



OANA-CĂTĂLINA VOICHICI

English for History Students

Presă Universitară Clujeană

OANA-CĂTĂLINA VOICHICI

**ENGLISH
FOR HISTORY STUDENTS**

**SUPPORT DE CURS PENTRU STUDENȚII
DE LA SPECIALIZAREA ISTORIE, ANUL I**

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FOREWORD

English language, one of the most widely spoken languages, is essential in the world of today. It is an important tool of communication; it gives students the opportunity of accessing English resources needed to progress in their studies; last, but not least, it may provide better job opportunities (sometimes, it is even an essential job requirement). This is why I believe that English language acquisition and the ability to use it are an absolute necessity.

English for History Students is an exciting and informative book which addresses all students studying History (or those keen on approaching, more or less thoroughly, this constantly revealing field of knowledge). It is a language course intended to provide learners with basic historical facts about the United Kingdom and help them learn – and fix in their mind – English terms that are specific to this domain.

English for History Students contains twelve units, each covering a specific period in British history. The “Introduction” will acquaint students with the mixture of people that the British really are, while the following texts, starting with Celtic Britain up to the present time, will offer a brief overview of British history throughout the centuries. The texts are not difficult to read and understand but are not a piece of cake either. They require intermediate knowledge of English, therefore the use of a dictionary is advisable. For a better comprehension, at the end of the text there is a topic for discussion, which will also challenge the student’s speaking ability.

Each unit also includes a grammar section. I have started from the assumption that students are already familiarised with grammar issues, so I have avoided definitions or explanations. But, as ‘Practice makes perfect’, the various exercises included here will help them revise, test and expand their knowledge. There is also a vocabulary section that covers such types of exercises as: choose the correct word, word building, match the words with the definitions, fill in the blanks with suitable word, word search puzzle or multiple choices (most of them related to specific historical terms). Finally, each unit ends with a supplementary reading section (mainly focused on more particular issues concerning the period of time dealt with in that unit), except the last one, which includes a quiz that covers basic world history one should learn in school.

English for History Students is thus a useful tool for students and teachers equally, or for all those willing to test their level of English knowledge and enrich their vocabulary. I hope everyone will enjoy using *English for History Students*.

The Author



INTRODUCTION

The Mixture which is British

Britain, Great Britain, the United Kingdom (UK for short), England, the British Isles – these different names are sometimes used to mean the same thing, and they are frequently used wrongly. The name used at the United Nations is the “United Kingdom”; in full, this is the “United Kingdom of Great Britain and Northern Ireland”. Strictly speaking, England, Great Britain and the British Isles ought only to be used as geographical names, since England is only a part of Great Britain; Great Britain does not include Northern Ireland, but the British Isles include Great Britain and the whole of Ireland, that is both Northern Ireland and the Republic of Eire. Foreigners usually call all British people “English”, but the Scots, the Irish and the Welsh do not consider themselves to be English.

The English are Anglo-Saxon in origin, but the Welsh, the Scots and the Irish are not. They are Celts, descendants of the ancient people who crossed over from Europe to the British Isles centuries before the Roman invasion. It was these people whom the Germanic Angles and Saxons conquered in the 5th and 6th centuries A.D. These Germanic conquerors gave England its name – “Angle” land. They were conquered in turn by the Norman French, when William of Normandy landed near Hastings in 1066. It was from the union of the Norman conquerors and the defeated Anglo-Saxons that the English people and the English language were born. The Danes, or Vikings, who invaded Britain in the 8th century, also stamped their influence on the people and the language.

The English

Since 1066, the blood of many other races has been added to the original English mixture. Not only have Welsh, Scots and Irish people made their homes in England, but also Jews, Russian, Germans – people from almost every country in Europe – as well as West Indians, Indians and others from the Commonwealth.

As the English are such a mixed people, local customs and accents in England vary a great deal and local pride is still strong in some parts of the country. Apart from Scottish, Welsh and Irish accents, the north, east, west and southwest of England, as well as the Midlands and London, all have their distinctive accents. At the same time there is an accent which belongs to no particular region. This accent is called the Standard English, and is the accent usually taught to foreigners.

Many immigrants from overseas have settled in London and have formed their own communities. They still speak their own languages or dialects, but their children grow up speaking English exactly like the children with whom they go to school.

London is the largest city in Europe after Paris. Many people now live in south and south-east England and commute to their places of work in London.

The Welsh

Before they were conquered by the English in the 13th century, the different Welsh tribes were continually fighting one another. The conquest united them. Today, the small but passionate Welsh Nationalist Party would like to have their own assembly, or parliament, instead of electing members to represent them in the United Kingdom parliament at Westminster, in London. Since 1959 there has been a Secretary of State for Wales. There have been Welsh ministers in the Cabinet and one of the famous Prime Ministers of the 20th century, Lloyd George, was a Welshman. In 1955 Cardiff was named the capital city of Wales.

In the past, extremists blew up pipelines supplying water from the Welsh reservoirs to the industrial Midlands of England. During the 1970's and the 80's nationalists sometimes set fire to holiday cottages belonging to absent English people.

Less than 3 million Welsh people live in Wales, although there are many others living and working in England and abroad. But the Welsh can usually be recognised by their accents, as well by their names, even when they have lived most of their lives away from Wales and cannot speak a word of Welsh. Today only about 19 per cent of the population speak Welsh and less than 1 per cent speaks only Welsh. In 1901, twice as many Welsh people could speak the language. Welsh is an ancient Celtic language, more different from English than English is from French or German.

In 1535 Welsh was forbidden as an official language, but in 1965 it was given equality with English for all official use in Wales. Nowadays some extreme nationalists demand that only Welsh should be used in the law courts in Wales, and on road signs. The study of Welsh is now compulsory in many primary and secondary schools in Wales, and television and radio services in Wales give about half their time to Welsh language programmes. The fact is that for many years the use of Welsh has been steadily decreasing, in spite of all the efforts to strengthen Welsh national feeling by encouraging the language.

The Scots

The 5 million Scots have far more control over their own affairs than the Welsh. They have their own system of law, their own Church, but they are still ruled from Westminster.

Countless Scots went south and settled in England. Countless others, during the 19th century, settled in Australia, New Zealand, Canada and South Africa. The Scots were great empire-builders, and they were fierce soldiers, particularly the Highlanders. In World War I the German called them "the Women from Hell" (because of their kilts).

Scots have great pride, especially the Highlanders, who consider themselves superior to the Lowlanders. Most Lowlanders are descendants of Danish and Anglo-Saxon settlers. And are therefore not true Scots, argue the Highlanders.

The Irish

Ireland was England's first colony, and this must never be forgotten when considering Irish history. Ever since the first English soldiers set foot on Irish soil 8 centuries ago, there has been much misery and bloodshed.

Most people see the problem of Ireland as religious. Everyone agrees that the Irish people can be divided into two clearly cut religious groups, Catholics and Protestants. Everyone agrees that religious intolerance has helped to keep these two groups apart. But historians consider the problem of Ireland to be essentially colonial. The troubles of modern Ireland go back to the 16th and 17th centuries when, under the Tudor monarchs and later under Cromwell, English and Scottish Protestants were sent to Ulster as settlers. Their main duty was to keep a watch over the rebellious Catholic natives.

At the end of the 18th century Protestant extremists formed a society which they called, in honour of William of Orange, the "Orange Society". The object of this society was to make sure that Protestant Loyalists (i.e. Protestants loyal to the British crown) never lost control in Ulster. Orangemen throughout their history have always been militant. They have caused frequent riots, and they have fought Catholics at the slightest provocation. It was they who wrecked Lloyd George's plan for a unified Ireland in 1921. They armed themselves and threatened to fight rather than become part of the Catholic south.

It was Ulster Loyalists who forced the British government to partition Ireland. After a fierce and brutal war, the Irish were given their independence. In 1922, the Catholic south became an independent republic (Eire). But the Protestant north remained part of the United Kingdom. In Northern Ireland, or Ulster as it is often called, it was quite impossible to separate completely Catholics from Protestants. Whole Catholic communities were left behind - like islands in a Protestant sea. They became a minority, a large minority, since about a third of Ulster is Catholic.

The British government insists that Northern Ireland must remain British as long as the majority of people there want this. In 1982 the government set up a new democratic Assembly to try and bring Protestants and Catholics together. Three years later the governments of London and Dublin signed the Anglo-Irish Agreement, which gave the Eire government the right to make comments and proposals about affairs in Northern Ireland. The Agreement pleased Catholic Dublin, but Protestants in the North were so worried and angered by this "interference" that in 1986 the Assembly had to be dissolved.

Ethnic minorities

Foreigners have been settling in Britain since the beginning of the 20th century. Before the Second World War most of the immigrants came from the old dominions: Canada, Australia, New Zealand, South Africa. Then in 1952 many immigrants came to Britain from the West Indies, India and Pakistan. They were poor and out of work and had been told there were jobs for them in Britain.

Black and Asian people soon became a familiar sight in every city. Nearly half the doctors are Asian and many of the nurses are black, as are large numbers of bus drivers and conductors. But black immigrants have not had an easy time. Most of them have had to take the lowest paid jobs, and when there is unemployment they are usually the first to be sacked. In spite of laws to protect them, there is still discrimination by some employers, landlords and club owners. Young West Indians who were born in Britain and are British in every respect are especially bitter.

(From Richard Musman, *Britain Today*)





CELTIC BRITAIN

Britain has always thrust out towards the continent of Europe, a low coast with an undulating plain behind, easy of access through many havens and navigable rivers. It was only westward and northward, against the Atlantic, that the island presented a mountainous and iron-bound coast. But, from the earliest ages, the flat south and east coastlines with the plains and low ridges behind them presented, so long as they were unguarded by a fleet, a standing temptation to the migratory tribes, pirates, plunderers and traders roaming along the continental shores.

The temptation to invade the island lay not only in the pearls, the gold and the tin, but also in its fertile soil, the rich carpet of perennial green that covered the downs and every clearing in the forest. When the age of bronze began in Britain, followed after more than a thousand years by the age of iron, the metals were found in plenty with timber to smelt them. Fresh water was widely distributed. Such were the attractions of this desirable land. From the early stone age till the Danish invasions, some race of warriors crossing from some part of what we now call France, Holland, Germany or Scandinavia, settled on the rich lowlands of southern and eastern Britain, killed or subjected many of the older inhabitants and driven the rest into the mountains of the north and west or into the barren and remote peninsula of Cornwall.

The pre-Celtic peoples of Britain, known as 'Iberians', consisted of many different races. The Iberians were no mere savages. They raised themselves during the long stone and bronze ages in Britain from savagery on to the first steps of civilised life. At first hunters and users of flint, then shepherds also, they gradually learnt the uses to which man can turn the dog, the sheep, the goat, the ox, the pig; they adopted the use of metals; they became the men of the Bronze Age, skilled in weaving and in crafts of many kinds, including agriculture.

From the 7th to the 3rd centuries B.C., the Celtic tribes, originally occupying North-Western Germany and the Netherlands, were moving across Europe in many directions. Some of them settled in France, a southern wing settled in the valley of the Po, put an end

to the Etruscan hegemony in Italy and sacked Rome; some of the Celts pushed into Spain, others into the Balkans. In the 8th or the 5th century B.C., a northern wing overran the British island and imposed Celtic rule and language on its inhabitants. The Celtic invaders of Britain came in successive tribal waves, kindred indeed but mutually hostile and each with a dialect of its own. Wave after wave of Celts, each entering Britain by the lowlands of south and east, slaughtered, subdued or chased across the island not only the Iberians but such of their own kinsfolk as had preceded them; many of the pursued found refuge in the mountains to the north and west.

The Celts were tall, light-haired warriors, skilful in ironwork and in arts and crafts of their own. The fair-haired Celts imposed themselves as an aristocracy on the conquered tribes throughout Britain and Ireland. In the end the races mixed.

The Celts, like the Iberians before them, remained tribesmen and clansmen, bound together by legal and sentimental ties of kinship as the moral basis of society. Justice was the justice of the clan, which punished and protected its members. Each tribe was spread over a considerable area, often equal to several modern counties. The Celtic tribes, when the Romans came over, were perpetually at war with one another.

Agriculture continued to progress slowly in the Iron Age under the Celts, as in the bronze age under the Iberians. Taking the Celtic island as a whole, agriculture was not the preoccupation it became in Saxon and medieval times. Hunting, fishing, herding, weaving, metal-work, carpentry and, above all, fighting, occupied most of the time. The 'treves' or hamlets of the Celtic families consisted of light structures of timber, wattles, or mud, easily and frequently destroyed in tribal wars.

Some important discoveries: bronze mirrors; horse masks; the Battersea shields; the Witham shield; the Waterloo Bridge helmet; the skull and the right hand of the *Lindow Man* (the earliest Iron man) (the theory is that he was about 30 when he was sacrificed); the White Horse of Uffington (the outline of an enormous horse was cut in the chalk downs; it dates from 1st century B.C.; it may have been the emblem of a Celtic tribe; also found in three Roman coins).



The Desborough Mirror



The Battersea Shield



The Stanwick Horse Mask



The Witham Shield



The Waterloo Helmet

DISCUSSION TOPIC: *Describe, in your own words, the Celtic way of life.*



GRAMMAR PRACTICE - *Tense Revision - I*

1. Put the verbs in brackets into the correct form:

1. Jane (write) letters for two hours and she has written four.
2. Listen, they (play) my favourite concert.
3. Helen (not find) a new flat yet.
4. We (stand) in front of the house when the taxi arrived.
5. I can't stand (listen) to this horrible sound.
6. Last year, I (spend) my holidays at the seaside.
7. What do you think you (do) at this time next year?
8. Who (talk to) she just now?
9. Henry (finish) his studies on 1st October 1989.
10. Every Englishman (like) to have bacon and eggs for breakfast.
11. Before I decided to tell her I loved her, she already (marry) John.
12. I (wait) for two hours but she has not come yet.
13. Be quiet and listen! The Director (speak).
14. London is an old city. It (stand) on the River Thames.
15. Can you help me, please? I (look) for the bank.
16. We (not watch) so much TV when I was a girl.
17. We (watch) TV when the power went off.
18. She (be) on the phone for half an hour now. Who she (talk) to?

2. Form complete sentences by putting the following words into the correct order:

1. every / girlfriend / phones / night / he / New York / from / his
2. TV / or / supper / usually / after / he / paper / the / watches / reads
3. he / studies / there / doesn't / to / Ralph / live / but / want / Princeton / at
4. seven / doubt / says / in / diploma / of / languages / I / can / spite / that / his / speak / what / he / fluently
5. his / Jeremy / girlfriend / married / finally / has?
6. life / movie / in / such / I / never / my / seen / a / have / boring
7. one / job / for / more / people / than / applied / this / hundred / have
8. would / earth / telephone / why / late / so / say / to / be / on / you / didn't / you?

3. Make all the changes and additions necessary to build sentences using the following groups of words and phrases:

1. what / you / do / since / we / leave / Paris?
2. who / leave / door / open / last night?
3. my / brother / the / break / leg / when / his / he / get off / bus
4. what / he / do / since / he / give up / studies?
5. who / take / the clothes / the cleaner's / three days ago?
6. who / open / gate / every morning?
7. he / run out / petrol / when / he / drive / Coventry
8. when / I / arrive / station / train / already / leave

4. Rewrite these sentences using the words suggested so that the original sense is preserved:

1. I haven't flown this type of aircraft since World War II. The last _____ .
2. The author of this poem is unknown. We _____ who _____ .
3. I paid fifty pounds for this suitcase. This suitcase _____ .
4. Now she feels much better than on Sunday. On Sunday _____ than now.
5. It's five years since I had a cigarette. I haven't _____ .
6. The last time they gave a concert was six months ago. They haven't _____ .
7. They opened the safe but the diamonds were not there. They _____ only to _____ disappeared.
8. Having seen it twice in the cinema, Jack didn't want to watch "Titanic" on TV. Since _____ .
9. They started writing to each other five years ago. They have _____ .
10. Whose is that handbag on the table? Who _____ that handbag on the table _____ ?

5. Translate into English:

1. De obicei ne ducem la mare, însă din când în când ne petrecem vara la țară.
2. Tatăl meu nu se uită niciodată la televizor duminică.
3. Detest mulțimile, așa că mă duc rareori la cumpărături.
4. Fata aceasta poartă vreodată rochii?
5. Jill așteaptă un copil în Octombrie.
6. Despre ce naiba vorbești?
7. Nu-l deranja pe tatăl tău acum. Tocmai îi telefonează Președintelui

8. El citește întotdeauna „Financial Times”; nu știu de ce astăzi citește „Wall Street Journal”.
9. De ce mergi atât de repede? Cineva ne urmărește.
10. Ai fost vreodată în Scoția?
11. În viața mea n-am văzut așa ceva.
12. Ce ai de gând să faci, acum că ai devenit milionar?
13. N-am călătorit niciodată cu vaporul.
14. Echipa din Liverpool tocmai a înscris un alt gol.
15. Tocmai am comandat cafea și înghețată.
16. Ar trebui să mergi la doctor. Tușești deja de o săptămână.
17. Tata tot încearcă de la micul dejun să pornescă mașina.
18. Ieși din piscină! Înnoți de peste o oră.
19. Primim scrisorile acelea anonime de când soțul meu a apărut la televizor.
20. Vă amintiți cine a câștigat cursa anul trecut?
21. Ți dai seama că fiica noastră a venit acasă de la petrecere la ora 3 dimineața?
22. El a studiat Dreptul la Universitatea Cambridge din 1925 până în 1930.
23. I-am împrumutat 100 de dolari vinerea trecută. Atunci l-am văzut ultima oară.
24. Pentru că ploua, copiii se jucau în casă.
25. Cum ți-ai rupt piciorul? Am căzut de pe scară când vopseam tavanul.
26. Întrunirea tocmai începuse când am intrat eu.
27. Când m-am întors în parcare, am observat că mașina mea dispăruse.
28. Nimeni nu știa că Robertson se sinucisese cu două săptămâni mai înainte.
29. Martha nu a venit la petrecere pentru că băiețelul ei răcise.
30. Fractura nu e gravă. Vei putea merge din nou în patru săptămâni.
31. Sper că atunci când ne vom întoarce acasă copiii vor dormi.



SOME ADDITIONAL READING

Stonehenge, England

Stonehenge is perhaps the world's most famous prehistoric monument. It was built in several stages: the first monument was an early henge monument, built about 5,000 years ago, and the unique stone circle was erected in the late Neolithic period about 2500 BC. In the early Bronze Age many burial mounds were built nearby.

It is one of the most famous and mysterious archaeological sites in the world. One of its mysteries is how it was ever built at all with the technology of the time (some of the stones come from over 200 miles away in Wales). Another is its purpose. It appears to function as a kind of astronomical clock and we know it was used by the Druids for ceremonies making the passing of the season.

Stonehenge is a composite structure built during three distinct periods. In Period I (radiocarbon-dated to 3100 BC), Stonehenge was a circular ditch with an internal bank. The circle, 320 feet in diameter, had a single entrance, 56 mysterious holes around its

perimeter (with remains in them of human cremations), and a wooden sanctuary in the middle. Period II (2150 BC) saw the replacement of the wooden sanctuary with two circles of "bluestones" (dolerite stone with a bluish tint), the widening of the entrance, the construction of an entrance avenue marked by parallel ditches aligned to the midsummer sunrise, and the erection, outside the circle, of the thirty-five ton "Heel Stone". The eighty bluestones, some weighing as much as four tons, were transported from the Prescelly Mountains in Wales, 240 miles away. During Period III (2075 BC), the bluestones were taken down and the enormous "sarsen" stones - which still stand today - were erected. Sometime between 1500 and 1100 BC, approximately sixty of the bluestones were reset in a circle immediately inside the sarsen circle, and another nineteen were placed in a horseshoe pattern, also inside the circle. It has been estimated that the three phases of the construction required more than thirty million hours of labour. It is unlikely that Stonehenge was functioning much after 1100 BC.

(From English Heritage)



*The stones are great
And magic power they have
Men that are sick
Fare to that stone
And they wash that stone
And with that water bathe away their sickness.*

(Layamon, Brut, 1215 AD)





ROMAN BRITAIN

The Roman occupation intervened between the coming of the Celts and the coming of the Saxon, and delayed the latter for perhaps two hundred years. Celt, Saxon and Dane came over to slaughter or expel the inhabitants and settle in their place, but the Romans came to exploit and govern by right of superior civilisation. The Romans never occupied the Highland Scotland or Ireland, but England and Wales and the Southern part of Scotland. Though the natives of Britain were white men capable of adopting Latin ways (life) (just like the Gauls who did), the Romans didn't succeed in permanently Latinising Britain as they Latinised France. The Latin life of the cities, the villas, the arts, the language and the political organisation of Rome vanished like a dream.

The main events

After he conquered Gaul, Caesar decided to make an expedition to Britain. His decision to invade Britain was not taken in the hope of setting up a Roman administration on the spot. He had neither the time nor the men to spare for that; his military position in Gaul, his political prospects in Italy were too precarious, for the rulers of the Republic didn't love him much. But as leader of the opposition party, he had need of showy exploits; and he needed tribute and slaves to enrich his partisans, pay his soldiers and fill his war-chest. An invasion of Britain might answer all these requirements. Besides, the tribes of North Gaul and South Britain were so closely allied that Gaul would be more submissive if its neighbour were constrained to pay tribute and to fear the mighty name of Rome.

His first expedition (55 B.C.) was a failure. He took too small a force and scarcely moved ten miles inland from Dover Straits. In the next year's invasion (54 B.C.) on a larger scale, he won several battles, forded the Thames in the face of the enemy and penetrated into the Hertfordshire territories of Cassivelaunus, king of Catuvellauni. That tribe was dominant in southern Britain, and the jealousies caused by its hegemony turned some of its rivals and subjects into allies of the Roman invader. The expedition of 54 B.C., though not a failure like that of the year before, was no great success. The expedition had no permanent results, except as a memory on both sides of the Channel. The tribute soon ceased to be paid. The rising of Vercingetorix, which proved the real crisis of the war in Gaul, the long civil war and the reorganisation of the empire under Augustus and Tiberius, gave the distant island a hundred years of respite.

It was under the emperor Claudius, a century after Caesar's exploring expeditions, that the actual conquest of the island took place. The Roman force assembled to sail to

Britain in 43 A.D. comprised four legions and about the same number of auxiliary troops, around 40,000 men in all. The invasion met with fierce resistance from some of the British tribes. Others surrendered easily or joined the Romans. The campaign was crowned by the submission of eleven British kings to the emperor and his triumphant entry into Colchester. During the Roman invasion, the Celtic tribes attacked the Romans. One remarkable Celtic woman emerged: Boudica. Raising her own tribe and carrying others with her, she swept through southern Britain, burning Colchester, London and Verulamium, torturing every Roman or Roman sympathiser she could catch and defeating the few Roman units that had been left in that part of the country. Finally, she was beaten and she poisoned herself. The Roman invasion ended in 83 A.D. with Domitian.

A century and a half after the Claudian conquest, emperor Severus marked the final limit of the northern frontier by renovating (210 A.D.) that wall that Hadrian had built from Solway to the mouth of the Tyne (Carlisle - New Castle). Several times the Romans had tried to conquer Scotland: once under Tacitus' father-in-law Agricola, once in the reign of Antoninus Pius, who built a second wall - the Antonine wall - in 140-142 from Forth to Clyde (Glasgow - Edinburgh), and once again under Severus himself. The Romans failed in this attempt. No attempt was made to add Ireland to the territory of the Caesars.

During the Roman occupation, the Britons were Christianised and culture developed. In 407-410 the Roman legions were withdrawn from Britain.

The provinces of Roman Britain in the 4th century: Britannia Prima (Cirencester), Maxima Caesariensis (London), Flavia Caesariensis (Lincoln), Britannia Secunda (York).

Reminders of Roman occupation: Roman names (Colchester, Chester, Lancaster, Chichester); Roman roads; the Roman theatre - amphitheatre - for horse races and dramatic performances; statues (a bronze head of Claudius from a statue in Colchester, a bronze statue of Nero, the bronze hand of Hadrian from a statue in London); silver tableware (the Milderhall treasure: 34 dishes, plateaus, spoons, goblets).



The Milderhall treasure



The bronze head of Claudius

DISCUSSION TOPIC: *Draw a comparison between the Roman conquest of Britain and the Roman conquest of Dacia.*



GRAMMAR PRACTICE - *Tense Revision - II; The Adjective I*

1. Replace the infinitives in brackets:

A) By the present tense or the present tense continuous:

1. You usually (walk) quite slowly. Why you (walk) so fast today?
2. You (understand) the rule?
3. The sun (set) late in summer.
4. Look, snow still (fall).
5. You can't have the book now because Johnny (read) it.
6. It often (rain) in November.
7. The clock (strike), it is time to go home.
8. Somebody (knock) at the door.
9. She always (buy) lottery tickets but she seldom (win).
10. Switch on the light. It (get) dark.

B) By the present continuous or the present perfect continuous:

1. It is 5 o'clock. I (wait) for Mary for half an hour. I must be off now.
2. What you (look) at? I (look) at the picture over there. I (look) at it for almost half an hour and I still can't understand what it is.
3. How long you (study) English? - For 5 years already.
4. Father (rest) in the garden all day because he is ill.
5. What Margaret (do)? - She (practise) the piano.
6. I (work) on my report since Monday. Now I (write) the conclusion.

C) By the present perfect or the past tense:

1. I (not see) them since last May.
2. The factory (begin) operation last year.
3. The rain (stop) but an icy wind is still blowing.
4. They (come) a moment ago.
5. We (have) a picnic yesterday, but the rain (spoil) all the pleasure.
6. Since when he (be) your friend?
7. It (be) bitterly cold last night.
8. I deeply (study) the problem.
9. I just (finish) my work.
10. He (be) the chairman of the collective farm for many years.

2. Form adjectives from the following words: remark, care, use, courage, danger, dust, accident, advantage, point, stress, meaning, beauty, disaster, economy, faith, fury, industry, misery, noise, victory, poison, value, fortune, comfort.

e.g.: notice - noticeable

3. Fill in the comparative and superlative forms of the adjectives:

e.g.: new _____

new *newer newest*

- | | |
|--------------|----------------|
| 1. old | 9. interesting |
| 2. bad | 10. pleasant |
| 3. difficult | 11. correct |
| 4. large | 12. well-known |
| 5. good | 13. ill-paid |
| 6. big | 14. thin |
| 7. little | 15. free |
| 8. easy | 16. handsome |

4. Choose the correct form of the adjective in brackets:

e.g.: The car is (fast, faster, fastest) than the tramway. The car is *faster* than the tramway.

1. My brother is (tall, taller, tallest) than my cousin.
2. The day I was promoted I was the (happy, happier, happiest) man in the world.
3. I think Julie is (short, shorter, shortest) than you.
4. My brother-in-law is a (nice, nicer, nicest) person, but my brother is (nice, nicer, nicest).
5. This dress is (expensive, more expensive, the most expensive) than that one.
6. Your hair is (short, shorter, shortest) and (dark, darker, darkest) than mine.
7. This child is the (noisy, noisier, noisiest) child that I know.
8. When the war came, we had to work even (hard, harder, hardest).
9. The (windy, windier, windiest) the weather, the (dangerous, more dangerous, most dangerous) the journey.



VOCABULARY PRACTICE

1. Fill in using the following words: *language, escaped, conquest, history, years, Celtic, Isles, military, commerce, withdrawn, network, Britons, later, speaking, Iberians, Wales, civilization, province, invaders, forts, inhabitants, agriculture, landed*

Here are a few things from early English

The first of the British were called They were followed by successive waves of tribes, which, before their arrival in these islands, had spread over what is now Germany, France and Spain.

The first Celtic are known as the Goidels and their language still survives in some parts of Ireland and Scotland. They landed in England before 600 B.C. About two centuries Britain was invaded by another wave of Celtic tribes known as Their different from that spoken by the Goidels, is the origin of Welsh, i.e. the language spoken by the native inhabitants of In 55 B.C. Julius

Caesar with his army on the shores of Britain. But we can hardly consider Julius Caesar's raids upon Britain as the Roman of the island - whose Latin name was Britannia.

The actual conquest of Britain by Rome took place a century later in 43 A.D. The Roman occupation was in character and, generally, temporary in effect. The Roman rule over Britain lasted for about 400 During this period a great part of the land was cleared for, many new towns grew up, roads were made in all directions and were built. These fortified settlements are still recognisable in the English names ending in *chester* (Latin: *Castra*). Theof great roads made by the Romans opened up the southern part of the island toand

The Roman province of Britain was frequently raided by the Picts and Scots, the Celtic tribes which hadthe Roman rule and made their new homes in Scotland and Ireland.

Britain remained a Romanuntil the year 410 A.D. when the Roman legions wereby the Emperor Honorius to protect the frontiers of his Empire from the attacks of the Germanic tribes.

2. Find synonyms for the following words: *expedition, rule, intervene, conquer, surrender, mighty, commerce, prospects.*



SOME ADDITIONAL READING

Hadrian's Wall

The Wall was built by order of the Emperor Hadrian, probably given during his visit to Britain in AD 122. Over the next six years professional soldiers, legionaries, built a wall 80 Roman miles long (117km or 73 modern miles), from Wallsend-on-Tyne in the east to Bowness-on-Solway in the west. As with most building work, modifications carried on long after this.

A Roman biographer of Hadrian states that the Wall was built "to separate the Romans from the Barbarians". There are many theories about why the Wall was built but it is generally agreed that Hadrian wanted to mark the northern boundary of his Empire. Expansion further north came later when from AD 140 to 163 Hadrian's Wall was briefly replaced by the Antonine Wall. The frontier soon moved south again, back to Hadrian's Wall. Interestingly, there is little evidence of major conflict on Hadrian's Wall.

Originally, work started in the east on a stone wall, some 5 metres (15 feet) high, perhaps with a parapet. This ran as far as the River Irthing near Gilsland. Further west, the Wall was built of turf at first. Later this stretch too was built in stone.

The Wall was a sophisticated piece of engineering. Every Roman mile there was a milecastle guarded by at least eight men. Between milecastles were two equidistant turrets where sentries kept watch. Thus a close check could be made on the movement of goods, people and animals crossing the frontier. During building, control was strengthened by the construction of large forts along the Wall. These and other supply forts to the south housed auxiliary soldiers, many from Belgium, Germany and former Yugoslavia. The forts also served as crossing points of the Wall. Around them grew civilian settlements.

To the north of the Wall was a deep defensive ditch and to the south another ditch, the *Vallum*, flanked by mounds of earth. The *Vallum*, with crossing places at forts, was the Roman equivalent of the barbed-wire fence controlling civilian movement into modern military sites.

West of Bowness a chain of fortlets and towers ran down the Cumbrian coast to complete the impressive "Edge of Empire".

By the early 400s, the Empire was in decline and Britain became cut off from Rome. Frontier defences were neglected and as pay ceased to arrive, soldiers drifted away. Settlement patterns changed. Border skirmishes continued, the Wall's stones reappeared in local farm houses, field walls and even churches. It was only relatively recently that interest in the Wall as an archaeological monument, and as a place to visit, grew. The Hadrian's Wall and forts we see today are all the more precious for being the last remains of such an incredible Roman structure.





THE GERMANIC INVASIONS

The Roman occupation had been a matter of colonial control rather than large-scale settlement. But during the fifth century, a number of tribes from the European mainland invaded and settled in large numbers. Two of these tribes were the Saxons and the Angles. These Anglo-Saxons soon had the south-east of the country in their grasp. In the west, their advance was temporarily halted by an army of (Celtic) Britons under the command of the legendary King Arthur. Nevertheless, by the end of the sixth century, they and their way of life predominated in nearly all of present-day England. Celtic culture and language survived only in present-day Scotland, Wales and Cornwall.

The Anglo-Saxons had little use for towns and cities. But they had a great effect on the countryside, where they introduced new farming methods and founded the thousands of self-sufficient villages which formed the basis of English society for the next thousand or so years.

When they came to Britain, the Anglo-Saxons were pagan. During the sixth and seventh centuries, Christianity spread throughout Britain from two different directions. By the time it was introduced into the south of England by the Roman missionary Saint Augustine, it had already been introduced into Scotland and northern England from Ireland, which had become Christian more than 150 years earlier. Although Roman Christianity eventually took over everywhere, the Celtic model persisted in Scotland and Ireland for several hundred years.

Britain experienced another wave of Germanic invasions in the eighth century. These invaders, known as Vikings, Norsemen or Danes, came from Scandinavia. In the ninth century they conquered and settled the islands around Scotland and some coastal regions of Ireland. Their conquest of England was halted when they were defeated by King Alfred

of the Saxon kingdom of Wessex. As a result, their settlement was confined mostly to the north and east of the country.

However, the cultural differences between Anglo-Saxons and Danes were comparatively small. They led roughly the same way of life and spoke different varieties of the same Germanic tongue. Moreover, the Danes soon converted to Christianity. These similarities made political unification easier, and by the end of the tenth century, England was a united kingdom with a Germanic culture throughout. Most of Scotland was also united by this time, at least in name, in a (Celtic) Gaelic kingdom.

(From James O'Driscoll, *Britain for Learners of English*)



Grubenhaus - a type of Anglo-Saxon building



Tapestry showing King Arthur

DISCUSSION TOPIC: *How did England get its name? Give a brief account of the Germanic invasions of Britain.*



GRAMMAR PRACTICE - *The If-Clauses*

1. Write the verbs in brackets into the gaps in Conditional I.

e.g.: *If I __ (to go) to the cinema, I _____ (to watch) an interesting film.*

If I go to the cinema, I will watch an interesting film.

1. If I (to learn), I (to pass) the exams.
2. We (not/to swim) if the weather (to be) bad.
3. If he (to have) a temperature, he (to see) the doctor.
4. I (to be) very happy if my friends (to come).
5. If I (to earn) a lot of money, I (to fly) to New York.
6. If we (not/to come) home in time, we (to miss) the film.
7. The teacher (not/to be) happy if I (to forget) my homework again.
8. If our class (to go) to England, I (to visit) the Tower of London.

2. Write the verbs in brackets into the gaps in Conditional II.

e.g.: If I _____ (to go) to the cinema, I _____ (to watch) an interesting film.

If I went to the cinema, I would watch an interesting film.

1. If they (to have) enough money, they (to buy) a new car.
2. If he (to be) my friend, I (to invite) him.
3. The Smiths (to go) on holiday if they (to have) time.
4. If Susan (to learn) more, she (to be) better at school.
5. We (to call) the police if we (to see) a burglar.
6. If the pupils (to have) no school, they (to play) football.
7. If I (to come) home early, my father (not/to be) angry.
8. If I (to be) you, I (not/to go) to the party.

3. Write the verbs in brackets into the gaps in Conditional III.

e.g.: If I _____ (to go) to the cinema, I _____ (to watch) an interesting film.

If I had gone to the cinema, I would have watched an interesting film.

1. If the weather (to be) nice, we (to play) football.
2. The car (not/to break down) if you (to check) it.
3. If we (to go) to McDonald's we (to have) more to eat.
4. You (to understand) the film if you (to read) the book.
5. The water in the pool (to be) warmer if the sun (to shine).
6. If John (to learn) more words, he (to write) a good report.
7. My parents (to buy) the house if the man (not/to sell) it to someone else.
8. If the police (not/to stop) me, I (to reach) you in time.

4. Write the verbs in brackets in their correct forms into the gaps.

e.g.: If I went to the cinema, I _____ (to watch) an interesting film.

If I went to the cinema, I would watch an interesting film.

1. If they (to have) enough money, they would buy a new car.
2. If it rains, I (not/to play) football.
3. I (to phone) you if I hadn't seen you today.
4. We would pass the exam if we (to learn) more.
5. I (to go) to the party if you come with me.
6. If they (to buy) the cat, their children would have been happy.
7. You'll catch a cold if you (not/to wear) a pullover.
8. If I (to see) the film, I wouldn't have bought the video.

5. Choose the correct answer:

1. If I go to Leipzig, I will visit/ would visit/ would have visited the zoo.
2. If I were a millionaire, I will live/ would live/ would have lived in Beverly Hills.
3. If we had read the book, we will understand/ would understand/ would have understood the film.
4. I could have arrived in time if I don't miss/ didn't miss/ hadn't missed the train.
5. If the teacher explained the grammar once more, I will score/ would score/ would have scored better on the test.
6. My friend would stay longer in Vienna if he has/ had/ had had more time.
7. If it had not rained I will go/ would go/ would have gone for a walk.
8. If Jim travelled to Scotland again, he will visit/ would visit/ would have visited a whisky distillery.

6. Use the verbs in brackets in the correct form:

1. If my brother (go) to Bucharest, he will visit the Village Museum.
2. Tom (learn) French if he had the time.
3. If he (know) what to do, he would have done it.
4. What she (do) if she found out the truth?
5. Grannie (not be able) to read if she lost her spectacles.
6. Mary (pass) the examination if she works hard.
7. If anyone tried to open this window, my dog (hear) him
8. What will you say if she (ask) you for some more money?
9. If he (understand) the rules, he wouldn't have made so many mistakes.
10. I wouldn't like to be in his shoes if such a thing (happen).
11. If my brother (have) a university degree, he wouldn't have to work as a mechanic now.
12. If I had met that girl before, I certainly (marry) her.
13. Where would you go if you (be) on holiday now?
14. When you (get) there if you leave at 6 o'clock in the morning?
15. The room (not look) so dark if you cleaned the windows more often.
16. If only she (tell) us about the pills, we could have saved her.



VOCABULARY PRACTICE

1. Fill in the blanks using the words from the list below:

ancestors	anthem	chronicles	civilizations	curator
excavating	historic	historical	invention	manuscripts
orb	origin	posterity	prehistoric	remains
sceptre	treasure			

1. Archaeologists are a tomb in Central Asia which is said to be over 20,000 years old.
2. Prior to the of the steam engine, most forms of transport were horse-drawn.
3. The ancient of Greece and Roma still have a lot to teach us today.
4. The ancient regalia of our state, namely the crown, the and the, are kept in the National Museum.
5. Any event that is recorded by history is a event.
6. The standing stones at Stonehenge date back to times.
7. Many details of life in the past are recorded in and handwritten never as yet published.
8. Both sides in the war claimed they had right on their side - will decide who was right.
9. One of my, who lived in the 17th century, was related by marriage to the Scottish kings.
10. Archaeologists are examining the of a Roman temple near our time.
11. An important event, such as the outbreak of WW II, is a event.
12. What do you know about the of the Romanian national "Deșteaptă-te, române"? Do you know who compose it and when?
13. Sometimes gold coins and other can be found in wrecked ships.
14. The museum wishes to appoint an assistant for its Renaissance collection.

2. Fill in the blanks with the following words. You may use each word only once.

ancient	chronology	date	different	discovery
dividing	Egyptians	emphasis	Empire	era
events	fall	Far East	historians	history
increasing	Japan	mark	mediaeval	modern
neglect	periods	round	scholars	science
western				

Divisions of history

The of dividing time into and of giving dates to historical is called History is generally divided into three periods, , mediaeval, and

Ancient history usually begins with the history of the, Sumerians, Babylonians and Assyrians. From there it moves on to a study of the Hebrews and Phoenicians and the Persian It then shifts its to the west and deals with Greece, Carthage and Rome. For a long time, historians tended to the Far East, but historians now place emphasis on the histories of China,, India and other countries of the

No one knows exactly where ancient ought to end. used to agree on the A.D. 476, which was supposed to the fall of the Roman Empire. We now know that Rome did not suddenly "fall" and that life in 477 was not much from life in 475. But the end is usually given as about 400 or 500 A.D.

Some historians end the period with the of the Byzantine Empire in 1453. Others run the date up to 1492, so that they can start the modern with the of America. Since there is really no sharp line, many prefer to begin the modern period with the number 1500.



SOME ADDITIONAL READING

The Legend of King Arthur

Arthur was the first born son of King Uther Pendragon and heir to the throne. However these were very troubled times and Merlin, a wise magician, advised that the baby Arthur should be raised in a secret place and that none should know his true identity.

As Merlin feared, when King Uther died there was great conflict over who should be the next king. Merlin used his magic to set a sword in a stone. Written on the sword, in letters of gold, were these words: "Whoso pulleth out this sword of this stone is the rightwise born king of all England." Of course all the contenders for the throne took their turn at trying to draw the sword, but none could succeed. Arthur, quite by chance, withdrew the sword for another to use in a tournament. Following this he became King.

He gathered Knights around him and fought back against the Saxons who, since the Romans left Britain, were slowly but surely taking the country over. After many great battles and a huge victory at Mount Badon the Saxons' advance was halted.

Arthur's base was at a place called Camelot. Here he built a strong castle. His knights met at a Round Table. They carried out acts of chivalry such as rescuing damsels in distress and fought against strange beasts. They also searched for a lost treasure, which they believed would cure all ills - this was the 'Quest for the Holy Grail'.

Under the guidance of Merlin, Arthur had obtained a magical sword from The Lady Of The Lake. This sword was called 'Excalibur' and with this weapon he vanquished many foes.

Queen Guinevere, Arthur's beautiful wife brought romance to the story while his equally beautiful half sister Morgan le Fay added a dark side.

Unfortunately, as peace settled over the country things turned sour within the court of Camelot and civil war broke out. In the final battle at Camlan both Arthur and Mordred, Arthur's traitorous nephew, were mortally wounded. Arthur was set upon a boat and floated down river to the isle of Avalon. Here his wounds were treated by three mysterious maidens. His body was never found and many say that he rests under a hill with all his knights - ready to ride forth and save the country again.

(From *Caerleon Net*)





NORMAN BRITAIN

William the Conqueror

Towards the end of the 10th century, the Danes were a constant threat. Their raids became more and more violent. In 1017 the Danish King Canute conquered the whole of England. After his death the Anglo-Saxon nobility restored the old dynasty to the English throne under the rule of Edward the Confessor (1042-1066).

Edward had lived in Normandy for 25 years in exile. He was Norman in his outlook and he appointed Norman councillors and church leaders. He is chiefly remembered as being the founder of Westminster Abbey. Edward approached old age without a son to succeed him. In the interests of continuity he was expected to name an heir. The two chief candidates were **Harold Godwinson**, a prominent earl, and William, Duke of Normandy. Edward named Harold as his heir. William was enraged and immediately prepared to invade. His claim to the English throne was based on his assertion that, in 1051, Edward the Confessor had promised him the throne (he was a distant cousin) and that Harold II - having sworn in 1064 to uphold William's right to succeed to that throne - was therefore a usurper.

The battle between the Anglo-Saxons led by King Harold and the Normans led by William took place at Senlac, near Hastings, on October 14, 1066. Harold and his brothers died fighting in the Hastings battle. William was crowned on Christmas Day 1066 in Westminster Abbey.

The arrival and conquest of William and the Normans radically altered the course of English history. Rather than attempt a wholesale replacement of Anglo-Saxon law, William fused continental practices with native custom. William consolidated his conquest by starting a castle-building campaign in strategic areas. Originally these castles were wooden towers on earthen 'mottes' (mounds) with a bailey (defensive area) surrounded by earth ramparts, but many were later rebuilt in stone. By the end of William's reign over 80 castles had been built throughout his kingdom, as a permanent reminder of the new Norman feudal order.

William's wholesale confiscation of land from English nobles and their heirs (many nobles had died at the battles of Stamford Bridge and Senlac) enabled him to recruit and retain an army, by demanding military duties in exchange for land tenancy granted to Norman, French and Flemish allies.

Anglo-Saxon churchmen were replaced gradually by Normans appointed by William. Under the administration of Lanfranc, Norman Archbishop of Canterbury, new monasteries were founded, while rules and discipline were enforced more stringently. Church and lay justice were separated; the bishops were given their own courts, allowing common law to evolve independently. William retained the right to appoint bishops and impeach abbots. He used these churchmen as his major administrators, which made perfect sense, for they were by far the best educated members of society. Indeed, they were often the only educated members of society.

The thing for which William I is best remembered, aside from winning the battle of Hastings and making England a European kingdom, is the Domesday Book. The Domesday Book was, in effect, the first national census. It was a royal survey of all England for administration and tax purposes. William needed proper records so that his new, efficient Norman bureaucracy could do its job, especially when it came to collecting all the revenues due to the crown. Inspectors were sent into every part of England to note the size, ownership, and resources of each hide of land.

Before his death on 9th September 1087, William divided his 'Anglo-Norman' state between his sons. He bequeathed Normandy as he had promised to his eldest son Robert, despite their bitter differences (Robert had sided with his father's enemies in Normandy, and even wounded and defeated his father in a battle there in 1079). His son, William Rufus, was to succeed William as King of England, and the third remaining son, Henry, was left 5,000 pounds in silver.

William was buried in his abbey foundation of St. Stephen at Caen. Desecrated by Huguenots (1562) and Revolutionaries (1793), the burial place of the first Norman king of England is marked by a simple stone slab.



*One of William
the Conqueror's earliest English coins*



William the Conqueror

DISCUSSION TOPIC: *Did the Norman Conquest bring any changes in English life?*



GRAMMAR PRACTICE - *The Passive Voice*

1. Complete this short article about the ship 'Mary Rose'. Put the verb into the correct simple past form. Some verbs are active and some are passive.

The warship *Mary Rose* (build) in the years 1509-10. In 1544 England (start) a war against France, and in 1545 French ships (send) across the Channel towards England. Some English ships (go) out from Portsmouth to meet them. One of these ships was the *Mary Rose*. It was carrying 91 guns and 700 men - twice as many as normal. It (sink) quickly to the bottom of the sea even before it (attack) by the French. About 650 men (die). This terrible accident (see) by the king of England himself.

The next month, an attempt (make) to raise the *Mary Rose*, but it (fail). The ship (forget) for hundreds of years.

In the 1970's, new plans (make) to raise the ship. Thousands of objects (bring) up from the ship by divers. Then, on 1st October 1982, the *Mary Rose* (lift) out of the sea. Many people (see) the raising of the ship on television. Finally the *Mary Rose* (take) into Portsmouth dock 437 years after she had sunk.

2. Write the newspaper headlines as sentences using the present perfect. Some sentences are active and some are passive.

e.g.: COST OF LIVING GOES UP. *The cost of living has gone up.*

GOODS DAMAGES IN FIRE. *Some goods have been damaged in a fire.*

1. MAN KILLED IN MOTORWAY ACCIDENT
2. OLYMPIC GAMES BEGIN
3. CHILDREN INJURED IN GAS EXPLOSION
4. PICTURE STOLEN FROM MUSEUM
5. CHARLES AND DIANA ARRIVE IN INDIA
6. SECRET PAPERS LOST
7. FAMOUS HOUSE SOLD TO AMERICAN
8. RAY JENKS WINS IMPORTANT RACE
9. DEAD BODY FOUND IN PARK
10. 50 'STYLE' SHOPS BOUGHT BY WILSON MCARTHUR GROUP

3. Change the following sentences into the passive. Omit the *by*-phrase when the active subject is a pronoun or the word *people*; pay attention to the prepositions:

1. The teacher explained a new lesson.
2. Nobody has seen that man here.
3. They must buy a new car.
4. People often consult me.

5. She will advise him to go there.
6. Why should mother open that door?
7. People never forget such things.
8. I shall send for the doctor.
9. You will not interfere in his business.
10. I must comment on this matter.
11. The girl listens to a new record every Sunday.
12. Teachers insist much on discipline.
13. How do you spell that, please?
14. Finally, an old school friend recognized him.
15. Everybody expected him to win the race.
16. I'm sorry, but we just can't do it.
17. The earthquake killed my grandmother.
18. They have closed down that old hotel.
19. You can see the top of the building from 30 km away.
20. They must have told her about it.
21. Has anybody seen him in the last few days?

4. Here are some sentences with verbs in the passive voice. Making whatever other changes are necessary, rephrase the sentences with the verbs in the active voice:

1. Has all that been understood by all of you?
2. Weren't you informed that there is going to be a meeting?
3. My father wants to resign but he has been asked to stay on for another year or so. His presence on the Board is said to be valuable.
4. Was the medal given by the Queen herself?
5. A window had been smashed and everything that was in the car had been stolen.
6. The meanings of these words are often confused.
7. Antibiotics are wrongly believed by some people to be the cure for a common cold.
8. At last we have been invited to one of their receptions.
9. The policeman's attention was suddenly caught by a small box which had been placed under the Minister's car.
10. Are those funny hats worn by all their policemen?

5. Translate into English:

1. Toate aceste case au fost distruse de recentul cutremur.
2. Se știe că normanzii au cucerit Anglia în sec. al XI-lea.
3. William ar fi venit cu noi în excursie dacă n-ar fi fost atât de ocupat.
4. George ar cumpăra ziarul dacă l-ar găsi.
5. Se insistă mult asupra studiului limbilor străine în această școală.
6. Ți se va permite să vizitezi toate camerele acestui palat.

7. S-a trimis deja după doctor așa că el este așteptat din clipă în clipă.
8. Nu înțeleg de ce i se interzice să își vadă propriul copil.
9. Nu am putea trăi dacă n-ar fi oxigenul din aer
10. Oamenii vor avea încredere în tine dacă te vei ține de cuvânt.



SOME ADDITIONAL READING

The Norman Conquest

At the beginning of the 11th century, England was under the rule of the Danish kings, but after the death of the great Danish king Canute, the English became independent again. However, their independence did not last long. When the English king Edward died in 1066, he was succeeded by his brother-in-law Harold, but William, the powerful duke of Normandy, also claimed the English crown. He pretended that Edward had promised him the crown of England and he accused Harold of perjury. Two years before, while Harold was sailing along the southern coast of England, a storm broke out and blew his ship to the shore of Normandy. As Harold was in William's power, he had to swear on an altar containing the bones of a saint that he would help William to become king of England.

However, when Edward died, Harold crowned himself King. Hearing this, William became very angry and started preparations for the invasion of England, but the strong winds in the Channel prevented William from crossing it the whole summer. This made Harold think that the Normans would not come any longer that year so he let many of his soldiers go home and harvest their crops. On the other hand, the king of Norway landed in the north with a great army to conquer England. Harold hurried to the north and defeated the Norwegians but in the meantime William landed in England.

With a weakened and tired army Harold hurried to the south to meet William, who was plundering the country. The battle took place at Hastings and, though the forces of the two sides were fairly equal in numbers, the Normans were greatly superior in quality. Harold's army consisted mainly of untrained peasants whereas William's Normans were well-trained archers and mounted knights.

The fight lasted the whole day, but the English could not be beaten. Towards evening, William thought of a trick. The Normans pretended to run away. The English thought they had won the battle and dashed after them but the Norman cavalry beat them easily back and the Norman archers poured their arrows on them. An arrow struck Harold in the eye and soon after he died. Dismayed by this, the English fled from the battlefield and soon after that William entered London and became king of England.

For two centuries after the Norman Conquest, England was ruled by foreign kings and French became the language of the upper classes. As French was used in Parliament, in the law courts and in all official writing as well as in literary works, many Englishmen were compelled to learn to speak it. However, the serfs and the yeomen continued to speak their native tongue.

It was only in the 14th century, nearly 300 years after the Norman Conquest, that English became the official language of the country again and towards the end of the century it became the language of literature as well.



William prepares his troops for battle, as depicted on the Bayeux Tapestry





THE MEDIAEVAL PERIOD (1066-1458)

Unlike the Germanic invasions, the Norman invasion was small-scale. There was no such thing as a Norman area of settlement. Instead, the Norman soldiers who had invaded were given the ownership of land – and of the people living on it. A strict feudal system was imposed. Great nobles, or barons, were responsible directly to the king; lesser lords, each owning a village, were directly responsible to a baron. Under them were the peasants, tied by a strict system of mutual duties and obligations to the local lord, and forbidden to travel without his permission. The peasants were the English-speaking Saxons. The lords and the barons were the French-speaking Normans. This was the start of the English class system.

The system of strong government which the Normans introduced made the Anglo-Norman kingdom the most powerful political force in Britain and Ireland. Not surprisingly, therefore, the authority of the English monarch gradually extended to other parts of these islands in the next 250 years. By the end of the 13th century, a large part of eastern Ireland was controlled by Anglo-Norman lords in the name of their king and the whole of Wales was under his direct rule (at which time, the custom of naming the monarch's eldest son the 'Prince of Wales' began). Scotland managed to remain politically independent in the mediaeval period, but was obliged to fight occasional wars to do so.

The cultural story of this period is different. In the 250 years after the Norman Conquest, it was a Germanic language, Middle English, and not the Norman (French) language, which had become the dominant one in all classes of society in England. Furthermore, it was the Anglo-Saxon concept of common law, and not Roman law, which formed the basis of the legal system.

Despite English rule, northern and central Wales was never settled in great numbers by Saxons or Normans. As a result, the Celtic (Welsh) language and culture remained strong. The Anglo-Norman lords of Ireland remained loyal to the English king but, despite laws to the contrary, mostly adopted the Gaelic language and customs.

The political independence of Scotland did not prevent a gradual switch to English language and customs in the lowland (southern) part of the country. Many Anglo-Saxons aristocrats had fled there after the Norman Conquest. In addition, the Celtic kings saw that the adoption of an Anglo-Norman style of government would strengthen royal power. By the end of this period, a cultural split had developed between the lowlands, where the way of life and language was similar to that in England, and the highlands, where Gaelic culture and language prevailed.

It was in this period that Parliament began its gradual evolution into the democratic body which it is today. The word 'parliament', which comes from the French word *parler* (to speak), was first used in England in the 13th century to describe an assembly of nobles called together by the king.

(From James O'Driscoll, *Britain for Learners of English*)

DISCUSSION TOPIC: *Describe the Anglo-Norman society, pointing out what you consider to be the central features of it.*



GRAMMAR PRACTICE

1. Make all the changes and additions necessary to produce, from the following ten groups of words and phrases, a complete letter from Anne to her aunt Edwina.

Dear Edwina,

Thank / very much / present / just / arrive

1.....

What / lovely dress / suit me / wonderfully / be / most grateful

2.....

Jack and I / go / Covent Garden / celebrate / this evening

3.....

Placido Domingo / sing / Don Giovanni / von Karajan / conduct

4.....

Afterwards / favourite restaurant / champagne / special occasion

5.....

Twenty-first birthday / great day / life / come once

6.....

Next great day / be / wedding / probably / spring

7.....

In spite / you / live / far / we both / hope much / you / come

8.....

Easy / you / stay / with us / plenty / space / because / big house

9.....

Tell / definite date / as soon as / fixed

10.....

With special love to you,

Anne

2. Finish each of the incomplete sentences below in such a way that it has the same meaning as the sentence before it.

1 Their house is so far away that we can't walk there.

It is such

2 I haven't seen so much rain for a long time.

It's

3 Please explain this letter to me.

Please tell me

4 Provided your handwriting is legible, the examiners will accept your paper.

So long as the examiners

5 But for Ivor's help we would have been in serious trouble.

If.....

6 I don't like this food as much as you do.

You.....

7 What particularly impressed me was her accent-free pronunciation.

I

8 The result of the match was never in doubt.

At no time

9 I haven't heard from home recently.

My.....

10 The violent criticism of the Prime Minister was quite unjustified.

There.....

11 I would do anything in the world for him.

There's

12 What would your reaction have been?

What reaction.....?

13 It was my refusal to obey the policeman that caused my arrest.

It was because I

14 The people who were there can remember nothing unusual happening.

Nobody who



VOCABULARY PRACTICE

1. Fill in the blanks with the following words. You may use each word only once.

church	Death	defeated	explorer	fought
influence	invasion	invented	monk	paintings
population	printing	Reformation	Roses	Schism
ships	stake	Theses	treaties	victory
voyage	war	writings		

Events of the Renaissance

- c. 1300 The Renaissance began in Italy with Giotto's and by Petrarch and Boccaccio.
- 1334-1351 The Black swept across Europe, destroying about a quarter of the
- 1337-1453 France and England the Hundred Years', a series of wars broken by truces and It began with the English of Normandy. The English won the battles of Crecy, Poitiers, and Agincourt, but the French them at Orleans, and finally drove them out of France.
- 1378-1417 The Great divided the Roman Catholic Church. Two popes, one Italian and one French, claimed control of the
- 1429 Joan of Arc led the French to over the English in the Battle of Orleans. Later, the English burned her at the in Rouen.
- c. 1440 Johannes Gutenberg, a German painter, movable type for
- c. 1485 England came under the of the Renaissance after the Wars of the, which ended in 1485.
- 1517 Martin Luther, a German, began the Protestant in Germany when he nailed his Ninety-Five to the door of All Saints' Church in Wittenberg.
- 1519-1522 Spanish made the first around the world. Ferdinand Magellan, the Portuguese navigator and, commanded the voyage.

2. Divide the vocabulary listed below into the following five groups.

1. ROYAL FAMILY
2. ROYAL HOUSEHOLD
3. PEERAGE
4. KNIGHT (EQUIPMENT)
5. CASTLE

armour	banqueting-hall	baron	battlement	bedchamber
consort	courtyard	drawbridge	duke	dungeon
earl	fortress	gauntlet	herald	jester
king	lady-in-waiting	lance	marquis	minstrel
moat	page	prince	princess	queen
shield	sword	tower	turret	



SOME ADDITIONAL READING

Magna Carta

Magna Carta Libertatum (Medieval Latin for "the Great Charter of the Liberties"), commonly called Magna Carta, is a charter agreed to by King John of England at Runnymede, near Windsor, on 15 June 1215. By declaring the sovereign to be subject to the rule of law and documenting the liberties held by "free men," the Magna Carta would provide the foundation for individual rights in Anglo-American jurisprudence.

John I had taken the throne of England in 1199, but proved to be an inept ruler. John was eventually nicknamed 'Soft-sword' for his military incompetence, and during his reign he managed to lose the Duchy of Normandy which, up until then, had been under the control of the English crown. John's military follies caused major resentment in England. The loss of the English territories in northern France led to a dramatic loss of income for the English treasury. Then King John made matters worse: he increased taxes on the powerful barons to recoup his losses. John then managed to enrage the Pope of the time, Innocent III, by interfering in the selection process for the Archbishop of Canterbury. He was excommunicated by the Church in Rome in 1209, and the Pope soon encouraged Phillip, King of France, to invade. John backed down, and handed England and Ireland to the Pope and rented them back. This surrender of autonomy over the English realm further enraged the powerful barons.

John then implemented the first income tax, which raised a huge amount of money but led to great anger. He also manipulated several other taxes in order to increase revenue. In 1215 a revolt broke out among some of the barons, who entered London to general acclaim from the populace. They had had enough of King John's incompetence, high taxes and military ineptitude. The barons then forced King John to agree to the 'Articles of the Barons'.

The Great Seal of the King of England was then used to formalise the agreement, which was made in a meadow at Runnymede along the River Thames in Surrey, on 15 June 1215. The barons then renewed their oaths of allegiance to King John and the royal chancery then produced a formal document, which became known as the Magna Carta, or Great Charter. Copies were dispatched to local officials throughout the realm. The barons had demanded an agreement that would define exactly what a king could, and could not, do.

(From *Britain First*)



An engraving of King John signing the Magna Carta on June 15, 1215, at Runnymede, England. (From Encyclopaedia Britannica)





Lancaster Rose



York Rose



Tudor Rose

THE SIXTEENTH CENTURY

In its first outbreak in the middle of the 14th century, bubonic plague (known in England as the Black Death) killed about a third of the population of Great Britain. It periodically reappeared for another 300 years. The shortage of labour which it caused, and the increasing importance of trade and towns, weakened the traditional ties between lord and peasant. At a higher level of feudal structure, the power of the great barons was greatly weakened by in-fighting (the Wars of the Roses).

Both these developments allowed English monarchs to increase their power. The Tudor dynasty (1485-1603) established a system of government departments staffed by professionals who depended for their position on the monarch. The feudal aristocracy was no longer needed for implementing the government policy. Of the traditional two 'Houses' of Parliament, the Lords and the Commons, it was now more important for monarchs to get the agreement of the Commons for their policies because that was where the newly powerful merchants and landowners were represented.

Unlike in much of the rest of Europe, the immediate cause of the rise of Protestantism in England was political and personal rather than doctrinal. King Henry VIII wanted a divorce, which the Pope would not give him. Also, by making himself head of the 'Church of England', independent of Rome, all church lands came under his control and gave him a large new source of income. This rejection of the Roman Church also accorded with a new spirit of patriotic confidence in England. The country had finally lost any realistic claim to lands in France, thus becoming more consciously a distinct 'island nation'. At the same time, increasing European exploration of the Americas meant that England was closer to the geographical centre of western civilization instead of being, as previously, on the edge of it.

It was therefore patriotism as much as religious conviction that had caused Protestantism to become the majority religion in England by the end of the century. It took a form known as Anglicanism, not so very different from Catholicism in its organization and ritual.

Important dates:

- 1455-1485 **The Wars of the Roses** - a series of battles fought in mediaeval England between the House of Lancaster and the House of York. The name Wars of the Roses comes from the badges used by the two sides, the red rose for the Lancastrians and the white rose for the Yorkists. The wars ended when Richard III, the last Yorkist king, was defeated at the battle of Bosworth in 1485 by Henry Tudor founder of the house of Tudor.
- 1534 The Act of Supremacy declares Henry VIII to be the supreme head of the church in England.
- 1538 An English language version of the Bible replaces Latin bibles in every church in the land.
- 1580 Sir Francis Drake completes the first voyage round the world by an Englishman.
- 1588 The Spanish Armada - A fleet of ships sent by the Catholic King Philip of Spain to help invade England is defeated by the English navy (with the help of a violent storm!).

(From James O'Driscoll, *Britain for Learners of English*)

DISCUSSION TOPIC: *Why did Henry VIII create the Church of England and what changes did he make to the Church??*



GRAMMAR PRACTICE - *The Adjective II*

1. Fill in the missing adjective in the following idiomatic comparisons:

e.g. as mad as a hatter (i.e. extremely mad)

- | | |
|-------------------------------|------------------------------|
| 1. as _____ as a post | 11. as _____ as ice |
| 2. as _____ as a bat | 12. as _____ as a bee/an ant |
| 3. as _____ as a peacock | 13. as _____ as a lion |
| 4. as _____ as a wolf | 14. as _____ as grass |
| 5. as _____ as a feather | 15. as _____ as a mule |
| 6. as _____ as the hills | 16. as _____ as a picture |
| 7. as _____ as a church mouse | 17. as _____ as honey |
| 8. as _____ as gold | 18. as _____ as a lobster |
| 9. as _____ as snow | 19. as _____ as sin |
| 10. as _____ as pitch | 20. as _____ as vinegar |

2. Put the adjective in brackets in the correct form:

e.g. George is the (tall) boy in his class. George is the *tallest* in his class.

1. He doesn't look a day (old) than fifty.
2. His car is (good) than mine.
3. The weather is (bad) this week than it was last week.
4. Our aunt is much (young) than she looks.
5. The (old) he grew, the (cautious) he became.
6. This man proved to be the (ignorant) person I had ever met.
7. He is by far the (handsome) man in this company.
8. I hope you're feeling (good) than last week.
9. Lucy has become much (pretty) since she went on a diet.
10. The (long) the days are, the (warm) they become.
11. Travelling by car is (convenient) than by train.

3. Fill in the missing words. Choose from: *confused, disgusting, bored, interesting, disgusted, amusing, boring, interested, disappointed, surprised, disappointing, confusing, depressed, amused, depressing, surprising.*

1. I do the same thing every day. My job is very _____ .
2. I have nothing to do. I'm _____ .
3. My job is very varied. I find it _____ .
4. I'm _____ in applying for the job.
5. I heard some very _____ news. I'm going to lose my job. I feel terrible.
6. Cheer up . Don't feel so _____ . There are plenty of other jobs.
7. I heard a very _____ story. It will make you laugh.
8. It's not _____ that you failed the exam. You never did any work.
9. I don't understand this exercise. I'm very _____ .
10. I thought your behaviour at the party was _____ . You were sick in the middle of the room.
11. My trip to Paris has been cancelled. I'm really _____ . I really wanted to go.
12. The performance of the English team was very _____ . They played much worse than expected.
13. There are a lot of road signs. It's all very _____ .
14. I am very _____ in this subject. I find it fascinating.
15. The lesson was really _____ . I almost fell asleep.
16. I was _____ by her behaviour. It was very funny.
17. I was _____ by the news. I didn't expect it.
18. I was _____ by his behaviour. It was outrageous.
19. I'm _____ in finding out more about this. Where can I look?
20. When the students did badly, the teacher became really _____ and didn't smile for weeks.

4. Translate into English:

1. El nu este așa de slab ca fratele său.
2. Sora mea este cea mai timidă fată pe care am văzut-o vreodată.
3. Care este cea mai interesantă carte pe care ai citit-o?
4. A fost pe departe cea mai frumoasă fată din grupa noastră.
5. E mult mai bătrân decât noi.
6. În cameră e destul de cald.
7. E la fel de înalt ca mine.
8. Care sunt ultimele știri?
9. Îmi puteți arăta drumul spre cea mai apropiată secție de poliție?
10. Pluto este cea mai îndepărtată planetă.
11. Fratele meu mai mare este ofițer.
12. Cu cât zilele sunt mai lungi, cu atât nopțile sunt mai scurte.
13. Cu cât era mai atent, cu atât mai puține greșeli făcea.
14. Fotbalul este cel mai popular sport din România.
15. Știu că el a făcut tot posibilul să afle detalii suplimentare despre ultimele noastre cercetări.
16. John și Peter sunt în camera lor: primul citește o carte, cel din urmă se uită la televizor.
17. Lucy este sora mea cea mai mare; ea predă limba engleză într-una dintre cele mai vechi școli din oraș.
18. Mi-au plăcut ambele fete, dar cred că cea mai mică este și cea mai drăguță.
19. Mi-e o foame de lup fiindcă am mâncat puțin astăzi.
20. Bătrânul se simțea din ce în ce mai rău.



VOCABULARY PRACTICE

1. Choose the correct answer:

1. During Queen Elizabeth I's, England's role in the world changed dramatically.
a) coronation b) monarchy c) reign d) ruling
2. I can't quite make out the at the bottom of the manuscript.
a) subscription b) signal c) signature d) signing
3. There is a memorial in the church commemorating the soldiers who fell in the last war.
a) block b) grave c) stone d) tile
4. The Second World War in 1939.
a) broke off b) broke out c) broke open d) broke up
5. You need a special to go into this part of the castle.
a) agreement b) allowance c) permission d) permit

6. The vase is definitely not; just a very good imitation.
a) factual b) genuine c) real d) true
7. The prince power on the death of his father.
a) assumed b) consumed c) presumed d) resumed
8. The king had no on any disloyal subject.
a) allowance b) forgiveness c) mercy d) sympathy
9. The curator of the archives was most and actually let me examine the ancient manuscript.
a) favourable b) gratifying c) obliging d) promising
10. After the news of the victory, the people lit in the streets and danced round them all night.
a) beacons b) bonfires c) furnaces d) illuminations
11. Queen Elizabeth II her father as reigning monarch in 1952.
a) acceded b) assumed c) succeeded d) superseded
12. There are some very beautiful glass windows in Canterbury Cathedral.
a) designed b) drawn c) marked d) stained
13. The statue in the city square the soldiers who lost their lives in WW II.
a) celebrates b) commemorates c) remembers d) reminds
14. Prof. Ancient is an authority on architecture.
a) antiquarian b) archaic c) mediaeval d) middle-aged
15. The of the "Anna Maria" is only a few yards from the beach, and we swam out to it yesterday.
a) remains b) rest c) ruin d) wreck
16. The Union Jack is the national of Great Britain.
a) emblem b) flag c) motto d) standard
17. Archaeologists are going to that site in the hope of finding Roman remains.
a) examine b) excavate c) exhume d) explore

2. Fill in the blanks with ONE suitable word:

William Shakespeare..... born in 1564 and was an English poet and playwright, widely as the greatest writer in the English and the world's pre-eminent dramatist. He is called England's national poet and often referred to as the 'The Bard'. His surviving works consist of 38 plays, 154 sonnets, two long narrative poems, and several other poems. His plays have been into every major language, and are performed often than those of any other playwright. He died on 23 April 1616 at the of 52 and was buried in Holy Trinity Church in Stratford-upon-Avon in Warwickshire, England. most read works include 'Henry VI', ' Andronicus', 'A Midsummer Night's Dream', 'The Merchant of Venice' and 'Richard II', 'Romeo and', 'Hamlet', 'Othello', '..... Lear' and 'Macbeth'.



SOME ADDITIONAL READING

Elizabeth I - A Queen with the Heart of a King

The first Queen Elizabeth, whose name has become a synonym for the era which she dominated (1558-1603), was born in 1533 to Henry VIII and Anne Boleyn (who was beheaded on the orders of her husband, based on questionable charges of adultery and conspiracy, when Elizabeth was only two). Elizabeth's deft political skills and strong personal character were directly responsible for putting England on the road to becoming a true world economic and political power and restoring the country's lost sense of national pride. Although she entertained many marriage proposals and flirted incessantly, she never married or had children.

In 1558, Elizabeth took the reins of her country after the death of her half-sister, Mary. She inherited a number of problems stirred up by Mary. The country was at war with France; there was also great tension between different religious factions after Mary worked to restore England to Roman Catholicism by any means necessary (in fact, she earned the nickname Bloody Mary for ordering the execution of 300 Protestants as heretics).

With the assistance of her key advisor, William Cecil, Elizabeth ended the war with France. She was able to avoid clashing with the other superpower of the age, Spain, for much of her reign. Finally, in 1585, Elizabeth entered the fray to support the Protestant rebellion against Spain in the Netherlands. Spain then set its sights on England, but the English navy was able to defeat the infamous Spanish Armada in 1588.

The arts flourished during Elizabeth's time with the creation of works by such greats as William Shakespeare and Christopher Marlowe. The poet Edmund Spenser based his character of Gloriana in *The Faerie Queen* on Elizabeth, and she was sometimes referred to by this name.

Queen Elizabeth drew her final breath on March 24, 1603, at Richmond Palace in Surrey. With her death came the end of the house of Tudor, a royal family that had ruled England since the late 1400s. The son of her former rival, Mary Stuart, succeeded her on the throne as James I.

(From *Britannia and Bio.*)





THE SEVENTEENTH CENTURY

When James I became the first English king of the Stuart dynasty, he was already James VI of Scotland, so that the crowns of these two countries were united. In the 17th century, the link between religion and politics became intense. At the start of the century, some people tried to kill the king because he wasn't Catholic enough. By the end of the century, another king had been killed, partly because he seemed too Catholic, and yet another had been forced into exile for the same reason.

This was the context in which, during the century, Parliament established its supremacy over the monarchy. Anger grew in the country at the way the Stuart monarchs raised money without, as tradition prescribed, getting the agreement of the House of Commons first. In addition, ideological Protestantism, especially Puritanism, had grown in England. Puritans regarded the luxurious lifestyle of the king and his followers as immoral. They were also anti-Catholic and suspicious of the apparent sympathy towards Catholicism of the Stuart monarchs.

James I (1603-1625) was, in many ways, a successful king, despite some serious defects of character and judgement. He was a major intellectual, who wrote theoretical works on government and who believed that the kings derived their authority directly from God. James had several disagreements with the Parliament (even decided to rule without it for 11 years). His great failings, however, were not intellectual, but moral and personal. He was an undignified figure, unkempt, uncouth, unsystematic and fussy.

James I was succeeded by his son, Charles I, a man of deep indecision, who had a series of confrontations with the Parliament. He even tried to arrest five members of the Parliament, which resulted in his being forbidden to enter the House of Commons. This conflict led to the Civil War, which ended with complete victory for the parliamentary forces. Charles I became the first monarch in Europe to be executed (by beheading) after a formal trial for crimes against his people.

From 1649 to 1660 England was a republic called 'the Commonwealth'. Monarchy was abolished along with the House of Lords and the Anglican Church. Scotland was fully integrated into Britain and Ireland subjugated. England was governed by a Parliament dominated by Puritans. The great fault of Puritans as governors of the land was that they tended to exclude all who were not Puritan from power and influence. Their tyrannical and disastrous suppression of the theatre and other clumsy attempts to make people good by force were part of the same general error. This was the period that put an end to the intellectual and artistic development of England.

From 1653 until his death in September 1658, Oliver Cromwell ruled England as Lord Protector. Cromwell governed arbitrarily. He imprisoned men without trials. For all his actions, his justification was that he was fulfilling God's will. He had a fatal disregard for civil and legal liberties. With his death, the Republic collapsed. 18 months later, some sections of the army and the Parliament decided to call Charles II, the executed king's son, from his exile in Holland (the Restoration).

Charles sought to restore the Church of England. He was popularly known as the 'Merry Monarch'. He had many mistresses, 17 acknowledged bastards but no offspring with his Catholic wife. Charles II's reign was marked by three horrible calamities. In 1665 thousands of Londoners were killed by the Great Plague. One year later, a great fire destroyed the heart of London. In 1667 the Dutch navy sailed up the Thames and burned part of the English fleet.

The conflict between monarch and Parliament re-emerged in the reign of Charles II's brother, James II. Again, religion was its focus. James tried to give full rights to Catholics and to promote them in his government. The 'Glorious Revolution' ('glorious' because it was bloodless) followed, in which Prince William of Orange, ruler of the Netherlands, and his Stuart wife, Mary (Protestant daughter of James II), accepted Parliament's invitation to become king and queen. The Parliament immediately drew up a Bill of Rights, which limited some of the monarch's power. It also allowed Dissenters (those Protestants who did not agree with the practices of Anglicanism) to practise their religion freely. This meant that the Presbyterian Church, to which the majority of the lowland Scottish belonged, was guaranteed its legality. However, Dissenters were not allowed to hold government posts or become Members of Parliament (MPs).

(From James O'Driscoll, *Britain for Learners of English*)



Oliver Cromwell (1599-1658)

DISCUSSION TOPIC: *What were some of the outcomes of the English Civil War?*



GRAMMAR PRACTICE - *The Adverb*

1. Form adverbs from the following adjectives:

e.g. slow - *slowly*

perfect, terrible, hard, good, heavy, fast, quiet, fantastic, skilful, patient, humble, lucky, steady, equal, immediate, sudden, suitable, proud, true, whole, beautiful, shy, noisy, enthusiastic, public, probable

2. Put the adverb in brackets in the correct form:

e.g. He usually arrives at the office much (early) than his colleagues. He usually arrives at the office much *earlier* than his colleagues.

1. She laughed (loud) than anybody else.
2. I speak English (fluently) as my brother.
3. The boys are behaving (badly) than they usually do.
4. The wedding present I sent them two days ago will probably arrive (soon) than expected.
5. I can sing (well) than many of the people I know.
6. Of the three children, Mary plays the piano (well).
7. Nowadays, young people enjoy watching T.V. (much) than reading books.
8. Tom didn't take his work (seriously) as the other students in his group.
9. Mr. Jones explains things (clearly) of all teachers.
10. Of the two girls, Janet works (thoroughly).

3. Choose the correct form of the word in brackets:

e.g. My old car broke down yesterday; I hope it can be mended (cheap; cheaply). My old car broke down yesterday; I hope it can be mended *cheaply*.

1. Sting's a (marvellous; marvellously) singer.
2. Jimmy has got a (tremendous; tremendously) collection of stones.
3. I am a fan of France Gall. She not only sings (beautiful; beautifully), she's got (beautiful; beautifully) songs as well.
4. He broke the news to her (gentle; gently).
5. Ice-cream sales rose (steep; steeply) last August.
6. I feel (bad; badly) about what happened yesterday. I didn't know you were going to take everything so (serious; seriously).
7. She looked at me (tender; tenderly) and said (soft; softly) that I looked (good; well) in my chequered shirt.
8. I could (easy; easily) convince him not to become too excited with all the media attention.
9. "My brother is an (incredible; incredibly) successful businessman", he said (cynical; cynically), "he's just gone bankrupt for the fifth time!".

10. She (hasty; hastily) ran down the stairs, (quick; quickly) picked up her coat and umbrella and disappeared in the (unusual; unusually) mysterious night.
11. The number of visitors to the exhibition dropped (considerable; considerably) in the second week.
12. You must send payments (regular; regularly). We deal on a (strict; strictly) cash basis.
13. (Unfortunate; Unfortunately), all the milk has gone (sour; sourly) overnight.
14. Her voice sounds (beautiful; beautifully). She sang the song (exact; exactly) as it was written. We heard it (perfect; perfectly).
15. He measured the floor (exact; exactly). They proved to be (perfectly exact; perfectly exactly) measurements.

4. Fill in the gap with the correct form of the word in brackets (i.e. adverb or adjective):
e.g. Peter works _____ (slow). Peter works *slowly*.

1. He _____ (quick) reads the book.
2. I was very _____ (careful) when I opened the door.
3. Mandy is a _____ (pretty) girl.
4. The dog barks _____ (loud).
5. You can _____ (easy) open this tin.
6. It's a _____ (terrible) day today.
7. She sings the song _____ (good).
8. We had to work very _____ (hard) in those days.
9. We _____ (hard) had enough to eat.
10. The class is _____ (terrible) loud today.
11. The words were _____ (wrong) spelt.
12. These girls speak English _____ (fluent).
13. I don't know why they looked _____ (unhappy).
14. Why are you driving so _____ (fast) today? You may have an accident.
15. As this is an urgent matter, we must solve it _____ (immediate).

5. Fill in the missing words. Choose from: *lately, short, fast, hard, near, directly, immediately, more fastly, immediate, hardly, direct, nearly, late, straight, faster, shortly, fastly.*

1. He's a _____ worker. He never stops.
2. He's lazy. He _____ ever works.
3. She works _____ all day without stopping.
4. I live _____ to John. Only 5 minutes away.
5. You're driving too _____ to the car in front, Caroline. Slow down!
6. I've _____ finished my work.
7. I like driving _____ but it is dangerous.
8. I'm a _____ worker. I do everything quickly.
9. You are too slow. You need to work _____ .

10. Please do that _____. It is very very urgent.
11. I cannot do it in the _____ future. I am very busy.
12. Mr Johnson will be with you _____. Please take a seat.
13. There will be a _____ delay as the in-coming aircraft was late.
14. If I get any news, I'll let you know _____.
15. Is there a _____ flight or will I have to change?
16. You can fly _____ but there is only one non-stop flight per day.
17. You go _____ along this road and it is on your left.
18. It's 10 o'clock. He's very _____. Where can he be?
19. My plane arrived _____.
20. I'm sorry. I haven't seen him _____.

6. Translate into English:

1. Ar trebui să vorbești spaniola mai fluent.
2. Dintre noi toți, ea a desenat cel mai bine.
3. Mike joacă tenis la fel de bine ca și fratele său.
4. Geroge aleargă destul de repede așa că a putut prinde autobuzul.
5. Am urmat îndeaproape instrucțiunile.
6. A săpat adânc în pamânt.
7. Mașina venea direct spre noi.
8. După accident, abia putea să vorbească, dar în scurt timp și-a revenit complet.
9. A sosit destul de târziu la cinema și a pierdut începutul filmului.
10. Este pe drept considerat cel mai bun actor al secolului trecut.
11. Păsările zboară la înălțime.
12. N-am mai primit vești de la familia mea în ultima vreme.
13. Ia-o încetișor!
14. Era adânc mișcat de primirea călduroasă care i se făcuse.
15. De-abia am ajuns la hotel că a și început furtuna.
16. Tot nu înțeleg despre ce este vorba.
17. Personal, sunt absolut sigur că ea a uitat de întâlnirea noastră.
18. S-au dus direct acasă; munciseră prea mult ca să mai poată face orice altceva.
19. Sclavii erau torturați fără milă.
20. Azi conduci repede și neatent; ai putea avea un accident.



VOCABULARY PRACTICE

1. Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalised word or phrase.

- At the battle of Waterloo, Napoleon's forces **RETREATED**.
a) attacked c) pursued
b) intercepted d) withdrew
- Defined most **BROADLY**, folklore includes all the customs, beliefs and traditions that people have handed down from generation to generation.
a) dryly c) liberally
b) fancifully d) quaintly
- Embroidery **DEPICTING** scenic views became popular especially towards the end of the 18th century.
a) commemorating c) emphasising
b) distorting d) portraying
- As early as the 11th century, large groups of people **DWELT IN** the vicinity of our lake.
a) longed for c) resided in
b) planned for d) worshipped in
- Bread has been a **STAPLE** of the human diet since prehistoric times.
a) basic part c) great delicacy
b) fastener d) highlight
- The attack on Fort Sumter near Charleston **PROVOKED** a sharp response from the North, which led to the American Civil War.
a) defied c) elicited
b) demanded d) expedited
- MOUNTING** evidence indicates that acid rain is damaging historic sites in Cracow
a) Increasing c) Hanging
b) Irrefutable d) Tentative
- During her husband's presidency, Jacqueline Kennedy **UNDERTOOK** the coordination of the White House restoration.
a) took down c) underestimated
b) took on d) underplayed
- Salt has been a respected **COMMODITY** for much of recorded time.
a) article of trade c) preservative
b) flavouring d) remedy for illness

2. Choose the correct word from the multiple choices for each gap.

Great Britain, the _____ (principle/dominant/single/minor) industrial and maritime power of the 19th century, played a leading _____ (character/plays/actor/role) in developing parliamentary democracy and in advancing literature and science. At its _____ (top/zenith/high/best) the British Empire stretched over more than one-fourth of the earth's (region/countries/surface/nations). The second half of the 20th century saw the UK's strength seriously _____ (lost/depleted/missing/losing) after two World Wars. The second half _____ (watched/witnessed/looked at/bought) the dismantling of the Empire and the UK rebuilding _____ (herself/himself/themselves/itself) into a modern and prosperous European nation. It is now the fifth largest trading nation in the world.

3. Read through the following and fill in the blanks with a suitable preposition of time. Be careful, however, because in one or two cases, no preposition is needed!

My parents met _____ the war: _____ August 1943 to be precise. My father was home _____ leave _____ the front, and he decided to spend the first week with his aunt in Liverpool. He hadn't seen her _____ several years, even though she had brought him up _____ his mother's death. Liverpool is not the most beautiful city in the world, but it can be very pleasant _____ summertime, especially early _____ the morning. _____ this particular morning, however, my father was in no mood to enjoy the sunrise over the Mersey. His train left Euston Station _____ time, but _____ the time it got to Crewe, it was already three and a half hours _____ schedule. So he was in a bad mood and very tired _____ arrival at Lime Train Station. But something happened _____ minutes of his arrival that changed not only his mood but also his whole life. Feeling thirsty _____ his long journey, he decided to go and have a cup of tea in the station buffet. Typically, it was shut _____ that early hour. A notice on the door read "Opening hours: _____ 7 a.m. _____ 5.30 p.m." He looked at the station clock: ten _____ seven. But, knowing station buffets, he realised that he could wait _____ 8 or even 9 o'clock before it opened. Suddenly he noticed a pretty girl sitting on a bench. She was pouring some hot liquid from a thermos flask into a cup. Being something of a lady's man, my father (at least this is what my mother told me _____ some years later) sat down and said, "I've never seen such a pretty girl _____ all my life as you. And I haven't had a hot drink _____ last night. If you give me a drink of your tea, I'll marry you and look after you _____ the rest of your life!" Believe it or not, she smiled at him, gave him the tea, and ... well, I wouldn't be here _____ now if the buffet hadn't been shut _____ that fateful day _____ August 1943.

4. The underlined expressions can be replaced by a time expression based on the word given in CAPITAL LETTERS. Supply the missing prepositions.

e.g. We'll grow our own vegetables in future. ON

We'll grow our own vegetables *from now on*.

1. Most of her clothes are no longer fashionable. DATE
2. You really make me angry sometimes. TIMES
3. I hope to see you all again soon. LONG
4. You'll have to make your own bed in future. ON
5. Now and then we like to spend a weekend in the mountains. TIME
6. Autumn is the time when fruit like apples and pears are available. SEASON
7. The demonstrators occupied the square for several hours until they were eventually driven away by the police. LENGTH
8. Wendy said that she would like to dance and immediately there were twenty young men offering to dance with her. TIME
9. We'll be in the UK, but only briefly. LONG
10. Nobody wanted to buy his car, so finally he had to give it away. END
11. Our daughter left home three years ago and we don't know even now what happened to her. DAY
12. Please complete the rest of your assignments right away. DELAY
13. Your Aunt Kate is using the spare bedroom now... MOMENT
14. ... so you'll have to sleep in the garden temporarily. BEING
15. I hope to see you next month. Until then, best of luck with your driving test. MEANTIME
16. Please be very quiet. There is an examination going on. PROGRESS



SOME ADDITIONAL READING

The Great Plague and the Great Fire



In two successive years of the 17th century London suffered two terrible disasters. In the spring and summer of 1665 an outbreak of Bubonic Plague spread from parish to parish until thousands had died and the huge pits dug to receive the bodies were full. In 1666 the Great Fire of London destroyed much of the centre of London, but also helped to kill off some of the black rats and fleas that carried the plague bacillus.

1665 had experienced a very hot summer. London's population had continued to grow and many lived in squalor and poverty. The only way people had to get rid of rubbish was to throw it out into the streets. As a result, London was filthy. But this was a perfect breeding place for rats. A popular belief during the plague was that the

disease was caused by dogs and cats. This was not so. The plague was caused by disease-carrying fleas carried on the bodies of rats.

The Great Fire of London was a disaster waiting to happen. London of 1666 was a city of medieval houses made mostly of oak timber. Some of the poorer houses had walls covered with tar, which kept out the rain but made the structures more vulnerable to fire. Streets were narrow, houses were crowded together, and the firefighting methods of the day consisted of neighborhood bucket brigades armed with pails of water and primitive hand pumps.

The fire started on September 2nd in the King's bakery in Pudding Lane near London Bridge. It soon took hold: 300 houses quickly collapsed and the strong east wind spread the flames further, jumping from house to house. The Great Fire of London engulfed 13,000 houses, nearly 90 churches, and scores of public buildings. The old St. Paul's Cathedral was destroyed, as were many other historic landmarks. Only one fifth of London was left standing!





THE EIGHTEENTH CENTURY

The Act of Settlement was passed in 1701, reinforcing the Bill of Rights agreed by William and Mary in 1689. The main aim of this legislation was to ensure a Protestant succession to the English throne. In 1707, as a result of the Act of Union, this Act was extended to Scotland. Under this agreement, the Scottish parliament was dissolved and some of its members joined the English and Welsh parliament in London and the former two kingdoms became one 'United Kingdom of Great Britain'. However, Scotland retained its own system of law, more similar to continental European systems than that of England's. It does so to this day.

Politically, the 18th century was stable. Monarch and Parliament got on quite well together. Within Parliament, the bitter divisions of the previous century were echoed in the formation of two vaguely opposed, loose collections of allies. One group, the Whigs, supported the Protestant values of hard work and thrift, were sympathetic to dissenters and believed in government by monarch and aristocracy together. The other group, the Tories, had a greater respect for the idea of the monarchy and the importance of the Anglican Church. This was the beginning of the party system in Britain. The Cabinet system also emerged in this century. As King George I (1714-1727) was a Hanoverian German, ignorant of the English language and customs, he appointed a Prime Minister, Sir Robert Walpole, who laid the foundations of the 'Whig Oligarchy'.

It was cultural change that most marked in this century. Britain gradually acquired an empire in the Americas, along the west African coast and in India. The greatly increased trade that this allowed led to the Industrial Revolution. Other factors were the many technical innovations in manufacture and transport.

In England, the growth of the industrial mode of production, together with advances in agriculture, entailed radical changes in the pattern of everyday life. Areas of common land, which had been used by everybody in a village for the grazing of animals, disappeared as landowners incorporated them into their farms. Millions moved from rural areas into new towns and cities. Most of these were in the north of England, where the raw materials for industry were available. In this way, the north became the industrial heartland of the country. In the south of England, London came to dominate, not as an industrial centre, but as a business and trading centre.

When George III (1760-1820) became king, the name of Britain was held, perhaps, in higher esteem by the nations of the world than ever before since. George III's reign is the third longest reign in the English history, after Elizabeth II and Victoria. He broke up the 'Whig Oligarchy' and tried to recover the powers of the Crown, to make the Prime Minister a mere instrument of the royal will and reduced the Cabinet to a group of 'king's servants'. All this he temporarily achieved during Lord North's Premiership (1770-1782), also bribing the House of Commons.

In 1773 Lord North passed an act taxing tea in the colonies. The Americans complained of taxation without representation; the colonists believed the tax was illegal because they had no Parliamentary representation and were denied the right to a trial by jury; however, North held firm with George's backing. All this led to a war – the American War of Independence (or the American Revolution) – which Britain lost. The Treaties of Paris, by which Britain recognised the independence of the American states and returned Florida to Spain, were signed in 1782 and 1783.

After 1783, William Pitt the Younger was appointed Prime Minister. The following decade would be a period of peace and reconstruction. Pitt reconstituted the finances of the country, restored its prestige at home and abroad, began to rebuild a new British Empire on the ruins of the old.

King George III was a popular figure because he had an exemplary domestic life; he first met his wife, the daughter of a German duke, on their wedding day. George remarkably never took a mistress, and the couple enjoyed a genuinely happy marriage until his mental illness struck. They had 15 children – nine sons and six daughters. George III was a patron of the arts; his impressive collection of books laid the foundations of the British library. His last years were marked by insanity. George III died blind, deaf and mad on January 29, 1820.

(From James O'Driscoll, *Britain for Learners of English*)



DISCUSSION TOPIC: *Why do you think the British lost the American War of Independence?*



GRAMMAR PRACTICE - *The Noun - I*

1. Complete the sentence with the correct form of the word in brackets. Use any other necessary words. Sometimes more than one answer is possible:

e.g. He ate three _____ (cheese). He ate three *pieces of* cheese.

He had six _____ (lesson). He had six *lessons*.

1. Many small _____ (village) were destroyed.
2. I've got three _____ (homework) to do this evening.
3. There were two important _____ (news).
4. Lots of _____ (person) were unhappy about it.
5. He can give you lots of important _____ (information).
6. Let me give you a few _____ (advice).
7. He's only five _____ (month) old and he's already got two _____ (tooth).
8. There are eleven _____ (furniture) in the room, including three _____ (desk).

2. Put the words in brackets into the sentences in their plural forms:

1. A large number of _____ (mouse) fled in fear when a flock of _____ (goose) suddenly landed within a few _____ (foot) of them.
2. Automobile _____ (company) have all too many _____ (story) of _____ (delay) in _____ (delivery) of the special security _____ (key) and are considering _____ (way) of manufacturing their own.
3. Security _____ (chief) believe the _____ (thief) climbed along the _____ (roof) of several houses before forcing open an upper window of the office building with _____ (knife) and escaping with the contents of two _____ (safe).
4. With the help of old _____ (photo), war-time Paris was recreated in the film _____ (studio) for the film ' _____ (Echo) of War', in which all the _____ (hero) were played by unknown actors.
5. _____ (passer-by) were surprised when no fewer than six _____ (commander-in-chief) in full uniform, carrying _____ (brief-case), arrived in _____ (police car) to attend a series of _____ (court-martial).
6. The _____ (deer) and _____ (sheep) in the park are sometimes alarmed by low flying _____ (aircraft).

3. Put the words in brackets into the sentences in their plural forms:

1. The government has been faced with a number of _____ (crisis) recently.
2. It was one of the most beautiful _____ (chateau) in France.
3. He irritated his staff by sending them a constant stream of _____ (memorandum).
4. Scientists are now doing _____ (analysis) of the various substances.
5. The number of travel _____ (bureau) in the city gets bigger every year.
6. They had to drill through many different rock _____ (stratum) before they found oil.

7. Students are reminded that their _____ (thesis) must be handed in by the end of the term.
8. Astronomers have noticed a number of strange _____ (phenomenon) in the sky recently.
9. Different people make different judgements because of their differing _____ (criterion).
10. Television, radio and the press are often collectively referred to as the mass _____ (medium).

4. Complete the sentence with a noun phrase which means the same as the sentence before it.

e.g. Maria has a father. He's Maria's father.

The match has ended. It's the end of the match.

This school teaches music. It's a music school.

1. Children play in this playground. It's a _____.
2. England has a capita. London is the _____.
3. London has a mayor. He is the _____.
4. This car has five doors. It's a _____.
5. I have some friends. I met a _____.
6. There is a hospital in the town. It's the _____.
7. The Director has a secretary. She's the _____.
8. The university has a car park. It's the _____.
9. My cousin has friends. They are _____.
10. It's a card for phones. It's a _____.
11. You use cards for this phone. It's a _____.
12. You can use this machine to make coffee. It's a _____.
13. Maria has a fiancé. He's _____.
14. This is a battery for cars. It's a _____.
15. A baker has a shop. It's a _____.

5. The passage below is badly written. Rewrite it, using capital letters in the correct places and the word 'the' in the two places where it is missing.

margaret thatcher grew up in grantham, a small town in lincolnshire in north of england. she became a member of parliament in the 1950's and became leader of the conservative party in 1977. she became prime minister of the united kingdom of great britain and northern ireland after the general election of 1979. like all elections in britain, it was held on a thursday. she is the first woman leader of a large industrialised nation in europe. like all the prime ministers before her, she went to live in 10 downing street. downing street is in london, close to houses of parliament.



VOCABULARY PRACTICE

1. Give names for the elements of the knight's equipment in the drawing below.



1. h _ _ _ _ _
2. _ h _ _ _ _
3. g _ _ a _ _
4. b _ _ _ s t _ l _ t e
5. _ _ u _ t _ _ t
6. _ _ _ _ d

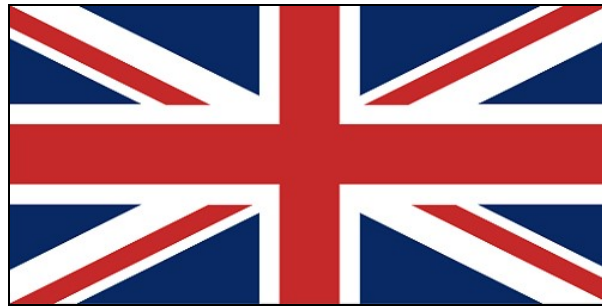
2. Choose the correct answer:

1. Those columns have no practical purpose. They are purely
a) conspicuous b) decorative c) gaudy d) outstanding
2. This castle has not been lived in for years and the rooms smell very
a) dirty b) greasy c) grimy d) musty
3. Through the centuries of burning heat, the old castle walls had gradually and little was left of them now.
a) crumbled b) crumpled c) powdered d) shattered
4. There could have been a war over the disputed area but in the end reason
a) counted b) induced c) prevailed d) survived
5. The stone for building the cathedral was obtained from local
a) excavations b) mines c) pits d) quarries
6. Mediaeval travellers' tales of fantastic creatures were often fascinating but not always
a) conceivable b) credible c) credulous d) imaginable
7. The castle was surrounded by a, which nowadays contains only occasional rainwater.
a) dyke b) fence c) hedge d) moat
8. The of the town-name is unknown, but it is certainly not from any Latin-based language.
a) descent b) derivation c) extract d) genesis
9. The cathedral was very carefully last century.
a) mended b) redone c) replaced d) restored



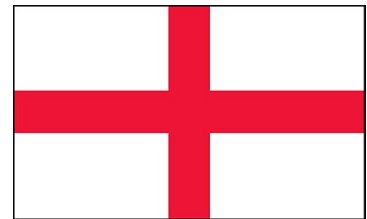
SOME ADDITIONAL READING

The Union Jack



The Union Flag, popularly known as the Union Jack, is the national flag of the United Kingdom. It is the British flag. It is called the Union Flag because it symbolises the administrative union of the countries of the United Kingdom. It is made up of the individual Flags of three of the Kingdom's countries all united under one Sovereign - the countries of 'England, of 'Scotland' and of 'Northern Ireland' (since 1921 only Northern Ireland has been part of the United Kingdom). As Wales was not a Kingdom but a Principality it could not be included on the flag.

In 1194 A.D., Richard I of England introduced the Cross of St. George, a red cross on a white ground, as the National Flag of England. England, Scotland, Wales and Ireland were separate countries. However, this was soon to change. In 1536, under Henry VIII, an Act of Union was passed making Wales a province of England. After Queen Elizabeth I of England died in 1603, King James VI of Scotland inherited the English throne and became King James I of England. Early in his reign James attempted to combine England and Scotland in a united kingdom of 'Great Britain'. On 20 October 1604 he proclaimed a new title for himself as 'King of Great Britain'.



England is represented by the cross of St. George



Scotland is represented by the flag of St. Andrew (a diagonal white cross form (called a saltire) on a blue field)

A problem arose, which flag should be hoisted on the king's ships. English sailors resented the Scottish colours and the Scots scorned the cross of St. George. In 1606 the problem was solved. A compromise was the answer and it led to the creation of the first Union Flag. On 12 April 1606, the National Flags of Scotland and England were united for use at sea, thus making the first Union 'Jack'. Ashore however, the old flags of England and Scotland continued to be used by their respective countries.





THE NINETEENTH CENTURY

Not long before this century began, Britain lost its most important colonies (north American one) in a war of independence. At the start of the century, it was locked in a war with France, during which an invasion of the country was a real possibility. Soon after the end of the century, it controlled the biggest empire the world had ever seen.

One section of this empire was Ireland. During this century, it was in fact part of the UK itself, and it was during this century that the British culture and way of life came to predominate in Ireland. In the 1840's, the potato crop failed two years in a row and there was a terrible famine. Millions of peasants, those with Gaelic language and customs, either died or emigrated. By the end of the century, almost the whole of the remaining population had switched to English as their first language.

Another part of the empire was made up of Canada, Australia and New Zealand, where British settlers had become the majority population. Another was India, an enormous country with a culture more ancient than Britain's. Tens of thousands of British civil servants and troops were used to govern it. At the head of this administration was a viceroy (governor) whose position within the country was similar to the monarch's in Britain itself.

Large parts of Africa also belonged to the empire. Except for South Africa, where there was some British settlement, most of Britain's African colonies started as trading bases on the coast and were only incorporated into the empire at the end of the century.

The growth of the empire was encouraged by a change in attitude during the century. Previously, colonisation had been a matter of settlement, commerce or military strategy. The aim was simply to possess territory, but not necessarily to govern it. By the end of the century, colonisation was seen as a matter of destiny. During the century, Britain became the world's foremost economic power. This, together with the long years of political stability, gave the British a sense of supreme confidence, even arrogance, about their culture and civilisation. The British came to see themselves as having a duty to spread this culture and civilisation around the world.

There were great changes in social structure. Most people now lived in towns and cities. They no longer depended on country landowners for their living but rather on the owners of industries. These owners and the growing middle class of tradespeople and professionals held the real power in the country.

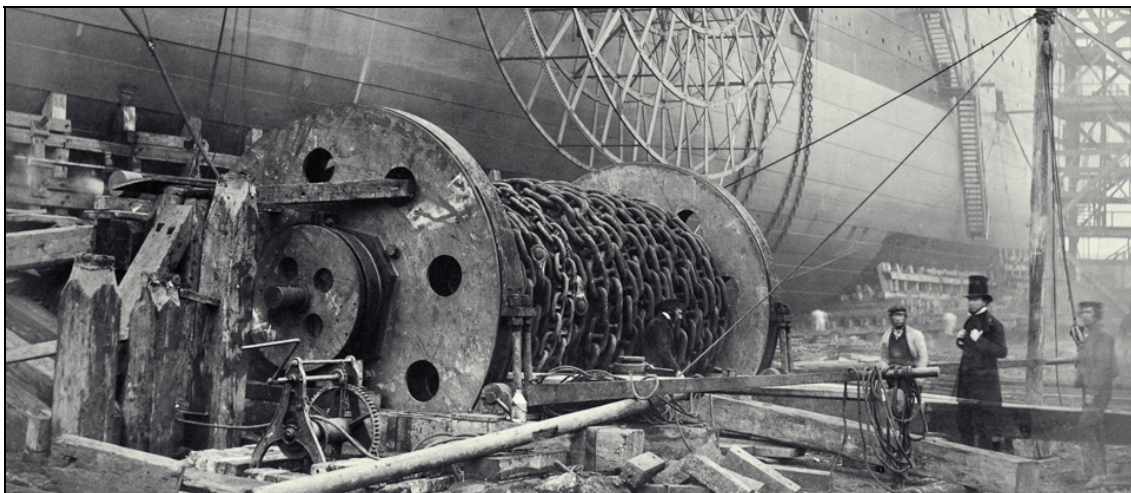
Slavery and the laws against people on the basis of religion were abolished and laws were made to protect workers from some of the worst excesses of the industrial mode of production. Public services such as the post and the police were begun.

Despite reform, the nature of the new industrial society forced many people to live and work in very unpleasant surroundings. Writers and intellectuals of this period either protested against the horrors of this new style of life (for example, Dickens) or simply ignored it. Many, especially the Romantic poets, praised the beauties of the countryside and the virtues of country life.

(From James O'Driscoll, *Britain for Learners of English*)

Important dates:

- 1805 A British fleet under the command of Admiral Horatio Nelson defeats Napoleon's French fleet at the Battle of Trafalgar. Nelson's Column in Trafalgar Square commemorates this national hero, who died during the battle.
- 1829 Robert Peel, a government minister, organises the first modern police force.
- 1833 The first law regulating factory working conditions limits the number of hours that children are allowed to work.
Slavery is made illegal throughout the British Empire.
- 1842 Income tax is introduced for the first time during peacetime. The tax threshold was an income of £150 per year, thus exempting virtually all the working classes.
- 1854 Britain and France declare war on Russia and the Crimean War begins. Russia was forced to sue for peace, and the war was ended by the Treaty of Paris in March 1856.
- 1880 Education becomes compulsory for children under ten.



The Industrial Revolution

DISCUSSION TOPIC: *Give an account of what you consider to be the highlights of 19th-century Britain.*



GRAMMAR PRACTICE - *The Noun - II; Noun Substitutes and Determiners*

1. Give nouns corresponding to the following verbs: to suggest, to refer, to know, to inform, to recognise, to appoint, to serve, to fall, to copy, to practise, to doubt, to behave, to appraise, to fear, to call, to add, to develop, to record, to believe, to gossip, to order.

2. Give nouns corresponding to the following adjectives: different, difficult, original, interesting, national, patriotic, scientific, human, tragic, poor, political, strong, warm, high, blind, beautiful, curious, friendly, real, stupid, southern, responsible, wounded, careless.

3. A. Make abstract nouns by matching the first part of each word with the correct ending. Choose from the following: *-ment, -ance, -tion, -ence, -ship, -ity*.

achievement	dist_____	informa_____	qual_____
agree_____	educa_____	inven_____	quant_____
appear_____	experi_____	leader_____	relation_____
communica_____	experi_____	opportun_____	situa_____
confid_____	friend_____	perform_____	unemploy_____
differ_____	import_____	possibil_____	viol_____

B. Complete each sentence with one of the abstract nouns.

1. His _____ has increased since he went on that public speaking course. He gave a talk to 200 people last week and he didn't seem at all nervous.
2. I have a very good _____ with my boss. We get on very well.
3. In Biology, we did an _____ to see the importance of light for growing plants.
4. She's always worried about her _____. She keeps changing her hair colour and going on diets to lose weight.
5. She's been a teacher for fifteen years. She has a lot of _____ with children of all ages.
6. The two sides talked all day but they couldn't reach an _____.
7. There is terrible _____ in this country. There are over two million people without jobs.
8. These shoes didn't cost much but they are really good _____. They're leather and they're handmade.
9. Which _____ of the 20th century do you think has changed people's lives most?
10. Congratulations! Cycling all the way around the Mediterranean is a fantastic _____.

4. In the blank spaces in these sentences, put *some* or *any* or *one* or *ones*, as appropriate. e.g. May I borrow a book for the weekend? Any book will do. I just want to have something to read.

1. I want _____ mangoes, please, if you have _____ fresh _____. I don't want tinned _____.
2. _____ stupid man has parked his car across our gate and I can't get out! How can _____body be so thoughtless?
3. I gave the papers to every _____ in the class, except of course the _____ who had already come to the office to take them.
4. It's such a lovely day that we ought to make _____ sandwiches and take _____ nice cold beer and go off. _____where will be better than here in the town.
5. I'm not feeling very well tonight. I'd better not have _____thing heavy for supper. Could you make me _____ soup instead?
6. Good! They've given him a reward. _____one who behaves as bravely as he did certainly deserves _____.
7. I seldom understand _____thing of what he says. I suppose _____ people do, though _____one who does must have _____ power of thought-reading!
8. We went round the meeting with a collecting box. About twenty people did not give _____thing at all, but the _____ who did give _____thing were quite generous. In all, we collected _____ twenty-five pounds.
9. Eric has at last bought the Mercedes station-wagon he's been saving up for. Have you seen it? It's really _____ car!
10. You would think he would be able to answer _____ of these questions, wouldn't you? It wasn't as if there were _____ with _____ unusual difficulties.

5. Change each of the following sentences in such a way as to avoid using the word or phrase that is printed in *italics*, either by omitting it or by replacing it with one suitable word.

e.g. Which would you prefer? English beer or German *beer*? Which would you prefer? English beer or German?

Is that a leather handbag or a plastic *handbag*? Is that a leather handbag or a plastic one?

1. What time is the news on the TV? I want to see *the news*.
2. I'd love to have a car like that, but I'll never be able to afford *a car like that*.
3. Where are my scissors? Have you seen *my scissors*?
4. The only person Helen is interested in is *Helen*.
5. The women at that bank seem to be more helpful than the men *at that bank*.
6. Yes, I like shrimps very much, but I prefer the North Sea *shrimps* to the Mediterranean *shrimps*.

7. The price of petrol is now more expensive than *the price of petrol* should be, considering the drop in the price of crude oil.
8. People who do things are more interesting than *people* who just talk about *doing things*.
9. Last month the value of gold rose more sharply than *the value* of platinum.
10. Our football team is leaving at 2 o'clock. Shall we go to the airport to see *our football team* off?
11. Here is my umbrella and there is Tom's *umbrella*.
12. I'm afraid I have got very low marks in Mathematics again. *Mathematics* can't be called my best subject!

6. Examine these three sentences:

- a) *Loretta explained the problem surprisingly clearly.*
- b) *Loretta explained the problem with surprising clarity.*
- c) *Loretta's explanation of the problem was surprisingly clear.*

All express the same meaning with nearly the same words, but with some difference of form. Below are ten sentences; give the other two phrasings for them.

1. Lorna laughed extremely nervously.
2. The shop assistant answered my wife very rudely.
3. The policeman did not give his evidence at the trial completely honestly.
4. The boss replied to me rather ironically.
5. Uncle Jerry lent the money slightly unwillingly.
6. The medicine reacted most unpleasantly.
7. The mechanic repaired my car extremely inefficiently.
8. I'm afraid you behaved astonishingly stupidly.
9. Aunt Fanny cut the birthday cake into eight equal pieces very carefully.
10. Francis acted quite absent-mindedly again.

7. Fill in the gap with one word from the following list: *something, anything, somewhere, anywhere, someone/somebody, anyone/anybody.*

1. Let me tell you _____.
2. I went to school but there wasn't _____ there.
3. All the other students had gone _____.
4. I couldn't find them _____.
5. I couldn't think of _____ to do.
6. Has _____ seen my pullover?
7. There is _____ strange going on here.
8. _____ must meet Maria at the station.



VOCABULARY PRACTICE

1. Choose the correct answer:

1. That vase is very old and valuable; please it carefully.
a) drop b) handle c) place d) treat
2. We managed to catch a of the Queen as the procession passed.
a) glance b) glimpse c) sight d) view
3. This coin was to celebrate the victory at Trafalgar.
a) forged b) minted c) moulded d) spent
4. Legend it that Robin Hood fired an arrow from his death-bed and was buried where the arrow landed.
a) does b) has c) says d) tells
5. The museum has a collection of magnificent tapestries in the 16th century.
a) knitted b) sewn c) threaded d) woven
6. Many Indians in North America live in tribal
a) compounds b) enclosures c) reservations d) reserves
7. Many of the earliest to North America established large plantations.
a) emigrants b) entrants c) exiles d) immigrants
8. The King was forced to And a republic was proclaimed.
a) abdicate b) die c) renounce d) vacate
9. Old sailing ships usually had a of a woman on the prow.
a) face-lift b) feature c) figurehead d) frontispiece
10. This kind of pottery is to certain tribes in the Pacific islands.
a) characteristic b) distinctive c) peculiar d) uncommon

2. The first group of words is a list of people and the second a list of things, each arranged alphabetically. Say which thing could logically be associated with a person. Choose only one thing for each person.

1. baker, carpenter, conductor, dentist, electrician, farmer, gardener, glazier, heart specialist, jockey, motor-cyclist, nurse, plumber, policeman, priest, railway porter, secretary, surgeon, tailor, toolmaker
2. cardiograph, drill, goggles, handcuffs, lathe, notepad, oven, pipe, plough, pulpit, putty, rostrum, rubber gloves, saw, spade, thermometer, thread, trolley, whip, wire

3. Fill the blank spaces in these sentences with the word that correctly describes the document or piece of paper appropriate to the situation.

1. Two months before he died, Jonathan made a new in which he left everything to me.
2. Peter didn't have enough cash to pay for his dinner so he made out a
3. I suppose he'll want to see the that will prove that I have really passed the examination.
4. I finished my book a few days ago. I'm sending the to the publisher tomorrow.
5. Our house is rather difficult to find. I'll draw you a little to show you the best way.

6. What a delicious pudding you've made! Could you please give me the
7. The income tax inspector won't accept this expense unless you can give him an official

4. Words ending in -o. Read the clues and complete the words in the grid.

1. The most important character in a story, book or film.

H	E	R	O
---	---	---	---
2. A type of large cow with long horns, found mainly in Africa and Asia.

		F				O
--	--	---	--	--	--	---
3. A sound which comes back to you when you shout, e.g. across a valley.

			O
--	--	--	---
4. An area in the garden made of stone or concrete.

P				O
---	--	--	--	---
5. A blood-sucking insect, sometimes carrying malaria.

		S			I		O
--	--	---	--	--	---	--	---
6. A part of a city lived in by people excluded through poverty or race.

G					O
---	--	--	--	--	---
7. A Latin American dance.

		N		O
--	--	---	--	---
8. A place where you can play games (e.g. roulette) for money.

		S			O
--	--	---	--	--	---
9. The goods carried by a ship, plane or other vehicle.

			G	O
--	--	--	---	---
10. The ring of light around a saint's head in a religious painting.

H			O
---	--	--	---

5. Fill in the blanks with the correct word.

1. The murder of someone, usually an important politician, president or ruler for political reasons is called a _ _ a s _ i n _ t i _ n.
2. The event which causes a huge loss of life especially due to burning is called a h _ l _ c a _ s _.
3. If lots of people fight against a government or refuse to follow the existing authority, it's called a _ _ b _ l l i _ n.
4. If the above was successful and the government was caused to fall, it would have been o _ e r _ h r _ w n.
5. If something or place is found for the first time it is called a _ _ s c _ v _ _ y.
6. If something is thought-up or created for the first time it is an _ n v _ n _ _ o n.
7. The event whereby the heir or heiress to the throne is crowned is called a c _ r _ n _ t _ o _.
8. To lose in a battle is to suffer a d _ _ _ _ t.
9. The merciless mass killing of defenceless people is an event known as a _ _ s s a _ _ e.
10. What two part word describes events such as typhoons, floods, droughts and earthquakes? _ a t _ r a l d _ _ _ s t _ _ s



SOME ADDITIONAL READING

Queen Victoria

Victoria (1819–1901) was Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. From 1 May 1876, she adopted the additional title of Empress of India.

Victoria was the daughter of Prince Edward, Duke of Kent and Strathearn, the fourth son of King George III. She inherited the throne at the age of 18, after her father's three elder brothers had all died, leaving no surviving legitimate children.

Victoria married her first cousin, Prince Albert of Saxe-Coburg and Gotha, in 1840. Their nine children married into royal and noble families across the continent, tying them together and earning her the nickname "the grandmother of Europe". After Albert's death in 1861, Victoria plunged into deep mourning and avoided public appearances. As a result of her seclusion, republicanism temporarily gained strength, but in the latter half of her reign her popularity recovered.

Her reign is known as the Victorian era. It was a period of industrial, cultural, political, scientific, and military change within the United Kingdom, and was marked by a great expansion of the British Empire. She was the last British monarch of the House of Hanover. Her son and successor, Edward VII, belonged to the House of Saxe-Coburg and Gotha, the line of his father. With a reign of 63 years, seven months and two days, Victoria was the longest-reigning British monarch and the longest-reigning queen in world history until her great-great-granddaughter Elizabeth II surpassed her on 9 September 2015.



Queen Victoria in her Robes of State (1859)



THE TWENTIETH CENTURY

The popular, aged Victoria was succeeded by Edward VII, who reigned for nine years (1901-10). Known as Edward the Peacemaker for his diplomacy in Europe, he used his knowledge of French, Spanish, Italian and German to good advantage. Matters seemed fine in the island kingdom of Britain, feeling secure as the head of the largest empire the world had ever known.

Edward was succeeded by his second son, George V (1910-1936). With his wife Mary, he did much to continue the popularity of the monarchy. They were helped enormously by the advent of the BBC in 1922 which probably did more to perpetuate the national sense of common identity than any other factor save war. In 1934, George began his broadcasts to Britain and the Empire. Radio, newspapers (and later television) all added to the mystique and prestige of the royal family when so much more was in a state of flux, and old traditions were being challenged everywhere.

The year 1911 saw the greatest industrial unrest in Britain's history. Nationwide strikes of dock workers, railway men and miners brought the country to a standstill. The government was forced to respond. The National Insurance Act was passed to ensure that the worker, the employer and the government all contributed to a general fund to pay for free medical treatment, sick pay, disability and maternity benefits. It also introduced a measure of unemployment benefits, free meals for school children as well as periodic medical exams.

The United Kingdom of Great Britain and Ireland was one of the Allied Powers during the First World War of 1914-1918, fighting against the Central Powers (the German Empire, the Austro-Hungarian Empire, the Ottoman Empire and the Kingdom of Bulgaria). The state's armed forces were reorganised—the war marked the creation of the Royal Air Force, for example—and increased in size because of the introduction, in January 1916, of forced conscription for the first time in the kingdom's history as well as the raising of the largest all-volunteer army in history, known as Kitchener's Army, of more than two million men.

The British Empire reached its greatest extent in 1919. By this time, however, it was already becoming less of an empire and more of a confederation. At the international conference at which Britain acquired new possessions under the Treaty of Versailles (gaining control of Palestine and Transjordan, Iraq, parts of Cameroon and Togo, and Tanganyika), Australia, Canada, New Zealand and South Africa were all represented separately from Britain. A couple of years later, Britain lost most of its oldest colony.

In 1920, the British government partitioned Ireland between the (Catholic) south and the (Protestant) six counties in the north, giving each part some control of its internal affairs. But this was no longer enough for the south. War followed. The eventual result was that in 1922 the south became independent from Britain. The six northern, predominantly Protestant counties became Northern Ireland and have remained part of the United Kingdom ever since, despite demands of the Catholic minority to unite with the Republic of Ireland. Britain officially adopted the name "United Kingdom of Great Britain and Northern Ireland" in 1927.

After WW I, a period of major downturn in the British economy followed. Government promises of a better society in which there would be a higher standard of living and security of employment had not been fulfilled. The productivity rate was falling rapidly behind that of other nations. Many countries which had been dependent upon British manufactured goods were now making their own.

In 1939, Britain, along with the dominions and the rest of the Empire, declared war on Nazi Germany, after the German invasion of Poland. After a quiet period of "phony war", the French and British armies collapsed under German assault in spring 1940. Winston Churchill came to power, promising to fight the Germans to the very end. The war was very expensive. It was paid for by high taxes, by selling off assets, and by accepting large amounts of Lend Lease from the U.S. and Canada. The US gave \$40 billion in munitions; Canada also gave aid. (The American and Canadian aid did not have to be repaid, but there were also American loans that were repaid.)

Britain was a winner in the war, but it lost India in 1947. As the country headed into the 1950's, rebuilding continued and a number of immigrants from the remaining British Empire, mostly the Caribbean and the Indian subcontinent, were invited to help the rebuilding effort. As the 1950's wore on, Britain lost its place as a superpower and could no longer maintain its large Empire. This led to decolonisation, and a withdrawal from almost all of its colonies by 1970. Today, most of Britain's former colonies belong to the Commonwealth, almost all of them as independent members. There are, however, 13 former British colonies, including Bermuda, Gibraltar, the Falkland Islands, and others, which have elected to continue rule by London and are known as British Overseas Territories.

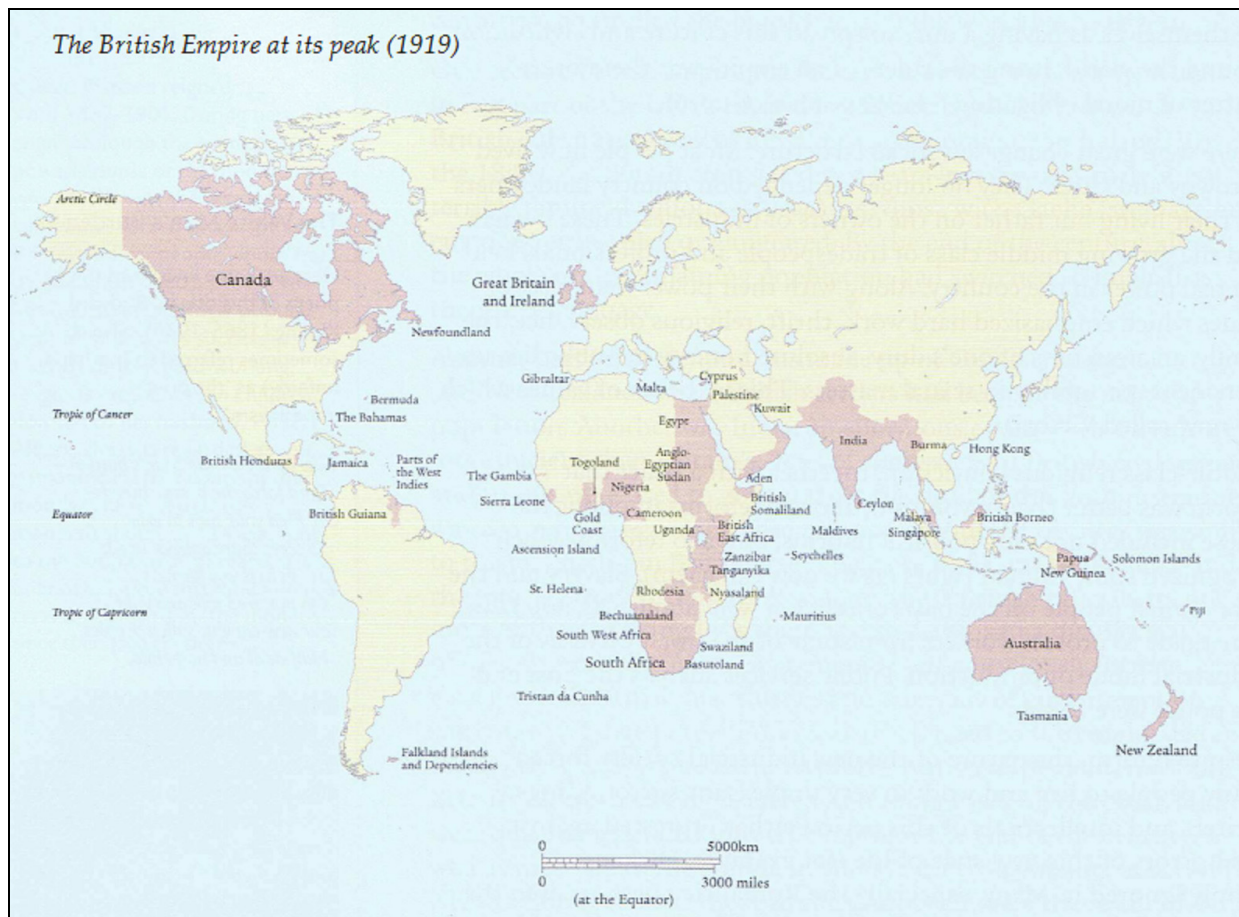
After the relative prosperity of the 1950's and 1960's, the UK experienced extreme industrial strife and stagflation through the 1970's following a global economic downturn. A strict modernisation of its economy began under the controversial Conservative leader Margaret Thatcher following her election as prime minister in 1979. After the economic

boom of the 1980's, a brief but severe recession occurred between 1990 and 1992 under government of John Major. However the rest of the 1990's saw the beginning of a period of continuous economic growth that lasted over 16 years and was greatly expanded under the New Labour government of Tony Blair.

Important dates:

- 1908 The first old-age pensions are introduced
- 1918 The right to vote is extended to women.
- 1944 Free compulsory education (up to the age of 15)
Slavery is made illegal throughout the British Empire.
- 1953 Coronation of Elizabeth II.
- 1973 Britain joins the European Economic Community.
- 1994 The channel tunnel opens.

(From James O'Driscoll, *Britain for Learners of English*)



DISCUSSION TOPIC: *Discuss the impact of World War I on Britain.*



GRAMMAR PRACTICE - *Sentences and Clauses*

1. Decide whether the relative pronouns must be used or not.

1. A calendar is something **which** tells you the date.
 - a) relative pronoun is necessary
 - b) relative pronoun is not necessary
2. Strikers are soccer players **who** try to score goals for their team.
 - a) relative pronoun is necessary
 - b) relative pronoun is not necessary
3. Jane is a person **who** everybody likes.
 - a) relative pronoun is necessary
 - b) relative pronoun is not necessary
4. A stamp is something **which** you put on a letter if you want to send it.
 - a) relative pronoun is necessary
 - b) relative pronoun is not necessary
5. The Thames is a river **which** runs through London.
 - a) relative pronoun is necessary
 - b) relative pronoun is not necessary
6. Cheese is food **which** mice like eating.
 - a) relative pronoun is necessary
 - b) relative pronoun is not necessary
7. A racket is something **which** you use to hit a ball when you play tennis or badminton.
 - a) relative pronoun is necessary
 - b) relative pronoun is not necessary
8. Socks are things **which** you wear on your feet.
 - a) relative pronoun is necessary
 - b) relative pronoun is not necessary
9. A guide is a person **who** shows tourists around a place.
 - a) relative pronoun is necessary
 - b) relative pronoun is not necessary
10. Love is a feeling **which** nobody can describe.
 - a) relative pronoun is necessary
 - b) relative pronoun is not necessary

2. Decide whether to use *who* or *which*.

The people _____ built Stonehenge lived several thousand years ago. The huge stones _____ are more than 6 metres high weigh about 45 tons. The smaller stones weigh about 4 tons and are from an area in Wales _____ is 400 kilometres away from Stonehenge. As Stonehenge lies in a large field, tourists _____ come to this place can already see the stones from a distance. Everybody _____ has visited Stonehenge says that it is very impressive.

3. Combine the sentences using a relative clause. Use relative pronouns only where necessary.

A holiday in Scotland

1. We spent our holiday in Scotland last year. Scotland is in the north of Great Britain. Last year we spent our holidays in Scotland, which is in the north of Great Britain.
2. People live in Scotland. They are called Scots.
The people _____.
3. We first went to Edinburgh. Edinburgh is the capital of Scotland.
We first _____.
4. Arthur Conan Doyle was born in Edinburgh. He wrote the Sherlock Holmes stories.
Arthur Conan Doyle _____.
5. Then we visited a lake. It is in the Highlands.
The lake _____.
6. Loch Ness is 37 km long. People know it for its friendly monster.
Loch Ness _____.
7. There we met an old man. He told us that he had seen Nessie.
An old man _____.
8. We then travelled to a mountain. The mountain is near the town of Fort William.
We then _____.
9. The mountain is the highest mountain in Great Britain. It is called Ben Nevis.
The mountain _____.
10. I sent you a postcard. It was written on the summit of Ben Nevis.
The postcard _____.

4. Complete the sentence so that it means the same as the sentence(s) before it.

e.g. I know a man. He played football for England.

I know a man who played football for England.

1. A greengrocer sells fruit and vegetable. A greengrocer is a _____.
2. That supermarket stays open late. That's _____.
3. I know a place. Beautiful wild flowers grow there. I know _____.
4. I know the man. That's him over there. That's the _____.
5. His songs are popular all over the world. He's a pop star. He is a pop star _____.
6. I saw a very helpful policeman. The policeman _____.
7. The family live next door. I met them. I met _____.
8. I met the family. They live next door. The family _____.
9. I saw a policeman. He was taking notes. The policeman _____.
10. Pollution is the big problem. People worry about it. The big problem _____.
11. I would like to live in a place. There is no pollution there. I would _____.

5. Complete the sentence, beginning with *It* or *There*, so that it means the same as the sentence before it.

e.g. Seeing you is nice. *It is nice to see you*

A man is at the door. *There is a man at the door.*

1. Talking to the driver is forbidden. _____ driver.
2. In December 1988, a terrible earthquake happened in Armenia. In December 1988, _____ was _____.
3. Losing your keys is horrible. _____ keys.
4. This town has four bookshops. _____ in _____.
5. The building fell down for several reason. _____ why _____.
6. A strange man was at the window. _____ window.
7. I still don't know a lot. _____ that I don't know.
8. I last saw her five years ago. _____ since I _____.

6. Complete the sentence so that it means the same as the sentence before it.

e.g. Everybody thinks that Argentina will win. Everybody expects *Argentina to win.*

1. He was doing his homework when we found him. We found _____.
2. Somebody must wash those windows. I want those windows _____.
3. You must look after her. I want _____.
4. We were working until half past six before the teacher let us go. The teacher kept _____.
5. The robbers shot him; I saw them. I saw the _____.
6. He was lying by the roadside when they left him. They left him _____.
7. They want to go, so why don't you let them? Why don't _____?

7. Combine these pairs of sentences into one sentence by replacing the verb of the first sentence with a suitable noun and by omitting the word *This* from the second sentence. Try to avoid using the noun *-ing* form. Make whatever changes are needed.

e.g. Chloe carelessly disregarded the instructions on the medicine bottle. This almost killed her. *Chloe's careless disregard of the instructions on the medicine bottle almost killed her.*

1. The policeman was unwilling to listen to the old lady's explanation. This made her very angry.
2. The girl persuasively denied that she had stolen anything. This made her boss believe her.
3. I obeyed your instructions very carefully. This brought about a perfect result.

4. My parents obviously didn't like my new boyfriend. This prevented me from inviting him home very often.
5. The tree grew rapidly. This was partly the result of our constant care of it.
6. Dennis recently lost a leg in an accident. This is the reason why he has to move around in a wheelchair.
7. My brother feared heights. This was well known to me.
8. She believed in me. This encouraged me in spite of every difficulty.
9. We have discovered uranium on our land. This may make us rich.
10. That nurse was terribly careless. This cannot be excused.

8. Indicate the difference in the meanings of the sentences in these pairs.

1. a. Our car has been robbed!
b. Our car has been stolen!
2. a. They will arrive in time, I think!
b. They will arrive on time, I think!
3. a. Maureen wondered, 'Which umbrella would go best with my new mackintosh?'
b. Maureen wondered which umbrella would go best with my new mackintosh.
4. a. We walked all the way to their house only to find whether they had left.
b. We walked all the way to their house only to find that they had left.
5. a. They treated him like a Head of State.
b. The treated him as a Head of State.
6. a. This news of Adrian's is a bit worrying, isn't it?
b. This news of Adrian is a bit worrying, isn't it?
7. a. At yesterday's meeting, the two senior directors, Mr. Blake and Mr. Conway, voted against our proposal.
b. At yesterday's meeting, the two senior directors, Mr. Blake and Mr. Conway voted against our proposal.
8. a. Elizabeth is a princess, all right!
b. All right, Elizabeth is a princess!



VOCABULARY PRACTICE

1. Choose the correct explanation for the following sentences.

1. Chris told us to **hand in** our term paper next Monday.
 - a) to write our paper by hand
 - b) to submit
 - c) to correct
 - d) to proof-read

2. Professor Wilson is a wonderful teacher but there are too many assignments in his course.
- a) His marks are always low.
 - b) There are too many books to read.
 - c) He often gives homework.
 - d) There are too many students in his course.
3. Since I wanted to buy the new course catalogue, I had to put in an order through the store manager.
- a) The store-manager didn't want to buy it.
 - b) The course catalogue was out of print.
 - c) I had to ask for it to be bought for me.
 - d) The computer was out of order.
4. Did you know it's down to three of us for the job in the library?
- a) The three of us will be working in the library.
 - b) There are only three applicants left.
 - c) The library only hires three students.
 - d) At least three students will be retained.
5. **To major in astrophysics** you need an extra math course.
- a) To get higher grades in astrophysics
 - b) To specialize in astrophysics
 - c) To finish your astrophysics paper
 - d) To better understand the astrophysics course
6. I'll really have to hit the books this weekend.
- a) I have to tidy my room.
 - b) There is a book fair this weekend.
 - c) My books need a cover.
 - d) I have to study.
7. This year I will need to find off-campus housing.
- a) I will live on the campus.
 - b) I will buy a house next to the campus.
 - c) I will live outside the campus.
 - d) The campus will provide a house for me.
8. Alice, if I were you, I'd skip the meeting.
- a) Alice should prepare for the meeting.
 - b) Alice should put the meeting on her agenda.
 - c) The meeting is going to be cancelled.
 - d) Alice shouldn't bother to go to the meeting.

2. Match each word in the list below with its definition.

- | | |
|------------------|---|
| 1) TESTIFY | A) a song that represents a group of people (noun) |
| 2) ANTHEM | B) one feature or characteristic of something (noun) |
| 3) TRADITION | C) having to do with national or local customs and rituals; customary, ritual (adjective) |
| 4) REPEAL | D) to do something special to honour and remember something (verb) |
| 5) NOMINATE | E) to try hard to outdo others at a task, race or contest (verb) |
| 6) PHASE | F) a group of stars that forms a shape or pattern (noun) |
| 7) CONSTELLATION | G) someone who has complete control of a country, often ruling it unjustly (noun) |
| 8) CEREMONIAL | H) to do with a court of law or a judge (adjective) |
| 9) JUDICIAL | I) means of communication that pass news to the public (noun) |
| 10) DICTATOR | J) to suggest that someone would be the right person to do a job or to receive an honour (verb) |
| 11) MEDIA | K) one part of a cycle or process (noun) |
| 12) REIGN | L) to rule as a king or queen (verb) |
| 13) COMPETE | M) to do away with something officially, such as a law (verb) |
| 14) COMMEMORATE | N) to state the truth, or to give evidence in a court of law (verb) |
| 15) ASPECT | O) customs, ideas and beliefs that are handed down from one generation to the next (noun) |

3. Read the clues and complete the words in the grid.

1. An extremely wicked, brutal or cruel act, object or situation (noun)

A	T	R	O	C			
---	---	---	---	---	--	--	--

2. Cooperation with or assistance to an enemy force occupying one's country (noun)

			L	A	B	O	R					
--	--	--	---	---	---	---	---	--	--	--	--	--

3. Meeting especially in challenge; opposition; a bringing face-to-face (noun)

			F	R	O	N	T						
--	--	--	---	---	---	---	---	--	--	--	--	--	--

4. Deliberate cheating or misleading; imposition of a false idea or belief (noun)

		C	E	P	T			
--	--	---	---	---	---	--	--	--

5. Act of holding or keeping in as if in custody: confinement; state of restraining (noun)

		T	E	N				
--	--	---	---	---	--	--	--	--

6. Unjust distinction or differentiation made by a person or group compared to another (noun)

			C	R	I	M							
--	--	--	---	---	---	---	--	--	--	--	--	--	--

7. Utter destruction; annihilation (noun)

		T	E	R	M	I	N						
--	--	---	---	---	---	---	---	--	--	--	--	--	--

8. The deliberate and systematic destruction of a racial, political or cultural group (noun)

				C	I	D	E
--	--	--	--	---	---	---	---

9. Act or practice of harassing in a manner to injure, suffer or afflict (noun)

			S	E	C	U				
--	--	--	---	---	---	---	--	--	--	--

10. An irrational attitude of hostility against a person, group or race; injury resulting from an unfair judgment or action; a dislike without grounds (noun)

			J	U	D	I	C	
--	--	--	---	---	---	---	---	--

11. A Jewish congregation, house of worship or communal centre (noun)

			A	G	O	G		
--	--	--	---	---	---	---	--	--

12. Fear or hatred of strangers or foreigners or of anything that is unfamiliar (noun)

X	E	N	O						
---	---	---	---	--	--	--	--	--	--

13. A test; a tentative procedure or policy; an operation carried out under controlled conditions (noun)

		P	E	R					
--	--	---	---	---	--	--	--	--	--



SOME ADDITIONAL READING

Queen Elizabeth II



Queen Elizabeth II of Great Britain is the longest-reigning monarch in British history. She celebrated 65 years on the throne in February 2017 with her Sapphire Jubilee.

Queen Elizabeth II was born Princess Elizabeth Alexandra Mary on April 21, 1926, in London, England. At the time of her birth, most did not realize Elizabeth would someday become queen of Great Britain. Her father, Prince Albert, was the second son of King George V and Queen Mary. Elizabeth, nicknamed Lilibet, and her younger sister Margaret were educated at home by tutors. Academic courses included French, mathematics and history, with dancing, singing and art lessons undertaken as well.

In 1936, the course of Elizabeth's life changed with the death of her grandfather, George V, with whom she was said to be close. Her uncle became King Edward VIII, but he was in love with American divorcée Wallis Simpson and had to choose between the crown and his heart. In the end, Edward chose Simpson and Elizabeth's father became King George VI.

Elizabeth first met Philip Mountbatten, son of Prince Andrew of Greece, when she was only 13, and was fascinated by him from the start. Distant cousins, the two kept in touch over the years and eventually fell in love. Her father, King George VI, was hesitant about the match because, while Mountbatten had ties to both the Danish and Greek royal families, he didn't possess great wealth and was considered by some a bit rough in his personality.

The marriage took place on November 20, 1947. The family took on the name Windsor, a move pushed by her mother and Prime Minister Winston Churchill, and which caused tension with her husband. The couple wasted no time in producing an heir. Son Charles was born the following year and daughter Anne arrived in 1950. They had two more children—sons Andrew and Edward—in 1960 and 1964 respectively.

On February 6, 1952, King George VI died, and Elizabeth assumed the responsibilities of the ruling monarch. Her official coronation took place on June 2, 1953, in Westminster Abbey. For the first time, the ceremony was broadcast on television, allowing people from across the globe to witness the pomp and spectacle of the event.



Coronation of Queen Elizabeth II

Elizabeth celebrated her Diamond Jubilee in 2012, marking 60 years as queen. As part of the jubilee festivities, a special BBC concert was held on June 4 featuring the likes of Shirley Bassey, Paul McCartney, Tom Jones, Stevie Wonder and Kylie Minogue. Elizabeth was surrounded by family at this historic event, including her husband Philip, son Charles and grandsons Harry and William. On February 6, 2017, the Queen celebrated 65 years on the throne, the only British monarch to ever celebrate her Sapphire Jubilee. The date also marks the anniversary of the death of her father. The Queen chose to spend the day quietly at Sandringham, her country estate north of London, where she attended a church service.

(From *Bio.*)



THE TWENTY-FIRST CENTURY

In the 2001 General Election, the Labour Party won a second successive victory, though voter turnout dropped to the lowest level for more than 80 years. Later that year, the September 11th attacks in the United States led to American President George W. Bush launching the War on Terror, beginning with the invasion of Afghanistan aided by British troops in October 2001. Thereafter, with the US focus shifting to Iraq, Tony Blair convinced the Labour and Conservative MPs to vote in favour of supporting the 2003 invasion of Iraq, despite huge anti-war marches held in London and Glasgow. Forty-six thousand British troops, one-third of the total strength of the Army's land forces, were deployed to assist with the invasion of Iraq and thereafter British armed forces were responsible for security in southern Iraq. All British forces were withdrawn in 2010.

In the wake of the global economic crisis of 2008, the United Kingdom economy experienced negative economic growth throughout 2009. The announcement in November 2008 that the economy had shrunk for the first time since late 1992 brought an end to 16 years of continuous economic growth. Causes included an end to the easy credit of the preceding years, reduction in consumption and substantial depreciation of sterling, leading to increased import costs, notably of oil.

The United Kingdom General Election of 6 May 2010 resulted in the first hung parliament since 1974, with the Conservative Party winning the largest number of seats, but falling short of the 326 seats required for an overall majority. Following this, the Conservatives and the Liberal Democrats agreed to form the first coalition government for the UK since the end of the Second World War, with David Cameron becoming Prime Minister.

On 18 September 2014, a referendum was held in Scotland on whether to leave the United Kingdom and become an independent country; it resulted in Scotland voting by 55% to 45% to remain part of the UK. On 20 February 2016, British Prime Minister David Cameron announced that a referendum on the UK's membership of the European Union would be held on 23 June 2016, following years of campaigning by eurosceptics. The result of the referendum was in favour of the country leaving the EU with 51.9% of voters wanting to leave. After the result was declared, Cameron announced that he would resign by October. He stood down on 13 July, with Theresa May becoming Prime Minister.

DISCUSSION TOPIC: *The UK has no single official national day, although the Queen's Official Birthday is used for this purpose in some contexts. As national days usually commemorate some important event in a country's history, which event in British history do you think is most worthy of such commemoration?*

GRAMMAR PRACTICE - Phrasal Verbs

1. Use the following verbs (*believe, fill, get, look, put, switch, take, throw, turn, try*) and the prepositions (*away, down, for, in, off, on, out*) and form meaningful sentences.

e.g. My parents are out. So I have to my baby-brother.

My parents are out. So I have to look after my baby-brother.

1. Quick! _____ the bus. It's ready to leave.
2. I don't know where my book is. I have to _____ it.
3. It's dark inside. Can you _____ the light, please?
4. _____ the form, please.
5. I need some new clothes. Why don't you _____ these jeans?
6. It's warm inside. _____ your coat.
7. This pencil is really old. You can _____ it _____.
8. It's so loud here. Can you _____ the radio a little.
9. The firemen were able to _____ the fire in Church Street.
10. Does your little brother _____ ghosts?

2. Fill in the sentences using the following phrasal verbs: *passed away, do without, look forward to, called off, made up, carried away, break out, run out, put up with, keep up*.

1. Don't smoke in the forest. Fires _____ easily at this time of the year.
2. I _____ seeing my friends again.
3. I'm afraid; we have _____ of apple juice. Will an orange juice do?
4. Your website has helped me a lot to _____ the good work.
5. A friend of mine has _____ her wedding.
6. His mother can't _____ his terrible behaviour anymore.
7. As an excuse for being late, she _____ a whole story.
8. I got _____ by his enthusiasm.
9. I just cannot _____ my mobile. I always keep it with me.
10. She was very sad because her father _____ last week.

3. Complete the sentences.

1. Put your shoes _____ - it's too cold to walk around barefoot.
2. You must get _____ now or you will be late for school.

3. Sit _____, please. I'll be with you in a minute.
4. Could you write this word _____ for me, please?
5. Don't give _____ singing. You are very talented.
6. Where is the fitting room? I'd like to try _____ these trousers.
7. Have you tidied _____ the kitchen, yet?
8. My little sister woke me _____ in the middle of the night.
9. Don't put the vase there, it will fall _____.
10. Adam switched _____ his torch, so we could find our way home in the dark.

4. Complete the phrasal verbs with the correct particles.

e.g. I don't know where my book is. I must look for it.

1. Fill _____ the form, please.
2. The music is too loud. Could you turn _____ the volume, please?
3. Quick, get _____ the bus or you'll have to walk home.
4. Turn _____ the lights when you go to bed.
5. Do you mind if I switch _____ the telly? I'd like to watch the news.
6. The dinner was ruined. I had to throw it _____.
7. When you enter the house, take _____ your shoes and put some slippers _____.
8. If you don't know this word, you can look it _____ in a dictionary.

5. Fill in the blanks using the following words: *about, after, away, back, by, for, in, into, off, on, over, together, up.*

1. We had some problems when we checked _____ the hotel. They had reserved the room under the wrong name.
2. My book club meets regularly to discuss selected novels. In fact, we are getting _____ next week to talk about a really unique mystery novel called *Illusion*.
3. Mrs. Jones's husband passed _____ last Friday. We are going to attend his funeral next week.
4. In the dream, my wallet turned _____ a butterfly and flew away. Isn't that symbolic. I think I'd better stop spending so much money.
5. Before the plane took _____, the flight attendant told everyone to fasten their seat belts and put their chairs in an upright position.
6. Don't forget to put your gloves _____. It is cold outside!
7. The police chased the robber down the street and through the park but they couldn't catch him. He got _____ by jumping on the back of a passing truck.
8. Fred told us to keep _____. He said the dog was very aggressive and that it might even be rabid.
9. I am looking _____ an apartment near the beach. I would like a studio or a one bedroom with a view of the ocean.

10. I can't believe how much John takes _____ his father. They look and act exactly the same.
11. I can mail the letter for you. I go _____ the post office on my way to work.
12. If you watch your money, stay in hostels, make your own food, and plan carefully, you can get _____ there on less than \$30.00 a day.
13. If you don't understand the word "superstitious," look it _____ in the dictionary.
14. For legal reasons, our lawyer wants to go _____ the papers thoroughly before we sign them.
15. Popular protest and extensive media coverage finally helped bring _____ change in the country's environmental policies.
16. Mr. Octavio checked our names _____ the list one by one as we entered the room.
17. I can't hear what they are saying on TV. Can you please turn it _____?
18. This radio station is based in Chicago, which is 60 miles from here. That is why the broadcast doesn't come _____ clearly.
19. This is the most intensive language course I have ever taken. I have to study four hours per night just to keep _____ with the pace of the class.
20. I think the experiment supports my theory, but I need to go _____ the results a couple of times to make sure that no mistakes were made while collecting the data.

6. Complete the phrasal verbs according to their meanings in brackets.

1. _____ your shoes. (Remove)
2. Somebody has to _____ the baby. (Take care of)
3. She wants to _____ the truth? (Discover)
4. Where can I _____ the sweater? (See if it fits)
5. _____. (be quick)
6. Why don't you _____ ? (Take a seat)
7. I will _____ the train now. (Enter)
8. _____ the word in a dictionary. (Consult a dictionary)
9. I want to _____ the form. (Complete)
10. The firemen _____ the fire. (Extinguish)



VOCABULARY PRACTICE

1. Find the following words in the word search puzzle below: *campaign, candidate, canvass, charisma, constituents, controversy, ethics, hypocrisy, incumbent, issues, nominate, oratory, party, petition, pollster, primary, strategy, tactics, voter.*



2. Match each word in the list below with its definition.

- | | |
|-----------------|---|
| 1) abolitionist | A) A person involved with the act of doing away with completely, esp. elimination of Negro slavery |
| 2) suffrage | B) The process of working together or cooperating, esp. in a joint intellectual exercise (noun) |
| 3) compassion | C) A feeling of deep pity and sorrow for someone aroused by the suffering or misfortune of another: sympathy (noun) |
| 4) tolerance | D) Amusement; something affording pleasure esp. a performance; a diverting provision for guests in public places |
| 5) segregate | E) A person actively engaged in promoting personal welfare & social reforms: a philanthropist |
| 6) isolation | F) Not debatable or deniable; incontestable; not differing in opinion (adjective) |

7) humanitarian	G) A person, thing or group that is set apart or separated from others: quarantine
8) collaboration	H) The act or process of keeping alive, in existence, safe from harm or injury, protecting or sparing (noun)
9) temperance	I) To separate, cut off, or set apart from others; to isolate
10) preservation	J) The right to vote, esp. in a political election: franchise; a vote given in an election
11) entertainment	K) Habitual moderation in any indulgence, appetite, etc.; total abstinence from alcoholic liquors (noun)
12) indisputable	L) A fair and permissive attitude toward those whose race, religion, nationality, etc. differ from your own; freedom from bigotry (noun)

3. Fill in the blanks using the following words: *abridge, assemble, consent, federalism, infringed, property, reserved, retained, unreasonable, vigilance.*

1. Joanne is a popular boss who does not make demands on her employees.
2. Benjamin believed in that both specified significant rights to be given to the states as well as a strong central government.
3. Dr. Hernandez needs to his written speech, limiting his delivery to only a half an hour.
4. Margaret an hour with her accountant to receive help on filing her taxes.
5. Karin gave her to approve a proposal that would allow high school juniors to apply for a work permit.
6. Aware people show knowing how critical it is to protect family, friends and associates.
7. Martin was an assertive man who challenged anyone who on his basic rights.
8. Aunt Bessie selected one of the seats set aside for family members of the wedding party.
9. Irma and Juan take pride in their and maintain an attractive home, inside and outside.
10. Clark asked all faculty members to at noon for a short meeting before lunch.

4. Change the word SHORE into CRASH in sixteen stages, changing one or two letters at a time. (The number in brackets after each clue tells you how many letters of the preceding word need to be changed to form the new word.)

	S	H	O	R	E	
1						e.g. 2-0 (1)
2						to frighten (1)
3						to do with music (1)
4						a mammal (2)
5						a conjunction (1)
6						a sign of pleasure, happiness (2)
7						an odour (2)
8						foreigners often find it difficult to do this in English (1)
9						parents should try not to do this to their children (2)
10						a country (2)
11						a means of transport (2)
12						a of sand (1)
13						a fruit (2)
14						cows do this (1)
15						to rub out (2)
	C	R	A	S	H	

5. Some common names appear in idiomatic expressions. Put each of the following items in its correct place in the sentences below.

peeping Tom	smart Alec	Jack of all trades
doubting Thomas	bobby	Tom, Dick and Harry

1. A British policeman is sometimes called a The name comes from sir Robert Peel, the founder of the first London police force.
2. It is often said of someone who can do many different things that he is a
3. Someone who spies on other people, especially by looking through their windows, is called a
4. Oh, don't take any notice of him. He thinks he knows everything. He's just a
5. He's a real snob. He's only interested in people who are rich or famous. He won't talk to any
6. When the Wright brothers invented the first aeroplane which actually flew, there was many a who said that air-travel would never be commercially successful.

6. Replace the words in brackets in the following sentences with a suitable colloquial expression from the list below.

dead beat	flogging a dead horse	make ends meet
was a bit out of sorts	at loggerheads	got into hot water
gave me the cold shoulder	get a move on	it sticks out a mile
cats and dogs	black and blue all over	hit the roof
hard up	few and far between	stuck up

1. I'm not going to play football again. I was (covered with bruises) after the match last Sunday.
2. I wish I hadn't taken that day off without asking for permission. I really (got into trouble) when Mr. Bradshaw found out.
3. I always seem to be (short of money) these days. I can't even afford to go to the pub at weekends.
4. Charles and his wife are always (quarrelling). I really don't know why they got married in the first place.
5. I do wish our teacher wouldn't keep telling Jane how good she is. She's getting far too (conceited)!
6. After running 20 kilometres yesterday afternoon I was absolutely (exhausted).
7. What's wrong with Sue? I said hello to her but she (completely ignored me).
8. What with rising prices and everything, I'm surprised that anyone can (manage financially) nowadays.

9. My son (wasn't feeling very well) today, so I decided to keep him home from school.
10. You're (wasting your time) trying to persuade Charles to come with us. You know he won't go anywhere without his wife.
11. Jill's father (became very angry) when she told him that she had lost his car keys.
12. My visits to my parents nowadays are, unfortunately, very (infrequent).
13. Look, if we don't (hurry), we're going to miss the last bus!
14. Could you lend me an umbrella, Sally? It's raining (heavily) at the moment.
15. Of course Peter's in love with Joanna. (It's so obvious)!



History Quiz

This is a quiz that covers basic world history that you should learn in school. So let's check your history knowledge by choosing the correct answer.

1. World War I began in which year?
A. 1923 B. 1938 C. 1917 D. 1914
2. Adolf Hitler was born in which country?
A. France B. Germany C. Austria D. Hungary
3. John F. Kennedy was assassinated in
A. 1973 B. Austin C. Dallas D. 1958
4. American involvement in the Korean War took place in which decade?
A. 1970's B. 1950's C. 1920's D. 1960's
5. The Battle of Hastings in 1066 was fought in which country?
A. France B. Russia C. England D. Norway
6. The Magna Carta was published by the King of which country?
A. France B. Austria C. Italy D. England
7. The first successful printing press was developed by this man.
A. Johannes Gutenberg B. Benjamin Franklin C. Sir Isaac Newton
D. Martin Luther
8. Which Roman Emperor built a massive wall across Northern Britain in 122 A.D.?
A. Marcus Aurelius B. Hadrian C. Nero D. Augustus
9. This man wrote a document known as the 95 Theses.
A. Martin Luther B. Saint Augustus C. Henry David Thoreau D. Voltaire
10. Who was the first Western explorer to reach China?
A. Magellan B. Cook C. Marco Polo D. Sir Francis Drake
11. Which of the following is one of the Seven Wonders of the World?
A. The Great Wall of China B. The Great Library of Alexandria
C. The Taj Mahal D. The Temple of Artemis at Ephesus

12. Where was Christopher Columbus from?
 A. Spain B. Portugal C. Venice D. Genoa
13. What happened in France in 1789?
 A. The coronation of Napoleon the First B. The beheading of Louis the XIVth
 C. The declaration of war against Austria D. The fall of the Bastille prison
14. Who bombed Pearl Harbor?
 A. Chinese B. Greeks C. Germans D. Japanese
15. How old was Victoria upon becoming Queen of England in 1837?
 A. 18 B. 19 C. 20 D. 21
16. How are the early Middle Ages often described?
 A. Dark Ages B. Great Depression C. Sad Times D. Sombre Period
17. What palace is shown below?



- A. Buckingham Palace, London, UK B. Versailles Palace, Versailles, France
 C. Schönbrunn, Vienna, Austria D. Upper Belvedere, Vienna, Austria
18. In which year did the Great Fire of London occur?
 A. 1664 B. 1665 C. 1666 D. 1667
19. Which country was invaded by Iraq in August 1990?
 A. Bahrain B. Iran C. Kuwait D. Qatar
20. When did the dismantling of the Berlin Wall commence?
 A. June 1986 B. January 1987 C. October 1988 D. November 1989
21. Joan of Arc is also known as the Maid of where?
 A. Attray B. Labrosse C. Orleans D. Sandillon
22. Which monarch was on the throne during the Great Fire of London?
 A. Charles I B. Charles II C. James II D. William III
23. Which two factions fought the Wars of the Roses in the 15th century?
 A. Hull and Liverpool B. Lancaster and York
 C. Leeds and Manchester D. St Helens and Wakefield
24. Approximately when did Julius Caesar invade Britain?
 A. 65 BC B. 55 BC C. 45 BC D. 35 BC
25. Which religion penetrated into Europe during the times of the Roman Empire?
 A. Buddhism B. Christianity C. Islam D. Judaism

26. How is Charles II's accession to the throne in 1660 commonly known?
A. The Restitution B. The Restoration C. The Resumption D. The Reversion
27. What national disaster befell England in the year before the Great Fire of London?
A. Great Drought B. Great Flood C. Great Plague D. Great Storm
28. Which European country was ruled by Francisco Franco between 1939 and 1975?
A. Italy B. Malta C. Portugal D. Spain
29. What nationality was the 15th & 16th century navigator, Vasco da Gama?
A. Peruvian B. Polish C. Polynesian D. Portuguese
30. An assassination in which town triggered events which led to the First World War?
A. Belgrade B. Berlin C. Sarajevo D. Vienna



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