

§1. The English language

Read and translate the text.

HISTORY

Two thousand years ago the British Isles were inhabited by speakers of Celtic languages. These languages still survive in parts of Wales, Scotland, Ireland, and Brittany in France. The Celts were conquered by the Romans, and from 43 BC to about AD 410 the areas which are now England and Wales were part of the Roman Empire, and Latin was the language of government. Between the fourth and seventh centuries A.D., the Anglo-Saxons arrived from what is now northern Germany, Holland and Denmark, and occupied most of England, and parts of southern Scotland. In some parts of Wales, Scotland and Ireland, people still speak Celtic languages. The Anglo-Saxons spoke a Germanic language which forms the basis of modern English. This language was modified by the arrival of Viking invaders in the north and east of the country, who came from Norway and Denmark between the eighth and eleventh centuries. These Scandinavian settlers spoke Old Norse, which is the parent language of modern Danish. The mixing of the two languages greatly enriched the vocabulary of English. By the middle of the tenth century England had become a unified country under one king.

In 1066 England was conquered by the French-speaking Normans, and French became the language of government. For the next three hundred years three languages co-existed. The aristocracy spoke French, the ordinary people spoke English, while Latin was used in the church. Today English vocabulary is approximately half Germanic (from the Saxons and Vikings) and half Romance (from French and Latin). There are however considerable borrowings from other languages.

Some derived words:

Old English: shirt, life, death, heaven, earth, love, hate

Old Norse: skirt, birth, window, ugly, wrong, they, heir, them

French: boil, roast, veal, beef, pork, village, painter, tailor

Latin: index, item, major, memorandum

Answer the following questions:

1. When were the British Isles inhabited by speakers of the Celtic languages?
2. Do these languages still survive?
3. When and where was Latin the language of government?
4. What language forms the basis of modern English?
5. What process enriched the vocabulary of English?
6. When and where was French the language of government?
7. What could you say about modern English vocabulary?

HISTORY OF THE ENGLISH LANGUAGE

1. The Mixing Starts

When Julius Caesar, later to be Roman Emperor, invaded Britain in BC 54-5, the

'Celtic' tribes lived in the British Isles. Their Celtic languages still survive as 'Gaelic' in Scotland & Ireland, 'Welsh', in Wales, and 'Manx' in the Isle of Man, as well as 'Breton' in France.

The Romans brought Latin to Britain, which was part of the Roman Empire for over 400 years. But early English did not develop mainly from Latin. So it is unlike French, Spanish and Italian, which did come directly from Latin. 'Early English' was the language of tribes who invaded from the East, from what is now Germany. They spoke different dialects of a 'Germanic' language, from which modern German developed. This explains why German and English are often similar, as many of their words developed from the same original language.

In 878 AD, the Vikings invaded Britain from Scandinavia, bringing with them the Norse language, though this was similar to the old English or Anglo-Saxon language already used.

The dramatic arrival of the Norman army from France, led by King William the Conqueror in 1066, and the defeat of the English King Harold at the Battle of Hastings, brought very big changes to English life. The Normans brought with them the Old French language, which became the language of the Royal Court, and the ruling and business class.

Answer the following questions:

1. Did early English develop directly from Latin?
2. What language did it come from?
3. Why German and English are often similar?
4. Who brought the Old French language to the British Isles?

2. No More Invasions

By about 1200, the Kingdoms of England and France had ceased to be one unit. The use of Old English came back, but with many French words added. This language is called Middle English, the language of the poet Chaucer (about 1340-1400). He has been called the greatest English poet before Shakespeare. It is difficult for even English-speakers to read and understand his writings well.

This 'Middle English' was very different in different parts of the country, and of course travel was limited in those days. But another big revolution was coming – the printing press. Just as radio, television, video, and computers, have changed communication in our time, so did printing after about 1500 AD. Now there was a common language in print, as well as access to the old languages of Latin and Greek.

Answer the following questions:

1. What language is called Middle English?
2. Is it difficult to understand this language?
3. What is the main characteristic of this language?
4. What could you say about the big revolution of this period?

3. Shakespeare

Now came the 'Renaissance' in Europe – a time of great advance of learning and

culture. By this time, English was not very different from the English used today. And the most famous person to write in English in this period was William Shakespeare (1564-1616). His insight into human nature, and his gift for using words, make him possibly the most famous playwright of all time! Having in his hands such a new rich language must have helped him too. Shakespeare gave the English language many phrases and sayings, which English speakers still use every day. Often, they do not realise these words came from Shakespeare's plays or poems!

Do you know some of these (translate into Russian):

'A rose by any other name would smell as sweet' (Romeo and Juliet)

"If music be the food of love, play on and give me excess." (12th Night)

"Of one who loved not wisely but too well." (Othello)

"All our yesterdays.." (Macbeth)

"Out, out brief candle." (Macbeth)

"To be or not to be..." (Hamlet, Prince of Denmark)

4. The Best seller of all time

At almost the same time as Shakespeare, came the printing of a book which has had an even greater effect on society and culture – the 'Authorised' or 'King James' translation of the Bible in 1611. For almost the first time, anyone who could read had access to the Bible in their own language, and in words which were easily understood. The beauty of the language in this translation has never been equalled. Though today, because language has changed, it is difficult in places to understand, even for native English speakers, many people still use it. And like Shakespeare, many phrases and quotations from it have become part of the English language. People often use them without knowing they come from the Bible.

Translate into Russian and give your commentary:

'turn the other cheek'

'go a second mile'

'Straight and narrow'

'A Job's comforter'

'Don't cast your pearls before swine'

'the love of money is the root of all evil'

5. Modern English

Since the time of Shakespeare, English has continued to change. Settlers from Britain moved across the world – to the USA, Australia, New Zealand, India, Asia and Africa, and in each place, the language changed and developed, and took in words from other local languages. For example, 'kangaroo' and 'boomerang' are native Australian Aborigine words, 'juggernaut' and 'turban' came from India.

With the increase in communication, travel, radio and television, all these different types of English have mixed. So in Britain now, because of American and Australian TV programming, we use many parts of Australian and American English. And words from many other languages – French, German, Spanish, Arabic, even Nepali – have

been borrowed. So English continues to change and develop, with hundreds of new words arriving every year. For better or worse, it has truly become the world's international language. It has become the language of science, air traffic control, the world of computers, and most of the Internet. And in many countries, where there are other competing languages and people groups, English has been chosen as a common second language. This has happened in Nigeria and Ghana.

This may not seem fair to other important and valuable languages which are also international! For example, those of us who know and love France, realise that the French regret the way their language may not be so much of an international language as it used to be. And it is sad that English people are often lazy, and don't bother to learn other languages! So, for many jobs and situations, English has become an essential gateway. If you are learning it – best wishes and we hope you enjoy it!

Put your own questions to the extract above and address them to your group mates.

6. Features of the English language

English has changed so much in the last 1500 years that it would now be hardly recognizable to the Anglo- Saxons who brought the language across the North Sea. Although they would be able to recognize many individual words, they would not recognize the way those words are put together to make sentences.

SIMPLICITY OF FORM. Old English, like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words *have been simplified*. Verbs now have very few inflections, and adjectives *do not change* according to the noun.

FLEXIBILITY. As a result of the loss of inflections, English has become, over the past five centuries, a very flexible language. Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example *swim, drink, walk, kiss, look, and smile*. We can talk about *water* to drink and *to water* the flowers; *time* to go and *to time* a race; *a paper* to read and *to paper* a bedroom. Adjectives can be used as verbs. We *warm* our hands in front of a fire, if clothes are *dirtied*, they need to be *cleaned* and *dried*. Prepositions too are flexible. A sixty-year old man is *nearing* retirement; we can talk about *a round of golf, cards, or drinks*.

Another strength is **the flexibility of function of individual words**. Look at these uses of the word 'round':

<i>There was a round table (adjective)</i> <i>He bought a round of drinks (noun)</i> <i>He turned round (adverb)</i> <i>He ran round the field (preposition)</i> <i>The car tried to round the bend too quickly (verb)</i>

OPENNESS OF VOCABULARY. This involves the free admissions of words from

other languages and the easy creation of compounds and derivatives. A lot of world languages have contributed words to English. The new words have made English what it is today, an effective medium of international communication.

Arabic	admiral, algebra, mattress
Spanish	mosquito, cigar, canyon
Italian	piano, violin, spaghetti
Dutch	yacht, boss, deck
Hindi	pyjamas, shampoo, bungalow
Turkish	yoghurt, kiosk
Japanese	tycoon, karate
Malay	bamboo, compound
Hungarian	coach, paprika
Classical Greek	theatre, astronomy, logic
Gaelic	whisky
Russian	vodka, sputnik
Finnish	sauna
Chinese	tea, silk
Portuguese	marmalade
Czech	robot
Basque	bizarre
Farsi (Iranian)	lilac
Carib	canoe
Australian Aborigine	kangaroo, boomerang
Modern French	rendezvous, cafe
Modern German	kindergarten

Some 'created' words

xerox, to xerox, xeroxed, a hoover, to hoover, hoovered,
mackintosh, sandwich, submarine, helicopter, pop,
rock'n roll, x-ray, astronaut, hot dog.

7. English today

Approximately 350 million people speak English as their first language and about the same number use it as a second language. It is the language of aviation, international sport and pop music. 75% of the world's mail is in English, 60% of the world's radio stations broadcast in English and more than half of the world's periodicals are printed in English. It is an official language in 44 countries. In many others it is the language of business, commerce and technology. There are many varieties of English, but Scottish, Texan, Australian, Indian and Jamaican speakers of English, in spite of the differences in pronunciation, structure and vocabulary, would recognize that they are all speaking the same basic language.

English *has become* a world language because of its establishment as a mother

tongue outside England, in all the continents of the world. This exporting of English ***began*** in the seventeenth century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries. That has given the English language its present standing in the world.

1. Learn the following words and phrases:

Celtic	кельтский
Survive	продолжать существовать
Conquer	завоевывать
AD = Anno Domini	(лат.) нашей эры
BC = before Christ	до нашей эры
approximately	приблизительно
borrowing	заимствование
recognize	узнавать
roast	жареный
veal	телятина
simplicity	простота
inflection	грам. флексия
flexibility	гибкость
part of speech	часть речи
Noun	существительное
Verb	глагол
Adjective	имя прилагательное
preposition	предлог
to near	приближаться
retirement	пенсионный возраст
bend	поворот
openness	открытость
to involve	предполагать
admission	доступ
compound	составное слово
derivative	производное слово
to contribute	вносить
Medium	средство
loan word	заимствование
Tycoon	промышленный магнат
Bamboo	бамбук
Gaelic	гаэльский
Lilac	сирень
Bizarre	странный
Rendez-vous	свидание
Xerox	ксерокс

Hoover	пылесос
x-ray	рентген
to broadcast	вести радиопередачу
commerce	торговля
Variety	разновидность

2. Make a short summary of the text.

§ 2. From the earliest history of the British Isles (the celtic sagas)

Read and translate the text.

About three thousand years B.C. many parts of Europe, including the British Isles were inhabited by a people, who came to be known as the Iberians; some of their descendants are still found in the North Spain. We know little about those early people because they lived in Britain long before word of their history was written, but something can be learnt from their skeletons their weapons and the remains of their dwellings.

During the period from the 8th to the 3rd century B.C. a people called Celts spread across Europe from the east to the west. More than one Celtic tribe invaded Britain and the Iberians were unable to fight back the attacks of the Celts. Most of them were killed in the conflict, the others probably mixed with the Celts.

Powerful tribes, the Britons, occupied most of the country and the southern half of the island was named Britain after them.

The tribes of Scots settled in the Northern part and in time the name of Scotland was given to that country. All those tribes belonged to the Celtic race and the language they spoke was Celtic. Some traces of the Celtic language can still be found in Modern English and most of them are geographical names. Many rivers, hills and towns are still called by their old Celtic names. In England there are several rivers called Avon which in Celtic means "a river", some rivers have the name of Derwent, which in Celtic means "clear water". The Celts were governed by a class of priests called the Druids who had a great power over them.

Like all the ancient people the Celts made up many legends about their gods and heroes. The legends were written down only in the Middle Ages but they describe far older times when the tribal way of life was predominated among the Celts. The chronicles and writers translated the Celtic legends into Modern English and called

them the "Celtic Sagas". The heroes of the Sagas and their adventures were imaginary. However they give an idea of the Celts way of life, their occupations, tools, weapons, customs and religion. The greatest hero of the Celtic heroic sagas was Cuchulain. He was invincible in battles and his life was a series of wonderful deeds.

The earliest writer who described the country and its inhabitants was Julius Caesar, the Roman general, statesman and writer. In his "Commentaries on the Gallic War", a book written in Latin, he describes the island and the Celts against whom he fought. But the Roman books tell us mainly about the Celts of south-eastern Britain because the Romans knew very little about the Celts who lived in Wales, Scotland and Ireland. That is why Celtic mythology is a valuable source of information about the early inhabitants of the British Isles.

1. Topical vocabulary:

include, v – включать	govern, v – править
inhabit, v – населять	priest, n – жрец
descendant, n – потомок	ancient, adj – древний
weapons, n – оружие	generation, n – поколение
remains, n – остатки	describe, v – описывать
dwelling, n – жилище	predominate, v – доминировать
century, n – век	invincible, adj – непобедимый
invade, v – вторгаться	exploit, n – подвиг
mix, v – смешиваться	valuable, adj – ценный
powerful, a – могущественный	source, n – источник
settle, v – заселить, обосноваться	the Druids, n – друиды

2. Find in the text all the name of tribes used with the definite article. Translate the sentences into Russian.

3. Find in the text the following verbs used in the Passive Voice and translate the sentences into Russian:

to inhabit, to write, to learn, to call, to kill, to give, to find, to govern, to predominate.

4. Fill in the blanks with suitable prepositions or postpositions:

to spread _____ Europe, to fight _____ the attacks, to be called _____ old Celtic names, to have a great power _____ the people, to be written _____ only in the Middle ages, to be predominated _____ the Celts, to translate _____ Modern English, the idea _____ Celts way _____ life, to be invincible _____ battles, to fight _____ the Celts, a source of information _____ the early inhabitants.

5. Find the following pairs of derivatives:

<i>Verb</i>	<i>Noun</i>	<i>Verb</i>	<i>Noun</i>
to inhabit		to translate	
to know		to imagine	
to live		to include	

to invade		to fight	
to occupy		to mix	
to find		to settle	
to govern		to belong	

6. Match English and Russian equivalents:

до того как (их) история была написана	southern part of the island
распространиться по Европе с востока на запад	to belong to the Celtic race
южная половина острова	traces of the Celtic language
принадлежать к Кельтской расе	before a word of their history was written
множество легенд о богах и героях	the tribal way of life
воображаемые герои и их подвиги	to spread across Europe from the east to the west
черты Кельтского языка	A series of wonderful deeds
чередa великих дел	imaginary heroes and adventures
первобытнообщинный строй	many legends about gods and heroes

7. Make the words from the text using the letters:

t, d, a, s, e, c, n, d, e, n;
 l, o, t, e, k, n, e, s;
 n, e, w, p, o, a;
 l, e, n, d, g, l, i, w;
 f, l, c, l, o, t, n, c;
 p, l, l, o, g, h, e, r, a, g, a, c;
 c, n, a, h, r, i, l, o, c;
 v, u, r, t, a, n, e, d, e;
 g, n, o, l, e, i, r, i;
 a, s, a, m, t, s, e, n, t;
 a, m, t, e, r, m, o, n, y, c;
 h, y, l, y, t, o, g, o, m.

8. Complete the sentences:

1. We know little about those early people because
2. During the period from the 8th to the 3rd century B.C.
3. The tribes of Scots
4. Some traces of the Celtic language
5. In England there are several rivers
6. Like all the ancient people

7. The chronicals and writers translated
8. However they give an idea
9. The earliest writer who described the country
10. That is why Celtic mythology is

9. Say whether the following sentences are true or false:

1. About three thousand years B.C. many parts of Europe were inhabited by the Russians.
2. Nothing can be learnt about their history from their skeletons, their weapons and the remains of their dwellings.
3. The Iberians were able to fight back the attacks of the Celts and to build their own powerful state.
4. The Britons and the Scots belonged to the Celtic race and the language they spoke was Celtic.
5. There are a lot of old Celtic names in Modern English.
6. The Celts were governed by a class of priests called the Druids who had a great power over them.
7. Celtic legends were written down in the Ancient Times and that's why modern scholars can't translate them.
8. Celtic sagas don't give any idea of the Celtic way of life, their occupation, tools, weapons, customs and religion because the heroes and the adventures were imaginary.
9. The greatest Celtic hero was Asterix who was invincible in battles and his life was a series of wonderful deeds.
10. Julius Caesar described Celts who lived in Wales, Scotland and Ireland in his "Commentaries on the Gallic War".

10. Answer the question using the text:

1. What do you know about the Iberians?
2. When did the Celtic tribes invade the territory of the British Isles?
3. Can you explain the origin of the names "Britain" and "Scotland"?
4. Are any Celtic words still used in Modern English?
5. How were the Celtic tribes governed?
6. What is a valuable source of information about the early inhabitants of the British Isles?
7. Who was the greatest hero of the Celtic heroic sagas?
8. Who was the first to describe Britain and its inhabitants?
9. Why is Celtic mythology a valuable source of information about early Britain and its inhabitants?

11. Give a short summary of the text using the following words and word combinations:

the title of the text is ...

the author of the text is .../ the text is written by ...

the main idea of the story (the article) is ...

the text is about ... /is devoted to ... / deals with ...
the main characters of the text are ...
the author writes/states/stresses/thinks/points out that ...
the author starts telling the readers ... about / that /...
further the author says that .../the text goes on to say...
in conclusion .../the author comes to the conclusion that ...
I found the information gathered from (story, article) interesting/important for my
future profession/of no value/too hard to understand, to remember, to keep in my mind
...

12. Read the passages describing some traditions of Celtic paganism and translate them into Russian.

DRUIDS

by Th. Bulfinch

The Druids were the priests or ministers of religion among the ancient Celtic nations in Gaul, Britain, and Germany. The information respecting them is borrowed from notices in the Greek and Roman writers, compared with the remains of Welsh and Gaelic poetry still extant.

The Druids combined the functions of the priest, the magistrate, the scholar, and the physician. They stood to the people of the Celtic tribes in a relation closely analogous to that in which the Brahmans of India, the Magi of Persia, and the priests of the Egyptians stood to the people respectively by whom they were revered.

The Druids taught the existence of one god, to whom they gave a name "Be' al", which Celtic antiquaries tell us means "the life of everything", or "the source of all beings".

The Druids observed two festivals in each year. The former took place in the beginning of May, and was called Beltane or "fire of God". On this occasion a large fire was kindled on some elevated spot, in honour of the sun, whose returning beneficence they thus welcomed after the gloom and desolation of winter. Of this custom a trace remains in the name given to Whit-Sunday in parts of Scotland to this day.

The other great festival of the Druids was called "Samh' in", or "fire of peace", and was held on Hallowe'en (the eve of the first of November), which still retains this designation in Scotland. On this occasion the Druids assembled in solemn conclave, in the most central part of the district, to discharge the judicial functions of their order. All questions, whether public or private, all crimes against person or property, were at this time brought before them for adjudication. With these judicial acts were combined certain superstitious usages, especially the kindling of the sacred fire, from which all the fires in the district, which had been beforehand scrupulously extinguished, might be relighted. This usage of kindling fires on Hallowe'en lingered in the British islands long after the establishment of Christianity.

Besides these two great annual festivals, the Druids were in the habit of observing the full moon, and especially the sixth day of the moon. On the latter they sought the Mistletoe, which grew on their favourite oaks, and to which, as well as to the oak itself, they ascribed a peculiar virtue and sacredness. The discovery of it was an occasion of

rejoicing and solemn worship. "They call it", says Pliny, "by a word in their language which means 'heal-all', and having made solemn preparation for feasting and sacrifice under the tree, they drive thither two milk-white bulls, whose horns are then for the first time bound. The priest then, robed in white, ascends the tree, and cuts off the mistletoe with a golden sickle. It is caught in a white mantle, after which they proceed to slay the victims, at the same time praying that God would render his gift prosperous to those to whom he had given it". They drink the water in which it has been infused, and think it a remedy for all diseases. The mistletoe is a parasitic plant, and is not always nor often found on the oak, so that when it is found it is the more precious.

The Druids were the teachers of morality as well as of religion. Of their ethical teaching a valuable specimen is preserved in the Triads of the Welsh Bards, and from this we may gather that their views of moral rectitude were on the whole just, and that they held and inculcated many very noble and valuable principles of conduct. They were also the men of science and learning of their age and people. Whether they were acquainted with letters or not has been disputed, though the probability is strong that they were, to some extent. But it is certain that they committed nothing of their doctrine, their history, or their poetry to writing. Their teaching was oral, and their literature (if such a word may be used in such a case) was preserved solely by tradition. But the Roman writers admit that "they paid much attention to the order and laws of nature, and investigated and taught to the youth under their charge many things concerning the stars and their motions, the size of the world and the lands, and concerning the might and power of the immortal gods".

Their history consisted in traditional tales, in which the heroic deeds of their forefathers were celebrated. These were apparently in verse, and thus constituted part of the poetry as well as the history of the Druids. In the poems of Ossian we have, if not the actual productions of Druidical times, what may be considered faithful representations of the songs of the Bards.

§ 3. The Romans in Britain

Read and translate the text.

In the first century B.C. while the Celts were still living in tribes the Romans were the most powerful people in the world. The Roman Empire was the last and the greatest of the civilizations of the ancient world.

In 55 B.C. a Roman army of 10,000 men crossed the Channel after the eight – year war in France, or Gaul as it was then called, and invaded Britain. The Celts saw their ships approaching and with loud shouts rushed to attack the invaders in the sea as they were landing. And the well-armed invincible Romans under one of their greatest generals of that time, Julius Caesar had to return to Gaul. His second visit to Britain a year later was more successful but the real conquest of Britain by the Romans began nearly a hundred years after Caesar's visits to the island. In 43 A. D. a Roman army invaded Britain and conquered the South-East. The Celts fought fiercely against the Romans who never managed to become masters of the whole island and had to encamp troops all over the country to defend their province which consisted only of the southern part of the island.

The Romans remained in Britain for about four centuries and during that time Britain was governed by Roman governors and protected by Roman legions. As the result of the conquest signs of Roman civilization spread over Britain. There had been no towns in Britain before the Romans conquered it but as soon as Romans settled in its territory the towns, splendid villas, public baths as in Rome itself began to grow over the country. London (Lindinium at that time) which had been small trading settlement before the conquest now became a centre for trade both by road and river. Being a great road-builders the Romans built the roads which connected all parts of the country. Roman roads, bridges and walls have remained to this day.

But together with a high civilization the Romans brought exploitation and slavery to the British isles. The free Celts were not turned to slaves but they had to pay heavy taxes to the conquerors and were made to work for them.

Besides, many words of Modern English have come from Latin. The words which the Romans left in the language of Britain are for the most part the names of the things which they taught the Celts. Thus, the word street came from the Latin strata which means "road", port from the Latin portus, wall from the vallum. The Latin word – "castra" – camp became a suffix and was later pronounced as /stoa/. The names of many English towns never dropped the Latin ending (Manchester, Doncaster, Winchester).

But the Romans and the natives of Britain did not become one nation because all that Roman wanted was to make them work for themselves. The Roman way of life influenced only the south-eastern part of the country. Only among the Celts of the South and East the tribal chiefs became rich and adopted the mode of life of their conquerors. They spoke Latin, the language of the Romans, all the other natives of the country spoke their native Celtic tongue and they did not understand the language of the rulers.

Early in the 5th century (407 A.D.) the Roman legions were recalled from Britain to defend the central provinces of the Roman Empire from the attacks of the barbarian tribes. They never returned to Britain again and the Celts were left alone in their land but not for long.

1. Topical vocabulary:

Empire, n – империя
conquer, v – завоевать
approach, v – подходить
fight, v – бороться
fiercely, adv – отчаянно
manage, v – удаваться
troops, n – войска
chief, n – вождь

remain, v – оставаться
protect, v – защищать
sign, n – примета, знак
spread, v – распространять
settlement, n – поселение
connect, v соединять
native, adj – местный
influence, n – влияние

2. Reproduce the sentences in which the following phrases were used:

the most powerful people in the world; to attack the invaders; the real Conquest of Britain; to fight fiercely; Roman legions; a small trading settlement; to become a suffix; to speak one's native tongue; barbarian tribes.

3. Match words or phrases from A with those from B:

A

shout
native tongue
be governed
rush
fight
pronounce

B

be ruled
hurry
struggle
utter
vernacular
scream

4. Give English equivalents for the Russian one's:

величайшая цивилизация в мире, под командованием выдающегося полководца, не удалось стать полновластными хозяевами острова, эксплуатация и рабство, платить непосильные налоги, племенные вожди, оборонять центральные провинции.

5. Answer the question:

1. When did the Romans conquer Britain?
2. How did the Roman way of life influence the life of the Celts?
3. What traces did the Romans leave in Britain?
4. Can you name any English words of Latin origin?
5. Why did the Romans and the natives not become one nation?
6. Who adopted the Roman mode of life and the language of the rulers?
7. Why did the Romans leave Britain?

6. Give a short summary of the text.

7. Fill in the gaps using the correct forms of the verbs in the frame. Then read the passage and learn about Boadicea [boudi'si] (or Boudica [bou'dika]), one of the Celtic queens, who tried to revolt against the Romans.

Boadicea's husband was the chief of a Celtic tribe (Iceni [ai'seni]). When he ... the Romans began to mistreat his family though at death he ... half his wealth to them. Boadecea who ... the Queen of Iceni ... to lead the local tribes in an uprising against the Romans. Her warriors ... London, Colchester ['koult ista] and St. Albans. They ... many Romans and their allies. London was reduced to ashes and seventy thousand Romans... At first she had the Romans on the run, but then the Romans, being outnumbered, ... her. She killed herself by taking poison so that the enemies could not capture her. So the Romans ... to crash this revolt. She ... in AD 60.

die, leave, become, decide, destroy, kill, massacre, defeat, manage, die

8. Read Rudyard Kipling's poem "A Pict Song" and answer the questions that follow.

Cultural Notes and Vocabulary:

Pict – a Roman term for a member of the people of Northern Scotland. They were united with the Celtic Scots under the rule of Kenneth MacAspin in 844.

the Little Folk = Picts (picts were very small people).

drag – move along while touching the ground, move along slowly and with difficulty.

tread – to step.

hoof (hooves) – a foot with curved horny casing that protects the ends of the digits of a horse or a cow.

sentry – a guard, watch.

horde – a large moving crowd.

rot – an area of rotten growth.

A PICT SONG

by R. Kipling

Rome never looks where she treads.

Always her heavy hooves falls

On our stomachs, our hearts or our heads;

And Rome never heeds what we bawl.

Her sentries pass on – that is all,

And we gather behind them in hordes,

And plot to reconquer the Wall,

With only our tongues for our swords.

We are: the Little Folk – we!

Too little; to love or to hate.

Leave us alone and you'll see

How we can drag down the State!

We are the worm in the wood!

We are the rot at the root!

We are the taint in the blood!

We are the thorn in the foot!

Mistletoe killing an oak —

Rats gnawing cables in two —

Moths making holes in a cloak —

How they must love what they do!

Yes — and we Little Folk too,

We are busy as they —

Working our works out of view —

Watch, and you'll see it some day!

No indeed! We are not strong,

But we know Peoples that are.

Yes, and we'll guide them along

To smash and destroy you in War.

We shall be slaves just. the same?

Yes, we have always been slaves,

But you – you will die of the shame,

And then we shall dance on your graves!

*(An Anthology of English and American Verse. –
M. Progress Publishers, 1972. – P. 350–351.)*

Questions:

1. Are there any historical echoes or influences in the poem?
2. Is the poem written in the first or third person?
3. Say what the word ROME stands for in the text?
4. What people are addressing the Romans? What is their attitude to the Roman Empire? Quote from the poem.
5. How do they describe themselves?
6. What image of the Picts does Kipling create in his poem? What is true, what is half true and what can hardly be true to the fact?
7. What kind of prophesy do Picts make in the poem?

Literature of the Middle Ages**Do the following history quiz:****1. The ancient Romans left Britain**

- a) by AD 410
- b) by AD 500
- c) by BC 50

2. The tribes who started settling in Britain after AD 430 were:

- a) Celtic tribes
- b) the Iberians
- c) the Angles, Jutes and Saxons

3. The tribes who started settling in Britain around 700 BC were:

- a) Celtic tribes
- b) The Iberians
- c) The Angles, Jutes and Saxons
- d) The Vikings

4. The writer(s) who told us about their history was/ were:

- a) monks
- b) Venerable Bede
- c) university scholars

5. Which of the days of the week in Britain were named after Germanic Gods?

- | | |
|--------------|-------------|
| a) Monday | e) Friday |
| b) Tuesday | f) Saturday |
| c) Wednesday | h) Sunday |
| d) Thursday | |

6. What does the ending *ing* mean in the names of English places that were family villages in the Anglo-Saxon times, e. g. in Reading, Hasting?

- a) Farm
- b) Settlement
- c) Family

7. What part of Britain was given the name of "the land of Angles" by the Anglo-Saxon migrations?

- a) Scotland

- b) Wales
- c) England

8. What part of modern Britain was called by the Saxons as "the land of the foreigners"?

- a) Scotland
- b) Wales
- c) England

9. The person who defeated the Anglo-Saxons at the Battle of Hastings was:

- a) Edward the Confessor
- b) William, Duke of Normandy
- c) Harold II

§ 4. Anglo-Saxon Period

Read and translate the text.

The spread of Christianity was of great importance for the growth of culture in Britain and particularly literature. Christianity began penetrating into the British Isles in the 3rd century. This was the time when many Christians escaped from Roman persecution to Britain which was a colony of Rome at that time. In the year 306, the Roman emperor, Constantine the Great, made Christianity the official religion of Rome. It was brought to all countries belonging to the Roman Empire. All Christian churches were centralized in the city of Constantinople, which was made the capital of the Roman Empire. The religion was called the Catholic Church ("catholic" means "universal" and the Latin language became the language of the Church all over Europe).

In the middle of the 5th century the Germanic tribes of Angles, Saxons and Jutes from the continent invaded Britain. They destroyed the Roman civilization in the country the city of Londinium lay in ruins for more than nine centuries. In the course of the conquest many of the Celts were killed, some of them had to go to the west of the island called Wales now. They called the Celts "Welsh" which means "foreigners" as they didn't understand their language.

The Angles, Saxons and Jutes were close skin in speech and customs and in the course of a few centuries they became one nation – Anglo-Saxons. They made up the majority of the population in Britain and their customs, religion and language became predominant. They called their speech English and their country England – that is the land of the English.

By the time the Angles and Saxons conquered Britain they already had letters of their own called "runes" which they carved on stones and wood, but they had no written literature yet. We know very little of this period from literature. In those early days songs called epics were created in many countries. The epics tell about the most remarkable events of a people's history and the deeds of one or more heroic personages.

At the end of the 6th century (in 597) the Roman Pope sent about 40 monks to Britain to convert the Anglo-Saxons who were pagans to the new faith – Christianity. The monks landed in Kent and built the first church in the town of Canterbury, that is why the Archbishop of Canterbury is the Head of the Church of England up to this day.

The spread of Christianity promoted the revival of learning, Roman civilizations

poured in the country again, Latin words entered the language of the Anglo-Saxons. The religious books that the Roman monks had brought to England were all written in Latin. The monasteries became the centres of learning and education in the country. Poets and writers imitated those Latin books about early Christians and also made up stories of their own about saints. The Latin language was again heard in Britain. It was of international importance at that time as it was used by learned people in all countries. Such English words of Greek origin as "mathematics, theatre, geography" and words of Latin origin such as school, paper, candle reflect the influence of Roman civilization on English.

The greatest scholar writing in Latin was the monk named Bede, the author of about 40 books on theology, history and science. His "History on the English People" was studied by educated people in Europe as it was the only book on Anglo-Saxon history. Christian poems and epics in heroic style soon supplanted Germanic pagan poetry. Most of these works are associated with Caedmon and Cynewulf, the earliest-known English poets. During the reign of Alfred the Great (898 – 901), called the "Father of the English Prose", his kingdom Wessex was the intellectual centre of England. Alfred translated the Church history of Bede from Latin into Anglo-Saxon, the native language of his people. To him the English owe the famous "Anglo-Saxon Chronicle" which may be called the first history of England written by his order by learned monks and kept at various English monasteries. It was continued for 250 years after the death of Alfred. "Anglo-Saxon Chronicle" was the first prose in English literature and it was called the most important work in English before the Norman Conquest.

The literature of the early Middle Ages and the church taught that man was an evil being and his life on earth was a sinful life, he had to prepare himself for the after-life by subduing his passions and disregarding all earthly cares.

The first masterpiece of English literature was the epic poem "The Song of Beowulf". It may be called the foundation stone of the British poetry. The poem was composed by an unknown author, many parts were added later. The whole poem was written down in the 10th century by an unknown scribe. It describes the historical past of the land from which the Angles, Saxons and Jutes came. It tells of some events from a people's history, sings the heroic deeds of a man, his courage and his desire of Justice, his love for his people and self-sacrifice for the sake of his country.

1. Topical vocabulary:

penetrate, v – проникать
 convert, v – обращать
 pagan, n – язычник
 desire, n – желание
 alliteration, n – аллитерация
 personage, n – персонаж
 masterpiece, n – шедевр
 describe, v – описывать
 sing, v – воспевать, восхвалять
 rhyme, n – рифма
 repetition, n – повтор

supplant, v – вытеснять
 duke, n – герцог
 monarchy, n – монархия
 romance, n – рыцарский роман
 compose, v – сочинять
 fabliau (-x), n – фэблио
 bestiary, n – басня
 character, n – персонаж
 Renaissance, n – Эпоха Возрождения
 plaque, n – чума
 spirit, n – дух, вдохновение

consonant, n – согласный звук
syllable, n – слог

reflect, v – создавать образ
care, v – забота

2. Find in the text the following verbs used in the Passive Voice and translate the sentences into Russian:

to bring, to centralize, to kill, to call (3 times), to create, to write (2 times), to hear, to use, to study, to associate, to know, to compare, to add.

3. Give the corresponding nouns:

Verb – Noun

to spread –	to grow –
to penetrate –	to persecute -
to centralize –	to convert -
to promote –	to revive -
to learn –	to educate -
to imitate –	to reflect -
to know –	to translate –
to work –	to conquer -
to be –	to prepare -
to found –	to sing -
to desire –	to love -
to repeat -	to use –

4. Fill in the blanks with the suitable prepositions:

to penetrate _____ the British Isles; to escape _____ the Roman persecution; to be a colony of Rome _____ that time; to be brought _____ all countries; to lie _____ ruins _____ nine centuries; to be close skin _____ speech and customs; to care _____ stones and wood; to imitate Latin books _____ early Christians; to reflect the influence _____ English; to be the author _____ about 40 books _____ theology; to be associated _____ the earliest-known English poets; to be written _____ his order _____ learned monks; to prepare oneself _____ the after-life; to be written _____ in the 10th century; to tell _____ some events _____ a people's history.

5. Match English and Russian equivalents:

the growth of culture in Britain	стать языком церкви по всей Европе
to make Christianity the official religion in Rome	обратить язычников в новую веру – Христианство
to become the language of church all over Europe	считаться основополагающим произведением Британской поэзии
to make up the majority of population	развитие культуры в Британии
to tell about the most remarkable events of a people's history	повествовать о замечательных событиях в жизни народа
to convert the pagans to the new faith-Christianity	сочинять собственные истории о святых в подражание латинским

	книгам
to be called the foundation-stone of the British poetry	признать Христианство государственной религией в Риме
to make up stories of their own about imitating Latin books	составлять большинство населения
self-sacrifice for the sake of his country	связывать многие работы с именем
to associate most of these works with the name of	самопожертвование во спасение своей страны

6. Make up sentences using the words and word-combinations:

- When, Roman, was, Christianity, Britain, persecution, many, this, to, escape, from, time, the;
- To, Empire, brought, belonging, it, Roman, countries, was, the, all, to;
- Londinium, destroyed, centuries, Germanic, lay, the, nine, in, Roman, ruins, for, civilization, the, and, tribes;
- Songs, in, those, countries, epics, early, many, in, created, called, were, days;
- Built, Canterbury, Roman, monks, in, sent, the, Britain, fourth, church, to, who, about, the, first, Pope;
- Promoted, language, spread, and, entered, the, words, of, the, Christianity, revival, the, learning, Anglo-Saxon, the, of, Latin, of;
- Used, importance, it, learned of that was at international was in as it people time countries by all;
- Europe, "the History", was, studied, in, educated, on, was, the, people, by, only, history, on, book, people, Anglo-Saxon, as, it, English, the;
- Germanic, poems, in, Christian, supplanted, and, pagan, style, poetry, heroic, epics, soon;
- By, Chronical, England, is, written, Anglo-Saxon, Great's, first, of, the, history, the, order, Alfred;
- On, earth, church being the man that was evil life was the and thought his an sinful a life;
- Was, unknown, the, parts, composed, whole, added, by, author, poem, later, many, an, were;
- Metaphors, of, another, poem, is, feature, use, interesting, the, double, the, of.

7. Compose your own questions on the text reflecting the main idea of every paragraph (try to use all types of questions).

8. Give a short summary of the text according to your answers.

9. Fill in the gaps in the passage about Bede using the correct forms of the verbs in the frame:

The Venerable Bede ... an Anglo-Saxon monk. At the age of nine he ... to one of the monasteries in England where he ... and ... for the rest of his life. His books on a wide variety of subjects ... a great source of knowledge of early English History. The most famous one is *Ecclesiastical History of the English People* (finished 731). After

Bede ... in 735, his disciple Cuthbert... in a letter that the dying man... the verse of St. Paul the apostle telling of the fearfulness of falling into the hands of the God.

<i>be, move, study, teach, write, die, sing</i>

ANGLO-NORMAN PERIOD (11th – 13th centuries)

In the year 1066, in the Battle of Hastings, the Anglo – Saxon king's army was defeated by William, Duke of Normandy, who became King of England. A strong feudal monarchy was established in the country. The power of the Catholic Church had become very great. The Normans came from the north-west of France. They brought with them the culture of their country and the French language. Thus three languages were spoken in England. The language of the nobility was French; the churchmen used Latin and common people spoke Anglo-Saxon.

The three social classes of the country had their own literature. The Normans brought the romance to England. The romance told of love and adventure. Among the best known romances are the legends of King Arthur and his Knights of the Round Table. The literature of the Church was scholastic, moralizing, and it supported the feudal system. The Anglo-Saxons composed their own popular poetry. The main genres were the fabliaux – funny stories about townspeople, and the besterias – story in which the characters were animals. Though the English became an oppressed nation, the Anglo-Saxon dialects were not suppressed in the country. Communication in three languages went on during the following 200 years. These factors account for the absence of any memorable English literature in the first century of the Middle English period.

Many French words came into the language. Under the Influence of French the pronunciation of the people changed. There appeared many new vowels (diphthongs) in their native language. The newly formed pronunciation was nearing that of Modern English. French suffixes – ment (government, agreement) and – age (courage, marriage) began to be used with words of Anglo-Saxon origin.

The struggle for supremacy between French and English words went on the following way: a) if the French word meant a thing or idea for which there was no name in English, then the French word came into the language. Such words were those relating to government, church, court, food, art, pleasure; b) if the object or idea was clearly expressed in English, then the English word remained; c) if both words remained, then it was because of a light but clear-cut difference in the meaning. An interesting example is to be found in the first chapter of "Ivanhoe" by W. Scott, Wambo, a Saxon serf, tells the swineherd Gurth that his swine will be turned into Norman before morning. The Anglo-Saxon word "swine" means the living animal, while the French word "pork" is the name of the food.

As a result of this process there appeared a large store of synonyms. Each of them has its own shade of meaning. The use of one or other of these synonyms makes all the difference between the written and the spoken language. The words of Anglo-Saxon origin are used in conversations, while the words of French origin are used in formal speech.

to give up – to abandon

to come in – to enter

to give in – to surrender

to go on – to continue

Before the 12th century people thought that books and any kind of learning belonged to the Church only. But with the development of such sciences as medicine and law corporation of general study called "universitas" appeared in Italy and France.

Paris was the great center of higher education for English students. In 1168 schools were founded in Oxford which formed the first university, the second university was formed in 1209 in Cambridge, to which a large group of students migrated from Oxford. The graduates were awarded degrees: Bachelor, Master and Doctor.

PRE-RENAISSANCE (14th-15th centuries)

The 14th century was a difficult time for England. The country was waging the Hundred Year's War with France. At the same time England suffered from three epidemics of the plague. This was a real tragedy for the country, because half of its population died from the "black death".

Norman-French and Anglo-Saxon were moulded into one national language only towards the beginning of the 14th century. During this stormy century the English nation was being formed, English became the spoken language of the country, English literature was born.

The London dialect was the central dialect and could be understood throughout the country. That's why it was the London dialect from which the national language developed. Sir Gawain and Green Knight (c.1373) is a treasure of the period. Written by an unknown author it is rich in details about the manners, dress and sports of the time. The scholastic Latin Church literature still ranked high, but a new spirit was already noticeable in the cultural life of the country. The new spirit was marked by an optimism unknown to the Middle Ages. It was best reflected in the works by Geoffrey Chaucer, the last poet of the Middle Ages and the first poet who paved the way for English realistic literature, free of the influence of the Church.

1. Topical vocabulary:

to defeat	наносить поражение	to abandon	покидать
to establish	устанавливать	to surrender	уступать,
knight	рыцарь	bachelor	сдаваться
to suppress	подавлять	master	бакалавр
vowel	гласная	to wage	магистр
diphthong	дифтонг	to mould	вести,
			проводить
			формировать

to express выражать
supremacy верховенство,
 превосходство

treasure сокровище

2. Find the following word-combinations in the text and translate sentences including them:

A strong feudal monarchy; the power of the Catholic church; the language of the nobility; to have one's own literature; to bring the romance; Knights of the Round Table; to support the feudal system; an oppressed nation; any memorable literature; to be nearing; to mean a thing or an idea; a difference in the meaning; a store of synonyms; formal speech; to form the first university; a difficult time; this was a real tragedy; to become the spoken language; the central dialect; an unknown author; to rank high; an optimism unknown to the Middle Ages.

3. Paraphrase using the Active Voice:

The army was defeated by William; a strong feudal monarchy was established; three languages were spoken; Anglo-Saxon dialects were not suppressed; the newly formed pronunciation; French suffixes began to be used; the idea was clearly expressed; an interesting example is to be found; his swine will be turned into Normans; the words are used in conversation; corporations were called "universities"; schools were founded; the second university was formed; the graduates were awarded degrees.

4. Fill in the blanks with the suitable prepositions:

The legends _____ King Arthur is _____ the best known romances; funny stories _____ town people; communication _____ three languages went on _____ 200 years; these factors account _____ the absence _____ English literature; many French words came _____ language; the pronunciation changed _____ the influence of French; the struggle _____ supremacy _____ French and English; his swine will be turned _____ Norman _____ morning; to have its own shade _____ meaning; to make all the difference _____ the written and the spoken language; to be the great center _____ higher education _____ English students; a large group _____ students migrated _____ Oxford; to suffer _____ three epidemics _____ the plague; a real tragedy _____ the country; to die _____ the "black death"; to be moulded _____ one national language; (it) could be understood _____ the country; it's rich _____ details _____ the manners; to be marked _____ an optimism; to pave the way _____ English realistic literature; to be free _____ the influence _____ the Church; to appear _____ the development of sciences.

5. Transform as in the model:

Model (Verb → Noun): to defeat an army → the defeat of an army.

To establish a strong monarchy; to support the system; to compose a poetry; to communicate in three languages; to pronounce under the influence; to use French

suffixes; to struggle for supremacy; to relate to government; to remain in language; to differ in the meaning; to belong to the church; to develop sciences; to migrate from Oxford; to mould into one language; to reflect the optimism; to influence the literature; to mean an idea.

6. Match English and Russian equivalents:

1.	Романы повествовали о любви и приключениях.	1.	The power of the Catholic Church had become very great.
2.	Англосаксы сложили собственную народную поэзию.	2.	The Normans brought with them their culture and the French language.
3.	Под влиянием французского языка произношение изменилось.	3.	The Romans told of love and adventure.
4.	До 12 века люди считали книги и знания исключительной принадлежностью церкви.	4.	These factors account for an absence of English literature in the first century of the Middle English period.
5.	В результате такого процесса появился широкий слой синонимов.	5.	During this stormy century English literature was born.
6.	В течение этого бурного столетия родилась английская литература.	6.	Under the influence of French the pronunciation of people changed.
7.	Власть католической церкви стала всеобъемлющей.	7.	The new spirit was marked by an optimism unknown to the Middle Ages.
8.	Норманны принесли с собой свою культуру и французский язык.	8.	The Anglo-Saxon composed their own popular poetry.
9.	Эти факты объясняют отсутствие английской литературы в первое столетие Средневековья.	9.	Before the 12 th century people thought that books and any kind of learning belonged to the Church only.
10.	Новое течение было отмечено оптимизмом, неизвестным в средние века.	10.	As a result of this process there appeared a large store of synonyms.

7. Say whether the following sentences are true or not:

1. In the year 1066, in the battle of Hastings, the Anglo-Saxon king's army was defeated by William, Duke of Norway, who became King of France.
2. The power of Catholic Church had become unlimited by the 12th century.
3. There languages were spoken in England: the language of nobility was Anglo-Saxon, the churchmen spoke French and the common people used Latin.
4. Among the best known romances are the legends of King Henry and his Knights of the Round Chair.
5. The literature of the Church was romantic, telling about love and adventure.
6. The struggle for supremacy between French and English didn't take place at all.
7. The use of synonyms makes all the difference between the written and the spoken language.

8. Londinium was a great center of higher education for English students.
9. The 14th century was a difficult time for England.
10. The Welsh dialect was the central dialect and could be understood throughout the country, that's why it became the basement of a national language.
11. The romantic Latin Church literature still ranked high, but a new scholastic spirit was already noticeable in the cultural life of the country.
12. Geoffrey Chaucer was the first poet who paved the way for English realistic literature, free of the influence of the Church.

8. Find in the text the sentences dealing with:

1. The defeat of the Anglo-Saxons king's army.
2. The origin of the Normans and their influence on the Anglo-Saxons' culture.
3. The literature of three social classes.
4. New factors appeared in language with the Norman conquest.
5. The result of the struggle for supremacy between French and English words.
6. The use of words of different origins in people's speech.
7. Centers of education for English students and degrees (for graduates).
8. The people's life during the 14th century.
9. The development of English languages and the treasure of English literature of the period.
10. A new spirit already noticeable in the cultural life of the country.
11. The last poet of the Middle Ages, who paved the way for English realistic literature.
12. The explanation of the terms "epic", "romance", "fabliaux", "bestiaries", "scholastic".

9. Say everything you know about the development of the English language during the period from the 11th to the 15th centuries?

QUIZ

(More than one answer may be appropriate)

- 1. The name *Arthur* is possibly of:**
 - a) Germanic origin
 - b) Roman origin
 - c) Celtic origin
- 2. King Arthur's historicity:**
 - a) is always regarded as certain
 - b) is sometimes regarded as certain
 - c) is always denied
- 3. In many battles King Arthur defeated:**
 - a) the barbarians
 - b) the Romans
 - c) the knights who tried to rebel in his kingdom against him
- 4. The saga was built up over the centuries and Celtic traditions of Arthur reached the Continent over:**

- a) Britain
- b) Brittany
- c) France

5. The writer's name who produced a huge Arthuriad in the 15th century and whose book is regarded as the standard "history" of Arthur is:

- a) Edward Malone
- b) Christopher Marlowe
- c) Sir Thomas Malory

6. Arthur was son of:

- a) Duke of Cornwall whose name was Gorlous of Cornwall
- b) King of Britain whose name was Pendragon (Chief dragon)
- c) Duke's wife

7. Arthur was brought up by:

- a) Duke of Cornwall
- b) Pendragon
- c) A person who raised the boy in ignorance of his true family

8. He became King of Britain after:

- a) Merlin had him crowned
- b) he had pulled the sword from the stone
- c) he put down eleven rulers who rebelled against Arthur as King of Britain

9. When Arthur married Guinevere he was given the Round Table:

- a) by Merlin
- b) by Guinevere's father
- c) by Pendragon

10. The Round Table in Celtic legends is:

- a) the institution of knighthood set up by Arthur at the behest of Merlin
- b) the table at which Arthur seated his knights to avoid quarrels over precedence
- c) a meeting place for those who desired to exchange news of their adventures and details of outlaws, monsters and evil customs to overcome

11. The knights of the Round Table were dedicated to the service of the Round Table code of chivalry:

- a) right against wrong
- b) good against evil
- c) loyalty to King Arthur

12. When Lancelot's intrigue with the queen, Arthur's wife, came to light:

- a) Lancelot and Guinevere fled
- b) Guinevere was sentenced to death
- c) Lancelot rescued the Queen and took her to his Continental Realm

13. While Arthur was making war on Lancelot in the Continental Realm

- a) he left Mordred, his natural son, in charge of Britain
- b) the Knights of the Round Table were in charge of Britain
- c) he left Merlin in charge of Britain

14. Arthur's last battle was on Salisbury Plain where he killed violently:

- a) Lancelot

- b) Mordred
- c) Gawain

15. The date of Arthur's death is:

- a) the 15th century
- b) the 6th century
- c) the 3rd century

16. The following verse is said to have been written on Arthur's tomb:

HIC JACET ARTHURUS REX QUONDAM REX QW FUTURUS.

It means:

- a) Here lies King Arthur
- b) Here lies the once and future King of Britain
- c) Here lies King Arthur, the once and future King

17. The GRAIL is:

- a) a symbol of spiritual search and aspiration in Celtic legends
- b) a sacred vessel which was sought by the Knights of the Round Table and which contained the potentiality of all wisdom and knowledge

c) a cup which was used by Jesus at the Last Supper and in which the last drops of Jesus's blood were gathered at the Cross; a symbol or the reward for Christian purity

18. The Excalibur is:

- a) the sword in the stone by which Arthur was inaugurated a King of Britain
- b) a magical sword which was received from the Lady of the Lake and which preserved its bearer from wounds
- c) such a sword which in the hands of nobleman bursts into flame from hilt to tip

11. Read the text to obtain more details about King Arthur.

KING ARTHUR

The legends of King Arthur began to appear in the twelfth century, and it is possible that they are based on a Celtic leader in the fifth or sixth century who defended his country against Saxon invasion. King Arthur was the son of Pendragon, and was born in Tintagel in Cornwall. He was brought up by Merlin, an old Celtic magician, and became king of Britain when he was fifteen. He proved his right to be king when he managed to pull a sword from a rock. He had to fight many lords, and when, with Merlin's help, he defeated them, he received the magic sword *Excalibur* from the Lady of the Lake. He married Guinevere and lived in a castle at Camelot. His knights sat at a round table so that they were all equal – nobody was sitting at the head of the table. Many of the stories in the legends are about the adventures of the knights, among them Lancelot, Perceval, Gawain, and Galahad. They spent their time hunting wild pigs, having feasts, and singing ballads. They often had to kill dragons and giants. At all times they behaved very correctly, with respect, honour, and compassion.

Arthur went to Rome to fight the emperor, Lucius, and he left his kingdom in the hands of his nephew, Modred. As he was entering Rome, Arthur learned that Modred had taken control of the kingdom and had captured Guinevere. He came back to England and defeated his nephew, but in the battle was seriously wounded. Arthur told

Sir. Belvedere, the last surviving knight, to throw *Excalibur* into the water of a lake. He did this, and the sword was caught by a hand which came out of the water and then took the sword below the surface.

Arthur was then taken to the Isle of Avalon to get better. We understand that he did not die, but lives on and will return when his country needs him. The legend says that the following verse is written on his tomb:

HIC IACET ARTHURUS,
REX QUONDAM
REXQUE FUTURUS
(Here lies Arthur, the once and future King)

§ 6. Geoffrey Chaucer (1340-1400)

Geoffrey Chaucer was the greatest writer of the 14th century. He was born in London in the family of wine merchant. From the age of 18 he was connected with the Court of the King of England. During his life he visited France and Italy several times. In Italy he got acquainted with the works of Dante, Petrarch and Boccaccio. What they wrote was full of new, optimistic ideas and love of life and had a great influence on his future works, the most important of which was *The Canterbury Tales*, which is considered to be the masterpiece of the English medieval poetry. *The Canterbury Tales* is a collection of stories in verse told by people of different social standing. Chaucer had planned 120 stories but wrote only 24, because death broke off his work. The stories are preceded by a Prologue, in which the characters that will tell the stories are described. Short prologues to each story connect them into one work.

The Canterbury Tales was the first great work in verse in English literature. Chaucer painted a vivid picture of English society, as it was in his day: each of his characters was given as an individual, typical of his country and his time. Among the pilgrims there was a doctor, a merchant, a student from Oxford, a carpenter, a miller, a lawyer, a sailor, a cook. There were also some women, some monks and a pardoner among the company. The pilgrims tell their stories according to their rank of standing. Thus, the knight tells romance, the miller – a fabliau, the pardoner – a moralizing tale.

The great poet contributed to the formation of the English literary language. His works were written in the London dialect which, at the time, was becoming the spoken language of the majority of the people.

Chaucer also worked out a new form of versification, which replaced alliteration. This was called metrical form. It was based on rhythmical arrangement of the accents, of the length of the verse of stanzas.

Geoffrey Chaucer showed life as it was: as a great artist and humanist he gave an equally masterly description of Good and Evil. The great writer believed in Man and was optimistically full of hope for the future.

The 15th century is known in English literature as the century of folklore. Many songs, called ballads, were composed then by the common people of the country. The ballads were songs in verses of four lines, called quatrains: the second and fourth lines of the verse rhymed. Among them there were historical and legendary ballads. Some were humorous and others were lyrical.

A favourite legendary hero of the English people is Robin Hood. Many ballads

have been composed about him and his friends. Some historians say that there really was such a person Robin Hood, but that is not certain.

Popular ballads show Robin Hood as a tireless enemy of the Norman oppressors, of the Church and the tradesman. They sing about his courage, his readiness to help the poor end the needy. They tell about the love of the poor people for their legendary hero, and their deep gratitude to him.

These melodious ballads were sung from generation to generation. In the 18th century they were collected and printed for the first time. Thus they became part of the wealth of English literature.

1. Topical vocabulary:

merchant, n – купец	verse, n – стих, строфа
to get acquainted – познакомиться	contribute, v – содействовать
collection, n – собрание	majority, n – большинство
vivid, adj – яркий	versification, n – стихосложение
society, n – общество	metrical form, n – метрическая форма
pilgrim, n – пилигрим	arrangement, n – организация
carpenter, n – плотник	stanza, n – строфа, станс
monk, n – монах	description, n – описание
miller, n – мельник	oppressor, n – угнетатель
pardoner, n – продавец индульгенций	quatrain, n – четверостишие
knight, n – рыцарь	generation, n – поколение
print, v – печатать	collect, v – собирать

2. Look through the words and phrases. Find their synonyms in the text:

vintner, status, picturesque, to be related to, personage, to make a contribution, stress, physician, friar, bravery, beloved.

3. Find English equivalents for the following in the text:

двор английского короля, шедевр английской средневековой литературы, картина английского общества, рыцарский роман, новая форма стихосложения, любимый герой английских легенд, глубокая благодарность, передаваться из поколения в поколение

4. Find the antonyms in the text:

pessimistic, patricians, hatred, peculiar, minority, ally, hateful, cowardice.

5. Answer the questions:

1. What can you say about the composition of the Canterbury tales?
2. What kind of tales were told by the pilgrims?
3. What was the pardoners tale about?
4. What was Chaucer's contribution to English literature?
5. What is a ballad? What subject were the popular ballads written on?

6. Read and retell the text devoted to Robin Hood. Make up your own story about one of the national legendary heroes (Russian or Belarusian legends)

ROBIN HOOD

Robin Hood is a legendary hero who lived in Sherwood Forest, in Nottingham, with his band of followers. Stories about him and his adventures began to appear in the fourteenth century, but the facts behind the legend are uncertain. One writer thinks Robin was born in 1160, at a time when there were many robbers living in the woods, stealing from the rich but only killing in self-defense.

Everyone knows that Robin Hood robbed the rich to give to the poor. He chose to be an outlaw, that is, someone who lives 'outside the law', but he had his own idea of right and wrong. He fought against injustice, and tried to give ordinary people a share of the riches owned by people in authority and the Church. He had many qualities – he was a great sportsman, a brave fighter, and was very good with his bow and arrow.

He dressed in green, lived in the forest with his wife, Maid Marion, and his men, among them Friar Tuck, Allen a Dale, Will Scarlet, and Little John. For food, they killed the King's deer, and many days were spent eating, drinking, and playing games. He robbed the rich by capturing them as they traveled through the forest and inviting them to eat with him. During the supper, someone looked in their bags to see how much money they had. When it was finished, Robin asked them to pay for the meal, and of course, he knew how much to ask for!

His main enemy was the Sheriff of Nottingham, who was always trying to capture Robin but never managed to do it. Some stories say that he killed Robin by poisoning him. In his dying moments, he shot a final arrow from his famous bow, and asked Little John to bury him where the arrow landed.

7. Here is some information on Chaucer's life. Work in pairs. Read the passages, tell each other what you've learnt and complete the table which follows the passages.

Vocabulary:

Page — in medieval times a young man being trained for knighthood

vintner — a person who sales wine

squire (= esquire) — a young aspirant to knighthood serving as an attendant and armbearer to a knight

Picardy — a region in N. France, formerly a province

doge — the chief magistrate in the former republics of Venice and Genoa

Genoa — a seaport in Italy

Genoese — a native or inhabitant of Genoe

Petrarch — Italian poet and scholar (1304—1374)

Boccaccio — Italian writer and poet, (1313—1375)

JP — Justice of the Peace (or Magistrate)

Part I

Geoffrey Chaucer was born in or near 1343. He was a page in the household of Elizabeth, Countess of Ulster, wife of Duke Lionel, Edward III's third son. This was at Hatfield, in Yorkshire. John Chaucer, his father, was relatively wealthy, a vintner and

collector of wool duties.

When Chaucer was about 15, he was in France as a squire, on a military operation in which he was taken prisoner. The king paid £ 16 towards his ransom. He held a number of positions at court and in the king's service, and travelled abroad on numerous diplomatic missions. French would have been the accepted language at court; the Queen, Philippa of Hainault, was a Frenchwoman. When 25 he accompanied John of Gaunt (the King's fourth son, and with the death of the Black Prince, probably the most powerful man after the King), on a raid in Picardy.

Then in 1372 Chaucer went on a more important and, for his vocation as a poet, very significant journey to Italy. The purpose of the visit was to negotiate with the Doge of Genoa a port of entry in England for Genoese merchants. He went to Florence on the King's business and probably other places — he is reported to have met Petrarch in Padua. Italian literature from then on took its place as a major influence on Chaucer's developing art: the whole of *Troilus and Criseyde* and several of *The Canterbury Tales* have their origins in Boccaccio's work, whom he might also have visited.

After this, Chaucer moved from Westminster to the City, where he became Controller of Customs of wool, skins and hides in the Port of London. His connection with John of Gaunt's household was particularly strong, as his wife's sister became the Duke's third wife, in 1396. Chaucer had probably known John of Gaunt since boyhood, from the time of his service at Hatfield. They were more or less the same age. John of Gaunt's first wife, Blanche, had died in 1368, and Chaucer wrote his first major poem, *The Boke of the Duchesse*, in her honour, shortly afterwards. As John was extremely attached to Blanche, the poem was clearly designed to please him.

In 1382 he was made Controller of the Petty Customs on wines and other goods, and in 1385 on wool; he was made a JP and member of Parliament as a Knight of the Shire of Kent. From 1374 he lived in a house over Aldgate, in the east wall of the City. There he read and wrote, after his day's work at the wool wharf near the Tower.

In 1386 he lost his job due to a change of favour under the new young King Richard II, John of Gaunt's nephew. John of Gaunt was out of the country and new men were in favour, opposed to the king's powerful uncle. Then Chaucer's wife died, and the poet began to devote himself and the rest of his life to organizing and completing *The Canterbury Tales*. In 1389 Richard II decided to favour the poet, making him Clerk of the King's Works responsible, that is, for the building and repair of all the King's properties (the Tower of London, Westminster Palace and eight royal manors). He performed this duty for two years, and then received the sinecure of a forestry officer for Petherton in Somerset. He was over 50, and virtually in retirement. The last year of his life was spent in a new house close to Westminster Abbey, where he died on 25 October 1400, and was buried in the Poets' corner.

Vocabulary:

Inner Temple (the) — one of the four voluntary legal societies (Lincoln's Inn, Inner Temple, Middle Temple and Gray's Inn) which have the exclusive privilege of calling candidates to the English bar after they have received such instructions and taken such examinations as the Inns provide

allegory — a symbolical narrative
Boethius — Roman philosopher and statesman (475—525)
King Richard II — king of England (1377—1399)
Wycliffe — English theologian, religious reformer and Biblical translator (1320–1384)

Part II

Chaucer, Geoffrey (1340?—1400). Poet. Born in London, son of John Chaucer, a prosperous wine-merchant, and his wife Agnes. He was in the household of Prince Lionel, Duke of Clarence, by 1357, fought in France 1359—1360, was taken prisoner and ransomed. During the 1360s he probably studied at the Inner Temple and may have visited Spain. About 1366 he married Philippa, whose sister Katherine Swynford was mistress and later third wife of Lionel's brother, John of Gaunt. An esquire of the royal household in 1367, in 1368 he went to France and in 1372—1373 to Italy (where he may have met Petrarch) on diplomatic missions which brought him into contact with continental and Renaissance culture. He had probably begun to write with a translation (some of which survives) of the great French model of psychological allegory, *Le Roman de la Rose*: but his earliest certainly dateable work is *The Book of the Duchess*, an elegy for John of Gaunt's beloved first wife Blanche, who died in 1369. Italian influence appears in *The House of Fame* (?1379—1380). Living in London over Aldgate in 1374—1386, he was first Controller of the customs for wool, and in 1382 also Controller of the petty custom on wines, with a permanent deputy. In 1386 he lost these posts, but represented Kent in Parliament. During these years he translated the classic medieval work on free will and predestination, time and eternity, Boethius's *Consolation of Philosophy*, and wrote a number of works, including *Troilus and Criseyde* and *The Parliament of Fowls*, and some drafts of stories later to appear in *The Canterbury Tales* — whose prologue he seems to have begun in 1387, when it was probably first conceived as a single work. In 1387 he was in trouble for debt, but in 1389 he was appointed (perhaps by the direct influence of King Richard II, who assumed control of affairs in that year) Clerk of the King's Works, a post in which he was active, and in the performance of which he was assaulted and twice robbed. In 1390, he composed for his 10-year-old son Lewis (a student at Oxford) a scientific work, his *Astrolabe*. In 1391 he resigned the Clerkship, but was made deputy forester in the royal forest of Petherton in Somerset. He was in some trouble for debt between then and his death, but also received a number of grants from Richard II and from John of Gaunt's son Henry IV. He probably died on 25 October 1400, in a house leased by him in the gardens of Westminster Abbey, and he was buried in the Abbey. His son Thomas was also later a distinguished public servant.

Chaucer's interests were all-embracing: he knew the world and read omnivorously. Among his personal friends were such great men as John of Gaunt, poets such as the Frenchman Eustace Deschamps, John Gower and the philosopher-poet Ralph Strode. His face in a contemporary portrait seems shrewd, benevolent and quizzical. He portrays himself in his books as shy, naive, a lover of solitude and daisies, bookish and unhappy in love and marriage. But, though this may represent an aspect of him, the very techniques he uses in self-mockery reveal underlying it a sophisticated artist, a subtle psychologist and a brilliant thinker and master of words. To understand the irony

with which he treats himself is to begin to appreciate the humility, sympathy and humour with which he treats the rest of humanity, and indeed the whole universe. As in other books of his time (e. g. *Sir Gawain and the Green Knight*) this vision has a religious basis in the theology of penitence and self-knowledge: and it issues ultimately in a kind of humour of the sublime.

(From: *The Penguin Companion to Literature*. — Harmondsworth: Penguin Books Ltd, 1971.)

Name
Place of birth
Parents
Places where he lived for a long time
Places once visited by him
Taken in prison
Married
Children
Languages spoken by him
Education
Occupations
Works
Achievements
Died

§ 7. Literature of the Renaissance (end of the 15th – beginning of the 17th century)

In the 15th – 16th centuries capitalist relations began to develop in Europe. The former townspeople became the bourgeoisie. The bourgeoisie fought against feudalism because it held back the development of capitalism.

The decay of feudalism and the development of capitalist relations were followed by a great rise in the cultural life of Europe. There was an attempt at creating a new culture, which would be free from the limitations of the feudal ideology of the Middle Ages. The epoch was characterized by a thirst for knowledge and discoveries, by a powerful development of individuality.

The invention of the printing press contributed to the development of culture in all European countries. Universities stopped being citadels of religious learning and turned into centers of humanist study. There was a revival of interest in the ancient culture of Greece and Rome ("Renaissance" is French for "rebirth").

The progressive ideology of the Renaissance was Humanism, Human life, the happiness of people and the belief in man's abilities became the main subjects in fine arts and literature. The power of the Church over men's minds was defeated. The Renaissance gave mankind such great men as Michelangelo and Leonardo da Vinci, Petrarch and Durer, Cervantes and Shakespeare.

English humanism was both anti-feudal and anti-bourgeoisie. It was directed against the ignorance and oppression of feudal against the grabbing and self-interested

character of the bourgeoisie. It was the ideology of the most progressive people of the epoch.

These ideas were best expressed by the first English humanist Tomas More (1478-1535) in his book Utopia, which is the Creek for "nowhere", is a story about an imaginary island where all people are equal and free.

More's Utopia marked the first period of English humanist literature. The second period which lasted from the middle of the 16th century up to the beginning of the 17th century, saw the flourishing of the English drama. The theatre became a favourite amusement of people, especially in towns. At the end of the century there were about 10 theatres in London. The theatres performed the plays written by the English dramatists of the time. Among the playwrights of the period were John Lyly, Robert Creene, Christopher Marlowe, Ben Johnson and others. The most outstanding dramatist of the period, as well as of all times, was William Shakespeare.

1. Topical vocabulary:

belief	вера	to grab	схватить
discover	открытие	ancient	древний
stage	сцена	to express	показывать
subject	тема, содержание	to imagine	воображать
art	искусство	amusement	развлечение
to direct	направлять	to perform	играть,
against	против		исполнять

2. Find in the text the following word-combinations and translate the sentences which include them:

capitalist relations; the former townspeople; the printing press; citadels of religious learning; the belief in man's abilities; the power over men's minds; to give mankind; grabbing and self-interested character; to mark the period; to see the flourishing; to become a favorite amusement; to perform the plays.

3. Use the necessary prepositions:

To fight _____ feudalism; to hold _____ the development of capitalism; to be followed _____ a great rise in the cultural life; an attempt _____ creating a new culture; a thirst _____ knowledge and discoveries; to contribute _____ the development _____ culture; to turn _____ centers _____ humanist study; the main subjects _____ fine arts and literature; to be the ideology _____ the most progressive people _____ the epoch; the most outstanding dramatist _____ the period.

4. Match English and Russian equivalents:

	Бывшие горожане	1.	The flourishing of the English drama
2.	Главный объект в литературе и	2.	Ancient culture of Greece and Rome

	ИСКУССТВЕ		
3.	Вера в возможности человека	3.	The invention of the printing press
4.	Прогрессивная идеология эпохи Возрождения	4.	The most outstanding dramatist of the period, as well as of all times
5.	Невежество и притеснения со стороны феодалов	5.	The ignorance and oppression of feudals
6.	Мощный толчок к развитию личности	6.	The main subject in literature and fine arts
7.	Самый выдающийся драматург эпохи, как и всех времен	7.	The progressive ideology of the Renaissance
8.	Расцвет английской драмы	8.	The former townspeople
9.	Античная культура Греции и Рима	9.	The belief in man's abilities
10.	Изобретение печатного станка	10.	Powerful development of individuality

5. Use the appropriate antonyms instead of underlined words and word-combinations:

- In the 15th – 16th centuries capitalists relations began to decline in Europe.
- The rise of feudalism was followed by a great decay in the cultural life of Europe.
- There was an attempt at creating an ancient culture which would be oppressed with the limitations of the feudal ideology of the Renaissance.
- Universities of Medieval Europe turned into citadels of religious learning.
- The power of the Church over the men's minds took force.
- English humanism was directed against the education and freedom given to people by feudals.
- It was the ideology of the most backward people of the epoch.
- "Utopia" is a story about a real island where all people are unequal and oppressed.
- The theatre became a hard work for people, especially in the rural areas.
- The epoch was characterized by a total absence of interest for knowledge and discoveries.
- Thoughts about death, the sorrows of people and belief in man's misfortune became the main subjects in fine arts and literature.

6. Choose the right variant:

- In the 15th – 16th centuries capitalist relations _____ to develop in Europe.
a) begins; b) had begun; c) began
- The decay of feudalism _____ by a great rise in the cultural life of Europe.
a) follows; b) was followed; c) had followed.
- The epoch _____ by a thirst for knowledge and discoveries.
a) was characterized; b) characterizes; c) characterized
- The invention of the printing press _____ to the development of culture.
a) was contributed; b) contributed; c) had been contributed.
- The power of the Church over man's minds _____.
a) defeated; b) defeats; c) was defeated.

6. English humanism _____ against the oppression of feudals and the grabbing of the bourgeoisie.

- a) directs; b) had directed; c) was directed.

7. Humanistic ideas _____ by Thomas More in his book "Utopia".

- a) were expressed; b) are being expressed; c) are to express.

8. At the end of the 17th century _____ about 10 theatres in London.

- a) there is; b) there was; c) there were.

9. English humanism was _____ anti-feudal _____ anti-bourgeois.

- a) neither ... nor b) both ... and; c) either ... or.

10. Humanism was the ideology of _____ people of the epoch.

- a) progressive; b) more progressive; c) the most progressive.

1. Answer the following questions:

1. When did the capitalist relations begin to develop in England?
2. Why did the bourgeoisie fight against feudalism?
3. What was the development of capitalist relations followed by?
4. What was the epoch characterized by?
5. What could you say about the role of the European universities in humanist study?
6. How could you explain a revival of interest in ancient culture of Greece and Rome?
7. Tell about the role of the Church at that time.
8. What great men of the epoch of Renaissance do you know?
9. English humanism, what was it directed against?
10. Characterize the two epoch of English humanist literature.

8. Give a short summary of the text.

§ 8. William Shakespeare

Read and translate the text.

WILLIAM SHAKESPEARE

(1564–1616)

The last half of the 16th and the beginning of the 17th centuries are known as the golden age of English literature. It was the time of the English Renaissance, and sometimes it is even called "the age of Shakespeare".

The great English playwright and poet William Shakespeare was born in the small town of Stratford-upon-Avon, about seventy-five miles from London. In spite of his fame we know very little about his life. The things that we know about Shakespeare's life begin with the date when he was baptized in the church of Stratford, on April 26, 1564, when he was only a few days old. So he is believed to have been born on April 23. He was the son of a tradesman. His mother, Mary Arden, was a farmer's daughter.

When a boy he went to Stratford Grammar School, where Latin and Greek were almost the only subjects. Life itself, contact with people and his acquaintance with the rich English folklore gave him more than the scholastic methods used at school. William lived in Stratford until he was about twenty-one, when he went to London. We do not know why he left Stratford-on-Avon. Later Shakespeare, became an actor and a member of one of the chief acting companies. Soon he began to write plays for this company and in a few years became well-known author. The theatre at that time was more closely connected with the people than any other art. All kinds of Londoners went to the theatre and were very fond of it.

Shakespeare's experience as an actor (although he usually acted only small parts like the Ghost in Hamlet) helped him greatly in the writing of his plays. His knowledge of the stage and his poetical genius made his plays the most wonderful ones ever written.

Shakespeare is the author of 2 poems, 37 plays and 154 sonnets. The sonnet is a poem consisting of 14 lines divided into three quatrains and final couplet (English sonnet). He introduced new contents into the traditional form of 14 lines. His sonnets are real dramas in miniature because they are no less deep in thought and feeling than his plays are. They are all built on contrast which reflects the struggle of conflicting emotions in the poet's soul. All his sonnets are full of feeling, of philosophical meditations on life. His creative work is usually divided into three periods.

The first period that lasted from 1590 to 1600 was marked by the optimism so characteristic of all humanist literature. It is best reflected in his nine brilliant comedies. The Comedy of Errors, The Taming of the Shrew, The Merchant of Venice, Love's Labour's lost, A Midsummer Night's Dream, Much Ado About Nothing, The Merry Wives of Windsor, As You Like it, Twelfth Night, or, What you Will.

The comedies describe the adventures of young men and women, their friendship and love, their search for happiness. The scene is usually laid in some southern country. The comedies are based on some misunderstanding that creates comic situation. They are full of fun. But the laughter is not a mockery directed against the people and their vices. Shakespeare never moralizes in his comedies. He laughs with people, but not at them. His comedies are full of humanist love for people and the belief in the nobleness and kindness of human nature.

The historical chronicles form another group of plays written by Shakespeare in the first period. They are: King Henry VI (parts 1, 2, 3), The tragedy of King Richard II, The Life and Death of King John, King Henry IV (parts 1,2), The life of King Henry V.

Historical chronicles are plays written on subjects from national history. Shakespeare's chronicles cover a period of more than three hundred years of English history. However, the main subject, of the chronicles is not lives and fates of kings but history itself and the development of the country. The drama The Merchant of Venice and the two early tragedies Romeo and Juliet and Julius Caesar, also written in the 90s, show a change in the playwright's understanding of life, whose approach to reality becomes more pessimistic.

The main works written by Shakespeare during the second period (1601–1608) are

his four great tragedies Hamlet, Prince of Denmark, Othello, The Moor of Venice, King Lear, Macbeth. The tragedies reflect the deep, insoluble contradictions of life, the falsehood, injustice and tyranny existing in society. They show people who perish in the struggle against Evil.

The tragedies, like the chronicles, are also based on real events but there is a considerable difference between the two genres. The playwright raised great problems of God and Evil in both. But in the chronicles they are mostly linked with political themes – the questions of the state and public life of the period described. In the tragedies which are centered round the life of one man Shakespeare touched on the moral problems of universal significance – honesty, cruelty, kindness, love, vanity and others, that is why his tragedies are of great interest to every new generation. The plays of the third period (1609-1612) differ from everything written by Shakespeare before. The playwright still touches upon important social and moral problems.

He introduces romantic and fantastic elements. The works of this period – Cymbeline, The Winter's Tale and The Tempest are called romantic dramas.

All Shakespeare's plays are written in easy-flowing verse and light, tripping prose. The text is full of jokes and puns which came from his works into the English language as sayings and quotations and have become a part of it. In his plays he could write equally well funny scenes, and scenes of fear and excitement. The characters in Shakespeare's plays do not seem "characters in a book", but as if they were real people whom we could recognize at once if we met them in ordinary life instead of in the play.

Shakespeare did not point out any definite means towards the achievements of his ideals, which were rather vague, he could give no concrete answer to the problems he put forth, but he was a truly great inquirer, and his penetration into life gives us an opportunity to answer his questions better than he could himself.

Most of Shakespeare's plays were not published in the lifetime. So some of them may have been lost in the fire when the "Globe" burned down in 1613. His works are truly immortal, and will retain their immortality as long as the human race exists. It is only natural that the greatest minds of the world admired Shakespeare and acknowledged his unsurpassed merit; among them were Goethe, Pushkin, Victor Hugo and many others.

A writer is a true classic, if every new generation finds new and hitherto unperceived aspects of his works, such is the case with Shakespeare. His popularity all over the world grows from year to year.

1. Topical vocabulary:

search, v – искать

vice, n – зло, порок

approach, n – подход

solve, v – решать

contradiction, n – противоречие

mockery, n – издевательство, осмеяние

chronicle, n – летопись

exist, v – существовать

touch on, v – затрагивать тему

vanity, n – тщеславие

suggest, v – предлагать

solution, n – решение

playwright, n – драматург

baptize, v – крестить

2. Translate the following words and word combinations:

золотой век английской литературы, слава, знакомство с богатым английским фольклором, театральная труппа, актерский опыт, поэтический гений, четверостишие, отражать, противоречивые эмоции, поиски счастья, недоразумение, подход к реальной жизни, погибать в борьбе против зла, неразрешимые противоречия, быть связанным, проблемы вселенской важности,

3. Finish the sentences:

1. William Shakespeare was born in the small town ...
2. The things that we know about Shakespeare's life begin with ...
3. When a boy, he went to ...
4. William lived in Stratford until ...
5. Shakespeare is the author of ...
6. The sonnet is ...
7. His creative work is usually divided ...
8. The period that lasted ...
9. The main works written by Shakespeare during the second period ...
10. The plays of the third period

4. Find the synonyms of the words in the text:

celebrity, to be christened, famous, to be linked, conventional forms, one's poetical gift, evil, importance, uncertain.

5. Match the antonyms:

comedy
vice
tyranny
vanity
survive
create
vague
deep

modesty
merit
shallow
certain
democracy
destroy
drama
perish

6. Answer the questions:

1. Say everything you know about Shakespeare's private life (use any available sources).
2. What does Shakespeare's heritage consist of?
3. Characterize three periods of Shakespeare's creative work.
4. What are the characteristic features of Shakespeare's comedies? Which comedy do you like best?
5. What are Shakespeare's great tragedies and what do they reflect?
6. What was Shakespeare's contribution to world literature?

7. Give a short summary of the text.

8. Shakespeare was not old when he died — he had barely reached his fifty-third year.

ALL THE WORLD'S A STAGE

(The Seven Ages of Man)

All the world's a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages.
At first the infant,
Mewling and puking in the nurse's arms;
And then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school.
And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow.
Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth.
And then the justice,
In fair round belly with good capon lin'd,
With eyes severe, and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part.
The sixth age shifts
Into the lean and slipper's pantaloon,
With spectacles on nose and pouch on side;
His youthful nose, well saved, a world too wide
For his shrunk shank; and his big manly voice
Turning again toward childish treble, pipes
And whistles in his sound.
Last scene of all,
That ends his strange eventful history,
Is second childishness and mere oblivion
Sans teeth, sans eyes, sans taste, sans everything.
(From "As You Like It", Act II, Scene 7).

Commentary:

1. mankind, n — человечество
2. estimation, n — суждение, оценка
3. property, n — собственность
4. destiny, n — судьба
5. plague, n — чума
6. to spare, v — беречь, щадить
7. bosom, n — грудь
8. weed, n — сорняк
9. to take it for granted — принимать как должное
10. a keen perception — острое восприятие
11. acquisition, n — приобретение
12. to decline, v — отклонять
13. to push one's fortune — испытать судьбу, попытать счастья
14. on an average — в среднем
15. to mew, v — попискивать
16. to puke, v — срыгивать
17. a snail, n — улитка
18. a furnace, n — печь
19. cannon's mouth, n — дуло пушки
20. oblivion, n — забвение

Answer the questions:

1. Is it a difficult or simple verse to understand on first acquaintance? Do you usually have any difficulties to understand Shakespeare's poems?
2. What type of a poem is it? Is it a lyric, a ballad, a sonnet, an ode, an epic poem, an elegy, a satire, a nonsense poem, a limerick?
 - a) lyric — expressing the writer's emotions, usually briefly;
 - b) a ballad — slow sentimental poem or song narrating a popular story;
 - c) a sonnet — a poem of 14 lines with a fixed rhyme-scheme and usually ten syllables per line;
 - d) an ode — a lyric poem of exalted style and tone;
 - e) an epic poem — a long poem narrating the adventures or deeds of one or more heroic or legendary figures;
 - f) an elegy — a sorrowful poem or song, especially for the dead;
 - g) a satire — ridicule, irony, used to expose folly or vice;
 - h) a limerick — a humorous five-line verse.
3. Is it in rhyme or blank verse? Has it a regular pattern of rhythm or is it a combination of rhythms?
4. blank verse — unrhymed verse
5. What emotions does the poem chiefly appeal to? Is it light or humorous or satirical or serious?
6. What does the poet say in the poem? (Outline only what he actually says not what he implies or hints.) What deeper meaning is there in the poem?
7. What does the poem say about the ways of life in the times of Shakespeare?
8. What universal truth does the poem say?

9. How well has the poet chosen his words? Is the vocabulary simple or difficult? Has he used any words in individual or unusual manners? What thematic groups can these words be put in?
10. Is the grammatical structure simple or difficult? Does he use the language of his time? How has he used grammar to get his meaning more effectively?
11. What devices does the poet use to convey his particular vision of human life to the reader? Is there any symbolism or imagery in the poem? What is it? How effective is this? Is it obvious or concealed? What devices of the language does he use (epithets, simile, metaphor, alliteration, personification, etc)? Do they move the reader's emotions?
12. How far do you think the poem has succeeded in conveying its message to the reader? Does the poem appeal to you personally, or not and for what reason?

9. Read Shakespeare's Sonnet 57 and write your answers to the questions.

Being your slave, what should I do but tend
 Upon the hours and times of your desire?
 I have no precious time at all to spend
 Nor services to do, till you require.
 Nor dare I chide the world-without-end hour
 Whilst I, my sovereign, watch the clock for you,
 Nor think the bitterness of absence sour
 When you have bid your servant once adieu;
 Nor dare I question with my jealous thought
 Where you may be, or your affairs suppose,
 But like a sad slave, stay and think of nought
 Save, where you are, how happy you make those.
 So true a fool is love, that in your will,
 Though you do any thing, he thinks no ill.

1. What question does the poet ask himself?
2. How does he answer it? (Write out the question and the answer.)
3. Who is the poem addressed to?
4. What is the poet doing in this poem? Telling the reader about his loved one? Complaining that he hasn't been given enough attention by her? Trying to criticise himself? Trying to say how unhappy and sad he is? Trying to say how much he loves her? Something else?
5. What type of person does the poet compare himself with?
6. What kind of slave is he?
7. Can you explain in your own words what has made the poet think that he is a slave to his beloved?
8. Can we guess from the poem whether the poet's beloved cares for him and is faithful to him?
9. What does the poet mean when he uses an unusual compound adjective "world-without-end"?

10. What kind of poem is this?
11. How many beats are there in each line? Are the lines regular or irregular? What is the rhyme scheme of the poem? (Write it out.)
12. How is the poet trying to convey his feelings to the reader? By using a rhetorical question? By using the pattern "Nor dare I..."? By using the repetition of the syntactic structure "Nor dare I..."? In some other ways? Does the poet make effective use of these devices?
13. a rhetorical question — question used for effect but not seeking answer;
14. a beat — main accent in music or verse.
15. What is the main feeling we get from the poem?
16. What is the poem about?
17. What people can this sonnet appeal to? Does it appeal to you?

Compare the sonnet with its Russian translation version and discuss the questions, given below.

Для верных слуг нет ничего другого,
 Как ожидать у двери госпожу.
 Так, прихотям твоим служить готовый,
 Я в ожиданье время провожу.
 Я про себя бранить не смею скуку,
 За стрелками часов твоих следя.
 Не проклиная горькую разлуку,
 За дверь твою по знаку выходя.
 Не позволяю помыслам ревнивым
 Переступать заветный твой порог,
 И, бедный раб, считаю я счастливым
 Того, кто час пробыть с тобою мог.
 Что хочешь делай. Я лишился зренья,
 И нет во мне ни тени подозренья.
 (Перевод С. Я. Маршака)

1. Is the theme of the sonnet in the original and its translation the same?
2. Is the image of the poet in the translation the same?
3. What devices are used by the Russian translator to convey the meaning of the poem?

§ 9. John Milton (1608–1677)

The great poet John Milton was born in London on December 9, 1608. Milton's father was a prosperous scrivener (a clerk who copied documents) in London. He was also an amateur composer. From childhood Milton learned to love music and books, he read and studied so intensely that at the age of twelve he had already formed the habit of working until midnight.

At first Milton attended St. Paul's School. His progress in every department of knowledge was very rapid, and at the age of sixteen he went to the University of

Cambridge. On graduating, Milton retired to his father's country place, Horton, in Buckinghamshire. There he gave himself up to study and poetry. Many of Milton's poems were written at Horton. They comprise the first period in his creative work.

Milton had long wished to complete his education by travelling, as was the custom of the time. In 1637 he left England for a European tour. He visited France and Italy which gave him an opportunity to satisfy his thirst for knowledge. He met the great Galileo who was no longer a prisoner of the Inquisition, but was still watched by Catholic churchmen. Milton succeeded in getting into the house where Galileo was kept. In 1639 he returned to England, just when the struggle between the king and the Puritan bourgeoisie began.

The years between 1640 and 1660, the second period in his literary work, were the years when he wrote militant revolutionary pamphlets. His views on civil and religious liberty made him the most prominent pamphlet-writer of the Independents. When the Republican Government under Cromwell was established in the year 1649, Milton was appointed Latin Secretary to the Council of State. The work consisted chiefly of translating diplomatic government papers into Latin and from Latin.

In his pamphlets, most of which were written in Latin, Milton made Europe understand that the Puritan Revolution was not just a great rebellion, as the Royalists insisted, but that it was the only force, which could give the people rights and freedom. The execution of the king, he said, should not be regarded as bloodshed by a cruel people, but as the only means by which the people could free themselves from the monarchy and that the king was not martyr, but the worst of enemies in the cause of liberty. During his years as Latin Secretary and journalist Milton wrote only a few sonnets.

Milton had weak eyes even as a child: in 1652 he lost his eyesight completely.

With the restoration of the monarchy in 1660, Milton was discharged from office. All his famous pamphlets were burnt, his family moved to a small house not far from London where Milton again began to write poetry. Milton's years of retirement became the third period in his literary work. During this period he created works that made him one of the greatest poets of England. These were his great epic "Paradise Lost" (1667) and then, the second epic, "Paradise Regained" and a tragedy "Samson Agonistes", both written by 1671.

The story of "Samson" is taken from the Bible. Samson, the great hero, is imprisoned and blinded, but manages to destroy his enemies, although he perishes himself. The tragedy is autobiographical: in it Milton shows that he remained to his ideals. It is considered his most powerful work.

Milton died on November 8, 1674 and was buried in London. Milton's works form a bridge between the poetry of the Renaissance and the poetry of the classicists of a later period. Milton was attracted by ancient poetry because of the free thought there expressed and because of its great epic forms. Although poetry was discouraged by the Puritans, he was nevertheless a champion of the Puritans in so far as social and religious problems were concerned, because he believed that only a republican government could provide a foundation for freedom.

"Paradise Lost" was written after the Restoration, but the powerful voice of the poet declared that the spirit of the Revolution was not broken, that it still lived in the heart

of the people. Being a Puritan, Milton wanted to portray God as an embodiment of Justice, and Satan as the villain, but Satan becomes the hero of this great work. "Paradise lost" is an epic poem. The characters are Satan and his rebel-angels, God, three guardian angels – Raphael, Gabriel and Michael, and the first man and woman – Adam and Eve. The revolutionary spirit is shown in Satan, who revolts against God, draws to his side many rebel-angels and is driven out of Heaven. Down into the fires of Hell they fall. But Satan is not to be overcome. He hates God who rules the universe autocratically.

Adam and Eve are allowed by God to live in Paradise, in the Garden of Eden, as long as they do not eat the apple that grows on the Tree of the Knowledge of good and evil. Satan who has been driven from the Garden of Eden, returns at night in the form of serpent. Next morning, the serpent persuades Eve to eat the forbidden fruit from the Tree of Knowledge and to take another one for Adam. Eve tells Adam what she has done. Adam decided to eat the fruit for love of Eve. As a punishment, God banishes Adam and Eve to the newly created world.

1. Topical vocabulary:

habit, n – привычка
 rapid, adj – быстрый, стремительный
 creative, adj – творческий, созидательный
 opportunity, n – возможность
 satisfy, v – удовлетворять
 establish, v – устанавливать
 appoint, v – назначать
 rebellion, n – восстание
 insist, v – настаивать
 regard, v – считать
 cause, n – дело

liberty, n – свобода
 spirit, n – дух
 crush, v – сломать
 manage, v – удаваться
 perish, v – погибнуть
 provide, v – обеспечивать
 embodiment, n – воплощение
 villain, n – разбойник
 paradise, n – рай
 hell, n – ад

2. Reproduce the sentences in which the following phrases were used:

a prosperous scrivener; the habit of working; the department of knowledge; to give oneself up to study and poetry; the custom of the time; the thirst for knowledge; to succeed in getting into smth; the most prominent pamphlet-writer; to consist of translating papers; to make smb understand; to give the people rights and freedom; a bloodshed by a cruel people; to lose eyesight; to write poetry; smb's years of retirement; to manage to destroy; to form a bridge; to be a champion; to provide a foundation for freedom; the spirit of the Revolution; an embodiment of justice; to revolt against God; the knowledge of good and evil; to eat the forbidden fruit.

3. Find in text the Passive forms of the following verbs:

to bear; to write; to watch; to keep; to establish; to appoint; to write (in Latin); to regard; to discharge; to burn; to take; to imprison; to blind; to consider; to bury; to attract; to express; to discourage; to concern; to break; to show; to drive out; to allow; to create.

4. Use the suitable prepositions:

to form the habit _____ working _____ midnight; the progress _____ every department _____ knowledge; to go _____ the University _____ Cambridge _____ the age _____ sixteen; to complete one's education _____ travelling; to leave England _____ a European tour; to succeed _____ getting _____ the house; the struggle _____ the king and the puritans; the Republican government _____ Cromwell; to free oneself _____ monarchy; to form a bridge _____ the poetry the Renaissance and the poetry _____ the classicists _____ a later period; to revolt _____ God; to fell _____ the fires _____ the Hell; to be driven _____ the Garden _____ Eden; to eat the fruit _____ love _____ Eve.

5. Complete the list of synonyms:

- prosperous [flourishing, thriving]
- rapid [swift, heady, impetuous]
- to comprise [to consist of, to be made up, to be part of]
- an opportunity [a chance, a possibility, means, resources]
- one's views [opinion, mind]
- to write [to compose, to create, to make up, to fabricate]
- the execution (of the king) [(capital) punishment, death penalty]
- completely [fully, in full, utterly, entirely]
- to be discharged [to be dismissed, to be banished, to be expelled]
- to destroy [to kill, to annihilate, to wipe out, to exterminate]
- powerful [mighty, potent]
- to discourage [to destroy, to dissuade]
- to declare [to proclaim]
- to portray [to depict, to represent as, to make out]
- to be overcome [to conquer, to vanquish, to defeat, to win a victory over]
- to persuade [to convince, to prevail on]
- to revolt [to rise up, to be up in arms, to rebel, to mutiny]

6. Paraphrase the following using word-combinations from the text instead of those in the bold type:

1. Milton's father was a thriving scrivener in London.
2. His progress in every department of Knowledge was very swift.
3. Milton's poems written in Horton are part of the first period of his creative work.
4. Milton visited France and Italy which gave him a chance to satisfy his thirst for knowledge.
5. His mind on civil and religious liberty made him the most prominent pamphlet-writer of the Independents.
6. In his pamphlets, most of which were created in Latin, Milton made Europe understand the only force to give people rights and freedom.
7. The death penalty of the king should be regarded as the only means to free the people from monarchy.
8. In 1652 Milton lost his sight entirely.
9. With the restoration of the monarchy Milton was expelled from office.

10. Samson managed to defeat his enemies, although he perishes himself.
11. Mighty voice of the poet proclaimed that the spirit of the revolution wasn't broken.
12. Poetry was destroyed by the Puritans.
13. Being a Puritan, Milton wanted to represent God as an embodiment of Justice.
14. But Satan isn't to be vanquished.
15. The serpent convinced Eve to eat the forbidden fruit.
16. The revolutionary spirit is shown in Satan who rebelled against God.

7. Transform as in the Model:

Model: to compose music – to be a composer

to study intensively, to retire to his father's country place, to create many poems, to complete his education by travelling, to satisfy his thirst for knowledge, to succeed in getting into the house, to struggle against the king, to establish the Republican Government under Cromwell, to translate diplomatic government papers, to rebel against the Royalists, to free people from monarchy, to discharge from office, to form a bridge between two kinds of poetry, to discourage a poetry, to embody justice, to create world.

8. Match English and Russian equivalents:

first period of one's creative work	быть пленником Инквизиции
to leave England for a European tour	Республиканское правительство Кромвеля
bloodshed by a cruel people	лишиться официального места жительства
to be attracted by an ancient poetry	единственная сила, могущая дать народу права и свободу
to fell down into the fires of Hell	стать героем великого произведения
to be a prisoner of the Inquisition	пасть в огнедышащее чрево ада
the only force which could give the people rights and freedom	первый период творчества
to be discharged from office	быть увлеченным античной поэзией
Republican Government under Cromwell	кровопролитие, совершенное жестоким народом
to become the hero of the great work	отправиться из Англии в турне по Европе

9. Match the two parts of the sentences:

1.	From childhood...	a.	...who was still watched by Catholic churchmen
2.	On graduating...	b.	... of translating diplomatic government papers
3.	The revolutionary spirit...	c.	... the worst of enemies in the cause of liberty
4.	The powerful voice of the poet	d.	... God banished Adam and Eve to the newly c
5.	During the third period of his	e.	... is shown in Satan who revolts against God

	literary activity		
6.	He met the great Galileo...	f.	... although he perishes himself
7.	The work consisted chiefly...	g.	...John Milton learned to love music and books
8.	As a punishment...	h.	...he created works that made him one of the greatest poets of England
9.	Samson manage to destroy his enemies...	i.	... declared that the spirit of the revolution wasn't broken
10.	The king wasn't a martyr...	j.	... Milton retired to his father's country place

10. Say whether the following sentences are true or false. Prove it.

1. By the age of twelve John Milton had already formed the habit of sleeping until midday.
2. In Horton he gave himself up to sports and music.
3. Having completed his education, he visited China and Japan which gave him an opportunity to satisfy his thirst for love and philosophy.
4. He returned in England just when the struggle between the king and the Puritans began.
5. The second period in his literary work were the years when he wrote militant revolutionary pamphlets.
6. Milton made Europe understand that the Puritan revolution was only a great rebellion, completely sharing Royalists opinion.
7. After the restoration of the monarchy in 1660 all Milton's famous pamphlets were taken to the museum to keep them safe for the history.
8. During Milton's years of retirement he created works that made him one of the greatest poets of England.
9. Milton didn't like ancient poetry very much because of free thoughts there expressed and because of its great epic forms.
10. Milton showed the idea of the unbroken revolutionary spirit in his epics "Paradise lost" and "Samson".

11. Make up your own questions on the text.

12. Give a short summary of the text.

§ 10. Literature of the Enlightenment

The 17th and 18th centuries are known in the history of European culture as the period of Enlightenment. The central problem of the Enlightenment ideology was that of man and his nature. In England the period of Enlightenment followed the bourgeois revolution, while in other countries it came before the revolution (the French Bourgeois Revolution took place at the end of the 18th century); therefore, the aims of the English Enlighteners were not so revolutionary as those of French Enlightenment.

The English Enlighteners were not unanimous in their views. Some of them spoke

in defense of the existing order, considering that a few reforms were enough to improve it. They were the moderates, represented in literature by Daniel Defoe, Joseph Addison, Richard Steele and Samuel Richardson. Other, the radicals, wanted more democracy in the ruling of the country. The most outstanding representatives of the radicals were Jonathan Swift, Henry Fielding, Oliver Goldsmith, Richard B. Sheridan.

In the epoch of Enlightenment the poetic forms of the Renaissance were replaced by prose. The moralizing novel was born and became the leading genre of the period. The Enlighteners idealistically hoped to improve the morals of the people and of society in general. The Enlightenment epoch in England literature may be divided into three periods:

Early Enlightenment (1688-1740)

This period saw the flourishing of journalism. Numerous journals and newspapers appeared at that time. Most popular were the satirical moralizing journals *The Tattler*, *The Spectator*, *The Englishman* edited by Joseph Addison and Richard Steels. In their essays – short compositions in prose – these two writers touched on various problems of political, social and family life.

Mature Enlightenment (1740-1750)

The social moralizing novel was born in this period. It was represented by the works of such writers as Samuel Richardson (*Pamela, or Virtue Rewarded, Clarissa, or the History of a Young Lady*), Henry Fielding (*The History of Tom Jones, a Foundling and other novels*), and Tobias Smollett (*The Expedition of Humphrey Clinker and other novels*). Henry Fielding's works were the summit of the English Enlightenment prose. In the novel *The History of Tom Jones, a Foundling* the author created an all-embracing picture of the 18th century England. Fielding also worked out the theory of the novel. In the introductory chapters to the eighteen parts of *The History of Tom Jones* he put forward the main requirements that the novel should meet: to imitate life, to show the variety of human nature, to expose the roots and causes of man's shortcomings and to indicate the ways of overcoming them.

Late Enlightenment (Sentimentalism) (1750-1780)

The writers of this period, like the Enlighteners of the first two periods, expressed the democratic bourgeois tendencies of their time. They also tried to find a way out of the difficulties of the existing order. However, while their predecessors believed in the force of intellect, they considered feelings (or sentiments) most important. The principal representatives of sentimentalism in the genre of the novel were Oliver Goldsmith (*The Vicar of Wakefield*) and Lawrence Sterne (*Tristram Shandy, The Sentimental Journey*) and in drama – Richard Sheridan (*School for Scandal and other plays*)

1. Topical vocabulary:

enlightenment, n – просвещение
order, n – порядок
improve, v – улучшать
moderate, v – сдерживать
virtuous, adj – добродетельный
reward, v – награждать

requirement, n – требование
representative, n – представитель
expose, v – показывать
root, n – корень
shortcoming, n – недостаток
predecessor, n – предшественник

2. Translate the following:

идеология Просвещения, буржуазная революция, выдающиеся представители, радикального крыла, поэтические формы Возрождения, моральные устои общества, шедевры прозы английского просвещения, полная картина общества, сила разума.

3. Are these statements true or false?

1. The 15th and 16th centuries are known in the history of European culture as the period of Enlightenment.
2. In England the period of Enlightenment preceded the bourgeois revolution.
3. The aims of the English Enlighteners were even more revolutionary than those of French Enlightenment.
4. The English Enlighteners were unanimous in their views.
5. In the epoch of Enlightenment the poetic forms of Renaissance were still in use.
6. The Enlightenment epoch in English literature can not be divided.
7. G. Chaucer's works were the summit of the English Enlightenment prose.
8. The writers of late Enlightenment expressed the feudal tendencies of their time.

§ 11. Daniel Defoe (1660-1731)

Daniel Defoe is rightly considered the father of the English and the European novel.

Daniel Defoe's life was complicated and adventurous. He was the son of London butcher. His father, being a puritan, wanted his son to become a priest. Daniel was educated at a theological school. However, he never became a priest, he became a merchant. He traveled in Spain, Germany, France and Italy on business. Though his travels were few they, however, gave him, a man of rich imagination, material for his future novels. Defoe's business was not very successful and he went bankrupt more than once. He took an active part in the political life of Britain. After years of political ups and downs, including imprisonment for his attacks against the Church, he died at the age of 71 having written numerous works.

In the early 90s Defoe turned to literature. His first literary works were satirical poems dealing with the urgent problem of the time. In 1697 he published *An Essay on Projects*, a typical enlightener's work in which he suggested all kinds of reforms in different spheres of social life. He paid much attention to public education.

In 1702 Defoe published a satirical pamphlet written in support of the protestants, or dissenters, persecuted by the government and the Church. He was arrested and sentenced to imprisonment. In order to disgrace Defoe the Government had him thrice pilloried – on the 29, 30, 31 of July 1703. Before being pilloried he wrote his *Hymn to the Pillory* which at once became known all over London. While he was pilloried, with his head and wrists in the stocks, people came, threw flowers to him and sang the Hymn.

His first and most popular novel *The Life and Strange Surprising Adventures of Robinson Crusoe* was written in 1719 when Defoe was about 60. It was followed by

Captain Singleton, Moll Flanders, Roxana and other novels of adventure.

The popularity of the novel *The Life and Strange Surprising Adventures of Robinson Crusoe* was due to the fact that Robinson Crusoe was a typical nature and his common sense was the feature most characteristic of the English bourgeoisie. He was the first character of a bourgeois ever created in world literature. Through him Defoe asserted the superiority of the new class over the idle aristocracy.

He was typical in his manner of thought, in his thriftiness. He saved the money he found in the wrecked ship, although he understood that it could hardly be of any use to him on the island.

Crusoe was religious and any work he started, he began with a prayer just as any puritan would.

Defoe wrote his novels in the form of memories, which made them look like stories about real people. The detailed descriptions of Crusoe's labour – making a boat, cultivating the land and other – were just as interesting for the reader, as those of his adventures.

Defoe's books were written in the living tongue of the epoch. He addressed the wide public and tried to make himself understood by the readers of all the layers of society.

As a true Enlightener he set himself the task of improving people's morals: that was why he provided his books with a moralizing comment. The novel *Robinson Crusoe* praised the creative labour of man, his victory over nature.

The influence of his work on the literary process as well as the minds of the readers can hardly be overestimated. An English critic once said that without his we should all be different from what we are.

1. Topical vocabulary:

imagination, n – воображение, фантазия	to persecute, v – преследовать
bankrupt, n – банкрот, банкротство	pillory, n – позорный столб
ups and downs – взлёты и падения	to create, v – творить
prison, n – тюрьма, лишение свободы	idle, adj. – праздный
to deal with – иметь дело с ...	prayer, n – молитва
butcher, n – мясник, палач	wreck, n – катастрофа
priest, n – священник	to provide, v – обеспечивать
memoirs, n – мемуары, автобиография	to assert, v – утверждать
to estimate, v – оценивать	

2. Find in the text the following words and word-combinations and translate the sentences, which include them:

to want smb to become a priest, to go bankrupt, years of political ups and downs, to write numerous works, a typical enlightener's work, to write in support of the protestants, in order to disgrace smb, some other novels of adventure, to be the first character of a bourgeois, to save the money found in the wrecked ship, to be hardly of any use, the detailed descriptions of Crusoe's labour, to address the wide public, the task of improving people's morals, to praise the creative labour of man, to be overestimated.

3. Insert the necessary prepositions:

to travel _____ business, to be a man _____ rich imagination, to give material _____ his future novels, to take part _____ the political life _____ Britain, the imprisonment _____ his attacks _____ the Church, to turn _____ literature, to deal _____ the urgent problems _____ the time, to suggest all kinds _____ reforms _____ different spheres _____ social life, to pay attention _____ public education, to be persecuted _____ the government, to become known _____ London, to be due _____ the fact, to be the features _____ the English bourgeoisie, to assert the superiority _____ the new class _____ the idle aristocracy, to begin _____ a prayer, to write novels _____ the form _____ memoirs, to be written _____ the living tongue _____ the epoch, to make himself understood _____ the readers _____ all the layers _____ society, to provide books _____ a moralizing comment, the victory _____ nature, the influence _____ his work _____ the literature process, we should all be different _____ what we are.

4. Transform as in the Model:

Model: Complication (n) – complicated (adj)

adventure (n) – _____ (adj)
education (n) – _____ (adj)
theology (n) – _____ (adj)
imagination (n) – _____ (adj)
success (n) – _____ (adj)
politics (n) – _____ (adj)
literature (n) – _____ (adj)
satire (n) – _____ (adj)
type (n) – _____ (adj)
difference (n) – _____ (adj)
surprise (n) – _____ (adj)
popularity (n) – _____ (adj)
character (n) – _____ (adj)
creation (n) – _____ (adj)
superiority (n) – _____ (adj)
thought (n) – _____ (adj)
use (n) – _____ (adj)
religion (n) – _____ (adj)
reality (n) – _____ (adj)
description (n) – _____ (adj)
interest (n) – _____ (adj)
society (n) – _____ (adj)
truth (n) – _____ (adj)

5. Put the words in the right order to make up sentences:

1. More, successful, Defoe's, once, was, he, business, bankrupt, very, went, and, not, than.

2. Problems, first, satirical, with, literary, the, dealing, were, urgent, his, poems, the, works, time, of.
3. Persecuted, a, Church, in, published, by, support, and, pamphlet, the, of, protestants, Defoe, the, satirical, the, written, Government.
4. London, before, his, became, being, the wrote, all, pilloried, known, he, Pillory, to, which, Hymn, over.
5. Were, nature, common, of, Robison Crusoe, the typical, most, a, sense, and, features, was, characteristic, the, bourgeoisie, his, English.
6. Asserted, through, idle, the Defoe, over, class, him, the, of, the, new, aristocracy, superiority.
7. Saved, any, he, the, could, understand use, the, hardly, of, money, that, be, on, to, island, him.
8. Began, was, a Grusoe, and, started, religious, work, prayer, any, he, with.
9. Written, epoch, Defoe's, tongue, in, were, the, of, books, the living.
10. People's, himself, the, true, morals a set of Enlightener, task, he, improving, as.

6. Use synonyms from the text instead words:

1. Daniel Defoe is truly considered the father of the English and European novel.
2. Daniel Defoe's destiny was complicated and adventurous.
3. Though his travels were not numerous, they gave him material for his future novels.
4. Defoe was failure in business and he went bankrupt more than once.
5. He revived imprisonment for his struggle against the Church.
6. Daniel Defoe died at the age of 71 having written a lot of works.
7. His first literary works were satirical poems devoted to the urgent problems of the time.
8. In his "Essay on Projects" he offered all kinds of reforms in different spheres of social life.
9. Before being pilloried he wrote his "Hymn to the Pillory" which at once extended all over London.
10. Grusoe was typical in his manner of thought, in his frugality.
11. The novel "Robinson Grusoe" eulogized the creative labour of man.

7. Match Russian and English equivalents:

принимать активное участие в политической жизни Британии	to be persecuted by the Government and the Church
начать литературную работу	to begin the work with a prayer just as any puritan would
типичная работа просветителя	to be typical in one's thriftiness
первый персонаж – буржуа, когда-либо созданный в мировой литературе	to take an active part in the political life of Britain
быть похожим на истории о реальных людях	to be interesting for the reader
некоторые другие приключенческие	to turn to literature

повести	
подвергаться гонениям со стороны государства и церкви	to look like stories about real people
начинать работу с молитвы, как и пристало пуританину	a typical enlightener's work
быть типичным в своей бережливости	some other novels of adventure
быть интересным читателю	the first character of a bourgeois eve created in world literature

8. Say whether the following sentences are true or false:

1. Daniel Defoe's father was a priest in London, that's why he wanted his son to become a priest too.
2. Daniel Defoe traveled a lot on business and during these travels he gathered a rich material for his future novels.
3. His first literary work was a serious adventure novel dealing with the urgent problems of the time.
4. Daniel Defoe was arrested and sentenced to imprisonment for his anti-clerical activity.
5. Through Robinson Crusoe Defoe asserted the superiority of the aristocracy over idle new class of bourgeoisie.
6. Defoe wrote his novels in the form of poems, which made them look like stories about Gods and Kings.
7. He addressed only the critics because nobody else could understand what ideas he expressed in his works.
8. As a true Enlightener he understood that even God wasn't able to improve the man's nature.
9. Being a puritan, Daniel Defoe censured his character for the creative labour, for the making a boat, cultivating the land and so on.
10. The influence of his works on the minds of the readers can hardly be overestimated.

9. Answer the following questions:

1. What was the influence of religious atmosphere in the family and character of education on Daniel Defoe's life and activity?
2. Why did he take an active part in the political life?
3. What was his road to literature?
4. What age did he write "Robinson Crusoe" at? Was "Robinson Crusoe" followed by some other novels of adventure?
5. What was the difference between Robinson Crusoe and the characters created in the world literature before him?
6. Could the descriptions of creative labour be as interesting for the reader as those of adventures?
7. Did Defoe try to make himself understood by the readers of all the layers of society?

8. Why did the novel "Robinson Crusoe" become very popular?
9. Could Daniel Defoe improve people's morals only by providing his books with moralizing comments?
10. Why, nevertheless, "should we all be different from what we are" without books?

10. Give a short summary of the text.

§ 12. JONATHAN SWIFT (1667–1745)

The greatest satirist in the history of English literature Jonathan Swift was the contemporary of Steele, Addison, Defoe and other English Enlighteners of the early period.

Jonathan Swift was born on November 30, 1667 in Dublin in an English family. His father died seven months before Jonathan's birth leaving his family in poverty. Jonathan was brought up by his prosperous uncle Godwin Swift who sent him to school and then to Trinity College in Dublin. There he studied theology. His favorite subjects, however, were not theology but literature, history and languages.

During the two years at Moor Park Swift read and studied much and in 1692 he took his Master of Arts Degree at Oxford University. With the help of Sir William, Swift got the place of vicar in a small church in Kilroot (Ireland) where he stayed for a year and a half. Then he came back to Moor Park and lived there till Sir William's death in 1696.

Later he became one of the leading political figures in England, although he occupied no official post in the Government. Among his early work was the allegory "*Tale of a Tub*", a biting satire on religion. The meaning of the allegory was quite clear to the readers of that time. The Tub was religion which the state (for a ship has always been the emblem of a state) threw to its people to distract them from any struggle. The satire is written in the form of a story about three brothers symbolizing the three main religions in England: Peter (the Catholic Church), Martin (the Anglican Church) and Jack (Puritanism). It carries such ruthless attacks on religions that even now it remains one of the books, forbidden by the Pope of Rome.

Swift's literary work was always closely connected with his political activity. In the numerous political pamphlets Swift ridiculed different spheres of life of bourgeois society: law, wars, politics, etc. His strongest pamphlets were written in Ireland. One of the most outstanding pamphlets and the most biting of all his satires was "*A Modest Proposal for Preventing the Children of Poor People of Ireland from Being a Burden to their Parents*". (1729)

It was his novel *Gulliver's Travels*, however, that brought him fame and immortality. *Gulliver's Travels* is the summit of Swift's creative work and one of the best works in world literature. It is one of the books most loved by children because it

tells of the entertaining adventures of Lemuel Gulliver in four strange countries. However, the author did not mean to write a book to amuse children. Gulliver's Travels was conceived as a synthesis of everything that Swift had said and written before in his satires, essays and pamphlets. It was an exposure of all the evils and vices of the bourgeois society, of its corruption and degradation.

The book consists of four independent parts that tell about the adventures of Gulliver, a ship surgeon. The first part is the story of Lemuel's voyage to the land of Lilliput. Second, is an account of Gulliver's adventures in Brobdingnag, a country inhabited by giants. The third tells of Gulliver's voyage to Laputa, a flying island, and to some other islands. In the fourth part Gulliver finds himself in the country of Houyhnhnms inhabited by intelligent horses and ugly-looking human beings called Yahoos.

The land of Lilliput is a satirical symbol of the England of Swift's time. The author laughs at the shallow interests of the Lilliputians who are as small in intellect as in size. He mocks at the Emperor who is only "a nail's breadth higher" than his people, yet thinks himself the head of the universe. Swift ridicules the English court with its intrigues, flattery, hypocrisy and struggle for higher position.

Swift's language was more elaborate and literature than Defoe's. This does not mean that he did not make use of the language of the common people. He resorted to it when his criticism became most severe.

Swift's art had a great effect on the further development of English and European literature. The main features of his artistic method, such as hyperbole, grotesque, generalization, irony were widely used by English novelists Fielding, Dickens, Thackeray, the poet Byron, the dramatists Sheridan and Shaw, by the French writer Voltaire, by the Russian writers Saltykov-Shchedrin, Gogol and other.

1. Topical vocabulary:

contemporary, n – современник
poverty, n – бедность
prosperous, adj – преуспевающий
vicar, n – викарий
allegory, n – аллегория

tub, n – бочка
ruthless, adj. – безжалостный
ridicule, v – высмеивать
hyperbole, n – гипербола
conceive, v – замыслить

exposure, n – разоблачение
account, n – отчет, рассказ
evil, n – зло
surgeon, n – хирург
giant, n – великан

mock, v – высмеивать
nail, n – гвоздь, ноготь
amuse, v – развлекать
grotesque, n – гротеск
resort, v – обратиться за помощью

2. Match the synonyms from columns A and B:

A
flattery
reveal

B
adulation
assistance

help
ugly human being
summit
entertaining
holy
hatred

sacred
thrilling
freak
peak
expose
criticism

3. Complete the sentences:

1. Jonathan Swift was born
2. Jonathan was brought up ...
3. During the two years at Moor Park Swift ...
4. Among his early works was ...
5. Swift's literary work was ...
6. It was his novel Gulliver's Travels that ...
7. Gulliver's Travels was conceived ...
8. The book consists ...
9. Swift's art had a great effect

4. Answer the questions.

1. Say everything you know about Swift's life?
2. What was Swift's satire directed at?
3. Prove that Gulliver's Travels is the summit of Swift's creative work.
4. Characterize the literary language of Swift.
5. What contribution did Swift make into the development of European literature?

13. Henry Fielding (1707-1754)

Best known today as a novelist, Fielding also had a busy literary career as a comic playwright, a satirist and a journalist. But whatever his choice of expressive means, his main business was reform: as a critic and writer always concerned with the identity and integrity of the various literary kinds, he wanted to reform stage tragedy, the novel, and even the travel book; as a journalist and as a practicing London police magistrate he laboured to amend manners, morals, and the administration of criminal jurisprudence.

Henry Fielding was born in 1707 in Somerset. He attended Eton, where he was given good knowledge of Greek and Latin classics. He next went to Leyden, in Holland, where he studied law and literature at the university for two years, returning to England only when his money ran out. For the rest of his life he struggled against poverty.

He established himself in London and, at the age of twenty, began writing for the stage. Between 1728 and 1737 he wrote twenty-four plays and became the most famous dramatist of the day. He managed his own theatre, the New Theatre in the Haymarket, where he produced his Congrevian comedies of intrigue, his farces, his ballad operas, and, most successfully, his dramatic burlesques, of which *"Tom*

Thumb" (1730), *"The Tragedy of Tragedies"* (1731) are the best known. Even his success as a comic dramatist didn't not bring him a sufficient living, and he turned next to the law as a livelihood. Resuming his legal studies, this time at the Middle Temple, he emerged as a barrister in 1740. To help support himself while he read law, he conducted a thrice-weekly anti-Jacobite periodical, *"The Champion"* (1739—41), most of whose essays he wrote himself.

His masterpiece, the huge but lively and highly plotted *"History of Tom Jones, a Foundling"*, appeared in six volumes in 1749. Unlike most of his earlier work, it bore its author's name. One of the innovations in *"Tom Jones"* is Fielding's frequent regular interruption of the narrative to theorize in brief essays about his genre ("our labours have sufficient title to the name of history"); about his theory of character ("it is often the same person who represents the villain and the hero"); and about the talents required for novel writing (genius, learning—a hit at Richardson—and "a good heart").

Although his health had been failing since his mid-thirties, Fielding somehow found the energy to conduct during 1752 *"The Covent-Garden Journal"*, his last journalistic venture. But his body was wearing out. Emaciated from years of gout, asthma, and dropsy, he set off for Portugal in 1754 in search of a healthier climate. His experiences on the trip are recorded in his posthumously published *"Journal of a Voyage to Lisbon"* (1755).

Fielding died in 1754 and was buried in the English cemetery in Lisbon.

1. Topical vocabulary:

amend, v – исправлять	foster, v – воспитывать
jurisprudence, n – юриспруденция	notorious, adj. – печально известный,
burlesque, n – пародия, фарс	conscientious, adj. – добросовестный
ensorship, n – цензура	villain, n – злодей
sufficient, adj – достаточный	gusto, n – удовольствие, рвение
barrister, n – барристер	somber, adj. – темный
prudential, adj – расчетный	emaciated, adj – истощенный
riotous, adj – буйный	gout, n – подагра
sycophancy, n – лесть	dropsy, n – водянка
assault, v – атаковать	posthumously, adv – посмертно
assume, v – принимать, приобретать	engraftment, n – прививка

2. Translate into Russian:

to labour to amend manners, morals, and the administration of criminal jurisprudence, to struggle against poverty, to manage one's own theatre, to subject new plays to censorship, to bring smb. a sufficient living, notorious criminal, to represent the villain and the hero, journalistic venture, domestic distress, Justice of Peace.

3. Translate into English:

изучать право и литературу в университете, выпускать периодические издания, вызывать отвращение, признать авторство, энергичный и добросовестный судья, толпа воров, разбойников и убийц, наводнивших Лондон, неустанно писать на юридические, криминальные и социальные темы, таланты, необходимые для

написания романов, прекрасная и добродетельная женщина, отправиться в Португалию в поисках более здорового климата, нововведение, напечатать посмертно.

4. Match the synonyms:

talent	Justice of Peace
emaciated	pleasure
magistrate	gift
gusto	exhausted
notorious	correct
sycophancy	well-known
amend	felon
criminal	flattery

5. Choose the right version:

Fielding was

- a) a journalist
- b) an actor
- c) a teacher

He studied at

- a) Oxford
- b) Cambridge
- c) Eton

He studied in Holland for

- a) 1 year
- b) 2 years
- c) 5 years

He returned to England because he

- a) missed his family
- b) finished his education
- c) had no money left

He began writing for the stage at the age of

- a) 20
- b) 18
- c) 30

He managed his own theatre

- a) The Globe
- b) The New Theatre
- c) Covent Garden

He earned his living by

- a) writing for the theatres
- b) working as a barrister
- c) publishing a magazine

He went to Portugal to find

- a) a healthier climate

- b) a new job
- c) a new wife

He suffered from

- a) flu
- b) dropsy
- c) quinsy

He was buried in

- a) Westminster Abbey
- b) English cemetery in Lisbon
- c) St. Paul's Cathedral

6. Answer the question:

1. What was Fielding famous for at the beginning of his literary career? Was he only a writer? What fields of literature did he work in?
2. Did Fielding get a good education? Where did he study? What was his best-known tragedy?
3. What did he do to earn his living?
4. Where did he publish his essays? What were they about?
5. What is considered to be Fielding's masterpiece? Was it anonymous or did it have the author's name?
6. What were Fielding's innovations in "Tom Jones"?
7. What did he die of?

7. Make a short summary of the text.

§ 14. Robert Burns (1759-1796)

Robert Burns, a well-known and the most democratic poet of the 18th century, was born on a little farm in Scotland in 1759. The family of Burns was not rich and their life was full of privations. Robert had to help his father on the farm from early childhood.

When Robert was seven, his father decided to give his children a good education and engaged a teacher for them. Robert was a capable boy and learned the French and Latin language and became fond of reading. However, Robert could not afford much time for his studies.

Burns wrote his first verses when he was fifteen. Very soon his poems and witty epigrams became popular among his friends. In 1786 he published his first book under the title of Poems Chiefly in the Scottish Dialect which was a great success. It

contained his early lyrical, humorous and satirical verses. Burns was invited to Edinburgh, the capital of Scotland, where he was welcomed as one of the "wonders of the world". But he wanted to write poetry about the people and for the people. He considered his literary work his patriotic duty and refused to be among those people who tried to use his talent for their own ends. He traveled about Scotland collecting popular songs. His poetry was inspired by his deep love for his motherland, for its history and folklore. His beautiful poem *My Heart's in the Highlands* full of vivid colorful description, is a hymn to the beauty of Scotland's nature and to its glorious past.

Burns' poetry is closely connected with the national struggle of the Scottish people for their liberation from English oppression, the struggle that had been going on in Scotland for many centuries. His favorite heroes were William Wallace, the leader of the uprising against the English oppressors, and Robert Bruce, who defeated the English army in the battle at Bannockburn and later became the King of Scotland. The poem *Bruce's Address to his Army at Bannockburn* is the poet's call to his people to keep up the freedom-loving spirit of their father.

Burns expressed the most sacred thoughts and hopes of the Scottish people, who even in their poverty, are full of proud love of freedom, hatred for all oppressors, contempt for the rich, human dignity and an optimistic belief in their beautiful future. This is reflected, for instance, in the poem *Is There for Honest Poverty*, which is rightly called the Scottish "*Marseillaise*".

Burns' wit, humor, contempt for falsehood and hypocrisy are best revealed in his epigrams – short four line satirical verses.

Burns' style is characterized by vivid colorful images. His metaphors, similes, personifications are taken from nature and everyday life. Love is linked to "a rose" that's "newly sprung in June", to "the melody that's sweetly played in time". A brilliant example of personification is the poem *John Barleycorn*. *Barleycorn* personifies the undying spirit of the common people who can never be crushed by any enemies.

Being already a poet he did not give up farming and worked hard to earn his living. The hard daily work destroyed his health and in 1796, at the age of 37, Burns died. After his death the widow and children of the great poet were literally left without a shilling.

Burns' funeral was attended by thousands of common Scottish people whom he had loved and for whom he had written his poems and songs. And it was those common people who raised enough money by subscription to provide his widow, the woman who had been the great love of all his life and the inspirer of his numerous verses, with sustenance for the rest of her life and give his children an education. Burns' lyrical poems are known for their beauty, depth of feelings and their lovely melody. Among them the best one is *Oh, My Love is Like a Red, Red Rose*. Many Burns' lyrical poems have been put to music. His verses inspired many poets, British and foreign. In his lyrical poems and songs Burns glorifies true love and friendship, free from any motive of gain and hypocritical morality. In many of them he reveals the beauty of nature.

One of the best translators of Burns' poetry into Russian was Samuel Marshak.

The name of Burns is very dear to all English-speaking nations because the

source of his poetry was the folklore and the songs of his people whose true son he was. His own poems and songs have become part of the folklore.

Burns' birthday (January 25) is celebrated in Scotland as a national holiday.

1. Topical vocabulary:

privation, n – лишение, нужда
engage, v – пригласить, нанять
afford, v – уделить
witty, adj – остроумный
chiefly, adv – главным образом
welcome, v – пригласить
ends, n – цели
colourful, adj – красочный
oppression, n – гнет, угнетение
freedom loving, adj – свободолюбивый
motherland, n – родина

hatred, n – ненависть
falsehood, n – ложь, неправда
hypocrisy, n – лицемерие
simile, n – сравнение
undying, adj. – бессмертный
subscription, n. – подписка
inspirer, n – вдохновитель(-ница)
depth, n – глубина
glorify, v – прославлять
source, n – источник
personify, v – воплощать

2. Find in the text the following words and word-combinations and translation the sentences, which include them:

to be full of privations, to give smb a good education, to become fond of smth, to be a great success, to be one of the "wonders of the world", to consider one's work one's patriotic duty, to be inspired by one's love, to be full of vivid colourful descriptions, to go on for many centuries, to be the leader of the uprising, to defeat the English army, to be reflected in the poem, an example of personification, to give up farming, to raise money by subscription, to put to music.

3. Use the necessary prepositions:

to afford much time _____ his studies, to become popular _____ one's friends, to publish one's book _____ the title, to write poetry _____ the people and _____ the people, to use one's talent _____ one's own ends, to travel _____ Scotland, to be closely connected _____ the national struggle _____ the Scottish people _____ their liberation _____ English oppression, to be full _____ proud love _____ freedom, the contempt _____ falsehood, to be taken _____ nature and everyday life, to provide _____ sustenance _____ the rest of her life, to be know _____ one's beauty, to be free _____ any motives _____ gain, to be the great love _____ all one's life, to be celebrated _____ a national holiday.

4. Give the appropriate derivatives (Verb – Noun) :

Model: to educate one's children – to give one's children an education

to engage a teacher, to publish one's first book, to invite smb to Edinburgh, to consider one's work, to use one's talent, to travel about Scotland, to inspire by love, to describe vividly, to connect with the national struggle, to liberate people, to oppress people, to lead the uprising, to express one's thoughts, to hate all oppressors, to love freedom, to believe in one's beautiful future, to reflect one's ideas, to personificate the undying spirit, to inspire one's numerous verses, to glorify true love and friendship, to translate Burns' poetry, to celebrate one's birthday.

5. Use synonyms from the text instead of underlined words:

1. The family of Burns was poor and their life was full of hardships.
2. Robert was a gifted boy and learned the French and Latin languages and liked reading very much.
3. Robert Burns' first book included his early lyrical, humorous and satirical verses.
4. He refused to be among those people who attempted to use his talent for their own aims.
5. His poem "My Heart's in the Highlands" is a hymn to the charm of Scotland's nature and to its heroic past.
6. Burn's poetry is closely tied up with the national struggle that had continued in Scotland for many centuries.
7. His favorite hero was Robert Bruce who gained the victory over the English army in the battle of Bannockburn.
8. The hard daily work damaged severely his health and in 1796, at the age of 37, Burns died.
9. After his death the widow and the children of the great poet were left in destitution.
10. In his lyrical poems Burns sings true love and friendship devoided of any motives of gain and hypocritical morality.
11. The source of his poetry was the folklore and the songs of his people whose devoted son he was.

6. Match Russian and English equivalents:

- | | |
|---|--|
| 1. уделить много времени своему образованию | a. to be full of optimistic belief in one's beautiful future |
| 2. быть представленным в качестве" одного из чудес света" | b. to raise money by subscription |
| 3. быть лидером повстанцев | c. to be put to music |
| 4. Сохранить свободолюбивый дух отцов и дедов | d. to afford much time to one's studies |
| 5. быть полным оптимистической веры в прекрасное будущее | e. to reveal the beauty of nature |
| 6. быть положенным на музыку | f. the undying spirit of the common people |
| 7. показать красоту природы | g. to be the leader of the uprising |
| 8. бессмертный дух простого народа | h. the sustenance for the rest of one's life |
| 9. поддержка до конца жизни | e. to keep up the freedom-loving spirit of their father |

7. Say whether the following sentences are true or false:

1. The family of Burns was quite well-off and Robert had a possibility to devote much time to his education.
2. In 1786 he published his first book under the title of "Poems Chiefly in French" which was a great success.
3. Robert Burns considered his literary work only his hobby and tried to use his talent for his own purpose.
4. He wasn't interested at all in the national struggle of the Scottish people preferring to describe only the beauty of nature.
5. Burns' wit, humour, contempt for falsehood and hypocrisy are best revealed in his critical essays about English literature.
6. Burns' style is characterized by vivid colourful images.
7. As a poet he gave up farming being well paid for his literary works.
8. After his death his widow and children inherited enough money for the rest of their lives.
9. Robert Burns' poems inspired many poets, British and foreign.
10. Burns' name and birthday are completely forgotten now.

8. Answer the following questions:

1. What was Robert Burns' life full of from the early childhood?
2. Why couldn't Robert afford much time for his studies?
3. What was his principal aim in writing poems?
4. What was his poetry inspired by?
5. What was his poetry closely connected with?
6. Say a few words about Burns favourite heroes from the history of Scotland?
7. Burns expressed the most sacred thoughts and hopes of the Scottish people, didn't he? Prove it with examples.
8. Is Burns' style characterized by vivid colourful images or by boring trite thoughts?
9. What are Burns' lyrical poems known for? How are they connected with the folklore?

9. Give a short summary of the text.