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# ПРЕДИСЛОВИЕ

Настоящее учебное пособие предназначено для студентов, обучающимся по направлению «Лингвистика». Кроме того, оно может быть использовано на практических занятиях по английскому языку со студентами нелингвистических специальностей с целью формирования у них социолингвистической и межкультурной компетенций.

Учебное пособие написано в соответствии с программами учебных дисциплин, занимающихся проблемами взаимосвязи и взаимовлияния языка и культуры: «Культура и история стран изучаемого языка», «Лингвострановедение», «Лингвокультурология». Обязательным этапом работы над подобными курсами является формирование банка фактических знаний, слов-реалий и терминов по каждой теме для развития фоновой культурной грамотности студентов.

В учебном пособии рассматриваются основные этапы развития Британии с доисторических времён до XV века.

Пособие состоит из 7 разделов и 3 приложений. Каждый раздел содержит аутентичные тексты, упражнения, задания на развитие навыков устной речи, а также рекомендации по подготовке презентации на английском языке. Содержащиеся в разделах задания способствуют развитию у студентов умения использовать иностранный язык как инструмент культуроведческого самообразования. Приложения к пособию содержат упражнения для закрепления пройденного материала, тексты для чтения и перевода, фразы-клише для структурно-композиционного оформления высказывания.

Учебное пособие может быть использовано как на семинарах по вышеуказанным дисциплинам, так и для самостоятельной работы студентов. Работа с пособием поможет студентам самостоятельно изучить раннюю историю Великобритании, освоить новую лексику и закрепить её при обсуждении изученного материала на семинарах, а также в процессе подготовки презентации на английском языке.

# Unit 1.

## *Britain's Prehistory*

### Timeline

250000 BC – 200000 BC	<i>Palaeolithic (Old Stone Age)</i> Our first evidence of human life is found in Britain (the earliest human bones, stone tools)
c. 50000 BC <sup>1</sup>	A new type of human being seems to have arrived, who was the ancestor of the modern British.
c. 10000 BC	The Ice Age drew to a close. Britain was peopled by small groups of hunters, gatherers and fishers.
c. 6000 BC	At the end of the last Ice Age, the English Channel forms, separating Britain from continental Europe
3500 BC	Stone circles are erected around Britain
3000 BC	<i>Neolithic (New Stone Age)</i> Work begins on Stonehenge
2100 BC	<i>Bronze Age</i> culture reaches Britain
2000 BC	The “Beaker” people arrive in southeast Britain from Europe
1000 BC	Settled agricultural communities appear
500 BC	The <i>Iron Age</i> begins

**Read, translate and give a summary of the texts:**

### PREHISTORIC BRITAIN

The British Isles have been populated by human beings for hundreds of thousands of years. Our first evidence of human life is a few stone tools, dating from one of the warmer periods, about 250000 BC (the Palaeolithic epoch).

Britain has not always been an island. Over the millennia there were phases of extreme cold, when large areas of Britain were covered in ice, followed by warmer times. Around 10000 years ago, the latest ice age came to an end. Sea levels rose as the ice sheets melted, and Britain became separated from the European mainland shortly before 6000 BC.

<sup>1</sup> c – circa (лат.) приблизительно, около.

It is generally considered that the first groups of people in Britain were Palaeolithic nomads from mainland Europe. They hunted the large migratory animals of the period, and travelled to Britain by land and sea, particularly at those times when the country was joined to the European land mass. People subsisted by gathering food like nuts, berries, leaves and fruit from wild sources, and by hunting. The change from a hunter-gatherer to a farming way of life (around 7000 years ago) is what defines the start of the Neolithic or New Stone Age. The first farmers brought the ancestors of cattle, sheep and goats with them from the continent. Domestic pigs were bred from wild boar, which lived in the woods of Britain. Neolithic farmers also kept domesticated dogs, which were bred from wolves. Sheep, goats and cattle are fond of leaves and bark, and pigs snuffle around roots. These domestic animals may have played a major role in clearing away the huge areas of dense forest that covered most of lowland Britain.

Initially, cereals were probably grown in garden plots near people's houses. Once harvested, the grain needed to be stored and protected from natural pests and from raiding parties. This tended to encourage a more settled way of life than that of the Mesolithic communities, who would move around the country on a seasonal pattern, following the animals, birds and fish they hunted.

The so-called 'henge' monuments, like the famous Stonehenge, seem to have developed out of the causewayed enclosures from around 3000 BC. These 'henge' monuments incorporate lunar and solar alignments.

## STONEHENGE



Stonehenge, the most famous prehistoric monument in Britain, is a group of very large, tall stones (cromlech) arranged in circles which stand on Salisbury Plain in the county of Wiltshire. They were

put there in pre-historic times, perhaps as a religious sign or perhaps as a way to study the sun, moon, and stars. They are also thought to have been used for religious ceremonies by Druids. It has been suggested that Stonehenge once operated as a massive astronomical clock. There are even suggestions that it was a landing site for UFOs (Unidentified Flying Objects).

Stonehenge was a sort of capital, to which the chiefs of other groups came from all over Britain. The great stone circle of Stonehenge is perhaps the greatest monument to Bronze Age ingenuity in Europe. Work on the

site began some 5000 years ago, the earliest parts being the encircling ditch and embankment. 700 years later 80 two-ton blue stones were brought here from south Wales. Then the even more massive 50-ton Sarsen stones were moved from the Marlborough Downs and the site took on the form we recognize today. Clearly this must have been a site of great significance to the people who undertook such a massive task.

The movement of the bluestones was an extremely important event, the story of which was passed on from generation to generation. Many years later, these unwritten memories were recorded in **Geoffrey of Monmouth's** "History of Britain", written in 1136. *[McDowall D., 5; Praill A., 36; Snedden R., 68]*

### Geoffrey of Monmouth<sup>1</sup> (c. 1100–1155)

Geoffrey was raised in Wales. As a young man, he went to Oxford and is thought to have been a canon of St. George's church. His principal work, earning him fame, was the "History of the Kings of Britain" (c.1136). Written in chronicle form, it proved very popular, particularly in Wales, for the portrayal of a long and glorious Welsh past. It launched the romantic Arthurian legend in European literature. King Arthur and his world were definitively formed by Geoffrey of Monmouth in this fictional book. Arthur was described as the ideal king, conqueror of much Europe, attacking even Rome.

*[A Dictionary of British History]*

### SKARA BRAE<sup>2</sup>



Skara Brae is a large stone-built Neolithic settlement, located on the Bay of Skaill on the west coast of Mainland, Orkney, Scotland. A late Neolithic village that remained buried from sight for around 4000 years until a storm uncovered it, Skara Brae provides a unique insight into Stone Age life.

The village was constructed on two levels with part of the settlement on higher ground for summer occupation and another, deeper and more

<sup>1</sup> **Geoffrey of Monmouth** – Гальфрид Монмутский ([ˈdʒefri], [mənməθ]).

<sup>2</sup> **Skara Brae** ['skarə 'breɪ] – Скара Брэй, Скара Бре. Поселение каменного века. Оказалось на поверхности после шторма в 1850 г., пролежав погребённым в земле ок. 4500 лет.

sheltered level for use when the weather was harsh. Excavation has brought to light several of the one-roomed houses that made up the village. Most things were of stone, including stone beds, tables and cupboards and stone boxes for keeping fish. Due to the scarcity of wood on Orkney, stone was used to make furniture.

### CALLANISH<sup>1</sup>



The Callanish Stones are situated near the village of Callanish on the west coast of the Isle of Lewis, Scotland. The 4-metre (13-foot) high standing stones of Callanish were erected around 4000 years ago. Thirteen stones stand in a circle, the tallest marking the entrance to a burial cairn within which human bones were

found – perhaps the remains of a chieftain. Leading northwards from the inner circle is an avenue of 19 monoliths and further stones lead south, east and west so that the whole site forms a cross. Possibly this was a ceremonial site, or an astronomical observatory or then again, perhaps these were once men, turned to stone by a wrathful sorcerer. *[Sneden R., 22, 64]*

## Exercises

### Vocabulary

**Exercise 1.** 1) *Transcribe the following words and expressions;* 2) *Explain in English and then translate the words and expressions into Russian;* 3) *Use them in the sentences of your own:*

Palaeolithic, Neolithic, Mesolithic, Stonehenge, evidence, ancestor, observatory, ingenuity, ditch, embankment, alignment, monolith, Palaeolithic nomads, a hunter-gatherer, 'henge' monuments, sarsen, cromlech

**Exercise 2. Match the words from the texts (1-10) with the definitions (A-J):**

1	chieftain	A	a chance to understand something or learn more about it
2	ingenuity	B	a sloping wall of earth or stones

<sup>1</sup> Callanish – Калланиш.

3	sorcerer	C	a condition of being well known and talked about
4	cairn	D	a place where people have come to live permanently, usually when there were very few people living there before
5	ditch	E	a group of people in society who are born and live around the same time
6	embankment	F	a pile of stones that marks the top of a mountain or some other special place
7	settlement	G	the leader of a tribe
8	generation	H	skill and cleverness in making, inventing, or arranging things
9	fame	I	a long narrow hole cut into the ground, especially for water to flow through
10	insight	J	a man who uses evil spirits to do magic in stories

**Exercise 3. Match the words from the texts (1-5) with their synonyms (A-E):**

1	inner	A	description
2	wrathful	B	interior
3	principal	C	huge
4	portrayal	D	main
5	massive	E	angry

**Exercise 4. 1) Complete the texts with the words from the box; 2) Translate the texts; 3) Give a summary of the texts:**

**A. Stonehenge**

mysteries	Salisbury Plain	puzzle	stones
ditch	journey	Wiltshire	water
site	5000	2100	1800

Stonehenge is situated on (1) in the county of (2). At various times regarded as a (3) built by the Druids, the Romans, the Danes and even the French, the first stage – a circular (4) and bank with an entrance flanked by a pair of small standing (5) – is believed to have been built around (6) years ago. The site was subsequently abandoned between (7)

BC and (8) BC. There are many (9) surrounding this ancient site. Some of the stones used are thought to have come from the Preseli mountains in Pembrokeshire, Wales — yet exactly how they were transported to the site in such a primitive age is a (10). Experts believe they may have been transported for most of the way by (11), before being dragged overland for the last stage of the (12).

### ***B. The Beaker Culture<sup>1</sup>***

society	culture	arrival
phenomenon	columns	centre
styles	tools	skills



After 2400 BC new groups of people arrived in southeast Britain from Europe. It is not known whether they invaded by armed force, or whether they were invited by Neolithic Britons because of their military or metalworking (1). They became leaders of British (2). Their (3) is marked by the first individual graves, furnished with pottery beakers (bell-shaped beakers, decorated in horizontal zones by finely toothed stamps), from which these people get their name: the 'Beaker people' (Beaker folk). The Beaker people probably spoke an Indo-European language. They seem to have brought a single (4) to the whole of Britain. Their culture is often called the Bell-Beaker culture. They also brought skills to make bronze (5) and these began to replace stone ones. Stonehenge remained the most important (6) until 1300 BC. The Beaker people's richest graves were there, and they added a new circle of thirty stone (7), this time connected by stone lintels, or cross-pieces.

The Bell Beaker culture is understood not only as a particular pottery type, but as a complete and complex cultural (8) involving other artefact (9) such as weaponry and ornamentation, as well as shared ideological, cultural and religious ideas.

<sup>1</sup> Культура (колоколовидных) кубков, принесенная из Европы на заре бронзового века, получила свое название от кубков для питья (сосудов в виде перевёрнутого колокола), часто встречающихся в могильниках. Термин был предложен английским археологом Джоном Аберкромби (John Abercromby) и основан на характерной форме керамики. 'Beaker folk' — a late Neolithic and early Bronze Age European people (c.2700–1700 BC).

***Exercise 5. Translate the following sentences into English:***

1. Первым свидетельством жизни человека в Британии стали каменные орудия труда, найденные примерно в 250000 году до н.э.
2. Первые люди пришли на территорию современных Британских островов еще в то время, когда Британия была составной частью континента.
3. Широко распространено мнение о том, что первыми людьми, заселившими Британию, были кочевники, пришедшие сюда в эпоху Палеолита (Древнего каменного века) из материковой Европы.
4. Постепенно климат менялся: температура повышалась, лёд таял. Вода заполнила низинные земли, которые находятся теперь под Северным морем и Английским каналом.
5. Примерно в 3000 году до н.э., в эпоху Неолита (Нового каменного века), европейцы пересекали узкую полоску моря на деревянных лодках, покрытых шкурами животных.
6. В Британии существуют многочисленные памятники каменного века, одним из которых является Стоунхендж – группа огромных каменных глыб (кромлех), стоящих в виде круговых оград.
7. Существует мнение, что название “Stonehenge” произошло от словосочетания “stone hanger” – “камень, лежащий (“висящий”) в виде перекладины на двух вертикально стоящих камнях”.
8. Вероятно, Стоунхендж служил для культовых обрядов или астрономических наблюдений.
9. Калланиш образуют 13 вертикально стоящих групп камней или отдельных монументов, образующих круги диаметром до 13 метров.

***Exercise 6. Answer the following questions***

- 1) How old is Stonehenge?
- 2) What is Skara Brae?
- 3) What do you know about Geoffrey of Monmouth?

## ***Speaking: «Structuring a Speech»***

### ***1. «The Golder Rule of Public speaking»***

Public speaking refers to presentation of speech to an audience of more than one. It is characterized by one person's holding central attention for a period of time. One of the most important parameters of effective communication is the factor of the listener. ***The golden rule of public speaking*** is that you should always keep your audience in mind:

- every speech must meet the expectations of the audience;
- the speech must be tailored to suit their needs, interests and level.

The speaker should:

- address the audience's needs and engage their interest, using language they will understand;
- know his audience, that is why it is important to master the techniques of audience analyses.

*[Основы публичной речи: Learning to Speak in Public, 2000, 7–11]*

### ***2. How to begin and end the speech***

At the start, your audience require some basic information. Tell the audience the purpose of your presentation. Outline the main points that you are going to develop.

How to make your final message clear?

- Make your summary, giving a brief overview of what has already been said.
- The summary should not be too long but detailed enough to cover your points. Give your conclusion.
- Make your closing remarks by thanking the audience and asking for questions.

### ***3. Structuring a Speech***

1. The traditional structure of a speech contains the following elements:

#### ***➤ Introduction***

In the introduction the speaker grabs the attention of the audience, introduces the subject, his purpose and himself to the audience.

#### ***➤ The body of the speech***

The body contains the outline of the major ideas and information that supports and clarifies the ideas

➤ *Conclusion*

The conclusion contains a summary or a conclusion from the information presented and helps the speaker to end his speech gracefully.

2. In the actual process of speech writing it is recommended to stick to a different order:

*The body of the speech* → *The conclusion* → *The introduction*.

***Some useful phrases:***

• ***Introduction (how to begin the speech):***

- 1) The subject of my presentation is ...
- 2) My purpose today is to ...
- 3) My objective today is ...
- 4) I'll happy to take any questions after that ...
- 5) Today I would like to give you a general overview of ...
- 6) Today, I'm going to tell you ...
- 7) Today, I'm going to bring you up to date with ...
- 8) I would like to start with.... . And then .... . Lastly ...
- 9) I am going to develop 3 main points. First, .... . Second.... . Third, ....
- 10) I've divided my presentation into 3 main points. Firstly, I'll .... . Then, I'd like to .... . And finally ...

• ***Body***

I'd like us to focus our attention on ...

I'd like you to think about ...

What is interesting / important here is ...

It is important to notice that ...

Now I'll show you ...

The significance of this is ...

As we can see ...

• ***Conclusion (how to end the speech):***

- 1) To sum up ...
- 2) Let me just go over the key points again ...
- 3) Let me summarize what we've looked at ...
- 4) To summarize, I'll run through my 3 topics ...
- 5) I'll briefly summarize the main issues ...
- 6) In conclusion, I'd like to leave you with the following idea ...
- 7) We can conclude that ...

- 8) *So, that completes our presentation ...*
- 9) *Well, that covers everything I want to say ...*
- 10) *If you have any questions, I'd be happy to answer them ...*
- 11) *Thank you for listening!*
- 12) *Thank you for attention!*

*[Presentations in English, 11, 15]*

***Give a 5-minute presentation on the following topics. Organize your material into a definite structure.***

- 1) The ancient population of Britain.
- 2) The monuments of Britain's prehistory.

# *Unit 2.*

## *The Celts*

### **Timeline**

c. 700 BC	The Celts begin to invade the British Isles
500 BC	The Iron Age begins
150 BC	Peoples from Gaul migrate to Britain

**Read, translate and give a summary of the texts:**

### **THE CELTS**

From the 5<sup>th</sup> century BC, Greek ethnographers described the Celts as one of the major ethnic groups of central and western Europe, locating them inland from Marseilles. Caesar in «De bello Gallico» stated that only the Gauls of central and southern Gaul called themselves Celts, with Belgae living in the north of Gaul and Aquitani in the south-west.

Interest revived in the Celts during the Renaissance. In 1582 George Buchanan (1506–1582, a Scottish historian, the most distinguished Scottish humanist of his era) claimed that the former inhabitants of Britain were Celts or Gauls on the basis of similarity in ancient place-names in Gaul and Britain. The term 'Celt' was thus extended to refer to speakers of these languages – Bretons, Celts, Cornish, Welsh, Irish, Manx, and Scottish.

To identify the ancient Celts, 18<sup>th</sup>- and 19<sup>th</sup>-century scholars turned to archaeology, describing certain objects and burial rites as 'Celtic'.

Between 800 and 200 BC there was a large, peaceful Celtic movement into Britain from mainland Europe. It brought an Iron Age civilization with it. Originally the Celts were pagan, with priests known as Druids. They later converted to Christianity. The Celts are the ancestors of many of the people in Highland Scotland, Wales, Ireland, and Cornwall.

***The Celts:***

- were technically advanced;
- knew how to work with iron;
- could make better weapons than the people who used bronze;
- were highly successful farmers (used iron technology, introduced more advanced ploughing methods, farmed heavier soils);
- continued to use, and build hill-forts (hill-forts became the simple economic capitals and smaller “towns”);
- traded across tribal borders (trade was probably important for political and social contact between the tribes);
- were famous artists, known for their sophisticated designs.

*Celtic dialects* were imposed on the native population. *The Gaelic form* was spread in Ireland and Scotland, *the Brythonic* – in England and Wales.

Gaelic form is of the group known as the Goidelic, comprising Irish, Scottish Gaelic, and Manx. Celtic languages, which have been continuously used in some areas since that time, are still spoken.

There are people today who call themselves Druids. They visit Stonehenge where they perform various religious ceremonies at important times of the year for them, such as the longest day in the middle of summer. On Midsummer Day (the day usually around June 22<sup>nd</sup>) they celebrate the Summer Solstice by watching the sun rise on that day at Stonehenge .

*[A Dictionary of British History, 129–130, 273; Longman Dictionary of English Language and Culture]*

## WALES

Wales<sup>1</sup> has a very strong Celtic culture. Other Celtic languages have mainly disappeared, but Welsh has been in daily use for centuries.

Wales was invaded by the Celts in about the 6<sup>th</sup> century BC. The word “Welsh” is derived from English ‘wealth’ (the term used by the Anglo-Saxon invaders for the original Britons and Celts). The Welsh people are originally Celts. Many of their traditions date back to the pre-Christian times of the Celts and the Druid religion.

The Celts had a reputation for being good fighters, whose national pride and love of the arts were fed by their mystic Druid beliefs. Like other Celtic

<sup>1</sup> Уэльс был заселён в доисторические времена. К железному веку кельты основали города и собственную религию (друидизм). В I веке н.э. в Уэльс пришли римляне. Они строили крепости и дороги, добывали свинец, серебро и золото вплоть до 400 года н.э., когда римские легионы покинули Британию.

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