

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
«ГЛАЗОВСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ
имени В. Г. Короленко»

КОРОТКО ОБ ИСТОРИИ БРИТАНИИ

Часть 1

Учебно-методическое пособие для студентов направления подготовки:
«44.03.05 – Педагогическое образование с двумя профилями подготовки»,
профили: История и Обществознание, История и География,
История и Организация проектной деятельности

*Учебное электронное издание
на компакт-диске*

Глазов
ГГПИ
2017

© Кропачева М. А., 2017
© Литвинова Е. С., 2017
© ФГБОУ ВО «Глазовский государственный педагогический
институт имени В. Г. Короленко», 2017

ISBN 978-5-93008-248-7

УДК 372.881.1
ББК 81.2Англ-923
К68

*Рекомендовано к изданию учебным научно-методическим советом
ФГБОУ ВО «Глазовский государственный
педагогический институт имени В. Г. Короленко»*

Авторы-составители:

М. А. Кропачева, кандидат филологических наук, старший преподаватель кафедры иностранных языков и удмуртской филологии ГГПИ им. В. Г. Короленко;

Е. С. Литвинова, кандидат филологических наук, старший преподаватель кафедры иностранных языков и удмуртской филологии ГГПИ им. В. Г. Короленко

Рецензент:

М. В. Бянова, кандидат филологических наук, доцент кафедры иностранных языков и удмуртской филологии ГГПИ им. В. Г. Короленко

К68 Коротко об истории Британии [Электронный ресурс]. Часть 1 : учебно-методическое пособие для студентов направления подготовки: «44.03.05 – Педагогическое образование с двумя профилями подготовки», профили: История и Обществознание, История и География, История и Организация проектной деятельности / авт.-сост. М. А. Кропачева, Е. С. Литвинова. – Глазов : Глазов. гос. пед. ин-т, 2017. – 1 электрон. опт. диск (CD-ROM).

Данное электронное учебно-методическое пособие предназначено для студентов-бакалавров направления подготовки: «44.03.05 – Педагогическое образование с двумя профилями подготовки», профили: История и Обществознание, История и География, История и Организация проектной деятельности. Это пособие может быть использовано для подготовки студентов к практическим занятиям по иностранному языку, а также может стать основой для самостоятельной работы студентов. В содержание пособия включены материалы по истории Британии, рассматриваются события Средних веков до норманнского вторжения.

Системные требования: PC не ниже класса Pentium I; 128 Mb RAM; свободное место на HDD 16 Mb; Windows 95/98/2000/XP/7/8; Adobe Acrobat Reader; дисковод CD-ROM 2-х и выше; мышь.

© Кропачева М. А., 2017

© Литвинова Е. С., 2017

© ФГБОУ ВО «Глазовский государственный педагогический институт имени В. Г. Короленко», 2017

УЧЕБНОЕ ИЗДАНИЕ

КОРОТКО ОБ ИСТОРИИ БРИТАНИИ

Часть 1

Учебно-методическое пособие для студентов направления подготовки:
«44.03.05 – Педагогическое образование с двумя профилями подготовки»,
профили: История и Обществознание, История и География,
История и Организация проектной деятельности

Технический редактор, корректор В. В. Баженова
Оригинал-макет: И. С. Леус

Подписано к использованию 27.11.2017. Объем издания 2,1 Мб.
Тираж 8 экз. Заказ № 4332 – 2017.

ФГБОУ ВО «Глазовский государственный педагогический институт
имени В. Г. Короленко»

427621, Россия, Удмуртская Республика, г. Глазов, ул. Первомайская, д. 25
Тел./факс: 8 (34141) 5-60-09, e-mail: izdat@mail.ru

Contents

Предисловие

Unit 1. Celts

Unit 2. Roman Invasion

Unit 3. Anglo-Saxon Britain

Unit 4. Viking Invasion

Bibliography

Предисловие

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

Данное пособие ориентировано на формирование общей компетенции педагога (ОК-4) – способность к коммуникации на русском и иностранном языке для решения задач межличностного и межкультурного взаимодействия.

Пособие может быть использовано как часть обучения иностранному языку (английскому языку) на 2-м курсе обучения по направлению подготовки «44.03.05 – Педагогическое образование с двумя профилями подготовки», профили: История и Обществознание, История и География, История и Организация проектной деятельности.

В пособие вошли тексты, освещающие события истории Британии времен античности и раннего Средневековья, включая эпоху кельтов, завоевание Британии римлянами, англо-саксонскую Британию и нашествие викингов. Каждый текст снабжен заданиями как лексической, так и грамматической направленности, а также коммуникативными и творческими заданиями, завершающими каждую тему.

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

Unit 1. Celts

1.1. Divide into groups. Each group reads one of 5 texts below and then tells other groups the main idea of the text you chose.

Text 1. Celtic Tribes

The historical Celts were a diverse group of tribal societies in Iron Age Europe. Proto-Celtic culture formed in the Early Iron Age in Central Europe ([Hallstatt](#) period, named for the site in present-day Austria). By the later Iron Age ([La Tène](#) period), Celts had expanded over a wide range of lands: as far west as Ireland and the Iberian Peninsula, as far east as Galatia (central Anatolia), and as far north as Scotland.

The Celtic languages form a branch of the larger Indo-European family. By the time speakers of Celtic languages enter history around 400 BCE (Brennus's attack on Rome in 387 BCE), they were already split into several language groups, and spread over much of Central Europe, the Iberian peninsula, Ireland and Britain.

Each nation had its own Celtic language. In Wales, Scotland, Brittany, and Ireland, these have been spoken continuously through time, while Cornwall and the Isle of Man have languages that were spoken into modern times but later died as spoken community languages. In the latter two regions, however, language revitalization movements have led to the adoption of these languages by adults and produced a number of native speakers.

Some scholars think that the [Urnfield](#) culture of northern Germany and the Netherlands represents an origin for the Celts as a distinct cultural branch of the Indo-European family. This culture was preeminent in central Europe during the late Bronze Age, from c. 1200 BCE until 700 BCE, itself following the [Unetice](#) and [Tumulus](#) cultures. The Urnfield period saw a dramatic increase in population in the region, probably due to innovations in technology and agricultural practices. The Greek historian Ephoros of Cyme in Asia Minor, writing in the fourth century BCE, believed that the Celts came from the islands off the mouth of the Rhine who were "driven from their homes by the frequency of wars and the violent rising of the sea".

The spread of iron-working led to the development of the Hallstatt culture directly from the Urnfield (c. 700 to 500 BCE). Proto-Celtic, the latest common ancestor of all known Celtic languages, is considered by this school of thought to have been spoken at the time of the late Urnfield or early Hallstatt cultures, in the early first millennium BCE. The spread of the Celtic languages to Iberia, Ireland and Britain would have occurred during the first half of the 1st millennium BCE, the earliest chariot burials in Britain dating to c. 500 BCE. Over the centuries they developed into the separate Celtiberian, Goidelic and Brythonic languages.

The Hallstatt culture was succeeded by the La Tène culture of central Europe, and during the final stages of the Iron Age gradually transformed into the explicitly Celtic culture of early historical times. Celtic river-names are found in great numbers around the upper reaches of the

Danube and Rhine, which led many Celtic scholars to place the ethnogenesis of the Celts in this area.

Glossary

<i>diverse</i>	разнообразный
<i>iron</i>	железо, железный
<i>adoption</i>	приспособление
<i>bronze</i>	бронза, бронзовый
<i>increase</i>	увеличивать(ся)
<i>ancestor</i>	предок
<i>explicitly</i>	исключительно
<i>ethnogenesis</i>	этногенез, развитие народа

Text 2. Celtic Society

In ancient Celtic society the Druids and Druidesses composed an intellectual elite, whose knowledge and training placed them as priests of the Celtic religion. Their training normally lasted over twenty years and consisted of the memorization of literature, poetry, history, and Celtic law as well as astronomy. The Druids meditated for their people, performed sacrifices, interpreted omens, and presided over religious ceremonies. They believed that the soul did not die with the body, but passed on to another. The mistletoe and the oak tree are great symbols for them.

Since Druids committed very little to written forms until after the introduction of Christianity, there are few, if any, first-hand accounts by Celts themselves. Only the myths that have been transmitted through the accounts of the Romans and Christian monks have survived. Legend has mystified many of the female rulers of ancient Celtic society; giving them mystical powers and making their lives seem too extraordinary to be true. As a result it is very difficult for people today to know if these women truly did have such powers or if they were indeed Druidesses. Women such as [Boudica](#), [Onomaris](#), and other nameless rulers/Druidesses whose burial tombs were found show that Celtic women, in some instances, may have wielded power as much as men, but the evidence remains difficult to decipher.



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

Celtic women had fierce pride and they enjoyed a freedom and power that women in ancient Rome did not have. They had a more balanced society. Though they were a warrior society, their gods and goddesses were equal and that was not the case in other religions. There is not a lot of evidence pointing to women warriors among the Celts, but Queen Boudica led an army against the Romans around AD 60.

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

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



Glossary

<i>memorize</i>	запоминать
<i>mediate</i>	передавать, быть посредником
<i>sacrifice</i>	приносить жертву
<i>omen</i>	предзнаменование, примета
<i>mistletoe</i>	омела
<i>oak</i>	дуб
<i>myth</i>	миф
<i>transmit</i>	передавать
<i>wield</i>	обладать
<i>burial tomb</i>	место захоронения
<i>prophecy</i>	пророчество
<i>shield</i>	щит
<i>sword</i>	меч
<i>spear</i>	копье
<i>woad</i>	синий краситель
<i>braccae</i>	штаны

Text 3. Celtic Religion: Polytheism



Like other European Iron Age tribal societies, the Celts practised a polytheistic religion. Many Celtic gods are known from texts and inscriptions from the Roman period. Rites and sacrifices were carried out by priests known as druids. The Celts did not see their gods as having human shapes until late in the Iron Age. Celtic shrines were situated in remote areas such as hilltops, groves, and lakes.

Celtic religious patterns were regionally variable; however, some patterns of deity forms, and ways of worshipping these deities, appeared over a wide geographical and temporal range. The Celts worshipped both gods and goddesses. In general, Celtic gods were deities of particular skills, such as the many-skilled [Lugh](#) and [Dagda](#), while goddesses were associated with natural features, particularly rivers (such as [Boann](#), goddess of the River Boyne). This was not

universal, however, as goddesses such as [Brighid](#) and [The Morrigan](#) were associated with both natural features (holy wells and the River Unius) and skills such as blacksmithing and healing.

Triplicity is a common theme in Celtic cosmology, and a number of deities were seen as threefold. This trait is exhibited by The Three Mothers, a group of goddesses worshipped by many Celtic tribes.

The Celts had literally hundreds of deities, some of which were unknown outside a single family or tribe, while others were popular enough to have a following that crossed lingual and cultural barriers, for example Celtic horse goddess [Epona](#) and what may well be her Irish and Welsh counterparts, [Macha](#) and [Rhiannon](#), respectively.

Roman reports of the druids mention ceremonies being held in sacred groves. La Tène Celts built temples of varying size and shape, though they also maintained shrines at sacred trees and votive pools.

Druids fulfilled a variety of roles in Celtic religion, serving as priests and religious officiants, but also as judges, sacrificers, teachers, and lore-keepers. Druids organised and ran religious ceremonies, and they memorised and taught the calendar. Other classes of druids performed ceremonial sacrifices of crops and animals for the perceived benefit of the community.

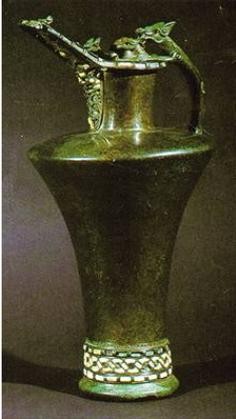
Gallic calendar

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

Glossary

<i>polytheistic</i>	политеистический, многобожный
<i>shrine</i>	святилище
<i>worship</i>	поклоняться
<i>blacksmith</i>	кузнец
<i>triplicity</i>	тройственность
<i>votive pool</i>	место для жертвоприношения

Text 4. Celtic Art



Celtic art is generally used by art historians to refer to art of the La Tène period across Europe, while the Early Medieval art of Britain and Ireland is called Insular art in art history. Both styles absorbed considerable influences from non-Celtic sources, but retained a preference for geometrical decoration over figurative subjects, which are often extremely stylised when they do appear; narrative scenes only appear under outside influence. Energetic circular forms, [triskeles](#) and spirals are characteristic.

Much of the surviving material is in precious metal, which no doubt gives a very unrepresentative picture, but apart from [Pictish](#) stones and the Insular high crosses, large monumental sculpture, even with decorative carving, is very rare; possibly it was originally common in wood. Celts were also able to create developed musical instruments such as the [carnyxes](#), these famous war trumpets used before the battle to frighten the enemy, as the best preserved found in Tintignac (Gaul) in 2004 and which were decorated with a boar head or a snake head.

The interlace patterns that are often regarded as typical of "Celtic art" were in fact introduced to Insular art from the animal Style II of Germanic Migration Period art, though taken up with great skill and enthusiasm by Celtic artists in metalwork and illuminated manuscripts. Equally, the forms used for the finest Insular art were all adopted from the Roman world: Gospel books like the [Book of Kells](#) and [Book of Lindisfarne](#), chalices like the [Ardagh Chalice](#) and [Derrynaflan Chalice](#), and [penannular brooches](#) like the [Tara Brooch](#). These works are from the period of peak achievement of Insular art, which lasted from the 7th to the 9th centuries, before the Viking attacks sharply set back cultural life.



In contrast the less well known but often spectacular art of the richest earlier Continental Celts, before they were conquered by the Romans, often adopted elements of Roman, Greek and other "foreign" styles (and possibly used imported craftsmen) to decorate objects that were distinctively Celtic. After the Roman conquests, some Celtic elements remained in popular art. Roman Britain took more interest in enamel than most of the Empire, and its development of *champlevé* technique was probably important to the later Medieval art of the whole of Europe, of which the energy and freedom of Insular decoration was an important element.

Glossary

<i>narrative</i>	описательный
<i>triskele</i>	трискелион, геометрический мотив в виде трех спиралей, исходящих из одного места
<i>carnyx (Pl. carnyces)</i>	карникс, духовой музыкальный инструмент, похожий на трубу
<i>skill</i>	умение
<i>gospel book</i>	Евангелие
<i>chalice</i>	чаша
<i>brooch</i>	брошь
<i>enamel</i>	эмаль
<i>champlevé</i>	разновидность нанесения эмали на изделие, заключающаяся в предварительном выбивании или выдавливании углублений и затем заполнении их эмалью

Text 5. Celtic Way of Life

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

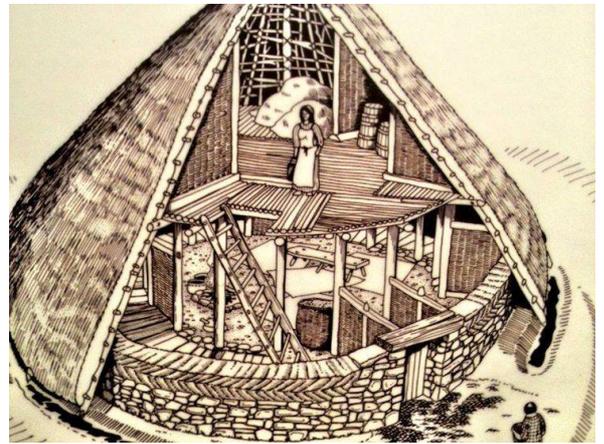


The Celts grew a number of cereals—several kinds of wheat. Beans, peas and lentils were also cultivated. Some herbs now regarded as wild may have been cultivated, or at least collected. From these plants and from fruits and berries, Celtic people had access to good sources of protein, carbohydrates and vitamins.

Celtic Farms and Villages: Houses tended to be circular in Britain and Ireland and rectangular in Gaul and elsewhere. Circular houses found in Britain very greatly in size from about 15 feet to over 50 feet in diameter.

Smaller buildings may have been components of larger buildings. These could have consisted of more than one roundhouse, with other additional buildings such as cooking shacks or work sheds, plus storage facilities.

These roundhouses (even the smaller ones) offered considerable floor space under a conical thatched roof, without the need for freestanding roof posts: the weight of the roof could be transmitted directly to wattle walls. Weatherproofed with clay daub, these circular walls were remarkably strong. Larger houses usually had an inner post ring to provide additional support for the long rafters. Some of the larger dwellings could have been residences of the nobility. Some walls may have been painted with circular designs or decorated with embroidered wall hangings depicting hunting or otherworldly scenes.



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

Some tribes lived in hillforts that were fortified with high walls to protect them from warring neighbors. The layout was usually the same – just behind high walls. Some of the people lived outside the fortresses and would seek shelter inside in times of war.

Glossary

livestock	скот
cattle	крупный рогатый скот
ancestor	предок
wool	шерсть, шерстяной
ox	бык
plow	плуг
breed	порода
donkey	осел
mule	мул
cereal	крупа, каша

wheat	пшеница
bean	боб
pea	горох
lentil	чечевица
circular	круглый
rectangular	прямоугольный
conical	конический
thatched	крытый соломой
wattle	плетеный
daub	обмазка
rafter	балка
hearth	очаг
cauldron	котел
utensils	столовые приборы
pelt	шкура

1.2. Match English and Russian words.

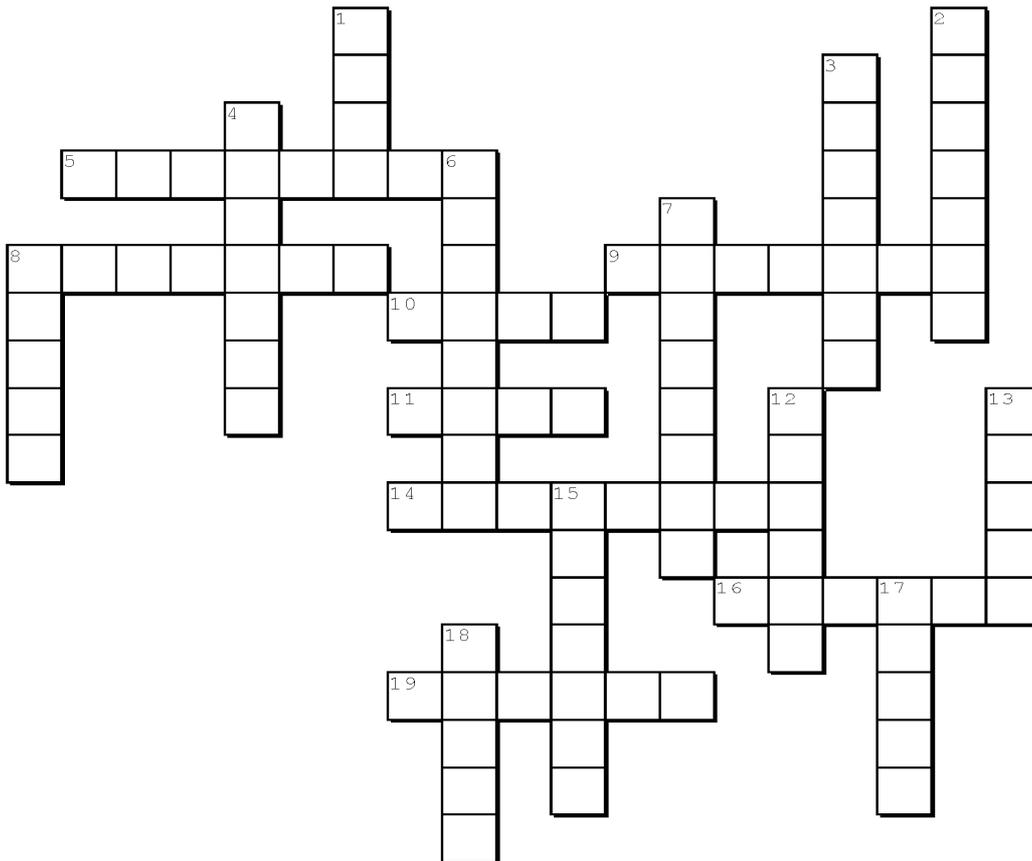
- | | | | |
|--------------|-----------------|---------------|-----------------|
| 1. Ancestor | 16. Clay | 31. Foot | 46. Ox |
| 2. Bean | 17. Clothes | 32. Fortified | 47. Pea |
| 3. Berry | 18. Component | 33. Fortress | 48. Pelt |
| 4. Blanket | 19. Conical | 34. Goat | 49. Pig |
| 5. Bowl | 20. Cooking | 35. Goose | 50. Plow |
| 6. Breed | 21. Cultivate | 36. Hearth | 51. Preserve |
| 7. Bronze | 22. Daub | 37. Herb | 52. Protect |
| 8. Building | 23. Design | 38. Horse | 53. Protein |
| 9. Cattle | 24. Diameter | 39. Hunting | 54. Provide |
| 10. Cauldron | 25. Domestic | 40. Inner | 55. Rafter |
| 11. Cereal | 26. Donkey | 41. Iron | 56. Rectangular |
| 12. Chain | 27. Embroidered | 42. Leather | 57. Residence |
| 13. Chest | 28. Extinct | 43. Lentils | 58. Roof |
| 14. Chicken | 29. Feather | 44. Mule | 59. Shack |
| 15. Circular | 30. Floor | 45. Nobility | 60. Shed |

61. Sheep	66. Support	71. Warrior	76. Wooden
62. Shelter	67. Thatched	72. Wattle	77. Wool
63. Smoke	68. Utensils	73. Weight	
64. Space	69. Vitamin	74. Wheat	
65. Storage	70. Wagon	75. Wild	
1. Балка	21. Дым	40. Обмазка	59. Пшеница
2. Белок	22. Железный	41. Овца	60. Рогатый скот
3. Боб	23. Защищать	42. Одежда	61. Сарай
4. Бронзовый	24. Здание	43. Одежда	62. Скрещивать
5. Бык	25. Знать	44. Осел	63. Снабжать
6. Вес	26. Кожаный	45. Охота	64. Сохранять
7. Витамин	27. Козел	46. Очаг	65. Сундук
8. Внутренний	28. Компонент	47. Перо	66. Трава
9. Воин	29. Конический	48. Плетеный	67. Укрепленный
10. Вымерший	30. Котел	49. Плуг	68. Фут
11. Выращивать	31. Крепость	50. Повозка	69. Хижина
12. Вышитый	32. Круглый	51. Поддерживать	70. Хранилище
13. Глина	33. Крупа	52. Пол	71. Цепь
14. Горох	34. Крытый соломой	53. Поросянок	72. Цыпленок
15. Гусь	35. Крыша	54. Предок	73. Чашка
16. Деревянный	36. Лошадь	55. Приборы	74. Чечевица
17. Диаметр	37. Место	56. Приготовление	75. Шерсть
18. Дизайн	38. Место	пищи	76. Шкура
19. Дикий	жительства	57. Приют	77. Ягода
20. Домашний	39. Мул	58. Прямоугольный	

1.3. Complete the crossword using the words below.

Celtic Way of Life

Complete the crossword below



Created on TheTeachersCorner.net Crossword Maker

Across

- 5. домашний
- 8. кров
- 9. приготовление пищи
- 10. плуг
- 11. железо
- 14. предок
- 16. рисунок, дизайн
- 19. бронза

Down

- 1. фут
- 2. хранилище
- 3. охота
- 4. кожа
- 6. котел
- 7. знать
- 8. место
- 12. ячмень
- 13. цепь
- 15. вымерший
- 17. внутренний
- 18. разводить скот

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

- | | | |
|---------------|--------------|-------------|
| 1. Ancestor | 15. Design | 29. Pig |
| 2. Bean | 16. Donkey | 30. Plow |
| 3. Berry | 17. Feather | 31. Protein |
| 4. Blanket | 18. Floor | 32. Roof |
| 5. Bowl | 19. Foot | 33. Shed |
| 6. Bronze | 20. Fortress | 34. Sheep |
| 7. Building | 21. Goat | 35. Storage |
| 8. Cauldron | 22. Goose | 36. Support |
| 9. Cereal | 23. Herb | 37. Vitamin |
| 10. Chain | 24. Horse | 38. Wagon |
| 11. Chest | 25. Iron | 39. Warrior |
| 12. Chicken | 26. Leather | 40. Wool |
| 13. Clay | 27. Ox | |
| 14. Component | 28. Pea | |

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

Unit 2. Roman Invasion

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



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

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

The Romans were in Great Britain for over 350 years, they were both an occupying army and the rulers. They imposed Pax Romana, – Roman peace – which stopped tribal wars, and protected Britain from the attacks of outsiders – [Picts](#) in the North, [Saxons](#) from overseas.

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



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

Under the [Emperor Hadrian](#) in 120 AD a great wall was built across Britain between the Tyne and the Solway to protect the Romans against the attacks of [Scots](#) and Picts.



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

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

The native language absorbed many Latin words at that time.

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

Glossary

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

2.2. Find English equivalents to Russian words.

- | | | |
|---------------|--------------|----------------|
| 1. Варварский | 3. Впитывать | 5. Дорога |
| 2. Век | 4. Вторжение | 6. Жертвование |

7. Завоеванный
8. Защищать
9. Колесница
10. Легион
11. Мир
12. Неудача

13. Огромный
14. Оккупация
15. Племенной
16. Пораженный
17. Поселение
18. Распадаться

19. Римляне
20. Родной
21. Сражаться
22. Христианство
23. Церковь

2.3. Answer the questions:

What century was Britain conquered by the Romans?

Why did the Romans want to conquer Britain?

What is Roman peace?

What was the Hadrian wall built for?

What good things did the Romans bring to Britain?

2.4. Unscramble the words below.

Caititirnhsy

Dfdnee

Eedeatdf

Arsomn

Tasv

Niaetv

Brcaarbi

Doar

Fgthi

Crfieasci

Ilrbta

Onopiatucc

Realifu

Nycreut

Eterigdtaisn

Oiasninv

Ahtiroc

Stnteelmet

Oarsbb

Apece

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



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

Created with TheTeachersCorner.net [Word Search Maker](#)

Roman Invasion

Find English equivalents in the grid

N Y Q A F N T M F D E T A E F E D K S O
 T N E M E L T T E S J E T A E Q I M C S
 E S A P C S C C M I U T U Z R C F C U B
 A A R B X Z A H J O B F W H O I U L A A
 A U V X F E X K R I R B C F I P H R D N
 X U B X P L N T S I O O C F A S B J Y D
 U E A Y A S D Z A C S Y Q T M A O I X Y
 R X A B X E L G N D B T I Q R C J N B T
 Y I I P F S A O U E A O I I X R W D L O
 E R C E Q Z I D G M N M C A J I V U O I
 T X N E O S G I F Z A I H D N F S P E R
 I D H E A Q L S E V I T A N L I J D Q A
 D C K V C T M S I L F R Y A S C T U R H
 C A N B R P I V U U F P A F Q E X Y C C
 F I O L B K P P C I I A F R A B O E Q W
 E T A R G E T N I S I D H D P I N R W S
 A G L H I P S M S G K X H P O T L I R E
 K T H G I F T E L Q T M L M U N H U J M
 Z D Q P R I F O S N A M O R O H W R R L
 M U B I S G E G U H H V Y A M P C X Y E

колесница

впитывать

сражаться

век

жертвование

родной

неудача

варварский

римляне

дорога

огромный

распадаться

племенной

пораженный

мир

христианство

вторжение

оккупация

защищать

поселение

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

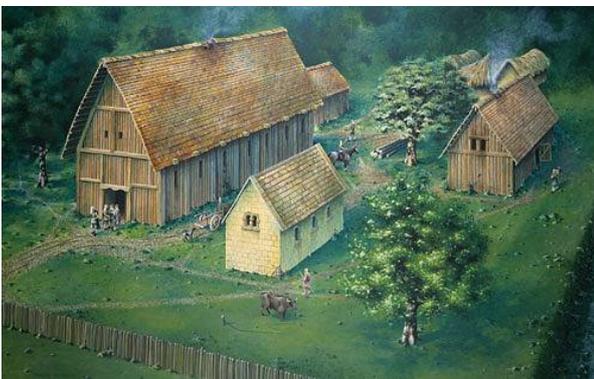
2.8. Imagine that you are Julius Caesar and answer one question – why you want to conquer Britain and make it a part of the Empire.

Unit 3. Anglo-Saxon Britain

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

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

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



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

The Anglo-Saxon England was a network of small kingdoms. The seventh century saw the establishment of seven kingdoms: [Essex](#) (East Saxons), [Sussex](#) (South Saxons), [Wessex](#) (West Saxons), [East Anglia](#) (East Angles), [Kent](#), [Mercia](#) and [Northumbria](#), and the largest three of them –

Northumbria, Mercia and Wessex – dominated the country at different times.

The Anglo-Saxon kings were elected by the members of the Council of Chieftains (the Witan) and they ruled with the advice of the councilors, the great men of the kingdom. In time it became the custom to elect a member of the royal family, and the power of the king grew parallel to the



size and the strength of his kingdom. In return for the support of his subjects, – who gave him free labour and military service, paid taxes and duties – the King gave them his protection and granted lands.

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

Glossary

raid	набег
legendary	легендарный
heathen	язычник, языческий
invader	захватчик
mountainous	горный

network	сеть
kingdom	королевство
dominate	главенствовать
elect	выбирать
chieftain	вождь
advice	совет
councilor	советник
subject	подданный
labour	труд
service	служба

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

набег
 легендарный
 защищать
 язычник
 захватчик
 горный

сеть
 королевство
 крупнейший
 доминировать
 выбирать
 вождь

советники
 подданный
 труд
 служба

3.3. A. Find all adjectives in the text.

B. Make the degrees of comparison of adjectives and adverbs where it is possible:

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

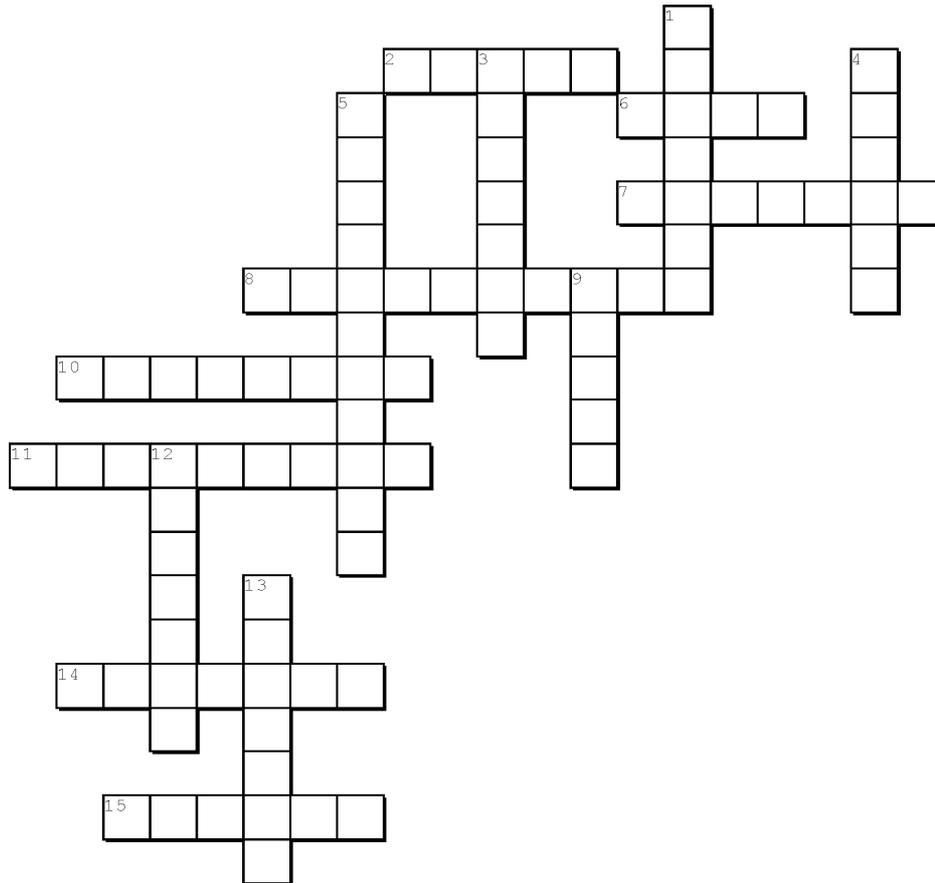
3.4. Complete the crossword with the words from the text.

11/18/2015

Anglo-Saxon Britain

Anglo-Saxon Britain

Complete the crossword below



Horizontal

- 2. племя
- 6. набег
- 7. королевство
- 8. поселение
- 10. варварский
- 11. советник
- 14. служба
- 15. церковь

Vertical

- 1. колесница
- 3. захватчик
- 4. выпитывать
- 5. горный
- 9. выбирать
- 12. сеть
- 13. неудача

Created on [TheTeachersCorner.net](http://www.theteacherscorner.net) Crossword Maker

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

11/25/2015

Anglo-Saxon Britain

Created with TheTeachersCorner.net [Word Search Maker](#)

Anglo-Saxon Britain

T K W B Y H N Y S G E P Y Q I Z F K G W
 V M R Q C S D G U Z M U Q J W A R G Z A
 G U S H H U A H O Q A S H Y X M O H H E
 D M G P A N Q T N V R N S H I C N H O A
 M V T M L I E Q I J I F I X P U T P V J
 J B R X L V D H A A D B R I L L I A N T
 P Y X Q E X E K T I V J G T J L E T E S
 E W T K N D A F N A O F P N R Z R K L E
 R J W I G C E G U P E N R E T T A P I U
 T K E V E I E O O I L H P L Z X U G X Q
 E T U J H T G R M G L E Z P E J C E E N
 P T X C S U Y I C Z A H Z E C R O F C O
 P W F Q A S H L R T H P Y X N U W O K C
 P L E O I D O M I N A T E J I W G R A C
 Q N X R J P V C C N O I S A V N I O T S
 S U B J E C T V I A J I M V O Q K K R N
 Q F B E A P Q G Y E M F B P R Q R A A F
 V P P I H S R A W R T H Z G P O I V K S
 W N W I P P G B K C C Y I B Z D H M N V
 K U Y L V W W N I Q X Q T S I S E R Q O

набег

доминировать

вторжение

сопротивляться

военный корабль

общество

соперничество

язычник

вождь

великолепный

сила / заставлять

образец

нападение

горный

подданный

повторять

рубеж

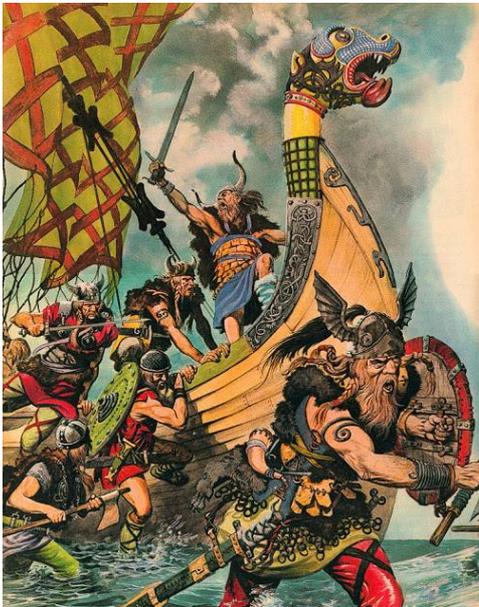
провинция

ссылка

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

Unit 4. Viking Invasion

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



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

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

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





Edward the Confessor was a religious monarch and devoted his attention to the construction of churches and most of all to the building of [Westminster Abbey](#).

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

Glossary

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

4.2. Unscramble the words below.

soqtneuc

oisliuegr

rwapshi

eetntmtlse

nlobneam

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

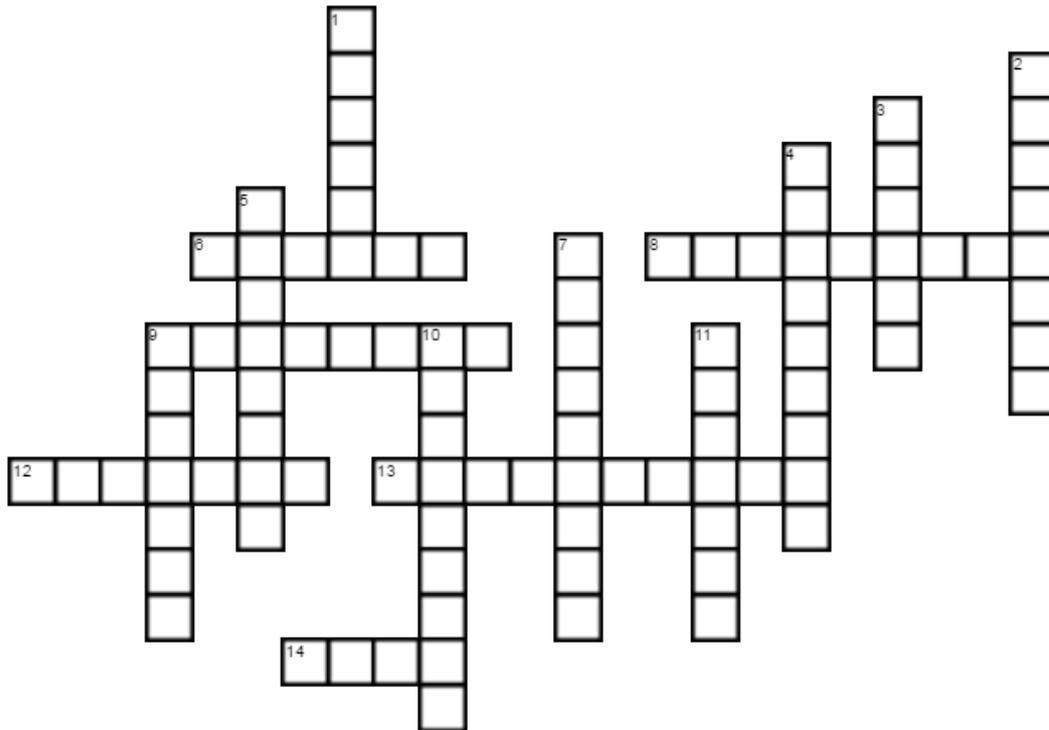
1. Alfred forced the Danes to come to terms: to accept Christianity and live within the frontiers of the Danelaw,	A. where their settlement became known as Normandy, the province of the Northmen
2. At that time the West Saxons got a new young King,	B. and from 1013 to 1042 the Danish royal power triumphed in England

3. The England of King Alfred the Great received a new Code	C. and began the Anglo-Saxon chronicle, a year-by-year history of England
4. Harold's right to the English throne was challenged by William the Duke of Normandy who claimed the English Kingdom	D. a large part of Eastern England, while he was master of the South and West of England
5. They crossed the Atlantic, and founded a colony	E. to the construction of churches and most of all to the building of Westminster Abbey
6. In the 10th–11th centuries the Danes managed to expand their possession in Great Britain	F. as his rightful inheritance which had been allegedly promised to him by the late King Edward the Confessor
7. Edward the Confessor was a religious monarch and devoted his attention	G. in North America 500 years before Columbus
8. They were forced to go South and settle in Northern France,	H. his name was Alfred, later he was called Alfred the Great
9. King Alfred himself translated a number of books from Latin, including Bede's <i>Historia Ecclesiastica</i> ,	I. of laws which raised the standards of English society

4.4. Complete the crossword using the words below.

The Viking Invasion

Complete the crossword below



ACROSS

- 6. принимать
- 8. боеспособный
- 9. область
- 12. восстанавливать
- 13. владение, собственность
- 14. парус

DOWN

- 1. посвятить себя
- 2. граница, рубеж
- 3. сопротивляться
- 4. прекрасный, великолепный
- 5. ученый
- 7. бросать вызов
- 9. образец
- 10. хроника
- 11. очевидный

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

12/10/2015

worksheets.theteacherscorner.net/make-your-own/kill-in-the-blank/worksheet.php

Name _____

© www.TheTeachersCorner.net

Complete the Sentences

Use the words in the list below to complete the sentence

- The _____ of the Stone Age _____ with the _____ of new invaders, the Celts.
- Reputed to be tall, _____ and well built, they had _____ skills and were _____ craftsmen.
- The _____ of Celts in the Iron _____ was not altogether barbaric.
- _____ Priests, the Druids, were _____ in _____ and administration.
- There was a _____ in East Anglia, where _____ Boadicea and her daughters in their _____ were fighting _____ Roman soldiers and _____ defeated.
- The Roman _____ was spread _____ over England, while Wales, Scotland and Ireland _____ unconquered _____ of the Celtic fringe - _____ Celtic culture and traditions.
- The _____ invaders first arrived in _____ groups throughout the fifth _____ but managed to _____ and oust the British _____ to the _____ parts of the Isle of Great Britain.

fastest
 areas
 remained
 Coast settle
 arrival were
 revolt
 language
 chariots
 population
 preserving
 Germanic
 Their
 occupation
 good small
 resist
 controlled
 teaching
 mountainous
 coincided
 Wessex
 culture
 against
 Vikings
 taking
 beginning
 century
 Kingdoms
 fair Queen
 Age almost
 mainly
 middle
 skillful
 repeatedly

12/10/2015

worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/worksheet.php

8. The Anglo-Saxons _____ the central part of Britain which was _____ as England while the _____ Celts fled West _____ with them their culture, _____ and Christianity.
9. The _____ were brilliant sailors, they had the _____ boats in Europe, that were _____ powered by sail.
10. They had _____ raided the Eastern _____ of England, and by the _____ of the ninth century _____ all English _____ were defeated by the Danes.
11. In 870 only _____ was left to _____ the barbaric Danes.

romanized

moving

described

artistic

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

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

Bibliography

Гурьева Ю. Ф. Deep Are the Roots: A Concise History of Britain / Глубоки корни: Очерки по краткой истории Британии. Обнинск: Титул, 1999. 72 с.: ил.

Internet Resources

URL: <https://en.wikipedia.org>

URL: <https://en.wikipedia.org/wiki/Celts>

URL: https://en.wikipedia.org/wiki/Celtic_nations

URL: <https://en.wikipedia.org/wiki/Anglo-Saxons>

URL: <https://en.wikipedia.org/wiki/Vikings>

URL: <http://www.ancient.eu/celt/>

URL: <https://en.wikipedia.org/wiki/Picts>

URL: http://www.eupedia.com/europe/celtic_trivia.shtml

URL: http://www.fashion-era.com/ancient_costume/clothing-saxon-frankish-anglo.htm

URL: http://www.fashion-era.com/ancient_costume/early-clothing-celtic-dress.htm

URL: http://www.kelleyheckart.com/theancientcelts_page1.html