was handed back to the Chinese.

The Commonwealth started with the independent, predominantly white countries, such as Australia, which had been part of the Empire. As decolonization took place, most of the new states decided to join this club. Although the Queen was the symbolic head of the Commonwealth, Britain was, in fact, often obliged to accept the will of all the other members. In 1961, for example, South Africa under its apartheid regime was driven out of the Commonwealth by the hostility of many African and Asian countries, against Britain's wishes. Increasingly, the British government felt uncomfortable dealing with all these countries: they were troublesome, full of ideas of their own, and made the British feel guilty. Mrs Thatcher in particular seemed to have no idea what to say to them. Without Britain at the centre of the trading network, each region – Africa, the Caribbean, South-East Asia – was trading more locally. There did not seem much point in the commonwealth any more.

South Africa rejoined in 1994, immediately after the election of president Mandela. That event seemed to give new life to the organization: it was partly the pressure from Commonwealth peoples that led to the end of white rule. Since then, the profile of the Commonwealth has become ever high. Teams of observers have been sent to various member states to check the conduct of elections. In 1995 Nigeria was suspended from membership because of human rights abuses; it has since rejoined. In the same year two new countries joined, Cameroon and Mozambique, the latter being the first non-English-speaking member (it is an ex-Portuguese colony). Modern business people are keen on networking, making a wide circle of useful contacts. It may be that countries around the world are looking to the Commonwealth as an opportunity for international networking.

### **Exercise 16**

*Reread the text about the 'Commonwealth' and decide if each of the following statements is true or false.*

1. The Commonwealth has enormous political power.
2. British links with the Commonwealth are strong.
3. When Britain joined the European Community, it alienated from the Commonwealth.
4. The Commonwealth started with the independent countries of Africa.
5. The British Queen is the head of the Commonwealth, that's why the other members obey the wishes of Britain.
6. The Commonwealth had fading significance in the 1990s.
7. Nigeria was expelled from the Commonwealth never to rejoin it.

### **Exercise 17**

*Imagine that you have been asked to give a talk on the British Empire and the causes why it eventually collapsed. Explore different time periods: the 18<sup>th</sup>, the 19<sup>th</sup> and the 20<sup>th</sup> centuries. Bring your ideas together. As you speak, try to include as many details as you can.*



## LESSON 7. THE AGE OF AMBITION

### Introduction

We are going to speak about Britain in the twentieth century, the effect of the two World Wars, about Mass Observation, about the emergence of the Welfare State, the greatest painters of the 20<sup>th</sup> century. Here are a few cultural notes that you might find helpful. Study them.

### Cultural notes

**Bacon, Francis (1909 – 1992)** – an Irish artist who is known for painting people and animals in twisted shapes with dark, strong colours.

**Blitz** - the time during World War II when German planes dropped many bombs on British cities, especially London.

**Gilbert Prousch (born 1943) and George Passmore (1942)** – are two artists who work together as a collaborative duo called *Gilbert & George*. They are known for their distinctive and highly formal appearance and manner and also for their brightly coloured graphic-style photo-based artworks.

**Hepworth, Barbara (1903 – 1975)** – a British sculptor known for the abstract style of her work.

**Moore, Henry (1898 – 1986)** - a British sculptor considered by many people to be the most important British sculptor of the 20<sup>th</sup> century. He is known for his large, partly abstract sculptures of people, especially women lying down.

**Nash, Paul (1889 – 1946)** – a painter and graphic artist. Wounded during the 1914-1918 war, he was appointed an official war artist and examples of his work from this time, *We are Making a New World* and *the Menin Road*, are in the Imperial War Museum. Essentially a landscape artist, who saw himself as a successor to Blake and Turner, his work was imbued with deep, sometimes prophetic symbolism.

### Exercise 1

*Watch the first half of 'Age 7' and fill in the blanks with the expressions from the video.*

1. The twentieth century was an age of \_\_\_\_ that turned British society upside down when people felt freed from \_\_\_\_ to experiment as they chose with \_\_\_\_ and these changes were reflected in \_\_\_\_.
2. Britain was intent upon throwing off the shutters of the \_\_\_\_ era.
3. At the beginning of the twentieth century Britain was \_\_\_\_ and \_\_\_\_ nation.
4. Modern Britain was forged in the trenches of World War I.
5. In the slaughter of British forces alone, nearly \_\_\_\_ lost their lives.
6. As always artists were sent to \_\_\_\_ to record the scene. What they saw defied their \_\_\_\_.
7. It soon became clear that the traditional painting could not capture \_\_\_\_ of modern warfare.

8. The glint of gold and silver had given way to universal \_\_\_\_.
9. It took a new generation of painters to rise to the challenge. They were known as \_\_\_\_.
10. For them modernism meant having the courage to look at the harsh reality however grim it was and then to paint not precisely what they saw but what they \_\_\_\_.
11. The *Menin Road* is perhaps the \_\_\_\_ painting of the first World War.
12. Paul Nash had served as a \_\_\_\_ and the picture shows \_\_\_\_ in Flanders.
13. Nash said that with this painting he wanted to rob warfare of the last shred of \_\_\_\_ and the last shine of \_\_\_\_.
14. The war had taken its toll on \_\_\_\_.
15. When it ended, the plan was that everyone would share in the \_\_\_\_\_. Britain would become a land fit for \_\_\_\_\_.
16. Of all the freedoms of the twentieth century the most valued was the freedom of \_\_\_\_\_.
17. Cars had been around since the end of the previous century but they were only for the \_\_\_\_\_.
18. *The Austin 7* had been designed by \_\_\_\_\_.
19. He had decided that after the war what was needed was \_\_\_\_\_.
20. In \_\_\_\_\_ when it came out, *the Austin 7* sold for \_\_\_\_\_.
21. In the same year *the Austin 7* was launched, another \_\_\_\_\_ appeared. A group of pioneering companies came together to form the \_\_\_\_\_.
22. People were able to set their watches and clocks by \_\_\_\_\_.
23. The BBC called the Broadcasting House \_\_\_\_\_.
24. Eric Gill was commissioned to make \_\_\_\_\_ to stand over the doorway. The figures of \_\_\_\_\_ and \_\_\_\_\_ from Shakespeare's *Tempest* carry the radio waves around the world guided by \_\_\_\_\_ who presumably is the broadcaster.
25. In 1937 an odd combination of a poet, a painter, an anthropologist came together and agreed that not enough was known about \_\_\_\_\_.
26. They decided to set up \_\_\_\_\_. It was called \_\_\_\_\_.
27. The idea was to record in detail the minutest observation of \_\_\_\_\_. They chose for its base the industrial city of \_\_\_\_\_.
28. Mass observation began as a curiosity of artists wanting to know what other people were like. It ended rather impressively, it got the attention of \_\_\_\_\_.

## Exercise 2

*Read the following sentences. Decide which of them are true and which are false.*

1. People of Britain did not expect the First World War to last over four years.
2. Traditional painting brilliantly captured the harsh reality of the First World War.
3. A new generation of painters to rise to the challenge became known as impressionists.

4. The two figures standing over the doorway of the Broadcasting House are the figure of God and the figure of Christ.
5. *The Austin 7* was cheap to run.
6. *The Austin 7* looks big, but actually it is tiny inside.
7. The admirers of *the Austin 7* still club together to go on nostalgic trips to the past.
8. The BBC was set up right before the First World War.
9. Mass-Observation was British social research organization founded in 1937 to record everyday life in Britain.
10. One of the Mass-Observation obsessions was with schools and colleges.

### Exercise 3

*Discuss the following questions in pairs. Refer to part I of 'Age 7'.*

1. How did artists reflect the events of the First World War?
2. How did the First World War affect Britain?
3. How did modernists portray the reality of the First World War?
4. What changes took place in Britain after the First World War?
5. What was the impact of Mass-Observation?

### Exercise 4

*Watch part II of 'Age 7' and fill in the blanks with the expressions from the text.*

1. Halfway through the twentieth century progress was once again halted by \_\_\_\_\_. It lasted from \_\_\_\_\_ to \_\_\_\_\_.
2. For the first time in a thousand years British people were under \_\_\_\_\_. They faced the mass bombing raids, called \_\_\_\_\_.
3. Government came with the scheme to build public shelters in the street, but they were \_\_\_\_\_.
4. For those who lived in London the obvious solution was to take shelter in \_\_\_\_\_.
5. The government had originally forbade the use of underground as \_\_\_\_\_, people came to the station, bought a ticket, went down and refused to \_\_\_\_\_. Realizing that they could not win, they \_\_\_\_\_.
6. At the height of the Blitz nearly \_\_\_\_\_ people would cram into tube stations for a night's sleep.
7. One evening in 1940 at the very height of the Blitz artist Henry Moore got trapped down in the tube by an \_\_\_\_\_.
8. He was so moved by the sight that time and again he returned underground and \_\_\_\_\_.
9. His pictures might have shown a dismal scene underground but they had a warmth and humanity about them and they embodied \_\_\_\_\_.
10. The wartime mood of shared suffering inspired the radical notion of \_\_\_\_\_.

11. At the very height of the Blitz the economist William Beveridge was asked to work out \_\_\_\_.
12. The NHS Act of 1946 led to the creation of \_\_\_\_.
13. One artist who particularly passionate about NHS was \_\_\_\_.
14. The painter was absorbed by the \_\_\_\_ and \_\_\_\_ of humans being dedicated to the saving of life.
15. We take self-expression for granted now, but in the 1940's and 1950's Soho was one of the places where you could \_\_\_\_\_. Here was a great mix of \_\_\_\_ and \_\_\_\_.
16. Drinking clubs were at the very heart of \_\_\_\_ culture.
17. The dissatisfied artists of that generation started to meet in \_\_\_\_\_. The king of Soho's drinking clubs was \_\_\_\_\_, a troubled rebellious genius who became recognized as one of the greatest painters of the twentieth century.
18. *Three Studies for Figures at the Base of a Crucifixion* was first exhibited at \_\_\_\_\_ in \_\_\_\_\_ just as Britain was discovering the grim reality of Nazi concentration camps.
19. This triptych is certainly the work that made his \_\_\_\_\_.
20. Bacon used the idea of crucifixion to talk about \_\_\_\_\_.
21. For the most part 1950's were a \_\_\_\_\_, \_\_\_\_\_ decade.
22. Britain was impoverished after the war still posing as \_\_\_\_\_.
23. The so-called 'Swinging Sixties' was a social revolution that was led by the \_\_\_\_\_ and touched every walk of life. At the heart of it was a craving to cut free from \_\_\_\_\_.
24. Artists like David Hockney sought to reflect \_\_\_\_\_.
25. Tracy Emin is famous for \_\_\_\_\_.
26. Many people find modern art \_\_\_\_\_.
27. One artist who has managed to be distinctively modern but to produce works that attracted \_\_\_\_\_ is Anish Kapoor. His work bombards us with \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
28. The curious thing about Kapoor's work is \_\_\_\_\_. He makes it for \_\_\_\_\_ \_\_\_\_\_. The highlight of the exhibition was \_\_\_\_\_.
29. Damien Hirst's success lies in using entertainment and humour to set against the inevitability of \_\_\_\_\_. In 2007, he reportedly sold a skull studded with diamonds for \_\_\_\_\_ million pounds which would make it the most expensive work of art by a living artist.

### Exercise 5

*Choose the phrases (1 – 6) which complete the phrases given below (a – f).*

*For example: If you want to see Shakespeare's birthplace, you should go to Stratford-upon-Avon.*

1. Barbara Hepworth's work
2. Paul Nash's work
3. The very first BBC radio transmitter
4. Henry Moore's paintings

5. Francis Bacon's masterpiece
6. Anish Kapoor's work

- a. Science Museum Stores
- b. National Gallery
- c. Tate, Britain
- d. St. Ives
- e. Royal Academy of Arts
- f. Imperial War Museum

### Exercise 6

*Choose the right answer and complete the sentences.*

1. \_\_\_\_ portrayed the battlefield in Flanders in his best known picture "*The Menin Road*".
  - A. Barbara Hepworth
  - B. Gilbert and George
  - C. Paul Nash
2. Herbert Austin had been \_\_\_\_\_.
  - A. an engineer
  - B. an armaments manufacturer
  - C. a designer
3. The sculptor \_\_\_\_ \_\_\_\_ was commissioned to make two figures to stand over the doorway of the Broadcasting House.
  - A. Eric Gill
  - B. Barbara Hepworth
  - C. Damien Hirst
4. The Mass-Observation chose for its base the industrial city of \_\_\_\_\_.
  - A. Southampton
  - B. Bolton
  - C. Liverpool
5. British people faced the mass bombing raids called the Blitz in \_\_\_\_\_.
  - A. 1940 – 1941
  - B. 1942 – 1943
  - C. 1917 – 1919
6. \_\_\_\_ paintings might have shown a dismal scene underground but they had a warmth and humanity about them.
  - A. Francis Bacon's

- B. Henry Moore's
- C. Paul Nash's

7. The key idea of the famous Beveridge report of 1942 was that there should be

- \_\_\_\_\_.
- A. rules about minimum wages
  - B. free medical support for everybody
  - C. universal franchise

8. One artist who sought and was given permission to shadow surgeons at their work was \_\_\_\_\_.

- A. Lucian Freud
- B. Francis Bacon
- C. Barbara Hepworth

9. \_\_\_\_\_ is the author of *Three Studies for Figures at the Base of a Crucifixion*.

- A. Bernard Leach
- B. Anish Kapoor
- C. Francis Bacon

10. \_\_\_\_\_ is internationally renowned, and reported as the United Kingdom's richest living artist.

- A. Anish Kapoor
- B. Damien Hirst
- C. Francis Bacon

### **Exercise 7**

*Which artist is each sentence about? Match the names (1 – 7) to the sentences given below (a – i).*

- 1. Paul Nash
- 2. Henry Moore
- 3. Barbara Hepworth
- 4. Gilbert and George
- 5. Francis Bacon
- 6. Anish Kapoor
- 7. Damien Hirst

- a. In just two years, the artist produced over a hundred pictures of operating teams.
- b. He was appointed an official war artist during both World Wars.
- c. These artists have described themselves as living sculptures.

d. On 12 November 2013 his painting *Three studies of Lucian Freud* set the record as the most expensive piece of art ever auctioned, selling for 142,405,000 dollars.

e. Time and again he returned underground and filled books of drawings with what he saw.

f. Death is a central theme in his works.

g. The use of red wax is part of his repertoire, evocative of flesh, blood, and transfiguration. In 2009 at the Royal Academy in London he showed a 1,5 metre block of red wax that moved on rails.

h. The highlight of one of the artist's exhibitions was a great cannon.

i. The artist has a studio in Gloucestershire.

### Exercise 8

*Complete the following sentences by using the dates from the box.*

1920s	1930s	1940s	1950s
1960s			

1. *The Austin 7* was launched in the \_\_\_\_.

2. The BBC started broadcasting in the \_\_\_\_.

3. British people were under foreign attack in the \_\_\_\_.

4. Henry Moore displayed his pictures at the National Gallery in the \_\_\_\_.

5. The notion of a welfare state emerged in the \_\_\_\_.

6. State-funded hospitals were created in the \_\_\_\_.

7. Francis Bacon's *Three Studies for Figures at the Base of a Crucifixion* was first exhibited in the \_\_\_\_.

8. For the most part, \_\_\_\_ were a dull, stick-in-the mud decade.

9. Britain used to be something of a backwater in terms of fashion, this all changed dramatically in the mid - \_\_\_\_, when boring old London discovered pop music and became Swinging London.

### Exercise 9

*Which of the following sentences are true and which are false? Compare your answers with those of a classmate.*

1. At the start of World War II the government built public shelters but there was not enough room in them.

2. The government supported the idea of using underground as a shelter.

3. Henry Moore was transfixed by what he saw in the tube.

4. Henry Moore's pictures reveal the battlefield.

5. Henry Moore's pictures were put on show at the National Gallery at the time and they were immensely popular.

6. After World War II the government pursued the policy of social welfare.

7. After World War II a kind of imperialist idea of art was accepted that artists should portray the grandeur of the British Empire.
8. During the War the ground work of the United Kingdom's Welfare State was laid by the Beveridge Report (1942) named after its main author.
9. The 'Swinging London' of the 1960's was radical and explosive.
10. Bacon's *Three Studies for Figures at the Base of a Crucifixion* is on display at Tate, Britain.
11. Artists of the 'Swinging Sixties' reflect the values of the world around them.
12. Anish Kapoor wanted to sell his work, but he could not.
13. It looks as if British art of today is confusing and troubling.

### **Exercise 10**

*Take turns asking and answering questions on part II of 'Age 7'.*

1. What was the notion of a welfare state inspired by?
2. What was the key idea of Beveridge's report of 1942?
3. Why was Barbara Hepworth passionate about NHS?
4. What does Barbara Hepworth focus on when portraying surgeons and nurses?
5. How had ideas of art changed by the end of the 1940s?
6. What do Bacon's paintings reflect?
7. What brought about the 'Swinging Sixties'?
8. What style of art appeared in the 1960s? Give examples.
9. What is Anish Kapoor famous for?
10. What is special about Damien Hirst's work?

### **Exercise 11**

*What makes the look of British towns and cities so distinctive? What do you know about architecture in England? Do you know any modern architects? If you can't answer these questions, read the following article.*

### **Art and architecture**

The most striking feature of British towns and cities is the lack of blocks of flats. People prefer to live in individual houses – units with their own front doors and sometimes gardens. Perhaps this says something about the national character, a love of privacy and a lack of interest in the wider community. There is a proverb: "An Englishman's home is his castle." Whatever the deeper reasons for it, the result is that British towns and cities are full of two or three-storey houses. Only in the 1950s and 60s did councils start building tall blocks of flats in the American style; these have been very unpopular, and the cheaper ones are now being demolished. Another distinctive feature of British buildings is the use of brick. Some of the oldest monuments, like Hampton Court Palace or Queen's College, Cambridge, are made of brick.



Apart from some ancient churches, the oldest buildings you will see in Britain are castles. They are dotted all over the country, with many beautiful examples in Scotland and Wales. They were first built by the Normans after their invasion of England in 1066. The Tower of London dates from about 1078. Because of the Normans' desire to control the population, they started to build castles everywhere, but especially in the more restless regions. For example, King Edward I built a series of massive castles in Wales at the end of the 13<sup>th</sup> century; his aim was to keep the lawless Welsh under English rule.

As the dominance of the English Crown was established, the need for castles diminished. Then the use of gunpowder meant that they could no longer resist attack. So by the 15<sup>th</sup> century the castle-building age was over. Many Scottish castles are from a later period, but these are not military buildings; they are aristocratic family houses that imitated older styles.

Since the Middle Ages, architecture in Britain (as in most of Europe) has been based on three major styles: Gothic, classical and modern. The great early cathedrals and churches are in Gothic style – tall with pointed arches and highly decorated; they are covered in sculptures of people, animals and plants. The buildings are fantastic engineering achievements, constructed with very little machinery and designed by architects whose names have been forgotten. The tallest spire in Britain, at Salisbury Cathedral, is 123 metres high and was built in the 1330s. It is incredible that such size and perfection were achieved without a single crane or computer!

After the Gothic period, architectural fashion looked back to the classical age of Greece and Rome for its inspiration. So we see columns and triangular pediments as on Greek temples; round arches, domes and perfect Latin lettering as on Roman public buildings. Many of the finest London churches are in this style; St Paul's Cathedral (built by Sir Christopher Wren between 1675 and 1710) is the biggest and most celebrated, but there are many more all over the city.

Not only the churches were in the classical style. Rich aristocrats built huge and impressive houses surrounded by parkland; they are on such a grand scale that it is difficult to imagine that they were once private homes, but of course they had dozens and sometimes hundreds of servants.

Many of the most beautiful parts of British cities consist of houses in this style. The period of King George I to George IV is known as the Georgian period, and cities such as London, Edinburgh, Bristol and Bath still today have large numbers of elegant Georgian houses, which give the streets a striking sense of unity and design.

In the 19<sup>th</sup> century, during the Victorian age (taking its name from Queen Victoria), architects went back to medieval Gothic ideas for their inspiration. At first sight it is sometimes difficult to tell whether a Victorian church is 100 or 500 years old! At the same time, classical styles did not disappear altogether. In fact, there was a "Battle of the Styles" between classical and Gothic.

The British Museum (1823) was a victory for the classical, and the Houses of Parliament (1836) for the Gothic.

From the 1920s on, new ideas were transforming art and music, and architecture, too was caught up in the modernizing culture. People wanted buildings

that were not just copies of the past. Having abandoned both classical and Gothic styles, the challenge was to create – to invent – something really new. Luckily, this change in attitude came at the same time as exciting new engineering materials were becoming available.

With concrete and steel together, and new types of glass, it was possible to escape from the traditional forms. For the first time in history, architects were free to make almost any shape they liked.

British architecture is going through a dynamic period, with several big international names such as James Stirling and Norman Foster. Perhaps the architect best known in Britain is the designer of the Millennium Dome, Richard Rogers. He too, has carried out many major projects abroad. He was responsible for the airport in Marseille, numerous office complexes in Japan and the USA, and (with an Italian, Renzo Piano) for the great Centre Pompidou in Paris. In his own country he has worked on many smaller projects. But he is best known for the most spectacular modern building in the financial centre of London – the Lloyd's Building. Although it contains a very conservative insurance business, and it is in the oldest part of London, it is an extraordinary and daring piece of modern architecture – all steel and glass, with pipes and lifts on the outside.

Richard Rogers is also modern in his philosophy. He is extremely concerned about the environmental aspects of design: can a building use solar power, can it make the most of natural light, and can it function without wasteful air conditioning. He is keen to make London a better place to live in, with less traffic and more spaces in which people can enjoy city life. Talking about famous parts of the city like Oxford Circus, Parliament Square and Marble Arch, he says: "They are dangerous, degrading, inhuman and unnecessary spaces where vehicles have replaced people, and the servant has become the master. ... clean, live-work cities based upon the bicycle and upon walking, are absolutely possible." Happily, the government is beginning to follow Roger's advice and the future of London is looking brighter; there are, for example, plans for a car-free Trafalgar Square.

## **Exercise 12**

*Work with a partner. Take turns asking each other questions about architecture in Britain.*

1. What is the most distinctive feature of British towns and cities?
2. What is the most distinctive feature of British buildings?
3. Comment on the proverb: "An Englishman's home is his castle".
4. What was the reason why Normans began to build castles in the 11<sup>th</sup> century?
5. Who built castles in North Wales in the 13<sup>th</sup> century?
6. Give examples of Gothic buildings in Britain.
7. What are the major architectural styles which have been adopted in Britain since the Middle Ages?
8. Whom were Scottish castles built for?
9. What architectural style was in fashion in the 19<sup>th</sup> century?

10. Name the best-known modern architects and the buildings they have designed.

### **Exercise 13**

*Do you know any modern British artists? Read the following text and add some new facts, examples or details.*

### **British Art in the 20<sup>th</sup> century**

The 20<sup>th</sup> century was an extremely busy and exciting time for British painting. At first the tendency was, as often in the past, to imitate the big names from Europe. The French impressionists had taken the art world by storm, and there was little to do but try to copy them. Then Picasso and Braque came up with something completely new – cubism; again British painters followed.

British art history books are therefore pleased to report that in the middle of the 20<sup>th</sup> century a new movement actually started in this country. In the 1950s and 60s, Britain was in many ways a very fashionable place: British pop music and clothes were big news all over the world. The visual arts also joined in this successful piece of marketing. Pop art in particular caught the imagination of young people.

The movement dropped almost all previous ideas about painting, and picked up the images of advertising, pop music and cheap everyday objects. The first artists to do this were Richard Hamilton, Eduardo Paolozzi (who is Scottish, in spite of his Italian name) and Peter Blake (who did the famous cover of the Beatles album *Sergeant Pepper*).

In 1957, Hamilton said that pop art should be “popular, expendable, low cost, mass produced, young, witty, sexy, glamorous”.

The same feeling of confidence, freshness and innovation gave rise to other styles, too. In her accurate, beautifully designed paintings, Bridget Riley made images which created interesting optical effects – and as a result came to be known as op art. One surprise was that at first she used only black and white, a very unusual thing for a painter to do.

One of the members of the 60s pop art movement has gone on to become Britain’s favourite modern painter. At the time, David Hockney (born 1937) fitted perfectly into that new, fashionable London scene. He was young, well-dressed and gay, but came from a working-class background in Bradford in the north of England; so for rich Londoners he was a breath of fresh air. But, having followed a fashionable style at the beginning of his career, he has developed a very personal way of painting which puts him outside any modern art movement.

While younger artists have been playing around with all sorts of theories, political statements and attempts to shock the public, Hockney has just continued to produce lovely paintings with fabulous design sense and colours.

Like all great artists, Hockney had been through a number of periods in which he changed his style and experimented. For example, in the 1980s he did clever montages using photographs. He would take a lot of pictures of details of a person, an

object or a scene. Then he reassembled all the photos in a free and inventive way, so that you can see the scene broken up –almost as in cubism.

But generally his work has been painting, often mixing graphic design with realism, and always with a supremely modern sense of colour. This is what has made him so popular with the public. His work can be seen everywhere: on posters, postcards, calendars and T-shirts as well as in art books, museums and galleries.

#### **Exercise 14**

*Ask and answer why questions. Use the information in the text above.*

*For example: Why did British painters copy French impressionists?*

#### **Exercise 15**

*Read an extract about the latest trends in British art and say what names are new to you.*

### **The Latest in British Art**

For some years now, young British artists seem to have given up the traditional forms of drawing, painting and sculpture. If you go to an art college exhibition, you will probably see photos, videos, constructions with lights and sounds, live people performing, found objects and philosophical statements. Media attention is always on the new, the daring and the shocking, and art prizes often reward originality rather than old-fashioned taste and skill.

One of the current celebrities is Mona Hatoum, who made a video with tiny medical cameras inside her own body. Tracy Emin became quite famous for making a small gallery entirely devoted to things about herself: pictures of her, bits of her hair and objects of importance to her.

But unquestionably the biggest name is Damien Hirst, who won the important Turner Prize in 1995. He is a joker who actually makes fun of those who pay high prices for his work. His best-known piece was a 4.5-metre shark in a tank of formaldehyde. The prize-winning piece was a cow and its calf, both cut down the middle, amusingly entitled *Mother and Child Divided*.

#### **Exercise 16**

*Imagine that you are a reporter for a newspaper. You need to write an article about art. You have been asked to bring up and explore two questions:*

- 1. Which countries have produced the greatest painters?*
- 2. Is Britain one of them?*

## REVISION TEST

1. Which tribal leader fought against the Roman conquest of Britain?
  - A. Hadrian
  - B. King Canute
  - C. Boudicca
  - D. King John
  
2. For about how long was Britain occupied by the Romans?
  - A. for about 500 years
  - B. for about 100 years
  - C. for about 350 years
  - D. for about 250 years
  
3. Which of the Anglo-Saxon kings defeated the Vikings at the end of the 9<sup>th</sup> century?
  - A. king Canute
  - B. king Alfred the Great
  - C. king William
  - D. king Richard
  
4. William the Conqueror came to Britain in 1066 from which of the following countries?
  - A. Italy
  - B. Normandy
  - C. Spain
  - D. Germany
  
5. The Bayeux Tapestry tells the story of what?
  - A. the Judgment Day
  - B. the Norman Conquest of England
  - C. the Viking invasion of England
  - D. the Roman invasion of England
  
6. The Tower of London dates from about what century?
  - A. the 10<sup>th</sup> century
  - B. the 11<sup>h</sup> century
  - C. the 12<sup>th</sup> century
  - D. the 13<sup>th</sup> century
  
7. What is the oldest tower in the Tower of London?
  - A. The Bloody Tower
  - B. The White Tower
  - C. The Elizabeth Tower

D. The Tom Tower

8. Who was the first Plantagenet king?

- A. Henry II
- B. Stephen
- C. Richard I
- D. William I

9. What document of 1215 established defined limitations to royal rights?

- A. Magna Carta
- B. The Petition of Right
- C. The Act of Settlement
- D. The Bill of Rights

10. Edward I succeeded in imposing English rule on which of the following countries?

- A. Wales
- B. Scotland
- C. Ireland
- D. France

11. Which of the English monarchs started the Hundred Years' War with France, a struggle over who should be the King of France?

- A. Edward I
- B. Edward III
- C. Richard II
- D. Henry V

12. Who defeated King Richard II in 1399?

- A. Henry V
- B. Richard III
- C. Henry IV
- D. Edward IV

13. In the fourteenth century \_\_\_\_\_ wrote his "Canterbury Tales", which describe the journey of pilgrims to Thomas Becket's shrine at Canterbury who exchange twenty-four tales, which range from high romance set in ancient Greece to low comedy in contemporary England.

- A. William Shakespeare
- B. Thomas Becket
- C. Geoffrey Chaucer
- D. Walter Scott

14. Which monarch carried out the Reformation in England?

- A. Elizabeth I
- B. Henry VIII
- C. Edward I
- D. Henry VII

15. Who gave Henry VIII his only son?

- A. Catherine of Aragon
- B. Catherine Parr
- C. Ann Boleyn
- D. Jane Seymour

16. Who succeeded Elizabeth in 1603?

- A. James I
- B. James II
- C. Charles I
- D. Charles II

17. When was the first permanent English colony in America established? In whose honour was it named?

- A. 1620; Elizabeth
- B. 1607; James I
- C. 1664; Duke of York
- D. 1680; William Penn

18. Which monarch was put on trial, found guilty and executed in the Civil War?

- A. James I
- B. James II
- C. Charles I
- D. Charles II

19. Who created the New Model Army?

- A. The first Duke of Marlborough
- B. The first Duke of Wellington
- C. Thomas Cromwell
- D. Oliver Cromwell

20. William of Orange and Mary became rulers of England in 1689, after they promised to obey the terms of what document?

- A. The Bill of Rights
- B. The Great Charter
- C. The Petition of Right
- D. The Declaration of Independence

21. What is the name of the admiral who died in the battle of Trafalgar in 1805 and was buried in St Paul's Cathedral?

- A. Wellesley
- B. Raleigh
- C. Nelson
- D. Drake

22. Who is considered to be the first Prime Minister?

- A. William Gladstone
- B. Benjamin Disraeli
- C. Robert Walpole
- D. Winston Churchill

23. What period in British history is called the Georgian period?

- A. 19<sup>th</sup> century
- B. 16<sup>th</sup> century
- C. 17<sup>th</sup> century
- D. 18<sup>th</sup> century

24. When did the British Empire collapse?

- A. After the First World War
- B. After the Second World War
- C. At the end of the 19<sup>th</sup> century
- D. At the beginning of the 20<sup>th</sup> century

25. The name "Westminster" is often used to refer to what?

- A. Parliament
- B. Prime Minister
- C. The Church of England
- D. Government

26. The second largest party in the House of Commons is usually known by what name?

- A. the Opposition
- B. the Senate
- C. The Lords
- C. the Cabinet

27. What are the two major parties?

- A. Labour and Conservative
- B. Labour and Republican
- C. Democratic and Republican
- D. Communist and Liberal



28. What is the name of the street in London in or near which most of the British government offices stand?

- A. Whitehall
- B. Oxford street
- C. Fleet street
- D. Bond street

29. Where are The Royal Naval College and the National Maritime Museum located?

- A. the City of London
- B. Greenwich
- C. Soho
- D. South Kensington

30. The Prime Minister's official residence is in what street?

- A. Whitehall
- B. Downing street
- C. Regent street
- D. Oxford street

31. A monument dedicated to whom stands in front of the Houses of Parliament?

- A. Lord Nelson
- B. Charles I
- C. Oliver Cromwell
- D. George IV

32. A monument dedicated to whom stands right in Trafalgar Square in front of the National Gallery?

- A. Horatio Nelson
- B. Arthur Wellesley
- C. Sir Christopher Wren
- D. Oliver Cromwell

33. When did the English Parliament originate?

- A. 1265
- B. 1215
- C. 1337
- D. 1381

34. A very large house in SW London begun by Cardinal Wolsey in 1514 but taken over by King Henry VIII and used as a royal palace until the 18<sup>th</sup> century. What house is referred to?

- A. Kenwood House

- B. Banqueting Hall
- C. Hampton Court
- D. Lambeth Palace

35. What ceremony is regularly held outside Buckingham Palace in which guards in red uniform and black hats replace each other?

- A. Trooping the Colour
- B. Changing of the Guard
- C. Ceremony of the Keys
- D. Royal Tournament

36. What area in central London is the British centre for money matters? The Bank of England and the Stock Exchange are here as well as many financial companies.

- A. The City
- Westminster
- C. Chelsea
- D. Greenwich

37. The Victoria Memorial is a sculpture dedicated to Queen Victoria, designed and sculpted by Sir Thomas Brock and placed in front of what place?

- A. Kew Palace
- B. Buckingham Palace
- C. National Gallery
- D. Hampton Court

38. Whose paintings have shown dismal scenes underground during World War II?

- A. Francis Bacon's
- B. Henry Moore's
- C. Paul Nash's
- D. Barbara Hepworth's

39. When did pop art appear in Britain?

- A. in the 1940s
- B. in the 1970s
- C. in the 1980s
- D. in the 1950s

40. Where are the Crown Jewels kept?

- A. in the Tower of London
- B. in Westminster Abbey
- C. in Buckingham Palace
- D. in Windsor Castle

41. What is the family name of the British Royal family (valid for 2018)?  
A. Windsor  
B. Tudor  
C. Lancaster  
D. Stuart
42. What is the name of the Queen's residence in London?  
A. Balmoral Castle  
B. The Royal Pavilion  
C. Buckingham Palace  
D. Hampton Court
43. At her jubilee in 2012, how many years as queen did Queen Elizabeth II celebrate?  
A. 25  
B. 40  
C. 50  
D. 60
44. Which of the artists was appointed an official war artist during both World Wars?  
A. Henry Moore  
B. Paul Nash  
C. Barbara Hepworth  
D. Francis Bacon
45. *Three Studies for Figures at the Base of a Crucifixion* is whose famous work?  
A. Lucian Freud's  
B. David Hockney's  
C. Francis Bacon's  
D. Damien Hirst's
46. The Pilgrim Fathers sailed from \_\_\_\_ to America on *the Mayflower* in 1620.  
A. Exeter  
B. Plymouth  
C. Liverpool  
D. Manchester
47. The English language developed from \_\_\_\_ and is a \_\_\_\_ language.  
A. Anglo-Saxon; Germanic  
B. Anglo-Saxon; Roman  
C. Celtic; Celtic

D. Anglo-Saxon; European

48. Eisteddfod is a festival of \_\_\_\_ culture.

A. Scottish

B. Welsh

C. Irish

D English

49. The Lake District is associated with the name of \_\_\_\_.

A. William Wordsworth

B. William Shakespeare

C. Emily Bronte

D. Robin Hood

50. Hogmanay is observed in \_\_\_\_.

A. Wales

B. Northern Ireland

C. England

D. Scotland.

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