

Федеральное агентство по образованию
АМУРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ГОУВПО «АмГУ»

УТВЕРЖДАЮ

Зав. кафедрой АФип

_____ Т.Ю. Ма

« _____ » _____ 2007г.

СТРАНОВЕДЕНИЕ

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО ДИСЦИПЛИНЕ

для специальности 031001 – «Филология»

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Благовещенск

2007 г.

Печатается по решению
редакционно-издательского совета
филологического факультета
Амурского государственного
университета

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Учебно-методический комплекс по дисциплине «Страноведение» для студентов очной формы обучения специальности 031001 – «Филология». – Благовещенск: Амурский гос. ун-т, 2007. – 66 с.

Предлагаемый учебно-методический комплекс предназначен для студентов специальности 031001 – «Филология», а также всех лиц, интересующихся вопросами исторического развития страны и желающих расширить свои знания о ней.

В состав комплекса входит курс лекций, задания к семинарам, задания по самостоятельной работе студентов.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Филолог, окончивший АмГУ, помимо свободного владения речью на английском языке, должен обладать также широким пространственным кругозором - знать историю страны изучаемого языка с самых ранних этапов её развития.

Лекционный курс и практические занятия призваны помочь студентам проследить основные исторические этапы и общие тенденции развития страны за указанный период.

В связи с ограниченным количеством лекционных часов ряд тем предлагается вынести на самостоятельное изучение. Отдельные исторические явления изучаются на семинарских занятиях.

Специфика будущей профессии филолога диктует необходимость включить в планы семинарских занятий работу по переводу справочной литературы с русского языка на английский с целью извлечения необходимой информации и использования её в своих выступлениях на семинарских занятиях.

При подготовке к семинарским занятиям и зачету поощряется самостоятельная работа студентов с целью получения знаний по данному курсу (просмотр видео, чтение дополнительной литературы, периодики).

Цель курса: сформировать у студентов представление о стране изучаемого языка, её истории, королевских династиях, политике, культуре, искусстве, праздниках и традициях, а также повысить кругозор и общий культурный уровень студентов.

Структура курса. Предполагаемая программа курса страноведения предназначена для студентов специальности 031001"Филология" АмГУ. В соответствии с государственным стандартом она рассчитана на 52 учебных часа: 26 лекций и 26 семинарских занятий.

Знания. К концу изучения теоретического курса «Страноведение» у студентов должны овладеть определенными знаниями о стране изучаемого

языка: знать основные исторические вехи жизни народа-носителя языка, этапы становления и развития политической системы, религии, литературы и искусства.

Умения и навыки. По окончании курса «Страноведение» студенты должны уметь изъясняться на заданные темы и применять полученные теоретические знания на семинарских и практических занятиях по английскому языку.

Лекционный курс (26 часов)

9 семестр

Лекция 1 (2 часа)

Earliest times

The Foundation Stones.

The island. Britain's prehistory. The Celts. The Romans. Roman life.

The Saxon invasion.

The invaders. Government and society. Christianity: the partnership of Church and state. The Vikings. Who should be king?

The Celtic kingdoms.

Wales. Ireland. Scotland.

Лекция 2 (4 часа)

The Middle Ages.

Conquest and feudal rule.

The Norman conquest. Feudalism. Kingship: a family business. Magna Carta and the decline of feudalism.

The Power of the kings of England.

Church and state. The beginnings of Parliament. Dealing with the Celts.

Government and society.

The Growth of government. Law and justice. Religious beliefs.

Ordinary people in country and town. The growth of towns as centres of wealth. Language, literature and culture.

The century of war.

Plug and disorder. War with Scotland and France. The age of chivalry.

The century of plagues. The poor in revolt. Heresy and orthodoxy.

The crisis of kings and nobles.

The crisis of kingship. Wales in revolt. The struggle in France.

The Wars of the Roses. Scotland.

Government and society.

The Condition of women. Language and culture.

Лекция 3 (4 часа)

The Tudors and the Stuarts.

The birth of nation state.

The new monarchy. The Reformation. The Protestant-Catholic struggle.

England and her neighbours.

The new foreign policy. The new trading empire. Wales. Ireland. Scotland and England. Mary Queen of Scots and the Scottish Reformation. A Scottish king for England.

Government of society.

Tudor parliaments. Rich and poor in town and country. Domestic life. Language and culture.

Stuart Crown and Parliament.

Parliament against the Crown. Religious disagreement. Civil war.

Republican and Restoration Britain.

Republican Britain. Catholicism, the Crown and the new constitutional monarchy. Scotland and Ireland. Foreign relations.

Life and thought.

The revolution in thought. Life and work in the Stuart age. Family life.

Лекция 4 (2 часа)

The eighteenth century.

The political world.

Politics and finance. Wilkes and liberty. Radicalism and the loss of the American colonies. Ireland. Scotland.

Life in town and country.

Town life. The rich. The countryside. Family life.

The years of revolution. Industrial revolution. Society and religion.

Revolution in France and the Napoleonic Wars.

Лекция 5 (2 часа)

The nineteenth century.

The years of power and danger.

The danger at home, 1815-32. Reform. Workers revolt. Family life.

The years of self-confidence.

The railway. The rise of the middle classes. The growth of towns and cities. Population and politics. Queen and monarchy. Queen and empire. Wales, Scotland and Ireland.

The end of an age. Social and economic improvements. The importance of sport. Changes in thinking. The end of “England’s summer”. The storm clouds of war.

Лекция 6 (2 часа)

The twentieth century.

Britain at war.

The First World War. The rise of the Labour Party. The rights of women. Ireland. Disappointment and depression. The second World War.

The age of uncertainty.

The new international order. The welfare state. Youthful Britain. A popular monarchy. The loss of empire. Britain, Europe and the United States. Northern Ireland. Scotland and Wales. The years of discontent. The new politics. Britain: past, present and future.

Лекция 7 (2 часа)

Modern Britain.

The political background.

Snapshots of Britain. A sense of identity; the core and the periphery; the north-south divide; cities and towns, ‘sunset’ and ‘sunrise’ areas; town and

country; rich and poor.

The system of government. The Crown; Whitehall – the seat of government; Westminster – the seat of Parliament; the electoral system; the party system; the House of Commons; the House of Lords; parliamentary procedure; parliamentary committees.

Government and politics: debate and change. The monarchy; the constitution; reform of the House of Lords; the Honours system; government; the Civil and the electorate and political parties.

Лекция 8 (2 часа)

A social profile. Culture and style: national self-expression.

The family; social class; gender; young people; ethnic minorities.

The community and the individual; the fine distinctions of speech; the rural ideal; dress codes; nostalgia and modernity; urban sub-cultures; the culture and sport; the arts; culture for the community; the National Lottery.

Лекция 9 (2 часа)

Educating the nation.

Primary and secondary education; the story of British schools; the educational reforms of the 1980s; education under Labour; the private sector; further and higher education.

Лекция 10 (2 часа)

The media: the press, radio and television.

The press; radio and television; government and the media; privacy and self-regulation of the press.

Лекция 11 (2 часа)

Religion in Britain.

The Church of England; the other Christian churches; other religions.

Лекция 12 (2 часа)

The nation's health and well-being.

The National Health Service; social security and social services. The environment and pollution; country and town planning; housing.

ПРАКТИЧЕСКИЕ ЗАНЯТИЯ (26 часов)

Семинар 1 (4 часа)

1. Brief geographical outline

Mountains. Rivers. Lakes. Mineral resources. Climate. Population. England. Wales. Scotland. Northern Ireland.

2. England in the period of ancient history

The pre-celtic period. The Celts. The Roman conquest. The Anglo-Saxon invasion. The Anglo-Saxon society. Anglo-Saxon civilization and literature.

3. The Scandinavian invasion.

4. Further development of feudalism in England. The Norman conquest and consolidation of feudalism; the Norman rule.

5. The Great Carta and the beginning of Parliament.

5.1. Social and economic development of England in the 12-th century: the Plantagenet dynasty. Henry the Second's reforms; struggle for the limitation of the king's power.

5.2. English expansion on the British isles.

5.3. Roman Church influence on civilization. Culture and literature.

Список литературы:

1. Кузнецова В.И. England. History. Geography Culture / В.И. Кузнецова. – Киев: «Вища школа», 1976. – С.7-60.

Семинар 2 (4 часа)

1. England in the 13-14-th centuries. Social and economic development.

1.1. Commodity production, markets and fairs.

- 1.2. War Tyler's uprising.
- 1.3. Cultural development in the 14-th century.
- 1.4. The Wars of the Roses.
2. England in the 15-th century.
3. England in the 16-th century.
4. England in the 17-th century. Economic and social development.
5. The bourgeois revolution.
 - 5.1. Puritanism. The Parliament opposition against the king.
 - 5.2. The civil wars.
 - 5.3. The struggle within the Parliament. The democratic movement. Military dictatorship and the end of the republic.
6. The Wigs and the Tories.

Список литературы:

1. Кузнецова В.И. England. History. Geography Culture / В.И. Кузнецова.
– Киев: «Вища школа», 1976. – С.65-110.

Семинар 3 (2 часа)

1. Colonial expansion.
2. The political development.
3. The industrial revolution of the 18-th, 19-th centuries.
4. The loss of American colonies.
5. The national liberation movement in Ireland.

Список литературы:

1. Кузнецова В.И. England. History. Geography Culture / В.И. Кузнецова.
– Киев: «Вища школа», 1976. – С.114-129.

Семинар 4 (4 часа)

1. England in the 19-th century: The period of the Napoleonic Wars.
2. The epoch of Chartism.
 - 2.1. The post-war period of reaction. Struggle for the Parliament reform.

3. Economic development (the 50-s, 60-s).
4. Political parties. Foreign policy.
5. England and Ireland.
6. The Organization of the working class.

Список литературы:

1. Кузнецова В.И. England. History. Geography Culture / В.И. Кузнецова.
– Киев: «Вища школа», 1976. – С.145-174.

Семинар 5 (2 часа)

1. British imperialism.
2. World War I.
3. England at the first stage of the general crisis of capitalism.
 - 3.1. England in the period of the world economic crisis.
 - 3.2. British colonialism at the stage of general crisis of capitalism.
4. England at the stage of the crisis of imperialism.

Список литературы:

1. Кузнецова В.И. England. History. Geography Culture / В.И. Кузнецова.
– Киев: «Вища школа», 1976. – С.186-217.

Семинар 6 (2 час)

1. Country and People (Political speaking. Crown and dependencies. Some historical and poetic names. Identifying symbols of the four nations. Other things of national identity. The dominance of England. National loyalties).
2. The government of Britain.
3. Political parties.
4. British foreign policy.
5. The problems of Northern Ireland.
6. The new politics.
7. The monarchy.

7.1. The House of Windsor.

7.2. The role of the monarch and the value of the monarchy.

7.3. The future of the monarchy.

Список литературы:

1. Кузнецова В.И. England. History. Geography Culture / В.И. Кузнецова.
– Киев: «Вища школа», 1976. – С.217-228.

Семинар 7 (2 часа)

1. Culture and style: national self-expression.
2. The community and individual; the fine distinction of speech.
3. The Rural ideal; dress codes; nostalgia and modernity.
4. Urban sub-cultures.
5. The culture of sport.
6. The arts; culture for the community.
7. The National Gallery; theatre and cinema.
8. Music; literature.

Список литературы:

- McDowall D. Britain in Close-up / D. McDowall.– London:Longman, 2002.
– P. 102-121.

Семинар 8 (2 часа)

1. The environment and pollution.
2. Country and town planning.
3. Housing: houses, not flats.
4. Private property and public property.
5. The importance of “home”; individuality and conformity.
6. Interiors: the importance of cosiness.
7. Owning and renting.
8. Homeliness.

Список литературы:

- McDowall D. Britain in Close-up / D. McDowall.– London:Longman, 2002.

– P. 186-193.

Семинар 9 (2 часа)

1. The nation's health and well-being.
2. The National health service.
3. Social security and social services.
4. The benefits system. The medical profession.
5. Attitudes to food; eating out; alcohol.
6. Pubs; restaurants.

Список литературы:

McDowall D. Britain in Close-up / D. McDowall.– London:Longman, 2002.

– P. 194-201.

Семинар 10 (2 часа)

1. Holidays and special occasions.
2. Traditional seaside holidays.
3. Modern holidays.
4. Christmas and New Year.
5. Sports and leisure.
6. Shop and shopping.
7. Getting around London.

Список литературы:

1. Longman-Rees M. In Britain / M. Longman-Rees. – Калуга: Изд-во «Титул», 1997. – С.58-67.

2. O'Driscoll J. Britain / J. O'Driscoll. – London: Oxford, 2002. – P.208-216.

Организация самостоятельной работы студентов.

В качестве самостоятельной работы студентам предлагается:

1) выполнить тест (1);

Test 1.

1. Great Britain is a (n)
 - a. peninsular
 - b. continent
 - c. island
2. Great Britain is a
 - a. republic
 - b. parliamentary monarchy
 - c. democratic republic
3. The head of state is
 - a. a king
 - b. parliament
 - c. senate
4. The first Roman invasion was in
 - a. 55 BC
 - b. 45 BC
 - c. 65 BC
5. The precise purpose of Stone henge (was)
 - a. a place of entertainment
 - b. the centre of religious, political and economic power
 - c. a place of worship and sacrifice
 - d. remains a mystery
6. The «Beaker» people got their name from
 - a. their appearance
 - b. the first individual graves furnished with pottery beakers
 - c. the name of the area where they lived
7. The Celts began invading Britain in
 - a. 700 BC
 - b. 600 BC
 - c. 650 BC
8. The Romans couldn't conquer «Caledonia», as they called
 - a. Scotland
 - b. Wales
 - c. England
9. The Saxons, Angles and Jutes came from
 - a. Slavonic tribes
 - b. Germanic tribes
 - c. African tribes
10. The Witan was
 - a. The King's Council
 - b. The Name of the King
 - c. The Name of the fortress

11. Shires meant
 - a. a kingdom
 - b. counties
 - c. monasteries
12. The Church which brought Christianity to ordinary people of Britain was
 - a. Roman
 - b. Celtic
 - c. Christian
13. The Vikings came from
 - a. Russia
 - b. Norway and Denmark
 - c. Germany
14. The Doomsday Book reminded people of
 - a. the day of the King's birthday
 - b. The day of the Roman Invasion
 - c. The Day of the Judgement
15. Magna Carta was
 - a. the name of Queen
 - b. the name of a political party
 - c. an important symbol of political freedom
16. Parliament meant
 - a. a revolution
 - b. a king's council
 - c. a discussion meeting
17. Friars from «brotherhoods» were
 - a. nobles
 - b. wandering preaches
 - c. merchants
18. «Guilds» were brotherhoods of different kinds of
 - a. merchants
 - b. monks
 - c. warriors
19. The idea of the code of chivalry was expressed
 - a. in the Doomsday Book
 - b. in the legend of the Round Table
 - c. in the Canon Law of the church
20. «The Wars of the Roses» was
 - a. a nice legend
 - b. a long period in the history of Britain
 - c. one of Walter Scott's novels

Ключ к тесту №1.

1.c	11.b
2.b	12.c
3.a	13.b
4.a	14.c
5.c	15.c
6.b	16.a
7.a	17.b
8.a	18.a
9.b	19.b
10.a	20.b

2) посмотреть видеофильм «Britain» / «London» с последующим выполнением заданий;

1. Break up a film into fragments and entitle each of them.

Предполагаемые заголовки фрагментов:

- a. A few words about the History of Britain
- b. Cultural, architectural and literary heritage of the country
- c. The beauty of the countryside
- d. Outdoor activities/ Hobbies
- e. An Englishman's home is his castle
- f. Architectural styles
- g. Theme parks
- h. Kinds of entertainment
- i. Sports
- j. Industrial revolution
- k. City life
- l. Life at the seaside

- m. Traditional summer holiday
- n. A traditional English Family
- o. The symbols of London
- p. Going sightseeing

2. What does each fragment say?

3. Make a soundtrack for “Stonehenge”

4. Answer the questions:

1. Why is the past of the country associated with the Celts?
2. What did Stonehenge mean for the ancient British?
3. What did Britain inherit from the Romans?
4. Which is the best season for tourists in Britain?
5. What kind of traditional activity is still popular in Britain?
6. Why is the countryside so attractive both for tourists and the British themselves?
7. What opportunities for outdoor activities can be offered in Britain?
8. Is the steam engine completely forgotten in Britain?
9. Why are British pubs so popular?
10. What are British farmers praying for in September?
11. How do British families traditionally spend their summer holiday?
12. What are symbols of London?

3) прочитать тематические тексты с последующим выполнением заданий.

WHEN THE NORMANS CAME

"The Battle of Hastings - 1066" is one of the most widely known historical dates in the world - certainly among English-speaking peoples. Countless after-

dinner speakers, in all the 19 places in the world named Hastings, refer to it as the only date which everybody remembers¹. But why should this particular conflict - and not a very big affair as battles go - be accorded such a degree of importance? Why does every list of the world's decisive battles inevitably include it?

The answer does not merely lie in the fact that the Norman Duke William² defeated the English King Harold³, or even in the correlative fact that hereby England passed under Norman rule. One must seek for a deeper reason.

When Duke William launched his invasion, the various component parts of England's population were gradually settling down and learning to live together. Nevertheless they were uneasy neighbours. From the 5th century onwards, the successive incursions of Saxons, Angles and Jutes had produced a number of small kingdoms⁴ which were always squabbling until Egbert of Wessex⁵ established overlordship in the 9th century. Then came the Danish invasion, with England eventually passing under Danish rule. Nationhood began to emerge in the 11th century, in the reign of the able and powerful Canute⁶. Meanwhile, those other powerful Northmen (or Normans), established in France in 911 by Rolf "the Ganger"⁷, had developed great power on the Continent and were casting covetous looks on the land, across the water.

Canute was succeeded on the English throne by Edward the Confessor⁸ and on Edward's death in 1066 the Witan — or council of rulers of the people — gave the throne to Harold Godwinson. Matters then came to a head, for William, the seventh Duke of Normandy, declared that Edward had promised him the succession. He obtained the goodwill of Pope Alexander II⁹ built up a strong force by promises of land and power to all who joined him, and planned his invasion of England in a masterly fashion. He had a fleet of suitable flat-bottomed craft constructed on the banks of the Seine, and in September 1066 he crossed the English Channel and landed on the Sussex coast in the neighbourhood of Pevensey.

Without detracting from William's military skill, however, it must be said that he had considerable luck. Only a short while before he launched the invasion,

England was invaded in the north by Harold Hardrada of Norway (another claimant to the throne), who was assisted by Tostig, brother of England's king. The Saxon Harold gathered his forces and made a tremendous forced march to Stamford Bridge, near York, where he met and totally defeated the Northern invaders. But in the process he lost a high proportion of his best soldiers, the Huscarles, who were possibly the finest troops in the western world.

While this was going on, William landed unopposed in Sussex, occupied Pevensey Castle and then moved on to Hastings where he established his base. At this time Harold's best course would have been to rest his men and send out the call for reinforcements. Duke William realised how dangerous this would be from his point of view and took steps to lure Harold into his area without delay. William knew his men, for they were old acquaintances, and he rightly guessed that if he behaved ruthlessly toward the English, making it clear that he already regarded himself as their ruler, this would have the effect of inciting a furious Harold to a quick battle. He did just that and the plan worked. Harold, with the remnants of his army, made another magnificent forced march - about 250 miles in eleven days - and prepared for battle by occupying a position across a ridge of hills, known as Hastings Plain. The nine-hour conflict on that fateful day - October 14, 1066 - was fierce and bloody and for some time the Normans could make no impression on the English line, which stood firm behind its wall of shields. Then came the inexplicable episode: the defenders left their apparently impregnable line and charged the Normans. The old theory was that the artful William feigned a retreat to lure the English down the slopes of the hill. But modern military authorities now incline to view that the ebullient, confident Harold, having had the best of the day so far, was over-precipitate in ordering his counterattack. Whatever the explanation the fact remains that the charge of the English disintegrated their line and William, with a creeping barrage of arrows fired loftily into the air, prevented them from reforming. The English fought on desperately but King Harold fell on the field, pierced by an arrow. This was the beginning of the end, though the retreating English still exacted a tremendous toll of Norman lives - and, as darkness fell,

William's victory was complete. In that one battle fought by no more than 16,000 combatants England fell to the Normans.

Scholastic authorities will always be at variance as to whether the Norman Conquest can be regarded as beneficial or otherwise, but all are agreed that it had a tremendous effect on English - and world history. In the short-term view, the Conquest, so far as England was concerned, was a doubtful blessing. The native population of this country was at first heavily oppressed and the establishment of a line of Norman kings, who also had claims to French territory, led eventually to a long succession of bloody wars between England and France¹¹.

The Normans possessed a peculiar sort of quality which enabled them to become good Frenchmen in France and good Englishmen in England. Within a century, they had become completely integrated with the Angles, Saxons, Danes and Jutes whom they had conquered.

The Normans have disappeared They are part of the English French, Danish, Norwegian and Swedish peoples, but in all the countries which came under their influence during their brilliant but comparatively brief irruption on to the stage of history, their works remain. They brought to England the Norman Law, which is a fundamental part of the legal structure of this country. They brought a genius for architecture¹² and left a glorious heritage in such cathedrals as Durham, Gloucester, Norwich, Rochester and Chichester; in innumerable parish churches; and in great fortresses like the Tower of London and the castles of Rochester, Lawes, Pevensey, Dover and Hastings itself - though of the latter only a few weathered walls now look across the sea towards Normandy.

NOTES

1. **the only date which everybody remembers**: this humorous allusion comes from the Preface to the highly popular book "1066 and All That" by W. G. Sellar and R. J. Yeatman. The authors say in the Preface: "History is not what you thought. It is what you can remember. All other history defeats itself. This is the only Memorable History of England, because all the History that you can

remember is in this, book...”

2. **William I** (1027—1087): the "Conqueror", Duke of Normandy. He claimed the English throne as the legally appointed successor to Edward the Confessor. After victory at Hastings he marched to London, a hastily summoned meeting of the Witan proclaimed William king, and on Christmas Day he was crowned at Westminster. The new king crushed Saxon resistance in the North and West, gave most of the land to his Norman followers, and drew England into closer relations with the Continent. It was at this point that feudalism was fully established in England.

3. **Harold II** (Godwinson) (1022? - 1066): the last of the Saxon kings of England.

4. **a number of small kingdoms**: there were seven small kingdoms in all, the more important among them being Northumbria, Wessex, Mercia and East Anglia.

5. **Eg(g)bert**: king of the West Saxon, reigned in Wessex from 802 to 839.

6. **Canute** (994?—1035): he invaded England with Danish force, and in 1018 became king of England, Norway and Denmark. But the social structure of the Northern peoples was still largely tribal and so inadequate for the basis of a permanent empire. Canute was the first to form a small standing army of highly trained, paid, professional soldiers.

7. **Roil "the Ganger"** (860?—931?): Rollo the Walker, a Norse Chieftain and Viking leader, invaded northwestern France, seizing the land from Charles the Simple of France.

8. **Edward the Confessor** (1002?-1066): the Anglo-Saxon king who immediately preceded - but for the brief reign of Harold II of less than a year - the Norman Conquest. Ousted earlier by Canute, he spent his youth as an exile at the Norman court, at one time definitely promising the succession to William of Normandy. According to historians he was a pious half-wit who returning to England brought with him a train of Norman monks and nobles

to whom he gave the best and richest bishoprics and lands. Norman influence, thus, in the pre-conquest period was one of the main reasons for the ease with which their conquest was carried through.

9. **He obtained the goodwill of Pope Alexander II:** the Pope blessed the enterprise - the invasion - sending a consecrated banner to Normandy and a ring containing a hair which he warranted to have grown on the head of St. Peter, and requested that the Normans should pay “Peter's Pence” - or a tax to himself of a penny a year on every house - a little more regularly in the future.

10. **Pevensey:** Pevensey Levels, a marshy area in East Sussex.

11. **a long succession of bloody wars between England and France:** the Hundred Years' War, lasting from 1337 to 1453, including such famous battles as Crecy, Poitiers, and Agincourt, and engaging successively Edward III, Henry V, and Henry VI. It was primarily a trade war and only in form and on the surface of it a war of medieval conquest.

12. **They brought a genius for architecture:** Norman architecture is English Romanesque, which flourished from the time of the Norman Conquest and was gradually superseded through a transition period (1175?—1200) by the introduction of the pointed arch characteristic of the Early English (first Gothic style). Typical of Norman, churches are the round arches, thick walls massive cylindrical columns, with throughout the basic pattern of the square and the circle.

EXERCISES

A. Comprehension

1. *Answer these questions.*

1. What was the situation in England at the time of the Norman invasion?
2. How was the invasion prepared?
3. Why did the English suffer defeat at Hastings?
4. What became of the Normans eventually?
5. Why does every list of the world's decisive battles inevitably include the Battle of Hastings?

2. *Briefly state the reasons which ensured Norman victory.*

3. *Explain the reasons for the defeat of the English.*
4. *Briefly describe the course of the battle at Hastings.*
5. *Pick out facts from the text to prove (or disprove) the following point:.*

1. The Conquest was a doubtful blessing.
2. The Conquest had a beneficial effect on the development of the country,

6. *Comment on the following statement:*

“Scholastic authorities will always be at variance as to whether the Norman Conquest can be regarded as beneficial or otherwise, but all are agreed that it had a tremendous effect on English - and world history.”

7. *Discuss the informative and evaluative aspects of the text.*

8. *Write a summary of the text, making special mention of the facts you personally found new, interesting, etc.*

B. Reading and Writing

9. a) Preview the title. b) Decide on the pattern of writing. c) While reading note the key sentence in each paragraph. Try to infer the meaning of the words you do not know from context and other clues.

Origin of the English Revolution

Up to 1588 the English bourgeoisie were fighting for existence: after that they fought for power. For this reason the defeat of the Armada¹ is a turning point in the internal history of England as well as in foreign affairs.

It was the merchants, with their own ships and their own money, who had won the victory and they had won it almost in spite of the half-heartedness and ineptitude of the Crown and Council, whose enthusiasm diminished as the war assumed a more revolutionary character. The victory transformed the whole character of the class relations that had existed for a century. The bourgeoisie

became aware of their strength and with the coming of this awareness the long alliance between them and the monarchy began to dissolve. It might still need their support but they no longer needed its protection. Even before the death of Elizabeth², Parliament began to show an independence previously unknown.

The war with Spain, therefore, can best be understood as the first phase in the English Revolution. First, because it was a defeat for feudal reaction in Europe and consolidated the victory of the Reformation³ in those areas where it had already triumphed. And, second, because the classes inside England which defeated Philip were exactly those which afterwards led the opposition to Charles⁴. It was a striking fact that at the opening of the Civil War the whole Navy and every important seaport was found to be on the side of Parliament. It was in the war with Spain that these classes had been tempered and mobilized and had developed that sense of being a special people, "the elect", which made their Puritanism so formidable as a political creed.

¹Armada: the naval expedition sent by Philip II of Spain in 1588 against England, and defeated by the British fleet.

² Elizabeth I: queen of England (1558—1603).

³ Reformation: the Protestant Reformation was in essence a political movement in a religious guise directed towards breaking the monopoly, and asserting the power of the monied classes.

⁴ Charles I: king of England (1625—1649), executed on Jan. 30, 1649.

10. *Drawing your information from the text (see Ex. 9), write a paragraph on the implications of the change in the balance of power between the bourgeoisie and the monarchy at the end of the 16th century.*

D. Composition and Discussion

11. *Read the text, give the meaning of the italicized words and word combinations. Discuss what the text has to say about the following points: a) The*

traditional tale about Guy Fawkes; b) The two points of view on the plot; c) The author's view of the official version; d) The reason why Guy Fawkes remains to this day one of the best-remembered figures in English history. Write a summary expressing your own opinion on the validity of the author's reasoning.

Famous Gunpowder Plot - or Infamous Ploy¹

There are not really so very many characters in English history of whom one can be quite certain that everyone knows something. But one name is a must for any such list that of Guy Fawkes², and it is kept alive by one of the oldest folk festivals *on record*. With his cloak, his tall hat, his little pointed beard and his lantern³, he is as familiar as Father Christmas, and seems to come from the same country.

There is, of course, a traditional tale. How a group of Catholic gentlemen, *smarting* under laws which imposed severe hardships upon them, planned to blow King, Lords and Commons sky-high on the day Parliament was to open. How a cellar was hired under the House of Lords, barrels of powder secreted, with Fawkes as the man with the match.

Then, *at the eleventh hour*, a *cryptic* letter was sent to Lord Mounteagle⁴, warning him to stay away because “they shall receive a terrible blow this Parliament and yet they shall not see who hurts them.” This letter, deciphered by the kingly wisdom of James I⁵, put the authorities on guard, the conspirators were killed or captured and executed, the Plot failed, and the English celebrate this providential *deliverance* every November 5⁶ ever since.

This, indeed, is the substance of the official version, circulated at the time by Jame’s *painstaking* Minister, Robert Cecil⁷.

But was it the truth? Or was it, like so many official versions from that day to this, what a Government with some pretty *murky doings* to hide wanted the people to believe? Such questions have *exercised* historians for a long time.

On the face of it the story is *a bit hard to take*. The cellar was not much of a cellar, more of a wide-open semi-basement in a *densely packed* neighbourhood.

Could all those powder barrels have been kept secret for so long? And that Mystery Letter, so dramatic, so nicely *redounding to the credit* of the King. These and similar difficulties have often been raised.

An opinion has been expressed that the Plot never existed at all. The Government wanted an excuse to blacken Catholics and tighten laws against them. For this a *scare and a smear* was needed.

Consequently, Robert Cecil, the King's "little beagle" - and no doubt at all he was as *crafty as they come* - got hold of a number of the more *disreputable* young Catholic *gentry* (and ex-Catholic and pseudo-Catholic, the distinctions not always being very clear in those confused times), either by blackmail or straight bribery. The so-called conspirators, of course, were promised rewards and a safe getaway.

Then, at the right time, the Plot was "discovered", and Cecil *double-crossed* his dupes, all of whom *were disposed of* in ways that prevented them from *giving away the game*. A number of innocent Catholics whom the Government wanted out of the way were conveniently executed on *faked-up* evidence.

Certainly the Government profited politically. And certainly many *alleged* details of the Plot seem quite crazy.

We have two rival theories about the Gunpowder Plot: the truth is so deeply buried that we are not likely to discover it.

One guess, *for what little it is worth*, would be that there was a real Plot; that it was penetrated from the start by Government agents, and may, indeed, have been initiated by them; that its progress was carefully watched and its "discovery" *sprung* at the most politically profitable moment.

And this, after all, *would* be exactly *in line with* what we know to have been the common practice of a great many British Governments in a great many subsequent crises of our history.

¹ ploy: trick.

² Guy (Guido) Fawkes (1670—1606): a leading member in the Gunpowder

Plot (1605).

³ lanthorn: the obsolete spelling of “lantern”, based on folk etymology, from the old use of horn for lanterns.

⁴ Lord Mouteagle: a Catholic who had but recently been created a peer, something which had cost him much effort and not a little money. On receiving the letter, he took it straight to Lord Salisbury and then to the King.

⁵ James I (1566—1625): king of Scotland as James VI and of England as James I (1603—1625). He was the son of Mary Stuart and succeeded to the English throne on the death of Elizabeth I.

⁶ November 5th: the day is marked by fireworks, bonfires, and the burning of a ragged dummy (a "guy"). In the days before Guy Fawkes Day, children may be seen going about the streets with their faces blackened, and wearing some kind of disguise. Sometimes they have a little cart, and in it there is a “guy”; they ask the passers-by to spare "a penny for the guy". With the money they get they buy fireworks. The Gunpowder Plot is commemorated in a children's rhyme:

Remember, remember the fifth of November.

Gunpowder, treason and plot!

I see no reason why Gunpowder Treason

Should ever be forgot

⁷ Robert Cecil (1563?-1612): 1st Earl of Salisbury, secured the accession of James VI of Scotland to the English throne, continued as secretary of state and chief minister under James I; often called the “crooked-backed earl” because of the bad spine curvature.

12. *Retell the following in English. Discuss the conflict between Mary Stuart and Elizabeth Tudor.*

Дочь шотландского короля Иакова V и Марии Гиз Мария Стюарт родилась в 1542 году, в 1558 была выдана замуж за французского дофина и

после его смерти в 1581 году вернулась в Шотландию. Четыре года спустя она вышла замуж за Генри Дарнлея, который был вскоре умерщвлен шотландскими лордами, чей заговор возглавил граф Босуэл. Сама королева знала о готовящемся покушении на Дарнлея и по существу явилась косвенной виновницей его смерти. Ее брак с Босуэлом вызвал в стране восстание шотландского дворянства, и Мария Стюарт бежала в соседнюю Англию, где по приказанию английской королевы Елизаветы I была подвергнута заключению. После многочисленных неудачных попыток освобождения, шотландская королева по приговору английского суда, собственноручно утвержденному Елизаветой, была в 1687 году обезглавлена в замке Фотерингей. Такова внешняя, достаточно драматичная канва событий жизни Марии Стюарт. Еще более драматичны внутренние причины, предопределившие ее личную судьбу.

Столкновение между Елизаветой и Марией Стюарт не имело характера только личного соперничества, хотя их взаимная неприязнь и вражда сказались на взаимоотношениях обоих государств. За каждой из королев стояли вполне реальные классовые силы.

Англия времен Елизаветы превращалась постепенно в крупнейшее буржуазное государство. То относительное равновесие, которое установилось в пору правления Елизаветы между молодой буржуазией и дворянством, способствовало превращению Англии в мировую державу. Становление новой общественной, буржуазной морали и идеологии облекалось в формы религиозной борьбы между католической религией, опиравшейся на феодальные отношения, и протестантской религией, отвечавшей идейным и политическим интересам молодой буржуазии.

Европейские государства, и в первую очередь Испания и Франция, видели в Шотландии противовес укреплявшейся мощи Англии и поддерживали в стране антианглийскую оппозицию и католическую религию. В этих исторических условиях Мария Стюарт стала орудием борьбы против Англии. Борьба эта была ею в конечном счете проиграна.

Молодая английская буржуазия, не желавшая мириться с правовыми принципами эпохи феодализма, осудила Марию Стюарт, подорвав тем самым веру в нерушимость и неприкосновенность королевской власти, и пуритане, казнившие в дни английской революции Карла I, в лице английских коронных судей имели своих несомненных предшественников.

James V; Mary of Guise; the French Dauphin; Henry Darnley; Earl of Bothwell; Fotheringay Castle

13. *Retell the following in English.*

Во времена Айвенго

1066. В битве при Гастингсе войска английского короля Гарольда наголову разбиты переправившейся через Ла-Манш армией герцога Нормандии Вильгельма. Вильгельм вступает на трон. В течение последующих лет та часть англосаксонской знати, которой удалось уцелеть, почти совершенно исчезает в результате неудачных восстаний против иноземных завоевателей, казней, репрессий, эмиграции. Ей на смену приходят нормандские феодалы. Таким образом, к концу XI века население Англии оказывается разделенным на два национально и социально враждебных лагеря – англоязычные народные массы и франкоязычную правящую верхушку.

Господствующее положение занимает в Англии и французский язык: это язык двора и государственных учреждений, церкви и немногочисленных школ.

XII, XIII, XIV и начало XV столетия заполнены борьбой двух языков. Но, живя бок о бок, англосаксы и норманны волей-неволей должны были общаться, обмениваться мыслями, стремиться к тому, чтобы быть всеми правильно понятыми.

Признаки будущей победы английского языка появляются уже в XIII веке. В 1258 году король Генрих III обратился к жителям Лондона с

возвращением, имевшим два параллельных текста - французский и английский. С 1349 года на английском языке вновь начинают преподавать в школе. В 1362 году король обращается к парламенту с тронной речью на английском языке: тогда же парламент постановляет перевести на этот язык все судопроизводство. Наконец, с приходом к власти Ланкастерской династии (1399 год) английский язык становится родным и в королевской семье.

Но в современном английском языке заимствованных французских слов так много, что в течение какого-то времени языковеды даже не могли прийти к единодушному выводу: германский это язык (что подтверждается его древнейшей историей) или, подобно французскому языку, романский? Заимствованными оказались даже самые обычные, разговорные слова: wait, piece, place, very, large, autumn, roast, proud, pen, river, war, table, plate и т. д., и т. п. Что же касается терминологии, относящейся к государственной власти, судебным учреждениям, феодальному быту, военному искусству, религии и морали - тем областям, которые долго оставались исключительной привилегией норманнов, - то здесь вообще трудно сыскать исконно английские слова.

Ivanhoe; willy-nilly; House of Lancaster; Germanic; Romance; an exclusive preserve.

The English Language

1. When did English emerge as a single national language? 2. What is considered to be the first literary work written in English? 3. What did the emergence of a single national language signify? 4. What accounts for the tremendous number of borrowings from the French? 5. How did it happen that the Anglo-Saxon language eventually won in this contest? 6. How did the invention of the printing press contribute to the spreading of the English language throughout the country?

14. *Talking points.*

1. The Battle of Hastings, a turning point in English history - for better or for

worse?

2. Feudal England.

3. The causes of the Hundred Years' War.

4. The story of Joan of Arc.

5. The origins of the Normans.

6. If a language dies, its people die with it.

7. History has lessons for us today.

Stonehenge

The great and ancient stone circle of Stonehenge is one of the wonders of the world. What visitors see today are the substantial remnants of the last in a sequence of such monuments erected between circa 3000BC and 1600BC.

There has always been intense debate over quite what purpose Stonehenge served. Certainly, it was the focal point in a landscape filled with prehistoric ceremonial structures, now a World Heritage Site.

Planning Your Visit to Stonehenge

For all facilities information plus prices and opening times please check our up-to-date database entry.

Custodians

View of Edge of Circle in Sunlight English Heritage manages Stonehenge and custodians are present to look after Stonehenge on a daily basis and to ensure that visitors have the best customer care possible. In addition, the custodian is a source of information, he or she will have a good knowledge of the history of the monument, the surrounding landscape and its development. Please feel free to ask questions.

Stone Circle Access

There is no access to the centre circle during normal opening hours, however, Stone Circle Access visits, can be arranged outside of normal visitor opening times. Please telephone 01722 34 38 34 to make a booking.

Advance Booking

This is not possible at Stonehenge.

Explore Stonehenge & its Landscape

Stonehenge stands as a timeless testimony to the people who built it, between 3000BC and 1500BC. An amazing feat of engineering and arguably the most sophisticated stone circle in the world, it remains a mystery.

The surrounding landscape is also fascinating. It contains huge prehistoric monuments, stretching over several kilometres like the Avenue and the Cursus, massive earthwork enclosures like Durrington Walls and the North Kite, and hundreds of burial mounds.

Most of these earthen monuments have been eroded away and often, only traces remain above ground. The Stonehenge World Heritage Site Interactive Map helps you discover this unique prehistoric landscape.

In the map, you can click on the monuments and you will find a brief description together with photos, reconstruction drawings, panoramic views, virtual walks and video clips of aerial views.

In the map's time travel section, you will have access to a timeline, a map showing the prehistoric periods when the monuments were built and more information about prehistoric burial mounds and funerary rites. There is also a timeline that indicates the approximate period of construction and modification of the monuments around Stonehenge.

This interactive map was funded by the New Opportunity Fund and created by Oxford ArchDigital in April 2004. It was produced in collaboration between the Stonehenge WHS Coordinator, the English Heritage web team, and the Wiltshire County Council project Window On Wiltshire. A huge thank you to Helen Shalders, Kate Turnbull, Fiona Ryan, Graham Sear, Margaret Cook, Vuk Trifkovic, Tom Goskar, Damian Grady, Helena Cave-Penney, Amanda Chadburn and all the others involved in the project.

A World Heritage Site

Stonehenge and Avebury were inscribed on the World Heritage List in 1986 for their outstanding prehistoric monuments. At Stonehenge, the unparalleled stone circle (3000 BC-1600 BC) is surrounded by a ceremonial landscape comprising more than 300 burial mounds and major prehistoric monuments such as the Stonehenge Avenue, the Cursus, Woodhenge and Durrington Walls.

Altogether, the Stonehenge World Heritage Site covers 2,600 hectares owned by English Heritage, the National Trust, the Ministry of Defence, farmers and householders. The Stonehenge World Heritage Site Management Plan sets out a strategic framework to conserve and manage the site for present and future generations.

To explore the many monuments of the World Heritage Site, follow this link: [Stonehenge World Heritage Site Interactive Map](#).

Historical Background

Stonehenge - Forever a mystery

General View. There is nothing quite like Stonehenge anywhere in the world and for 5000 years it has drawn visitors to it. We shall never know what drew people here over the centuries or why hundreds of people struggled over thousands of years to build this monument, but visitors from all over the world come to marvel at this amazing feat of engineering.

Before Stonehenge was built thousands of years ago, the whole of Salisbury Plain was a forest of towering pines and hazel woodland. Over centuries the landscape changed to open chalk downland. What you see today is about half of the original monument, some of the stones have fallen down, others have been carried away to be used for building or to repair farm tracks and over centuries visitors have added their damage too. It was quite normal to hire a hammer from the blacksmith in Amesbury and come to Stonehenge to chip bits off. As you can imagine this practice is no longer permitted!

Stonehenge was built in three phases. The first stage was a circle of timbers surrounded by a ditch and bank. The ditch would have been dug by hand using animal

bones, deer antlers which were used as pick-axes to loosen the underlying chalk and then the shoulder blades of oxen or cattle were used as shovels to clear away the stones. Excavations of the ditch have recovered antlers that were left behind deliberately and it was by testing their age through radio carbon dating we now know that the first henge was built over 50 centuries ago, that is about 3,100 BC. That's where the mystery begins. We haven't just found old bones, around the edge of the bank we also found 56 holes now known as Aubrey Holes, named after the 17th century antiquarian, John Aubrey, who found them in about 1666. We know that these holes were dug to hold wooden posts, just as holes were dug later to hold the stone pillars that you see today. So this was the first stage built about 5,050 years ago, wooden post circle surrounded by a deep ditch and bank.

Then about 4,500 years ago - 2,500 BC and about 2,400 years before the Romans set foot in Britain, it was rebuilt. This time in stone, bluestones were used which are the smaller stones that you can see in the pictures. These came from the Prescelli Mountains in Pembroke, South Wales 245 miles (380kms), dragged down to the sea, floated on huge rafts, brought up the River Avon, finally overland to where they are today. It was an amazing feat when you consider that each stone weighs about five tons. It required unbelievable dedication from ancient man to bring these stones all the way from South Wales.

Before the second phase of Stonehenge was complete work stopped and there was a period of abandonment. Then began a new bigger, even better Stonehenge, the one that we know today-this was approximately 4,300 years ago, about 2,300 BC, the third and final stage of what we see now.

The bluestones were dug up and rearranged and this time even bigger stones were brought in from the Marlborough Downs, 20 miles (32 kms). These giant sandstones or Sarsen stones, as they are now called were hammered to size using balls of stone known as 'mauls'. Even today you can see the drag marks. Each pair of stones was heaved upright and linked on the top by the lintels. To get the lintels to stay in place, the first wood working techniques were used. They made joints in stone, linking the lintels in a circular manner using a tongue and groove joint, and

subsequently the upright and lintel with a ball and socket joint or mortice and tenon. This was all cleverly designed on the alignment of the rising of the mid summer sun. How did they get these stones to stand upright? The truth is nobody really knows. It required sheer muscle power and hundreds of men to move one of these megaliths, the heaviest of them weighing probably about 45 tons.

There are some wonderful myths and legends and you can hear them on the audio tour at Stonehenge in nine different languages, English, French, German, Dutch, Spanish, Italian, Swedish, Russian and Japanese.

View of Edge of Circle in Sunlight Stonehenge was formerly owned by a local man, Sir Cecil Chubb, and he gave it to the nation in 1918 and it is now managed by English Heritage on behalf of the Government. In 1986, it was inscribed as a World Heritage Site and you can learn more about this on the World Heritage Site section. It is without doubt one of the finest prehistoric monuments in existence and an even more remarkable mystery.

The area is not special just because of the stones or the archaeologically rich landscape it sits in, but because of the plants that grow there. There is rare sedge grass and even the yellow and grey patches on the stones are tiny, slow growing plants called lichens.

It's thought that the name Stonehenge originates from the Anglo-Saxon period - the old English word 'henge' meaning hanging or gibbet. So what we have is literally 'the hanging stones', derived probably from the lintels of the trilithons which appear to be suspended above their massive uprights. Today the word 'henge' has a specific archaeological meaning: a circular enclosure surrounding settings of stones and timber uprights, or pits. Three kilometers to the north-east of Stonehenge, Woodhenge is another henge monument. Dated to around 2,300BC, originally it comprised six concentric rings of wooden post. It was probably covered with a roof, or perhaps the wooden posts were joined in the Stonehenge fashion. Now, although there is no evidence for animal or human sacrifice at Stonehenge, some believe that the presence of the grave of a young child, found at Woodhenge, would seem to indicate a ritual sacrifice, possibly a dedicatory burial.

Another feature which is worth mentioning, which was built before the stone settings, is the Cursus - which lies to the north. It consists of two straight banks and ditches 90-130 meters apart running 2.8 kilometers in length, from east to west. When it was called the Cursus in the eighteenth century, it was thought to be some sort of racetrack. Some people also think that it has a processional ritual use. However, its true function remains a mystery.

English Heritage is charged with caring for Stonehenge and is committed to its conservation and good management and preservation for future generations. In the landscape around it, the National Trust - who own nearly 1500 acres - are equally concerned for the well-being of this area. And if you have the time, an exploration of the surrounding countryside, with its henges, and cursus and barrows and all the other monuments, is well worthwhile. This is a vast prehistoric scene, with Stonehenge as the ultimate expression of the power which held society together at that time.

FAQs on Stonehenge

Visitors at Stonehenge Did the Druids build Stonehenge?

The stones were built by three different cultures, Windmill, First Wessex and the Beakers - so named because when they buried their dead they had their pots interred with them.

Why has one of the stones got a smooth base?

One of the stones has experienced a lot of wear over the years and to support it and to prevent it from falling, a concrete core was put in to keep it upright. This was done in 1959.

Where are the Bluestones? None of them look blue.

The Bluestones are the smaller inner stones, which originate from Preselli mountains in Wales, and when they become wet they turn blue.

When did the ropes go up around the stone circle?

The ropes were erected around the stones in 1978 to help protect the stones from further damage.

Is Stonehenge the largest stone circle?

Stonehenge is not the largest stone circle in the world but it is the only one that has lintels around the top, making this unique.

Why was it built here?

There is no explanation as to why the site was chosen. Various theories have been put forward but no conclusive evidence has been found to support them.

Why can't we go into the centre circle?

The stone circle has had a lot of footfall over the past few centuries and for conservation purposes it has to be roped off. We do, however, have out of hours Stone Circle Access which allows us to monitor numbers.

Why do we have to pay as this is our heritage?

The stone circle was given to the government in 1918 by Sir Cecil Chubb with the provision that a charge was to be made to pay for the upkeep.

What happened to the rest of the stones?

A lot of the original stones have been taken by our ancestors to build their houses and roads. Also, a lot of stones have been chipped away by visitors and taken away as souvenirs over the past couple of hundred years.

How did Stonehenge come into the care of English Heritage?

When Stonehenge was given to the government it was looked after by the Department of the Environment. English Heritage was created in 1984 to manage the built heritage of the country, which included the management of the Stonehenge monument.

When will the new visitor centre be open to the public?

Where can the artefacts found at Stonehenge be viewed?

Artefacts can be viewed at the London Museum, Salisbury Museum and Devizes Museum.

Стоунхендж

Стоунхендж - доисторическая каменная постройка в Великобритании, которая, предполагают, является астрономической обсерваторией. Стоунхендж,

расположенный в 130 км западнее Лондона, - одна из самых прекрасных неолитических построек. Она была сооружена в три этапа, начиная с вала и рва (около 2800 г. до н.э.). Сохранившаяся группа мегалитов из песчаника, размещенных по кругу диаметром 30 м, была возведена около 2000 г. до н.э.. Некоторые из камней образуют визиры, которые с большой точностью указывают на точки восхода и захода Солнца и Луны. По мнению астрономов, наблюдения, проводимые в Стоунхендже, позволяли уверенно предсказывать солнечные и лунные затмения. Если астрономическая интерпретация верна, то это означает, что строители Стоунхенджа могли каким-то способом регистрировать или устно из поколения в поколение информацию об астрономических наблюдениях, проводившихся в течение многих столетий.

20 веков стройки

Великобритания, графство Уилтшир, 13 километров от городка Солсбери. Здесь, посреди обычной английской равнины, и находится Стоунхендж — одна из самых известных построек в мире. В нем насчитывается 82 пятитонных мегалита, 30 каменных блоков по 25 тонн каждый, и 5 гигантских трилитов, вес которых достигает 50 тонн. Само слово «Стоунхендж» очень древнее. Относительно его происхождения есть несколько версий. Оно могло образоваться от староанглийских «stan» (stone, то есть камень) и «hencg» (стержень — поскольку верхние камни фиксировались на стержнях) или «hencen» (виселица, пыточный инструмент). Последнее можно объяснить тем, что средневековые виселицы строились в форме буквы «П» и напоминали трилитоны

Строительство Стоунхенджа происходило в несколько этапов, занявших в общей сложности свыше 2000 лет. Однако археологи обнаружили свидетельства наличия на этом месте гораздо более древних построек. Например, рядом с автостоянкой для туристов неподалеку от Стоунхенджа недавно найдены три неглубокие «шахты», в которые были вкопаны деревянные опоры (они, естественно, не сохранились). По расположению опор

видно, что они поддерживали очень крупный деревянный монумент, возраст которого оценивается приблизительно в 8000 лет.

К сожалению, сохранность «культурного слоя» Стоунхенджа оставляет желать лучшего. Первые раскопки проводились непрофессионально. За все время существования сооружения меловая порода под ним была буквально перемешана из-за ледникового смещения, а норы животных сильно повредили верхний слой почвы. Именно из-за этого в истории Стоунхенджа столько пробелов, которые создают вокруг него ауру тайны — не вполне заслуженную, но очень привлекательную для любителей древних загадок.

Стартовая площадка?

В середине XIX века американский ученый Уильям Пиджеон обнаружил определенную систему в расположении на поверхности Земли индейских капищ. Чуть позже немец Иозеф Хайнц, связав на карте точки священных холмов и старинных церквей, тоже получил определенную структуру. Сегодня исследователи аномальных явлений пришли к выводу, что вся земля, словно положенный в авоську арбуз, оплетена энергетической сеткой, в местах переплетения которой на узелках стоят пирамиды, дольмены, менгиры, хенджи.

Эти величественные сооружения возводили несколько древних племен, руководимых мощной властью и объединенных одной идеологией. Кто же принуждал их надрываться над возведением святилищ? Не так давно в Эфиопии и Казахстане были сделаны неожиданные открытия. В 14 км от Аддис-Абебы археологи обнаружили выбитый в скале рисунок возрастом более 5 тысяч лет. На нем точное изображение Стоунхенджа, из центра которого стартует... космический корабль! А исследователи из Акмолы обследовали с помощью биолокаторов стартовую площадку космодрома Баконур. И оказалось, что аномальная намагниченность центра и окружности стартовой площадки точно такая же, как и в Стоунхендже. Может быть, это и есть ответ на загадку тысячелетий?

Итальянский Стоунхендж

Неожиданная находка сделана: в горах Калабрии, на высоте почти 1065

метров над уровнем моря ученые обнаружили каменные конструкции, идентичные тем, что находятся на Солсберийской равнине в Англии и известны всему миру под названием Стоунхендж. Итальянские сооружения, как полагают,- древнее британских: их относят к так называемой микенской культуре. Возраст строений определяется в 4 000-2 400 лет до н.э. (британский Стоунхендж относится к 2 150 г. до н.э.). К настоящему времени каменные глыбы по большей части разрушены вследствие землетрясений, которые за многие века не раз сотрясали здешнюю почву.

Конструкция итальянского Стоунхенджа ничем не отличается от своего британского аналога: на двух каменных глыбах высотой примерно в 10 метров лежит каменная "перекладина". Ширина глыб достигает 18 метров при общем весе каждой перекладины в 200 тонн. Осколки конструкций разбросаны на значительном расстоянии, что предполагает обширный характер "застройки". Итальянские археологи говорят, что находки, ранее сделанные в этом месте, свидетельствуют о наличии тут микенского поселения. Как и в случае со Стоунхенджем, нет полной ясности относительно целей подобного рода сооружений: для простоты ученые считают, что возводили их в культовых целях, хотя версия об использовании каменных плит в качестве своего рода астрономической лаборатории также не отвергается.

Формы контроля:

Контроль осуществляется при помощи:

- 1) устного опроса по содержанию фильма;
- 2) озвучивание некоторых фрагментов из фильма (например, «Достопримечательности Лондона»);
- 3) написания рефератов;
- 4) защиты рефератов.

Выдвигаемые критерии для оценки письменных работ (рефераты, тесты).

Письменные работы (рефераты) оцениваются по следующим критериям:

1. Соответствие цели, ради которой осуществляется данный вид письма;
2. Правильное использование материала;
3. Использование иллюстрированного материала;
4. Соблюдение указанного объема.

Темы рефератов:

1. Stonehenge.
2. Henry VIII and the Church.
3. The British Parliament.
4. The Royal family: an ideal British family?
5. Who are the British? A cosmopolitan society.
6. Multicultural festivals in Britain.
7. The British family.
8. Secondary education in Britain.
9. Higher Education in Britain.
10. Music and nightlife in Britain.
11. Film and theatre in Britain.
12. Getting around town: the London underground. Taxes. Alternative forms of transport.

Промежуточные формы контроля знаний.

Основной промежуточной формой контроля знаний является написание теста №2.

Test №2.

Предлагаемый тест охватывает сведения о географическом положении,

символике, политической системе и истории Великобритании.

Choose the correct answer from the choices listed:

1. The largest island of the British Isles is
 - a. Ireland
 - b. Isle of Man
 - c. Great Britain
2. The longest river in Britain is
 - a. the Severn
 - b. the Thames
 - c. the Clide
3. The name “Albion” was the original Roman name for
 - a. Germany
 - b. Ancient Rome
 - c. Britania
4. “Britania” is the name that the Romans gave to
 - a. England
 - b. Scotland
 - c. Wales
5. The name of England’s flag is called
 - a. St.Patrick’s Cross
 - b. St.Andrew’s Cross
 - c. St.George’s Cross
6. The name of Wale’s flag is called
 - a. St.Andrew’s Cross
 - b. Drason of Cadwallader
 - c. St.Patrick’s Cross
7. The name of Scotland’s flag is called
 - a. St.George’s Cross
 - b. the Union Jack
 - c. St.Andrew’s Cross

8. The name of Ireland's flag is called
 - a. St.Patrick's Cross
 - b. St.George's Cross
 - c. St.Andrew's Cross
9. The name of British flag is called
 - a. the Union Bill
 - b. the Union Jack
 - c. the Union Paul
10. The symbol plant of England is
 - a. Leek
 - b. Thistle
 - c. Red Rose
11. The symbol plant of Scotland is
 - a. Daffodil
 - b. Shamrock
 - c. Thistle
12. The symbol plant of Wales is
 - a. Leek
 - b. Rose
 - c. Shamrock
13. The symbol plant of Ireland is
 - a. Red Rose
 - b. Shamrock
 - c. Daffodil
14. The national colour of England is
 - a. blue
 - b. red
 - c. white
15. The national colour of Scotland is
 - a. red

- b. blue
 - c. green
16. The national colour of Wales is
- a. white
 - b. red
 - c. green
17. The national colour of Ireland is
- a. green
 - b. blue
 - c. white
18. The symbol of Scottishness is
- a. blue jeans
 - b. the kilt
 - c. a leather jacket
19. The national musical instrument of Wales and Ireland is
- a. the piano
 - b. the drums
 - c. the harp
20. The national musical instrument of Scotland is
- a. the trumpet
 - b. the bagpipe
 - c. the guitar
21. The word “Erin” is a political name for
- a. Ireland
 - b. Scotland
 - c. Wales
22. Hadrian’s Wall was built by Romans in the second century in order to protect their territory from attacks by
- a. the Celts
 - b. the Scots and Picts

- c. the Germans
23. Scotland was recognized as an independent kingdom in
- a. 1275
 - b. 1284
 - c. 1328
24. An English language version of the Bible replaced Latin bibles in every church in the land in
- a. 1538
 - b. 1560
 - c. 1580
25. The Spanish Armada was defeated by the English navy in
- a. 1580
 - b. 1588
 - c. 1603
26. James VI of Scotland became James I of England in
- a. 1603
 - b. 1605
 - c. 1608
27. The Civil War began in
- a. 1652
 - b. 1642
 - c. 1632
28. Britain briefly became a republic and was called “the Commonwealth” in
- a. 1639
 - b. 1649
 - c. 1659
29. The monarchy and the Anglican religion was restored in
- a. 1670
 - b. 1660
 - c. 1650

30. The Great Fire of London took place in
- a. 1666
 - b. 1686
 - c. 1696
31. After a war, Britain recognized the independence of the American colonies in
- a. 1753
 - b. 1763
 - c. 1783
32. The Separate Irish Parliament was closed and the United Kingdom of Great Britain and Ireland was formed in
- a. 1600
 - b. 1700
 - c. 1800
33. The first modern police force was organized in 1829 by a government minister
- a. Robin Hood
 - b. Robert Peel
 - c. Admiral Nelson
34. In 1833
- a. slavery was made illegal throughout the British Empire
 - b. Trade Union
 - c. Monarch
35. The TUC (Trade Union Congress) was formed in
- a. 1848
 - b. 1868
 - c. 1888
36. Free primary education (up to the age of eleven) was established in
- a. 1840
 - b. 1870
 - c. 1890
37. Nationwide selective secondary education was introduced in
- a. 1902

- b. 1922
 - c. 1932
38. The first old-age pensions were introduced in
- a. 1808
 - b. 1908
 - c. 1918
39. In 1918 the right to vote was extended to include women over
- a. the age of twenty
 - b. the age of thirty
 - c. the age of forty
40. In 1928 the right to vote was extended again. All men and women could vote over the age of
- a. eighteen
 - b. twenty
 - c. twenty-one
41. Free compulsory secondary education (up to the age of fifteen) was established in
- a. 1944
 - b. 1945
 - c. 1946
42. The national Health Service was established in
- a. 1945
 - b. 1946
 - c. 1948
43. In 1949
- a. Ireland became a republic
 - b. Scotland
 - c. Wales
44. Coronation of Elizabeth II was in
- a. 1953
 - b. 1956

- c. 1959
45. In 1963 the school-learning age was raised to
- a. sixteen
 - b. seventeen
 - c. eighteen
46. Britain joined the European Economic Community in
- a. 1971
 - b. 1973
 - c. 1975
47. Marriage of Prince Charles and Lady Diana Spenser took place in
- a. 1981
 - b. 1985
 - c. 1999
48. The official head of the UK is
- a. the President
 - b. the House of Parliament
 - c. the Queen
49. The official home of the Queen is
- a. the Tower
 - b. Buckingham Palace
 - c. St. Paul's Cathedral
50. The street where many British government offices stand is
- a. Whitehall
 - b. Piccadilly Circus
 - c. Fleet street
51. On the 25th of December Britain celebrates
- a. St. Valentine's Day
 - b. Mother's Day
 - c. Christmas
52. The type of schools which provides free secondary education is

- a. comprehensive schools
- b. private schools
- c. public schools

Ключ к тесту №2.

1. c	11. c	21. a	31. c	41. a
2. b	12. a	22. b	32. c	42. b
3. c	13. b	23. a	33. b	43. a
4. a	14. c	24. a	34. a	44. a
5. c	15. b	25. b	35. b	45. a
6. b	16. b	26. a	36. b	46. b
7. c	17. a	27. b	37. a	47. a
8. a	18. b	28. b	38. b	48. c
9. b	19. c	29. b	39. b	49. b
10. c	20. b	30. a	40. c	50. c
				51. c
				52. a

Вопросы к зачету

Card 1

Earliest times. The island. Britain's prehistory.

Card 2

The Celts. The Romans. Roman life.

Card 3

The Anglo-Saxon invasion. Government and society. Christianity.

Card 4

The Vikings and their rule.

Card 5

The Celtic kingdoms: Wales, Ireland, Scotland.

Card 6

The Early Middle Ages. The Norman conquest and feudal rule.

Card 7

The Early Ages. The power of the kings of England.

Church and State. The beginning of Parliament.

Card 8

The Early Middle Ages. The growth of government. Law and justice. Religious beliefs.

Card 9

The Early Middle Ages. Ordinary people in country and town. The growth of towns as centers of wealth. Language, literature and culture.

Card10

The Late Middle Ages. War with Scotland and France. The age of chivalry.

Card 11

The Late Middle Ages. The centre of plagues. The poor in revolt. Heresy and orthodoxy.

Card 12

The Late Middle Ages. The crisis of kingship. Wales in revolt. The struggle in France. The Wars of the Roses. Scotland.

Card 13

The Late Middle Ages. The government and society. The condition of women. Language and Culture.

Card 14

The Tudors. The new monarchy. The reformation.

Card 15

The Protestant – Catholic struggle.

Card 16

England and her neighbours. The new foreign policy. The new trading empire. Wales. Scotland and England. Mary Queen of Scots and the Scottish reformation. A Scottish king for England.

Card 17

Tudor parliament. Rich and poor in town and country. Domestic life. Language and culture.

Card 18

The Stuarts. Parliament against the Crown. Religious disagreement. Civil War.

Card 19

Republican Britain. Catholicism, the Crown and new constitutional Monarchy.
Scotland and Ireland. Foreign languages.

Card 20

The revolution in thought. Life and work in the Stuart age. Family life.

Card 21

The 18-th century. Politics and finance.

Card 22

The 18-th century. Willers and liberty. Radicalism and the loss of the American colonies. Ireland. Scotland.

Card 23

The 18-th century. Town life. The rich. The countryside. Family life.

Card 24

The 18-th century. Industrial revolution. Society and religion. Revolution in France and Napoleonic wars.

Card 25

The 19-th century. The railway. The rise of the middle classes. The growth of towns and cities. Population and politics.

Card 26

The 19-th century. Queen and Monarchy. Queen and Empire. Wales. Scotland and

Ireland.

Card 27

The 19-th century. Social and economic improvements. The importance of sport. Changes in thinking.

Card 28

The 19-th century. The end of «England's summer». The storm of war.

Card 29

Snapshots of Modern Britain.

Вопросы для спонтанного ответа:

1. Who was monk Augustine and what was he famous for?
2. When and where was the Great exhibition of the industry of all nations held?
3. Who was king Arthur?
4. When did queen Victoria come to the throne? What made her popular among people?
5. How did William the Duke of Normandy come to power in England?
6. Robin Hood – legend or history?
7. What did the Doomesday book mean for people in Medieval England?
8. What was Methodism and who led it?
9. In what year was the Bible published and what changes did it cost in the society?
10. Where was the Hardian's wall built and what for?
11. Why was England called that way?
12. Why couldn't the Romans conquer Caledonia?
13. Who reestablished Christianity in England?
14. Who was the first Prime Minister of Great Britain?
15. What party did the first Prime Minister belong to?

16. Where did word «guilds» come from and what did it mean?

Open class activity

Answer the questions:

1. Try and draw a map of the British Isles from memory.
2. Compare your map with a map of the British Isles.
3. True or false? Correct the sentences that are false.
 - a. If you hold a British passport, you are from England, Scotland, Wales or Northern Ireland.
 - b. Someone from Scotland can represent GB in the Olympic Games.
 - c. A person from the Republic of Ireland is British.
4. Look at the map of the British Isles. True or false? Correct the sentences that are false.
 - a. The capital of Wales is Swansea.
 - b. The capital of Northern Ireland is Belfast.
 - c. It is more mountainous in the south than in the north of British.
 - d. The highest mountain in England is Ben Nevis.
 - e. The river which runs through Oxford and London is the Thames.
5. Copy and complete the sentences.
 - a. London is in the – east of Britain.
 - b. Birmingham is of London, in a part of Britain called the Midlands.
 - c. Bristol is in the – west of Britain.
6. What is your country's equivalent of a county?
7. Which British country is not represented on the Union Jack?
8. Draw the flag of your country. What does it represent?

9. Who is the patron saint of your country? Why is s/he famous?
10. Think of four things that you think are typically British.
11. Britain was invaded by many different peoples in early times. Has your country ever been invaded? If yes, when?
12. Where did Britain's invaders come from?
13. Why Britain is a Protestant country?
14. The English language has a lot of words because it is a mixture of many languages. Is your own language linked to English. If yes, how is it linked?
15. How many chambers are there in your Parliament and what are they called?
16. How old do you have to be to vote in your country?
17. How many political parties are there in your country and what are they called?
18. What is the title of the most powerful person in Parliament in your country?
19. Who is the Head of State in your country?
20. Find out which countries in Europe have a monarchy.
21. Make a list of three things you think a king or queen should do.
22. Do you think a royal family should set an example?

23. Does your country have a monarchy? If not, would you like to have a monarchy?

24. Do you think the idea of a monarchy is out of date?

25. Which of the following countries are members of the European Union (EU)?

- | | | |
|--------------|--------------|-----------------|
| a. Australia | e. Germany | i. Nigeria |
| b. Austria | f. Hong Kong | j. Sweden |
| c. Denmark | g. India | k. South Africa |
| d. Finland | h. Italy | l. USA |

26. Which of the following countries are members of the Commonwealth?

- | | | |
|--------------|--------------|-----------------|
| a. Australia | e. Germany | i. Nigeria |
| b. Austria | f. Hong Kong | j. Sweden |
| c. Denmark | g. India | k. South Africa |
| d. Finland | h. Italy | l. USA |

27. Which country(ies) is/are member(s) of neither?

- | | | |
|--------------|--------------|-----------------|
| a. Australia | e. Germany | i. Nigeria |
| b. Austria | f. Hong Kong | j. Sweden |
| c. Denmark | g. India | k. South Africa |
| d. Finland | h. Italy | l. USA |

28. Is your country a member of the EU? Do you think this is a good idea?

29. Are there any immigrant groups in your country?

30. How does British immigration compare with that of your country?

31. What are the reasons for immigration in your country?
32. Describe how you usually celebrate New Year. Describe what you wear, what you eat, who you meet and what do you do.
33. When do you send cards?
34. In many countries the equivalent of Pancake Day is Mardi Gras or Carnival. Does your country celebrate Pancake Day, Mardi Gras or Carnival? What do you do?
35. How do you celebrate Easter? Describe what you wear, what you eat and who you meet.
36. What do you do to celebrate the end of winter in your country? Compare this with Britain.
37. Is Wimbledon shown on TV in your country?
38. Describe how to get a ticket for the Centre Court at Wimbledon.
39. What type of fruit and vegetables do you associate with a harvest festival?
40. Do you have an official religion in your country?
41. Do you have to study Religion at school?
42. Which religions exist in your country?

43. If you were going to Britain, how would you get there?
44. At what age do you have to start school?
45. At what age can you leave school?
46. At what age do you normally take exams or tests?
47. List the different things you can do in your own country when you leave school.
48. List the different things you can do in Britain when you leave school.
49. Give one advantage of going to university or college in Britain.
50. At what age can you get a part-time job in your country?
51. Have your parents ever been unemployed?
52. Which meal do you think is the most “British”?
53. Which meal would you like to eat most? least?
54. How often do you eat at the table with your parents?
55. How often do you eat fast food?
56. Do you think convenience food is fast food?
57. How different is British food from food in your country?

58. Do you think British eating habits are healthy?
59. Do you think eating habits in your country are healthy?
60. How often do you go to the cinema or the theatre?
61. What is the best film or play you've seen this year?
62. Give two differences between going to the theatre and going to the cinema.
63. Which types of music do you know? Which types of music do you like?
- | | | |
|----------------|-----------|-----------|
| a. chart | f. indie | k. rap |
| b. hardcore | g. jungle | l. rave |
| c. heavy metal | h. mellow | m. reggae |
| d. hip-hop | i. pop | n. soul |
| e. house | j. raga | o. techno |
| | | p. trance |
64. What do the following phrases mean in your language?
- | | |
|-------------------|-------------------|
| a. a band | d. the local club |
| b. live on stage | e. lots of fans |
| c. a techno night | f. The Top 20 |
65. Match the books with their authors.
- | | |
|--------------------|-------------------------------|
| a. Jane Austen | i. Far from the Madding Crowd |
| b. Emily Brontë | ii. Oliver Twist |
| c. Charles Dickens | iii. Pride and Prejudice |
| d. Thomas Hardy | iv. Wuthering Heights |

66. How often do you read modern novels?

67. How often do you read poetry?

68. Do you think the following sentences are true or false?

- a. British people read a lot of newspapers.
- b. Broadsheets are more popular than tabloids.
- c. British children prefer magazines to newspapers.
- d. More boys than girls in Britain buy magazines.

69. When do you watch TV?

70. When do you listen to the radio?

71. Do you have satellite or cable TV? Compare your country with Britain.

72. What is the most popular programme on TV in your country? Is it a soap?

73. Does your country show British TV programmes? Are they dubbed or subtitled?

74. Should teenagers aged 14 to 16 be allowed to watch films with an 18 rating? Why (not)?

75. What is your favorite shop?

76. What do they sell?

- a. Sainsbury's
- b. Body Shop
- c. Oxfam

- d. a corner shop
- e. Harrods
- f. Camden Lock Market
- g. a shopping mall
- h. a superstore

77. Which sports do you associate with Britain?

78. Can you name any important sports competitions which take place in Britain?

79. What are the most popular sports in your country? Compare them with the most popular sports in Britain.

80. Do you know the names of any famous British sportsmen or women?

81. Do you know any place names which celebrate important moments in your country's history?

82. How many different forms of transport can you use to get around town?

83. Which forms of transport are best and worst for the environment?

84. Give examples of any problems you have getting around your home town.

85. Is cycling encouraged in your home town? In what ways?

86. Which form of transport is the cheapest in your country?

87. Do you think the penalties in Britain for drinking and driving are

reasonable?

88. What are the differences between the driving-test in your country and in Britain?

89. How often do you travel by train?

90. How old do you have to be to get a railcard?

91. How much money do you save on fares?

92. What do you think is the best way to discover the countryside?

93. What can you do in the countryside to earn a living?

94. Do you think wind power is a good source of energy?

95. What sources of energy does your country use?

96. Who and what do you associate with the following things?

a. The Tower of London

b. Saint Paul's Cathedral

97. Think of five questions to ask your partner about London.

98. Which museum would you prefer to go and see? Why?

99. How many towns can you remember in the south of England? What do you know about them?

100. Which town and places in southern England do you associate with the following?

- | | |
|-----------------------------|-------------------|
| a. English-language schools | e. spa |
| b. aeroplanes | f. a royal castle |
| c. fishing villages | g. midsummer |
| d. moors | h. holiday resort |

101. How many towns can you remember in the Midlands and the North of England? What do you know about them?

102. True or false?

- a. Scotland is a flat country
- b. The kilt is Scotland's national costume.
- c. Scotland is a poor country
- d. Scotland has its own parliament.
- e. Most people live in the Highlands.
- f. Computers are made in Scotland.

103. Wales is a Celtic country. Name one other Celtic country.

104. What do you know about Celtic people and Celtic culture?

105. Do any people in your country speak a different language from yours?

106. Welsh is a different language from English, not a dialect English. How is a dialect different from a language?

107. Which of these words do you associate with Northern Ireland?

- | | |
|-------------------|----------|
| a. United Kingdom | e. peace |
| b. IRA | f. UVF |

c. violence

d. beauty

g. mountains

h. independence

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