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**История Великобритании и США.**

**Учебно-методические материалы для самостоятельной работы по  
английскому языку студентов университетов.**

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Настоящие учебно-методические материалы имеют целью оптимизировать процесс внеаудиторной работы студентов 4-го курса ФМОЭУ, изучающих английский язык как второй иностранный. Настоящая работа представляет собой сборник текстов и коммуникативных заданий по теме «История Великобритании и США». Пособие может быть полезно для изучающих английский язык самостоятельно.

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## VOCABULARY SECTION

### Time

#### A. Periods of time — words and typical contexts

**The Ice Age – The Stone Age – The Middle Ages – The age of the computer.** [major historical/geological periods]

After the war, a new **era** of peace began. [long period, perhaps several decades]

The doctor said I needed **a period** of rest and relaxation, so I'm taking three months' unpaid leave. [very general word]

**A spell** of hot weather. He's had **a couple of spells** in hospital in the last two or three years. [indefinite but short]

During the 1950s I lived in Cork for **a time**. [vague, indefinite]

D'you want to borrow this book **for a while**? [indefinite but not too long]

#### B. Useful phrases with time

One at a time, please! I can't serve you all together.

We got there just in time for dinner.

By the time we get home this pizza will be cold!

I expected you to be late, the trains are never on time.

I've told you time and time again not to ring me at the office!

The doctor says you should stay in bed for the time being. [not specific]

He can get a bit bad-tempered at times.

#### C. Verbs associated with time passing

1980 -----1990 Ten years have passed/elapsed since I last heard from her.

Elapse is more formal and is normally used in the perfect or past, without adverbs. Pass can be used in any tense and with adverbs.

Don't worry. The time will pass quickly. Time passes very slowly when you're lonely.

It takes 12 hours to fly to Singapore.

The batteries in this radio usually last about three or four months. This videotape lasts/runs for three hours.

The meeting went on for two hours. [suggests longer than expected or desired] ]

Take your time, you don't need to hurry.

#### **D. Adjectives describing duration (how long something lasts)**

He's a **temporary** lecturer; the permanent one's on leave.

Could we make a **provisional** booking now and confirm it later?

Venice has a **timeless** beauty.

Christians believe in **eternal** life after death.

#### **Exercises**

##### **1. Age, era, period, spell, time. Fill the gaps as appropriate.**

- 1) The Minister said that before the new law came into force there would be a ..... of six months when people could hand in firearms without being prosecuted.
- 2) The twentieth century will be seen by historians as the ..... of the motor car.
- 3) These factories mark the beginning of a new ..... of industrial development for the country.
- 4) For a ..... I thought I would never find a job, but then I was lucky.

5) We had a very cold ..... in February when all the pipes froze up.

2. Which phrases from B above could you use in the following situations? Write exactly what you might say, as in the example.

1. To a child who repeatedly leaves the fridge door open despite being told off often. *'I've told you time and time again not to leave that fridge door open'*

2. To someone you're happy to see who arrives just as you are serving tea/coffee. \_\_\_\_\_

3. On a postcard you expect will arrive at someone's house after you do. \_\_\_\_\_

4. A large group of people want to talk to you but you'd prefer to see them individually. \_\_\_\_\_

5. Ask someone to use an old photocopier while the new one is being repaired. \_\_\_\_\_

6. Explain to someone that the weather occasionally gets very cold in your country. \_\_\_\_\_

7. Tell someone you'll do your best to arrive punctually at a meeting. \_\_\_\_\_

3. Complete the sentences using verbs from C above.

1) The ferry crossing...

2) Use this cassette to record, it will...

3) These shoes have been great, they've...

4) Everyone got bored because the speeches...

- 5) The disaster occurred in 1932. Many years...
- 6) I'll miss you terribly. I only hope the weeks...
- 7) There's no hurry at all, just...

4. Match the queries with suitable responses.

- |                                   |   |                              |
|-----------------------------------|---|------------------------------|
| 1) So, she's been promoted?       | a | Well, provisionally.         |
| 2) A lovely, quiet place?         | b | Yes, she's permanent now.    |
| 3) So she's agreed to do it?      | c | It's a temporary measure.    |
| 4) So, after death, life goes on? | d | Yes, absolutely timeless.    |
| 5) Language classes in the gym?   | f | Yes, I believe it's eternal. |

### Talking about history

#### History and politics

In each of the following sentences, one of the words has been incorrectly used (for example, a noun has been used instead of an adjective, or the wrong form of noun has been used). Identify and correct the word in each case. There is an example at the beginning (0).

- 0. In prehistory times, my country was a tropical island covered with thick forest.  
*prehistoric*
- 1. The first inhabits arrived from mainland Europe about 10,000 years ago.  
\_\_\_\_\_
- 2. They built settlers along the rivers and on the coast. \_\_\_\_\_
- 3. About 2,000 years ago, the country was conquering by the Romans.  
\_\_\_\_\_

4. Later on, they were defeat by invading armies from the north. \_\_\_\_\_
5. The Romans were forced to departure and so returned home. \_\_\_\_\_
6. The country became a king under Homer the First. \_\_\_\_\_
7. Most of the kings and queens after him were dictatorships who abused their power. \_\_\_\_\_
8. In the sixteenth century, there was a revolting by the poor people. \_\_\_\_\_
9. They overthrown the king, who fled the country. \_\_\_\_\_
10. A republican was established, but it was very unpopular. \_\_\_\_\_
11. After a few years, the country became a monarch again under King Bart. \_\_\_\_\_
12. King Bart was also the rule of Lycaenia, and my country became part of his country. \_\_\_\_\_
13. However, he was unpopular and so the people deposition him in 1892. \_\_\_\_\_
14. During this time, the country began to become industry. \_\_\_\_\_
15. Before this, it was mainly an agriculture country. \_\_\_\_\_
16. My country won its independent from Lycaenia in 1906. \_\_\_\_\_
17. This was shortly after the Lycaenian governor was assassination. \_\_\_\_\_
18. During the reign of Queen Marge the First, a democracy system was adopted. \_\_\_\_\_
19. In 1934, a civilian war resulted in the deaths of thousands of people. \_\_\_\_\_
20. A republican system was adopted once again, and many agreed that this politician system worked the best. \_\_\_\_\_
21. In 1936, the first president elections were held. \_\_\_\_\_

## LISTENING FOR VOCABULARY

- 1. Listen to three people speaking about punctuality and decide whether they are**

A punctual

B always in a hurry

C always late

Speaker 1 \_\_\_\_\_

Speaker 2 \_\_\_\_\_

Speaker 3 \_\_\_\_\_

**2. Listen again and circle each of the phrases in the box as you hear them. Then complete the sentences below using the correct phrase.**

on time	in time	took so long	take my time	the right time	spend time
save time	lose track of time	time-consuming			

1. When I surf the net I often ..... Before I know it a few hours have gone by.
2. I try to make my lunch the night before to .....
3. At the weekend I try to .....with my family.
4. I find writing notes by hand very .....
5. We booked a taxi but it ..... to arrive that we were 15 minutes late.
6. Excuse me, do you have .....? I have an appointment at 10 o'clock and I really want to get there .....
7. I ran for the bus, but didn't get there .....
8. I got up very early so that I could ..... getting ready.

**3. Say whether the words in bold are closest in meaning to *before* or *after*.**

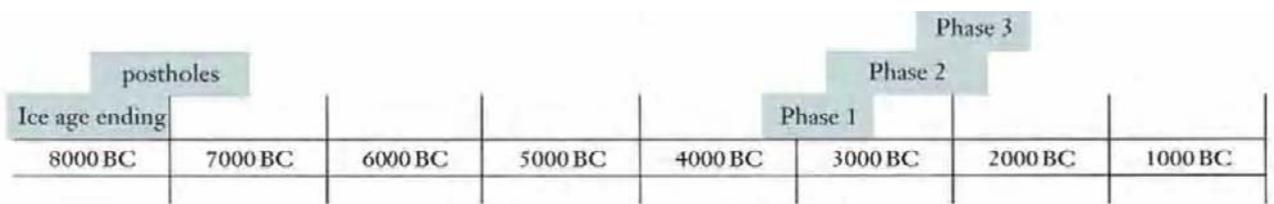
1. Twenty people were injured in the accident and the tower was **subsequently** demolished to prevent it from happening again.
2. **Prior to** the introduction of the steam engine, most people in the UK worked from home.
3. Three years **previously** the government had introduced a new law allowing women to vote for the first time.
4. There was a great deal of excitement in the days **preceding** the election.

5. This is the third year **in succession** that a female has been chosen to manage the club.
6. Istanbul was **formerly** known as Constantinople.
7. I had to pay \$2,000 rent **in advance**.
8. The newspapers warned that a stock market crash was **imminent**.

## READING FOR VOCABULARY

### 1. Read the text and answer the questions below.

Stonehenge was built over a long period. If we consider only the ancient stones themselves, the work spanned seventy generations — some 1,600 years. However, the first construction at this site began in prehistoric times. True, these first artifacts were just wooden poles which have long gone, but these were raised by men in times so ancient that Britain was still recovering from the Ice Age. The timeline below shows this history with a frenzy of activity from just before 3000 BC through to 1600 BC being responsible for most of what we now gaze upon in awe.



### Timeline of the building of Stonehenge

If we consider the structure chronologically, we can see that construction took place in several phases over more than a thousand years. Exact dates are not possible, since

dates are inferred from minute changes in physical measurements, such as the radiocarbon dating method. Nevertheless, archaeologists have sketched out the following outline of events. First, the people of the Mesolithic period erected pine posts, known as the postholes, near Stonehenge. In the 1960s a car park was built user these. During the next stage, Phase I (c. 3100 to 2700 BC), a ditch was carved into the chalk less than 1 km from Stonehenge. This would have appeared brilliant white in the green of what had now become pastureland as the hunter-gatherer that erected the postholes gave way to farmers. Also during this time the ‘henge’ (the earthworks; ditch and bank) was constructed. Many visitors to Stonehenge fail to notice the ‘henge’ since the ditch and bank have been greatly eroded over the passing millennia. In Phase 2 of the construction (c. 2700 to c. 2500 BC), a large number of wooden posts were placed on the site. These may have served as markers for astronomical measurements. We do not know if there are more of them as excavation did not cover a large area. This was followed by Phase 3 (c. 2600 to 2500 BC). Stones began to arrive in this era and the circular shape and pattern of these enormous stones, which predate all other known structures, is still standing today. According to historians, there was no written mention of Stonehenge until 1100 AD.

1. Approximately when was the Mesolithic period?
2. What method was used to establish the dates of construction?
3. When did the earliest structures become permanently hidden from view?
4. What type of people lived at Stonehenge during the Mesolithic period?
5. Why do many visitors not see the ‘henge’?

2. Read the text again and find a word or words that match these definitions.

- 1 an interval of time .....
- 2 very old .....
- 3 extended over .....
- 4 before people made written records of events .....

- 5 arranged in the order in which they actually happened.....
- 6 stage of development .....
- 7 worn away over time .....
- 8 thousands of years .....
- 9 digging for artefacts .....
- 10 a period of history .....
- 11 to exist earlier than something else.....

VOCABULARY NOTE

**BC** is used in the Christian calendar to refer to the time before the birth of Jesus Christ.

**AD** is used to refer to the time after Christ was born.

**Circa** is used to mean about or approximately and is sometimes written simply c.

**Age** = a particular period of history: the Victorian age, the digital age.

**Era** = a period of time that is remembered for particular events: The arrival of moving pictures marked the end of an era for live theatre.

**Middle-aged** = people in their middle years of life: Most companies are run by middle-aged men.

**The Middle Ages** = a period of European history between 1000 and 1500 AD.

3. Complete the sentences with suitable words given below. You do not need to use all of the words. Use a dictionary and make a note of the different meanings in your notebook.

age .....

chronological .....

ancient .....

antique .....

antiquated .....  
consecutive .....  
era .....

the Middle Ages .....  
middle-aged.....

1 You should organise the dates into .....order from the oldest to the most recent.

2 The museum has an excellent exhibition about life during .....

3 I much prefer studying .....history to modern history.

4 The first moon landing marked the beginning of an exciting..... in space exploration.

5 My grandparents are refusing to adapt to the computer .....

6 It would be better if the meetings were on .....days. We'd get more done that way.

#### **4. Answer the questions in your notebook.**

1 Do you often think back to the past or do you prefer to concentrate on the future?

2 Do you think it is important for children to study history? (Why?/ Why not?)

3 If you could go back in time, which period of time would you like to visit? (Why?)

#### **5. Correct the mistakes in *italics* in these answers to the questions in 3.1. Use a dictionary to help you.**

1. Yes, I do think about the past almost *all times*, in fact. I think I am a very *nostalgia* person, so I often look *backwards* at my life and remember good times as well as bad. I definitely think about it more than the future.

2. I didn't really enjoy studying history at school. I think teenagers are more interested in the *modern* time than in the past! But now that I'm older, I can see that actually it is very important. We need to know about important *history* events because hopefully they can stop us from making the same mistakes in the future.

3. The *stage* of history I'd most like to visit is ancient Egypt. I think it would be amazing *to go back in times* and watch how they lived and how they built the

pyramids. I wouldn't want to stay long though — I think I would miss the digital *period* too much!

- |         |         |         |
|---------|---------|---------|
| 1. .... | 2. .... | 3. .... |
| .....   | .....   | .....   |
| .....   |         | .....   |
| .....   |         |         |

## READING

### **Why Study History?**

Happiness in life could be defined as successfully acting as the chief character in a story one has written oneself. While individuals create a meaningful personal story through action, experience, behaviour and memory, so too the history of a nation (or other group) is a story that gives meaning to the members of that nation living today.

Historians try to combine an understanding of social, economic, political and cultural activity into a general story, explaining how these have affected each other to shape the general course of human events.

Historians use rational scientific methods like the study of statistics and data, but their goal is to tell stories that make sense and have a plot. Many facts are, or seem, certain. But the meaning of those facts, or even the full story of what happened, is less obvious than one might think. To understand and explain the past, the historian must develop a theory and test it against the evidence he or she has collected. In a nutshell, the more evidence it can satisfactorily account for, the better the theory.

Much of the evidence that historians use was not available to people of the time, and much material that existed then has been lost. Relatively little new evidence comes to light, so historians largely rely on developing new methods of analysis, asking new questions, or following new story lines that show the relevance of evidence that was previously ignored.

No historical theory can be proved beyond all doubt, because there is room for interpretation in any human activity. Every time one tries to understand the past, one gains insight into the uncertainty of any knowledge: history is sometimes more like a detective story than an experiment in a laboratory.

*Complete each sentence with the correct ending A—G from the box below. Write the correct letter A—G next to each sentence.*

- |  |       |  |
|--|-------|--|
| 1. Nations use history to understand       | ..... | A. alternative ways of interpreting existing material. |
| 2. Historians show the interaction between | ..... | B. scientific and non-scientific approaches.           |
| 3. Historians try to explain               | ..... | C. various influences on our lives.                    |
| 4. Historians often need to work out       | ..... | D. new sources of evidence.                            |
| 5. We can never be certain about           | ..... | E. as much as possible of what is known.               |
|  |       | F. explanations of the past.                           |
|  |       | G. the present situation.                              |

## SPEAKING

Discuss these quotes with other students. How far do you agree with each one?

**a** ‘History is the version of past events that people have decided to agree upon.’  
(Napoleon Bonaparte)

**b** ‘History is little more than the register of the crimes, follies, and misfortunes of mankind.’ (Edward Gibbon)

**c** ‘Until the lion has a historian of his own, the tale of the hunt will always glorify the hunter.’ (African Proverb)

**d** ‘To remain ignorant of what happened before you were born is to remain always a child.’ (Cicero)

e ‘What history teaches us is that we have never learned anything from it.’  
(George Hegel)

## READING SECTION 1. BRITISH HISTORY

*From “Britain” by James O'Driscoll. Oxford University Press, 1995. pp. 15-30*

### Prehistory

to intermingle – mix or mingle together - смешивать(ся), перемешивать(ся)

people (pl. peoples) – the members of a particular nation, community, or ethnic group  
- народ, народы

site - an area of ground on which a town, building, or monument is constructed -  
место

remains - historical or archaeological relics - останки; остатки, руины

mound - a large pile of earth, stones, etc. like a small hill/ a burial mound (= a place  
where people were buried in ancient times - могильный холм, курган)

to base on – use (something specified) as the foundation or starting point for  
something – основывать на

gathering point – a place where people gather especially for a specific purpose -  
место встречи

to fence off - enclose or separate an area with a fence - огораживать; ставить забор

Two thousand years ago there was an Iron Age Celtic culture throughout the British Isles. It seems that the Celts, who had been arriving from Europe from the eighth century BC onwards, **intermingled** with the **peoples** who were already there. We know that religious **sites** that had been built long before the arrival of the Celts continued to be used in the Celtic period.

For people in Britain today, the chief significance of the prehistoric period (for which no written records exist) is its sense of mystery. This sense finds its focus most easily in the astonishing monumental architecture of this period, the **remains** of which exist throughout the country. Wiltshire, in south-western England, has two spectacular examples: Silbury Hill, the largest **burial mound** in Europe, and Stonehenge<sup>1</sup>. Such places have a special importance for anyone interested in the cultural and religious practices of prehistoric Britain. We know very little about these practices, but there are some organizations today (for example, the Order of Bards, Ovates and Druids — a small group of eccentric intellectuals and mystics) who **base** their beliefs **on** them.

### **The Roman period (43-410)**

to impose (sth on sb) - [with object] force (an unwelcome decision or ruling) on someone – навязывать

to adopt - choose to take up or follow (an idea, method, or course of action); take on or assume (an attitude or position) - принимать, перенимать

to exert on/ over - apply or bring to bear (a force, influence, or quality) - действовать (о силе); производить (давление); оказывать (влияние)

tribe - a social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader - племя

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#### <sup>1</sup> **Stonehenge**

Stonehenge was built on Salisbury Plain some time between 3050 and 2300 BC. It is one of the most famous and mysterious archaeological **sites** in the world. One of its mysteries is how it was ever built at all with the technology of the time (the stones come from over 200 miles away in Wales). Another is its purpose. It appears to function as a kind of astronomical clock and we know it was used by the Druids for ceremonies marking the passing of the seasons. These days Stonehenge is not only of interest to tourists, but is also a **gathering point** for certain minority groups such as hippies and 'New Age Travellers'. It is now **fenced off** to protect it from damage.

ally /'ælaɪ/ - someone who helps and supports someone else; a country that has agreed officially to give help and support to another one, especially during a war – союзник

opponent /ə'pəʊnənt/ - someone who competes with or opposes another in a contest, game, or argument; a person who disagrees with or resists a proposal or practice  
division - the action of separating something into parts or the process of being separated - разделение

distinct - recognizably different in nature from something else of a similar type - отдельный; особый, индивидуальный; отличный

remarkable - worthy of attention; striking - замечательный, выдающийся, поразительный

occupation - the action, state, or period of occupying or being occupied by military force - завоевание, захват, оккупация (территории); период оккупации

to leave behind - [with object and adverbial of place] go away from a place without taking (someone or something) - оставлять после себя

(to fall into) disrepair – poor condition of a building or structure due to neglect - прийти в негодность

The Roman province of Britannia covered most of present-day England and Wales. The Romans **imposed** their own way of life and culture, making use of the existing Celtic aristocracy to govern and encouraging this ruling class **to adopt** Roman dress and the Roman language (Latin). They **exerted an influence**, without actually governing there, over only the southern part of Scotland. It was during this time that a Celtic **tribe** called the Scots migrated from Ireland to Scotland, where they became **allies** of the Picts (another Celtic tribe) and **opponents** of the Romans. This **division** of the Celts into those who experienced direct Roman rule (the Britons in England and Wales) and those who did not (the Gaels in Ireland and Scotland) may

help to explain the development of two **distinct** branches of the Celtic group of languages.

The **remarkable** thing about the Romans is that, despite their long **occupation** of Britain, they **left very little behind**. To many other parts of Europe they left a system of law and administration which forms the basis of the modern system and a language which developed into the modern Romance family of languages. In Britain, they left neither. Moreover, most of their villas, baths and temples, their impressive network of roads, and the cities they founded, including Londinium (London), were soon destroyed or **fell into disrepair**. Almost the only lasting reminder of their presence are place names like Chester, Lancaster and Gloucester, which include variants of the Roman word *castra* (a military camp).

### **The Germanic invasions (410—1066)**

to confine to - keep or restrict someone or something within certain limits of (space, scope, or time) - ограничивать

to invade (noun invasion) - (of an armed force) enter (a country or region) so as to subjugate or occupy it - вторгаться; захватывать, оккупировать

to settle - make one's permanent home somewhere; establish a colony in - поселиться, обосноваться; организовать поселение, колонизировать (какую-л. местность)

grasp - [in singular] a firm hold or grip; a person's power or capacity to attain something - крепкое сжатие; хватка; власть, контроль, управление

under the command – под командованием

to halt - bring or come to an abrupt stop - останавливать; обрывать; прекращать

to introduce (new methods) - bring (something, especially a product, measure, or concept) into use or operation for the first time - внедрять, привносить; учреждать

self-sufficient - needing no outside help in satisfying one's basic needs, especially with regard to the production of food - самодостаточный

pagan /'peɪɡ(ə)n/ - a person holding religious beliefs other than those of the main world religions; relating to pagans or their beliefs - язычник, языческий

to spread - gradually reach or cause to reach a wider area or more people – распространять(ся)

headquarters /hɛd'kwɔ:təz/ - [treated as singular or plural] the premises occupied by a military commander and the commander's staff - штаб

to take over - assume control of something - перенимать; прийти к власти

to persist - continue to exist - удерживаться, сохраняться, продолжать существовать; устоять

secular - not connected with religious or spiritual matters - мирской, земной; светский, нецерковный

medieval - relating to the Middle Ages - средневековый

to conquer (conquest) - overcome and take control of (a place or people) by military force - завоевывать, покорять; поработать; подчинять; подавлять (силой оружия)

to defeat - win a victory over (someone) in a battle or other contest; overcome or beat - одержать победу (*над кем-л.*), наносить поражение (*кому-л.*)

to convert - change one's religious faith or other belief - обращать(в свою веру, на путь истины)

unification - the process of being united or made into a whole - консолидация, слияние; объединение

distortion - the action of giving a misleading account or impression - искажение, извращение (высказываний, фактов)

knight - (in the Middle Ages) a man who served his sovereign or lord as a mounted soldier in armour - рыцарь

nobility - the group of people belonging to the highest social class in a country; the aristocracy - дворянство; родовая знать

to hold back (the advances) - prevent or restrict the progress or development of someone or something - сдерживать наступление

warrior - (especially in former times ) a brave or experienced soldier or fighter - ВОИН

to wander - walk or move in a leisurely or aimless way -бродить

resistance to - the use of force or violence to oppose someone or something - сопротивление; отпор, противодействие прям. и перен.

disguise - the state of having altered one's appearance in order to conceal one's identity - маскировка

One reason why Roman Britannia disappeared so quickly is probably that its influence was largely **confined** to the towns. In the countryside, where most people lived, farming methods had remained unchanged and Celtic speech continued to be dominant.

The Roman occupation had been a matter of colonial control rather than large-scale settlement. But, during the fifth century, a number of tribes from the north western European mainland **invaded** and **settled** in large numbers. Two of these tribes were the Angles and the Saxons. These Anglo-Saxons soon had the south-east of the country **in their grasp**. In the west of the country their advance was temporarily halted by an army of (Celtic) Britons **under the command** of the legendary King Arthur<sup>2</sup>. Nevertheless, by the end of the sixth century, they and their

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<sup>2</sup> **King Arthur** King Arthur provides a wonderful example of the **distortions** of popular history. In folklore and myth he is a great English hero, and he and his **knights** of the round table are regarded as the perfect example of medieval **nobility** and chivalry. In fact, he lived long before medieval

way of life predominated in nearly all of England and in parts of southern Scotland. The Celtic Britons were either Saxonized or driven westwards, where their culture and language survived in south-west Scotland, Wales and Cornwall.

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

The Anglo-Saxons were **pagan** when they came to Britain. Christianity **spread** throughout Britain from two different directions during the sixth and seventh centuries. It came directly from Rome when St Augustine arrived in 597 and established his **headquarters** at Canterbury in the south-east of England. It had already been introduced into Scotland and northern England from Ireland, which had become Christian more than 150 years earlier. Although Roman Christianity eventually **took over** the whole of the British Isles, the Celtic model **persisted** in Scotland and Ireland for several hundred years. It was less centrally organized, and had less need for a strong monarchy to support it. This partly explains why both **secular** and religious power in these two countries continued to be both more locally based and less secular than it was elsewhere in Britain throughout the **medieval** period.

Britain experienced another wave of Germanic **invasions** in the eighth century. These invaders, known as Vikings, Norsemen or Danes, came from Scandinavia. In the ninth century they **conquered** and settled the extreme north and west of Scotland, and also some coastal regions of Ireland. Their **conquest** of England was halted when they were **defeated** by King Alfred of the Saxon kingdom of Wessex<sup>3</sup>. This resulted

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times and was a Romanized Celt trying **to hold back the advances** of the Anglo-Saxons — the very people who became ‘the English’!

<sup>3</sup> **King Alfred** King Alfred was not only an able **warrior** but also a **dedicated** scholar and a wise ruler. He is known as Alfred the Great — the only monarch in English history to be given this title. He is also popularly known for the story of the burning of the cakes. While Alfred was **wandering** around his country organizing resistance to the Viking invaders, he travelled **in disguise**. On one occasion, he stopped at a woman’s house. The woman asked him to watch some cakes that were cooking to see that they did not burn, while she went off to get food.

in an agreement which divided England between Wessex, in the south and west, and the 'Danelaw' in the north and east.

However, the cultural differences between Anglo-Saxons and Danes were comparatively small. They led roughly the same way of life and spoke two varieties of the same Germanic tongue (which combined to form the basis of modern English). Moreover, the Danes soon **converted to** Christianity. These similarities made political **unification** easier, and by the end of the tenth century England was one kingdom with a Germanic culture throughout.

Most of modern-day Scotland was also united by this time, at least in name, in a (Celtic) Gaelic kingdom.

### **The medieval period (1066—1485)**

mainstream - the ideas, attitudes, or activities that are shared by most people and regarded as normal or conventional - основное течение, господствующая тенденция, главное направление (*в искусстве*)

to survive - continue to live or exist, especially in spite of danger or hardship - выдержать, пережить, перенести; продолжать существовать; сохраняться

to rule (over) - exercise ultimate power or authority over (an area and its people) - править; господствовать, властвовать (особенно о монархах) -

feudal - /'fju:d(ə)l/ relating to the social system of Western Europe in the Middle Ages or any society that is organised according to rank

baron /'bærən/ 1 a member of the lowest order of the British nobility. Baron is not used as a form of address, barons usually being referred to as 'Lord'

2 a member of a foreign nobility having a rank similar to that of a British baron

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Alfred became lost in thought and the cakes burned. When the woman returned, she shouted angrily at Alfred and sent him away. Alfred never told her that he was her king.

3 historical a person who held lands or property from the sovereign or a powerful overlord

4 [with modifier] an important or powerful person in a specified business or industry: a press baron

peasant - /'pɛz(ə)nt/ - a poor smallholder or agricultural labourer of low social status (chiefly in historical use or with reference to subsistence farming in poorer countries) – крестьянин

to tie - [*with object*] restrict or limit (someone) to a particular situation or place - (tie to) привязывать к (чему-л.), связывать обязательствами

mutual /'mju:tʃʊəl, -tjʊəl/ - (of a feeling or action) experienced or done by each of two or more parties towards the other or others - взаимный, обоюдный

to extend - to include or affect someone or something - простираться, тянуться; распространять влияние, расширять сферу влияния

to be obliged - to be or feel, etc. forced to do something or that you must do something - вынужденный, принуждённый

to the contrary - with the opposite meaning or implication - наоборот, в обратном смысле

to flee (fled, fled) - run away from a place or situation of danger- убежать, спастись бегством

to prevail - be widespread or current in a particular area or at a particular time - преобладать, господствовать, превалировать; доминировать

to enforce - compel observance of or compliance with (a law, rule, or obligation) - проводить в жизнь; придавать законную силу (правовому акту); осуществлять, приводить в исполнение

urban - in, relating to, or characteristic of a town or city - городской

rural - in, relating to, or characteristic of the countryside rather than the town - деревенский, сельский

origin - the point or place where something begins, arises, or is derived - начало, источник; происхождение

The successful Norman invasion of England in 1066<sup>4</sup> brought Britain into the **mainstream** of western European culture. Previously most links had been with Scandinavia. Only in Scotland did this link **survive**; the western isles (until the thirteenth century) and the northern islands (until the fifteenth century) remaining under the control of Scandinavian kings. Throughout this period the English kings also **ruled over** areas of land on the continent and were often at war with the French kings in disputes over ownership.

Unlike the Germanic invasions, the Norman invasion was small-scale. There was no such thing as a Norman village or a Norman area of settlement. Instead, the Norman soldiers who had been part of the invading army were given the ownership of land — and of the people living on it. A strict **feudal** system was imposed. Great nobles, or **barons**, were responsible directly to the king; lesser lords, each owing a village, were directly responsible to a baron. Under them were the **peasants, tied** by a strict system of **mutual** duties and obligations to the local lord, and forbidden to travel without his permission. The peasants were the English-speaking Saxons. The lords and the barons were the French-speaking Normans. This was the beginning of the English class system<sup>5</sup>.

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<sup>4</sup> **1066**

This is the most famous date in English history. On 14 October 1066 an invading army from Normandy defeated the English at the Battle of Hastings. The battle was close and extremely bloody. At the end of it, most of the best warriors in England were dead, including their leader, King Harold. On Christmas day that year the Norman leader, Duke William of Normandy, was crowned king of England. He is known in popular history as ‘William the Conqueror’. The date is remembered for being the last time that England was successfully invaded.

<sup>5</sup> **Language and class**

The existence of two words for the larger farm animals in modern English is a result of the class divisions established by the Norman Conquest. There are the words for the living animals (e.g. cow, pig, sheep), which have their **origins** in Anglo-Saxon, and the words for the meat from the animals

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

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

Despite English rule, northern and central Wales was never settled in great numbers by Saxon or Norman. As a result the (Celtic) Welsh language and culture remained strong. Eisteddfods, national festivals of Welsh song and poetry, continued throughout the medieval period and still take place today. The Anglo-Norman lords of eastern Ireland remained loyal to the English king but, despite laws **to the contrary**, mostly adopted the Gaelic language and customs.

The political independence of Scotland did not prevent a gradual switch to English language and customs in the lowland (southern) part of the country. First, the Anglo-Saxon element here was strengthened by the arrival of many Saxon aristocrats **fleeing** the Norman conquest of England. Second, the Celtic kings saw that the adoption of an Anglo-Norman style of government would strengthen royal power. By the end of this period a cultural split had developed between the lowlands, where the way of life and language was similar to that in England, and the highlands, where (Celtic) Gaelic culture and language

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(e.g. beef, pork, mutton), which have their origins in the French language that the Normans brought to England. Only the Normans normally ate meat; the poor Anglo-Saxon peasants did not!

**prevailed** and where, because of the mountainous landscape, the authority of the king was hard **to enforce**.

It was in this period that Parliament began its gradual evolution into the democratic body which it is today. The word 'parliament', which comes from the French word *parler* (to speak), was first used in England in the thirteenth century to describe an assembly of nobles called together by the king. In 1295, the Model Parliament set the pattern for the future by including elected representatives from **urban** and **rural** areas.

### **The sixteenth century**

to weaken - make or become weaker in power , resolve , or physical strength -  
слабеть, ослаблять

descendant – a person, plant, or animal that is descended from a particular ancestor -  
отпрыск, потомок

bubonic plague – /bju'bɒnɪk 'pleɪɡ/ the commonest form of plague in humans, characterized by fever, delirium, and the formation of buboes. In the 14th century it killed half the people living in Europe. - бубонная чума

to contribute (to) give (something, especially money) in order to help achieve or provide something - вносить вклад

shortage of labour – a state or situation in which something needed cannot be obtained in sufficient amounts - дефицит, нехватка рабочей силы

to implement - put (a decision, plan, agreement, etc.) into effect - выполнять, осуществлять; обеспечивать выполнение, приводить в исполнение

policy-making - разработка, проведение политического курса, политики

merchant – a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying goods to a particular trade; (in historical contexts)

a person involved in trade or commerce - купец, торговец; лицо, занимающееся оптовыми продажами

doctrinal - /dɒk'trɪn(ə)l/ - concerned with a doctrine or doctrines - относящийся к доктрине; содержащий доктрину

source of income – источник дохода

to reject - отвергать, отклонять; отказываться - dismiss as inadequate, unacceptable, or faulty; fail to show due affection or concern for (someone); rebuff

to accord with - (of a concept or fact) be harmonious or consistent with - гармонизировать, соответствовать, согласовываться

to explore - travel through (an unfamiliar area) in order to learn about it - исследовать, рассматривать, изучать, анализировать

internal - of or situated on the inside - внутренний (internal affairs — внутренние дела (страны))

virgin - a person, typically a woman, who has never had sexual intercourse - дева; девственница

on the edge of - the point immediately before something unpleasant or momentous occurs - на грани

conviction - a firmly held belief or opinion - убеждение

insistence - the fact or quality of insisting that something is the case or should be done - настойчивость; упорство

dour - relentlessly severe, stern, or gloomy in manner or appearance - непреклонный, строгий, суровый

thrifty - using money and other resources carefully and not wastefully - бережливый, расчётливый, экономный

gulf - a deep inlet of the sea almost surrounded by land, with a narrow mouth; a large difference or division between two people or groups, or between viewpoints, concepts, or situations - бездна, пропасть (прям. и перен.)

reign - the period of rule of a monarch - правление, царствование

to pass - (of a legislative or other official body) approve or put into effect (a proposal or law) by voting on it - принимать, утверждать (закон, резолюцию)

to sweep away - move or push (someone or something) with great force - сметать, сносить, уничтожать

to appoint - assign a job or role to (someone) - назначать

to adhere (to) - believe in and follow the practices of - придерживаться

The power of the English monarch increased in this period. The strength of the great barons had been greatly **weakened** by the Wars of the Roses<sup>6</sup>. **Bubonic plague** (known in England as the Black Death) **contributed to** the reduction of their power. It killed about a third of the population in its first outbreak in England in the middle of the fourteenth century and continued to reappear periodically for another 300 years. The **shortage** of labour which this caused, and the increasing importance of trade in the towns, helped to weaken the traditional ties between feudal lord and peasant.

The Tudor dynasty (1485-1603) established a system of government departments, staffed by professionals who depended for their position on the monarch. As a result, the feudal barons were no longer needed **to implement** government policy. They were also needed less to make government policy. Parliament was traditionally split into two 'Houses'. The House of Lords consisted of the feudal aristocracy and the leaders of the Church; the House of Commons consisted of **representatives** from the towns and the less important landowners in

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#### <sup>6</sup> **The Wars of the Roses**

During the fifteenth century the throne of England was claimed by representatives of two rival groups. The power of the greatest nobles, who had their own private armies, meant that constant challenges to the position of the monarch were possible. The Lancastrians, whose symbol was a red rose, supported the descendants of the Duke of Lancaster, and the Yorkists, whose symbol was a white rose, supported the descendants of the Duke of York. The struggle for power led to the 'Wars of the Roses' between 1455 and 1485. They ended when Henry VII defeated and killed Richard III at the Battle of Bosworth Field and were followed by an era of stability and strong government which was welcomed by those weakened and impoverished by decades of war.

rural areas. It was now more important for monarchs **to get the agreement** of the Commons for **policy-making** because that was where the newly powerful **merchants** and landowners (the people with the money) were represented.

Unlike in much of the rest of Europe, the direct cause of the rise of Protestantism in England was political and personal rather than **doctrinal** (Henry VIII<sup>7</sup>). Henry VIII wanted a divorce which the Pope would not give him. Also, by making himself head of the ‘Church of England’, independent of Rome, all church lands came under his control and gave him a large new **source of income**.

This **rejection** of the Roman Church **accorded with** a new spirit of patriotic confidence in England. The country had finally lost any realistic claim to lands in France, thus becoming more consciously a distinct ‘island nation’. At the same time, increasing European **exploration**<sup>8</sup> of the Americas and other parts of the world meant that England was closer to the geographical centre of western civilization instead of being, as previously, **on the edge of** it. It was in the last quarter of this adventurous and optimistic century that Shakespeare began writing his famous plays.

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

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#### <sup>7</sup> **Henry VIII**

Henry VIII is one of the most well-known monarchs in English history, chiefly because he took six wives during his life. It was during his **reign** that the Reformation took place. In the 1530s, Henry used Parliament **to pass laws** which **swept away** the power of the Roman Church in England. His quarrel with Rome was nothing to do with doctrine (it was because he wanted to be free to marry again and **to appoint** who he wished as leaders of the Church in England). In the same decade, he had a law passed which demanded complete **adherence** to Catholic belief and practice. He had also previously written a polemic against Protestantism, for which the pope gave him the title Fidei Defensor (Defender of the Faith). The initials FD still appear on British coins today.

#### <sup>8</sup> **Elizabeth I**

Elizabeth I, daughter of Henry VIII, was the first of three long-reigning queens in British history (the other two are Queen Victoria and Elizabeth II). During her long reign she established, by skilful diplomacy, a reasonable degree of **internal stability** in a firmly Protestant England, allowing the growth of a spirit of patriotism and general confidence. She never married, but used its possibility as a diplomatic tool. She became known as the ‘**virgin** queen’. The area which later became the state of Virginia in the USA was named after her by one of the many English explorers of the time (Sir Walter Raleigh).

more idealistic form. Calvinism, with its strict **insistence** on simplicity and its dislike of ritual and celebration, became the dominant religion. It is from this date that the stereotype of the **dour, thrifty** Scot developed. However, the Scottish highlands remained Catholic and so further widened the **gulf** between the two parts of the nation. Ireland also remained Catholic. There, Protestantism was identified with the English, who at that time were making further attempts to control the whole of the country.

### **The seventeenth century**

judicial - of, by , or appropriate to a law court or judge; relating to the administration of justice - законодательный

inextricable - impossible to disentangle or separate - неразрывный

exile /'eksaiɪ/, /'egzaɪɪ/ - the state of being barred from one's native country, typically for political or punitive reasons - изгнание; ссылка

supremacy (over) - the state or condition of being superior to all others in authority, power , or status - верховенство; превосходство

hierarchical / haɪə'raɪkɪk(ə)l / of the nature of a hierarchy; arranged in order of rank - иерархический

fierce - showing strong feeling or energetic activity - горячий, пылкий, страстный

apparent – clearly visible or understood; obvious - очевидный

to capture – to take someone as a prisoner, or to take something into your possession, especially by force - захватывать, брать в плен

to execute - carry out a sentence of death on (a legally condemned person); kill (someone) as a political act - приводить в исполнение (постановление суда); казнить

trial - a formal examination of evidence by a judge, typically before a jury, in order to decide guilt in a case of criminal or civil proceedings - судебное разбирательство; судебный процесс, суд

to encompass - to include, especially different types of things – окружать, охватывать; заключать (прям. и перен.)

to re-emerge - emerge again; come into sight or prominence once more – появиться вновь

to promote - raise (someone) to a higher position or rank - продвигать (по служебной лестнице), повышать (в должности, чине, звании); способствовать, содействовать; поддерживать, поощрять

to draw up - prepare a plan, agreement, or other document in detail – составлять

When James I became the first English king of the Stuart dynasty, he was already king of Scotland, so the crowns of these two countries were united. Although their parliaments and administrative and **judicial** systems continued to be separate, their linguistic differences were lessened in this century. The kind of Middle English spoken in lowland Scotland had developed into a written language known as ‘Scots’. However, the Scottish Protestant church adopted English rather than Scots bibles. This, and the glamour of the English court where the king now sat, caused modern English to become the written standard in Scotland as well.

In the sixteenth century religion and politics became **inextricably** linked. This link became even more intense in the seventeenth century. At the beginning of the century, some people tried to kill the king because he wasn't Catholic enough. By the end of the century, another king had been killed, partly because he seemed too Catholic, and yet another had been forced into **exile** for the same reason.

This was the context in which, during the century, Parliament established its **supremacy** over the monarchy in Britain. Anger grew in the country at the way that the Stuart monarchs raised money, especially because they did not get the agreement of the House of Commons to do so first. This was against ancient tradition. In

addition, ideological Protestantism, especially Puritanism, had grown in England. Puritans regarded many of the practices of the Anglican Church, and also its **hierarchical** structure, as immoral. Some of them thought the luxurious lifestyle of the king and his followers was immoral too. They were also **fiercely** anti-Catholic and suspicious of the **apparent** sympathy towards Catholicism of the Stuart monarchs.

This conflict led to the Civil War<sup>9</sup>, which ended with complete victory for the parliamentary forces. The king (Charles I) was **captured** and became the first monarch in Europe to be **executed** after a formal **trial** for crimes against his people. The leader of the parliamentary army, Oliver Cromwell, became ‘Lord Protector’ of a republic with a military government which, after he had brutally crushed resistance in Ireland, effectively **encompassed** the whole of the British Isles.

But when Cromwell died, he, his system of government, and the puritan ethics that went with it (theaters and other forms of amusement had been banned) had become so unpopular that the son of the executed king was asked to return and take the throne. The Anglican Church was restored. However, the conflict between monarch and Parliament soon **re-emerged**. The monarch, James II, tried to give full rights to Catholics, and **to promote** them in his government.

The ‘Glorious Revolution’ (‘glorious’ because it was bloodless) followed, in which Prince William of Orange, ruler of the Netherlands, and his Stuart wife Mary, accepted Parliament’s invitation to become king and queen. In this way it was established that a monarch could rule only with the support of Parliament. Parliament immediately **drew up** a Bill of Rights, which **limited** some of **the powers** of the monarch (notably, the power to dismiss judges). It also allowed Dissenters (those who did not agree with the practices of Anglicanism) to practise their religion freely. This meant that the Presbyterian Church, to which the majority of the lowland

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<sup>9</sup> **The Civil War**

This is popularly remembered as a contest between fun-loving, aristocratic, royalist ‘Cavaliers’, who nevertheless were ‘wrong’ in their beliefs, and over-serious, puritan parliamentarian ‘Roundheads’ (because of the style of their haircuts), who nevertheless had right on their side. The Roundheads were victorious by 1645, although the war periodically started up again until 1649.

Scottish belonged, was guaranteed its legality. However, Dissenters were not allowed to hold government posts or be Members of Parliament.

James II, meanwhile, had fled to Ireland. But the Catholic Irish army he gathered there was defeated. Laws were then passed forbidding Catholics to vote or even own land. In Ulster, in the north of the country, large numbers of **fiercely** anti-Catholic Scottish Presbyterians settled (in possession of all the land). The descendants of these people are still known today as Orangemen (after their patron William of Orange). They form one half of the tragic split in society in modern Northern Ireland, the other half being the 'native' Irish Catholics.

### **The eighteenth century**

stable - not likely to change or fail; firmly established - стойкий; устойчивый

to echo - (of an object or event) be reminiscent of or have shared characteristics with  
- отдаваться эхом; отражаться

vaguely - in a way that is uncertain, indefinite or unclear; roughly - неясно; смутно;  
нечётко; отчасти

loose - detached or able to be detached - несвязанный

allegiance /ə'li:dʒ(ə)ns/ loyalty or commitment to a superior or to a group or cause -  
лояльность, верность, преданность

treasury /'trɜ:(ə)rɪ/ – the funds or revenue of a state, institution, or society - казна;  
(the Treasury) государственное казначейство; министерство финансов

to retain - continue to have (something); keep possession of - удерживать,  
сохранять; сохранять в силе

inhabitant - a person or animal that lives in or occupies a place - житель, обитатель  
(о людях и животных)

to expand - become or make larger or more extensive - растягиваться, расширяться;  
увеличиваться в объёме, в размерах, в количестве

upheaval - a violent or sudden change or disruption to something - подъём  
available - able to be used or obtained; at someone's disposal - доступный;  
имеющийся в распоряжении, наличный  
to graze - put (cattle, sheep, etc.) to feed on grassland - пасти скот  
to incorporate - take in or contain (something) as part of a whole; include - включать  
в (состав чего-л.)  
efficient - working or operating quickly and effectively in an organized way -  
действенный, результативный, эффективный  
raw materials - the basic material from which a product is made - сырьё  
to rest on - be based on ; depend on - держаться, основываться, опираться  
outward - relating to how people, situations or things seem to be, rather than how  
they are inside - наружный, внешний  
mansion - a large, impressive house - большой особняк, большой дом; дворец  
to attach - to fasten, join or connect; to place or fix in position - прикреплять,  
прилагать, присоединяться

Politically, this century was **stable**. Monarch and Parliament got on quite well together. One reason for this was that the monarch's favourite politicians, through the royal power of patronage (the ability to give people jobs), were able to control the election and voting habits of a large number of Members of Parliament (MPs) in the House of Commons.

Within Parliament the divisions of the previous century, though far less bitter than before, were **echoed** in the formation of two **vaguely** opposed **loose** collections of allies. One group, the Whigs, were the political 'descendants' of the parliamentarians. They supported the Protestant values of hard work and thrift, were sympathetic to Dissenters and believed in government by monarch and aristocracy together. The other group, the Tories, had a greater respect for the idea of the monarchy and the importance of the Anglican Church (and sometimes even a little

sympathy for Catholics and the Stuarts). The two terms, Whig and Tory, had in fact first been used in the late 1670s and **allegiance** to one side or the other was more often the result of family or regional **loyalty** than of political beliefs. This could be said, however, to be the beginning of the party system in Britain.

The modern system of an annual budget drawn up by the monarch's **Treasury** officials for the approval of Parliament was established during this century. So, too, was the habit of the monarch appointing one principal, or 'Prime', Minister from the ranks of Parliament to head his government.

At the beginning of the century, by agreement, the Scottish Parliament joined with the English and Welsh Parliament at Westminster in London. However, Scotland **retained** its own system of law, more similar to continental European systems than to that of England. It does so to this day.

The only part of Britain to change radically as a result of political forces in this century was the highlands area of Scotland. This area twice supported failed attempts to put a (Catholic) Stuart monarch back on the throne by force. After the second attempt, many **inhabitants** of the highlands were killed or sent away from Britain and the wearing of highland dress (the tartan kilt) was banned. The Celtic way of life was effectively destroyed.

It was cultural change that was most marked in this century. Britain gradually **expanded** its empire in the Americas, along the West African coast and in India. The increased **trade** which resulted from the links with these new markets was one factor which led to the Industrial Revolution. The many technical innovations in the areas of manufacturing and transport during this period were also important contributing factors.

In England, the growth of the industrial mode of production, together with advances in agriculture, caused the greatest **upheaval** in the pattern of everyday life since the Anglo-Saxon invasions. Areas of common land, which had been **available** for use by everybody in a village for the **grazing** of animals since Anglo-Saxon times, disappeared as landowners **incorporated** them into their increasingly large and more **efficient** farms. (Some pieces of common land remain in Britain today, used

mainly as public parks. They are often called ‘the common’.) Hundreds of thousands of people moved from rural areas into new towns and cities. Most of these new towns and cities were in the north of England, where the **raw materials** for industry were available. In this way, the north, which had previously been economically backward compared to the south, became the industrial heartland of the country. The right conditions for industrialisation also existed in lowland Scotland and south Wales, which accentuated the differences between those parts of these countries and their non-industrialised areas.

In the south of England, London came to dominate, not as an industrial centre but as a business and trading centre. By the end of the century, it had a population close to a million.

Despite all the urban development, social power and prestige **rested on** the possession of land in the countryside. The **outward** sign of this prestige was the ownership of a country seat — a **country mansion** with land **attached**. More than a thousand such mansions were built in the eighteenth century.

### **The nineteenth century**

to lock someone/thing in - involve someone or something in (a difficult or competitive situation) – окружать, сжимать, блокировать, запирать

crop - a cultivated plant that is grown on a large scale commercially, especially a cereal, fruit, or vegetable - урожай

in a row - one after another without a break - подряд

famine - when there is not enough food for a great number of people, causing illness and death, or a particular period when this happens - голод

internal self-government - внутреннее самоуправление

civil servants - a member of the civil service (=the government departments

responsible for putting central government plans into action) - государственные служащие

troops - soldiers or armed forces - войска

to acquire - buy or obtain (an asset or object) for oneself - получать, приобретать;  
овладевать

trading routes - routes used by traveling traders or merchant ships - торговые пути

destiny - the force that some people think controls what happens in the future, and  
which cannot be influenced by people - судьба

unequaled – better or more extreme than any other - incomparable – бесподобный;  
несравненный, непревзойдённый

arrogant (noun arrogance) - unpleasantly proud and behaving as if you are more  
important than, or know more than, other people - заносчивый, высокомерный,  
надменный

burden - a load, typically a heavy one; a duty or misfortune that causes worry,  
hardship, or distress - бремя

observance - when someone obeys a law or follows a religious custom -  
соблюдение(закона, обычая, религиозного обряда, праздника)

human rights – rights which is believed to belong to every person - права человека

slavery – the state of being a slave; the practice or system of owning slaves -  
рабство, рабовладение

to abolish - formally put an end to (a system, practice, or institution) - аннулировать,  
отменять, упразднить

exploitation – the action or fact of treating someone unfairly in order to benefit from  
their work - эксплуатация

Not long before this century began, Britain had lost its most important American colonies in a war of independence. When the century began, the country was **locked in** a war with France, during which an invasion by a French army was a real possibility. Soon after the end of the century, Britain controlled the biggest empire the world had ever seen.

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

Another part of the empire was made up of Canada, Australia and New Zealand, where settlers from the British Isles formed the majority of the population. These countries had complete **internal self-government** but recognized the **overall authority** of the British government. Another was India, an enormous country with a culture more ancient than Britain's. Tens of thousands of British **civil servants** and **troops** were used to govern it. At the head of this administration was a viceroy (governor) whose position within the country was similar to the monarch's in Britain itself. Because India was so far away, and the journey from Britain took so long, these British officials spent most of their working lives there and so developed a distinctly Anglo-Indian way of life. They imposed British institutions and methods of government on the country, and returned to Britain when they retired. Large parts of Africa also belonged to the empire. Except for South Africa, where there was some British settlement, most of Britain's African colonies started as trading bases on the coast, and were only incorporated into the empire at the end of the century.

As well as these areas (Canada, Australia, New Zealand, India and Africa), the empire included numerous smaller areas and islands. Some, such as those in the Caribbean, were the result of earlier British settlement, but most were **acquired** because of their strategic position along **trading routes**.

A change in attitude in Britain towards colonization during the nineteenth century gave new encouragement to the empire builders. Previously, colonization had been seen as a matter of settlement, of commerce, or of military strategy. The aim was simply to possess territory, but not necessarily to govern it. By the end of the century, colonization was seen as a matter of **destiny**. There was an enormous increase in wealth during the century, so that Britain became the world's foremost

economic power. This, together with long years of political stability **unequaled** anywhere else in Europe, gave the British a sense of supreme confidence, even **arrogance**, about their culture and civilization. The British came to see themselves as having a duty to spread this culture and civilization around the world. Being the rulers of an empire was therefore a matter of moral obligation. It was, in fact, known as ‘the white man’s **burden**’<sup>10</sup>.

There were great changes in social structure. Most people now lived in towns and cities. They no longer depended on country landowners for their living but rather on the owners of industries. These factory owners held the real power in the country, along with the new and growing middle class of **tradespeople**. As they established their power, so they established **a set of values** which emphasized hard work, thrift, religious **observance**, family life, an awareness of one’s duty, absolute honesty in public life and extreme respectability in sexual matters. This is the set of values which we now call Victorian<sup>11</sup>.

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#### <sup>10</sup> **The White Man’s Burden**

Here are some lines from the poem of this title by Rudyard Kipling (1865—1936), who is sometimes referred to as ‘the poet of imperialism’.

<i>Take up the White Man’s burden —</i>	<i>Неси это гордое Бремя -</i>
<i>Send forth the best ye breed —</i>	<i>Родных сыновей пошли</i>
<i>Go, bind your sons to exile</i>	<i>На службу тебе подвластным</i>
<i>To serve your captives’ need;</i>	<i>Народам на край земли -</i>
<i>To wait in heavy harness</i>	<i>На каторгу ради угрюмых</i>
<i>On fluttered folk and wild —</i>	<i>Мятущихся дикарей,</i>
<i>Your new-caught, sullen peoples,</i>	<i>Наполовину бесов,</i>
<i>Half-devil and half-child.</i>	<i>Наполовину людей.</i>

Other races, the poem says, are ‘wild’ and have a ‘need’ to be civilized. The white man’s noble duty is to ‘serve’ in this role. This is not a quest for mere power. The duty is bestowed by God, whom Kipling invokes in another poem (Recessional) in a reference to the British empire in tropical lands;

<i>God of our fathers, known of old,</i>	<i>Бог праотцев, преславный встарь,</i>
<i>Lord of our far—flung battle—line,</i>	<i>Господь, водивший нас войной,</i>
<i>Beneath whose awful hand we hold</i>	<i>Судивший нам - наш вышний Царь! -</i>
<i>Dominion over palm and pine—</i>	<i>Царить над пальмой и сосной,</i>

#### <sup>11</sup> **Queen Victoria**

Queen Victoria reigned from 1837 to 1901. During her reign, although the modern powerlessness of the monarch was confirmed (she was often forced to accept as Prime Ministers people she

Middle-class religious conviction, together with a conscious belief that reform was better than revolution, allowed reforms in political and public life to take place. Britain was gradually turning into something resembling a modern state. There were not only political reforms, but also reforms which recognized some **human rights** (as we now call them). **Slavery** and the laws against people on the basis of religion were **abolished**, and laws were made to protect workers from some of the worst forms of **exploitation** resulting from the industrial mode of production. Public services such as the police force were set up.

Despite reform, the nature of the new industrial society forced many people to live and work in very unpleasant conditions. Writers and intellectuals of this period either protested against the horrors of this new style of life (as Dickens did) or simply ignored it. Many, especially the Romantic poets, praised the beauties of the countryside and the simplicity of country life. This was a new development. In previous centuries the countryside had just existed, and it wasn't something to be discussed or admired. But from this time on, most British people developed a sentimental attachment to the idea of the countryside.

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personally disliked), she herself became an increasingly popular symbol of Britain's success in the world. As a hard-working, religious mother of nine children, devoted to her husband, Prince Albert, she was regarded as the personification of contemporary morals. The idea that the monarch should set an example to the people in such matters was unknown before this time and created problems for the monarchy in the twentieth century.

## The British empire at its peak (1919)



## The twentieth century

to cease - come or bring to an end - переставать, (делать что-л.), прекращать;  
прекращаться

taxation - the system of taxing people - обложение налогом; налогообложение;  
взимание налога; сумма налога

to resolve - settle or find a solution to (a problem or contentious matter) - решать,  
принимать решение

temporarily - for a limited period of time ; not permanently - временно, на время

to dismantle - take to pieces - разбирать; демонтировать; разрушать, сносить  
unilaterally - (of an action or decision) performed by or affecting only one person, group, or country involved in a situation, without the agreement of another or the others - односторонне

restricted (to) – limited in extent, number, scope, or action - ограниченный, узкий  
to fade - gradually lose colour, brightness or strength and disappear - увядать, постепенно исчезать

prosperity - the state of being successful and having a lot of money преуспевание, процветание

austerity - the condition or policy of living without things that are not necessary and without comfort, with limited money or goods, or a practice, habit or experience that is typical of this - строгость; аскетизм, самоограничение; суровость; простота, отсутствие излишеств; строгая экономия

Around the beginning of the twentieth century, Britain **ceased** to be the world's richest country. Perhaps this caused a failure of the Victorian confidence in gradual reform. Whatever the reason, the first 20 years of the century were a period of extremism in Britain. The Suffragettes, women demanding the right to vote, were prepared to damage property and even die for their beliefs; some sections of the army appeared ready to disobey the government over its policies concerning Ulster in Ireland; and the government's introduction of new **taxation** was opposed so absolutely by the House of Lords that even Parliament, the foundation of the political system, seemed to have an uncertain future. But by the 1920s, these issues had been **resolved** (although only **temporarily** in the case of Ulster) and the rather un-British climate of extremism died out.

The British Empire reached its greatest extent in 1919. By this time, however, it was already becoming less of an empire and more of a confederation. At the same international conference at which Britain acquired new possessions under the Treaty of Versailles, Australia, Canada, New Zealand and South Africa were all represented

separately from Britain. A couple of years later, Britain lost most of its oldest colony.<sup>12</sup>

The real **dismantling** of the empire took place in the 25 years following the Second World War. In the same period, it gradually became clear that Britain was no longer a ‘superpower’ in the world and its forces were no longer able to act **unilaterally**. In 1956, for instance, British and French military action to stop the Egyptian government taking over the Suez Canal failed because it did not receive American support. During the 1950s, it had been generally understood that a conference of the world’s great powers involved the USA, the Soviet Union and Britain. But in 1962, the Cuban missile crisis, one of the greatest threats to global peace in the twentieth century, was resolved without reference to Britain. And when, in 1974, the island of Cyprus, a former British colony, was invaded by Turkey, British military activity **was restricted to** airlifting the personnel of its military base there to safety - even though it was one of the guarantors of Cypriot independence. At the end of the century, in 1997, Britain handed Hong Kong back to China, thus losing its last imperial possession of any significant size.

It was from the start of the twentieth century that the urban working class (the majority of the population) finally began to make its voice heard. In Parliament, the Labour party gradually replaced the Liberals (the ‘descendants’ of the Whigs) as the main opposition to the Conservatives (the ‘descendants’ of the Tories). In addition, trade unions managed to organize themselves. In 1926, they were powerful enough to

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<sup>12</sup> **The creation of Northern Ireland**

By the beginning of the twentieth century, most people in Ireland wanted either internal self-government (which was known as ‘home rule’) or complete independence from Britain. Liberal governments in Britain had attempted at various times to make this idea a reality. However, the one million Protestants in the province of Ulster in the north of the country were violently opposed to it. They did not want to belong to a country dominated by Catholics. They formed less than a quarter of the total Irish population, but in six of the nine counties of Ulster they were in a 65% majority. In 1920, the British government partitioned the country between the (Catholic) south and the (Protestant) six counties, giving each part some control of its internal affairs. But this was no longer enough for the south. There, support for complete independence had grown as a result of the British government’s savage repression of the ‘Easter Rising’ in 1916. War followed. The eventual result was that in 1922, the south became independent from Britain. The six counties, however, remained within the United Kingdom. They became the British province of ‘Northern Ireland’.

hold a General Strike, and from the 1930s until the 1980s the Trades Union Congress was probably the single most powerful political force outside the institutions of government and Parliament.

Since then, the working class has **faded** as a political force. They say history moves in cycles. At the start of the twenty-first century, a historian pointed out that Britain in some ways had more in common with the start of the twentieth century than with its middle. In 1900, a general sense of **prosperity** was combined with a rather high long-term unemployment rate and concerns about an 'underclass'. This is exactly where Britain stood in 2000, but clearly different from 1950, when a sense of **austerity** was combined with a very low rate of unemployment. In 1900, domestic servants comprised a full 10% of the workforce. In 1950 this figure was down to 3% and still falling. But by 2000, with so many professional women with no time to look after the house or the children, it was back up to 8% and increasing every year. Even the average speed of traffic through London was the same in 1900 and 2000, while in 1950 it was much faster!

#### Topics for detailed presentations

1. Peoples of Britain. The Celts, Celtic traditions

[http://www.bbc.co.uk/history/ancient/british\\_prehistory/peoples\\_01.shtml](http://www.bbc.co.uk/history/ancient/british_prehistory/peoples_01.shtml)

2. King Arthur, 'Once and Future King'

[http://www.bbc.co.uk/history/ancient/anglo\\_saxons/arthur\\_01.shtml](http://www.bbc.co.uk/history/ancient/anglo_saxons/arthur_01.shtml)

3. Danelaw and the English

[http://www.bbc.co.uk/history/trail/conquest/after\\_viking/legacy\\_vikings\\_01.shtml](http://www.bbc.co.uk/history/trail/conquest/after_viking/legacy_vikings_01.shtml)

4. Background to the Norman Conquest

[http://www.bbc.co.uk/history/british/normans/background\\_01.shtml](http://www.bbc.co.uk/history/british/normans/background_01.shtml)

5. Henry VIII: Majesty with Menace

[http://www.bbc.co.uk/history/british/tudors/majesty\\_menace\\_01.shtml](http://www.bbc.co.uk/history/british/tudors/majesty_menace_01.shtml)

6. Elizabeth I: An Overview

[http://www.bbc.co.uk/history/british/tudors/elizabeth\\_i\\_01.shtml](http://www.bbc.co.uk/history/british/tudors/elizabeth_i_01.shtml)

7. The Spanish Armada

[http://www.bbc.co.uk/history/british/tudors/adams\\_armada\\_01.shtml](http://www.bbc.co.uk/history/british/tudors/adams_armada_01.shtml)

8. London's Burning: The Great Fire

[http://www.bbc.co.uk/history/british/civil\\_war\\_revolution/great\\_fire\\_01.shtml](http://www.bbc.co.uk/history/british/civil_war_revolution/great_fire_01.shtml)

9. Britain's Empire in 1815

[http://www.bbc.co.uk/history/british/empire\\_seapower/britain\\_empire\\_01.shtml](http://www.bbc.co.uk/history/british/empire_seapower/britain_empire_01.shtml)

10. Symbiosis: Trade and the British Empire

[http://www.bbc.co.uk/history/british/empire\\_seapower/trade\\_empire\\_01.shtml](http://www.bbc.co.uk/history/british/empire_seapower/trade_empire_01.shtml)

11. The Workshop of the World

[http://www.bbc.co.uk/history/british/victorians/workshop\\_of\\_the\\_world\\_01.shtml](http://www.bbc.co.uk/history/british/victorians/workshop_of_the_world_01.shtml)

12. Britain, the Commonwealth and the End of Empire

[http://www.bbc.co.uk/history/british/modern/endofempire\\_overview\\_01.shtml](http://www.bbc.co.uk/history/british/modern/endofempire_overview_01.shtml)

## READING SECTION 2. AMERICAN HISTORY

*From «Aspects of Britain and the USA» by Christopher Garwood, Guglielmo Gardani, and Edda Peris. Oxford University Press, 1992*

**Read the stories, translate the words given below the texts, be prepared to explain what they mean in English, do exercises after the texts.**

### COLONIAL AMERICA

to grant

charter

contemporary

vast

to seek for succor

savage

hideous

The first English settlers in America came to work for private companies which had been **granted trading charters** by the English Crown, such as the Virginia Company of London which founded Virginia in 1607. These first colonists consisted mainly of the landless, the unemployed and those in search of religious freedom.

The most famous of these early settlers were the ‘Pilgrim Fathers’, who set sail on the *Mayflower* in 1620 and landed at Cape Cod in New England. As the following **contemporary** passage shows, the colonists failed to recognize the existing civilizations of America and instead regarded the natives as ‘barbarians’.

#### *From Of Plymouth Plantation, William Bradford (1590—1657)*

*Being thus arrived in a good harbor, and brought safe to land, they fell upon their knees and blessed the God of Heaven who had brought them over the vast and furious ocean ... But here I cannot but stay and make a pause, and stand half amazed at this poor people’s present condition, and so I think will the reader, too, when he well considers the same. Being thus passed the vast ocean and a sea of troubles*

*before in their preparation (as may be remembered by that which went before), they had now no friends to welcome them nor inns to entertain or refresh their weather-beaten bodies; no houses or much less towns to repair to, **to seek for succor**. It is recorded in Scripture as a mercy to the Apostle and his shipwrecked company, that the barbarians showed them no small kindness in refreshing them, but these **savage** barbarians, when they met with them (as after will appear) were readier to fill their sides full of arrows than otherwise. And for the season it was winter, and they that know the winters of that country know them to be sharp and violent, and subject to cruel and fierce storms, dangerous to travel to known places, much more to search an unknown coast. Besides, what could they see but a **hideous** and desolate wilderness, full of wild beasts and wild men — and what multitudes there might be of them they knew not.*

- 1 How did the Pilgrim Fathers feel when they arrived in America?
- 2 What did they immediately miss?
- 3 Were the Native Americans hospitable?
- 4 What time of year was it when they arrived?
- 5 Why were the winters particularly dangerous to the settlers?

## **AMERICAN INDEPENDENCE**

to supply (with)

raw materials

to compete

to repeal

to exempt

inevitable

commander- in-chief.

By the end of the 18th century, the whole of the Eastern coast of North America had been colonized, largely by the British. The guiding principle for these

colonies was the widely-held mercantilist view that they should **supply** the mother country with **raw materials** and not **compete** in manufacturing. When Britain asked the colonists to contribute towards the cost of maintaining the British army through centrally-raised taxes, there was serious opposition to this ‘taxation without representation’ (the British Parliament did not contain any American-elected members).

After the taxes had been **repealed**, there was relative peace everywhere except Boston, but when Parliament **exempted** the tea of the nearly bankrupt British East India Company from import duties, numerous merchants throughout the colonies were threatened with bankruptcy, and colonial opinion united against the British. So, when the first cargoes of this tea arrived in Boston harbour, the American Patriots boarded the three ships on the night of 16 December 1773 and threw the tea into the sea — the famous Boston Tea Party.

Parliament reacted to this ‘act of vandalism’ by closing Boston harbour. Representatives from every colony except Georgia met in Philadelphia in September 1774 and replied by imposing a trade embargo on Britain. As war became **inevitable**, the colonists met for a second time in Philadelphia in May 1776 and made George Washington their **commander-in-chief**. The formal Declaration of Independence was made on 4 July 1776, including the famous declaration ‘that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of happiness’.

The American War of Independence lasted over six years. The French entered the war, providing decisive military and economic assistance, after the American victory in the Battle of Saratoga in October 1777. The fighting ended when Washington, aided by the French army and navy, surrounded the British forces at Yorktown in October 1781. The peace settlement signed two years later recognized the independence, freedom and sovereignty of the thirteen colonies.

1 What decision by the British Parliament helped the cause of American independence, and how?

2 What was the ‘Boston Tea Party’?

3 What did representatives of the American colonies decide to do at their first meeting in Philadelphia?

4 What happened at the second meeting?

S Why was the Battle of Saratoga the turning-point in the war?

Put the following events in their correct chronological order.

- The Boston Tea Party
- The Battle of Yorktown
- The Battle of Saratoga
- The Declaration of Independence
- The colonists’ first meeting in Philadelphia
- The signing of the Declaration of American Independence

## 19TH-CENTURY EXPANSION

treaty

purchase

to cede

to dispossess

entire

The American Revolution was achieved by the ‘original 13 states’ on the eastern seaboard. The **Treaty** of 1783, which ended the war with Britain, gave another huge area of land, further to the west, to the new country, and over the next fifty years the whole of the American mainland was brought under US control. Some of this land was acquired by treaty, such as Florida; some by **purchase**, such as ‘Louisiana’ (the Mid-West) which was sold to the US by Napoleon in 1803; and some by war, such as Texas and California, which were **ceded** by Mexico in the war of 1845-1847.

Having gained control of the continent, the Americans began to expand across it, continually pushing westwards from their original settlements, forming new

farmsteads, villages and towns in the wilds — and displacing and **dispossessing** the Native Americans in the process. By the end of the century this form of continuous colonizing or ‘pioneering’ had led to the settlement of the **entire** United States from the east coast to the west.



Complete the chronological table with information from the passage and the map.

- 1783 .....
- 1787 US Constitution signed
- 1789 George Washington elected first President
- 1803 .....
- 1819 .....
- ..... Texas annexed to the US
- 1848 .....

**THE WAR OF SECESSION (1861—1865)**

- to raise a problem
- to admit into
- to gain support

tremendous  
to dissolve  
to interfere with  
to affirm  
secession  
to break out  
foreign recognition  
to surrender

Expansion brought problems, not least because of the very different societies of the North and the South. The problem of slavery was first **raised** over the status of Missouri when it was **admitted into** the Union in 1821.

The anti-slavery movement **gained tremendous support** after publication of a book called *Uncle Tom's Cabin* by Harriet Beecher Stowe, and political divisions over slavery in the Whig and Democratic parties led to the formation of the Republican Party, whose main principle was opposition to the extension of slavery. When the Republican candidate, Abraham Lincoln, was elected President in 1860, South Carolina announced that its Union with all other states was **dissolved** and was immediately followed by Mississippi, Florida, Alabama, Georgia, Louisiana and Texas, which together formed a Confederacy with a constitution based on slavery. The Northerners did not want war and Lincoln in his opening speech as President declared that he would not **interfere with** slavery in the Southern states, but merely **affirmed** the constitutional right of the Union to determine the status of new states.

Lincoln refused to allow **secession** to disrupt the Union, however, and, as civil war became inevitable, Virginia also seceded on the constitutional grounds that every state in the Union enjoyed sovereign rights; Nebraska, North Carolina and Tennessee quickly followed. The twenty-three states of the industrial North, with a population of 22,000,000, were, therefore, opposed by eleven Southern states, almost 4,000,000 of whose 9,000,000 inhabitants were slaves.

The three main theatres of action when war **broke out** in 1861 were the sea, the Mississippi Valley and the Eastern seaboard states. Although the Union had naval superiority, it was unable to establish an efficient blockade until 1863. In the Mississippi Valley in the West, General Grant and his forces gradually split the Confederacy in two, while in Virginia, Union forces suffered numerous defeats against the two brilliant Southern generals, Robert E. Lee and Thomas ‘Stonewall’ Jackson. But the South was unable to obtain the decisive victory it needed to gain **foreign recognition**.

The war became a lost cause for the South after the Battle of Gettysburg in July 1863, although it heroically fought on until April 1865, when Lee and his army were forced **to surrender** at Appomattox, Virginia. The war had cost the lives of 618,000 men — over half from disease.

Complete the following sentences to obtain a brief summary of the American Civil War.

- 1 The prime cause of the war was...
- 2 The first state to secede from the Union was...
- 3 This was followed by...
- 4 The main theatres of war were...
- 5 The Confederacy inflicted defeats on the North but was unable ...
- 6 Victory was achieved by the Union forces at...

## **INDUSTRIALIZATION AND IMMIGRATION**

to pour into

merger

takeover

large-scale production

legislative

In less than fifty years, between the Civil War and the First World War, the United States was transformed from a rural republic into an urban state. The nation’s

economic progress, based on iron, steam and electrical power, was speeded up by thousands of inventions like the telephone and typewriter, but the terrible working and living conditions, and the unfair monopolies that characterized the industrial revolution in Britain, were repeated on an even bigger scale.

An important factor was continuous and unrestricted immigration from Europe. While many of the 5 million immigrants who had come over between 1850 and 1870 had been able to obtain cheap land in the west, this was no longer possible for the 20 million people who **poured into** the country between 1870 and 1910 (mainly from southern and eastern Europe) and who were eager to work at almost any wages and under almost any conditions. The often better-educated blacks, who had left the South in search of work, became the object of violent racial discrimination, particularly on the part of the newly arrived white immigrants, and were forced into ghettos.

Virtual monopolies were created in every sector through **mergers and takeovers** and the great captains of industry like Rockefeller in oil and Carnegie in steel, with their enormous economic and political power, were the representative figures of the age. While they enabled the United States to invade Europe with its manufactures and brought the benefits of **large-scale production** to almost every American home, **legislative** changes were needed to control the power of these trusts. President Teddy Roosevelt, a Republican, began a social crusade in 1901 with the help of the progressive members in both the Democratic and Republican parties. The activities of trusts were regulated and legislative reforms were introduced to improve general living and working conditions (such as an eight-hour working day). Woodrow Wilson, a Democrat, added even more profound reforms. Protective tariffs were substantially reduced, a new anti-trust law was introduced and other important reforms were carried out in the field of agriculture and labour.

Use these notes to prepare a brief summary of the passage.

50 years — rural republic — urban state  
inventions — accelerated — industry

social problems — especially because — immigrants mass production — goods — every household captains of industry — too powerful  
Roosevelt and Wilson — reforms — regulate trusts

## **WORLD WAR I**

to adopt a policy of neutrality

to alter the balance

non-punitive settlement

America was determined to stay out of the First World War and **adopted a policy of strict neutrality**. However, attacks on passenger ships by German submarines and the discovery of a German plot to involve Mexico in war with the United States led Congress to declare war on Germany in April 1917.

The arrival of two million fresh troops altered the balance sufficiently to enable the Allies to win the war. While the Americans were in favour of a **non-punitive settlement**, Wilson was unable to prevent the Allies from trying to further their imperialist ambitions in the peace settlement and the Republican-controlled Senate refused to ratify the Treaty of Versailles, which also contained Wilson's idealistic League of Nations. The United States, therefore, never took its leading role in the organization which Wilson had hoped would end wars.

1 What was America's original policy during World War I?

2 What made Congress change its mind?

3 Why didn't America participate in the League of Nations?

## **THE ROARING TWENTIES**

insecurely

to refer to

to overthrow

persecution

with regard to

The 1920s were a decade of conservatism and **insecurely** founded prosperity, in which tariffs were brought to their highest ever levels and taxes were drastically reduced. This remarkable rise in living standards, which caused the decade to be called the Roaring Twenties, ended suddenly in October 1929 with the Wall Street crash — the result of a long period of over-production by the nation’s factories and farms, and speculative mania among the middle and wealthy classes. This crash marked the beginning of the worst depression in American history, commonly **referred to** as the Great Depression.

The period was full of contrasts. There was widespread fear following the Russian Revolution that communists would **overthrow** the Government (the Red Scare), which led to the **persecution** of all left-wing groups; there was briefly mass support (four million members in 1925) for the Ku Klux Klan, which, in addition to blacks, now attacked Catholics, Jews and all those not born in America; and restrictions were imposed on immigration, not only **with regard to** the number but also the countries of origin. Moreover, this was the period of prohibition, when it was prohibited by the Eighteenth Amendment (1919) to manufacture, transport or sell intoxicating liquors (when it ended in 1933, only eight states stayed ‘dry’).

Yet the Twenties were also a period of sexual revolution ‘when the existence of an instinctive “sex drive” in young people, especially women, gained social acceptance... [and] sexual problems and analysis became acceptable and then fashionable’, and of mass culture, when radio and magazines began to present standardized behaviour models to the population with its culturally different backgrounds, and Hollywood fostered the myth and illusion on which the whole decade had been built.

## **THE NEW DEAL ERA**

unprecedented

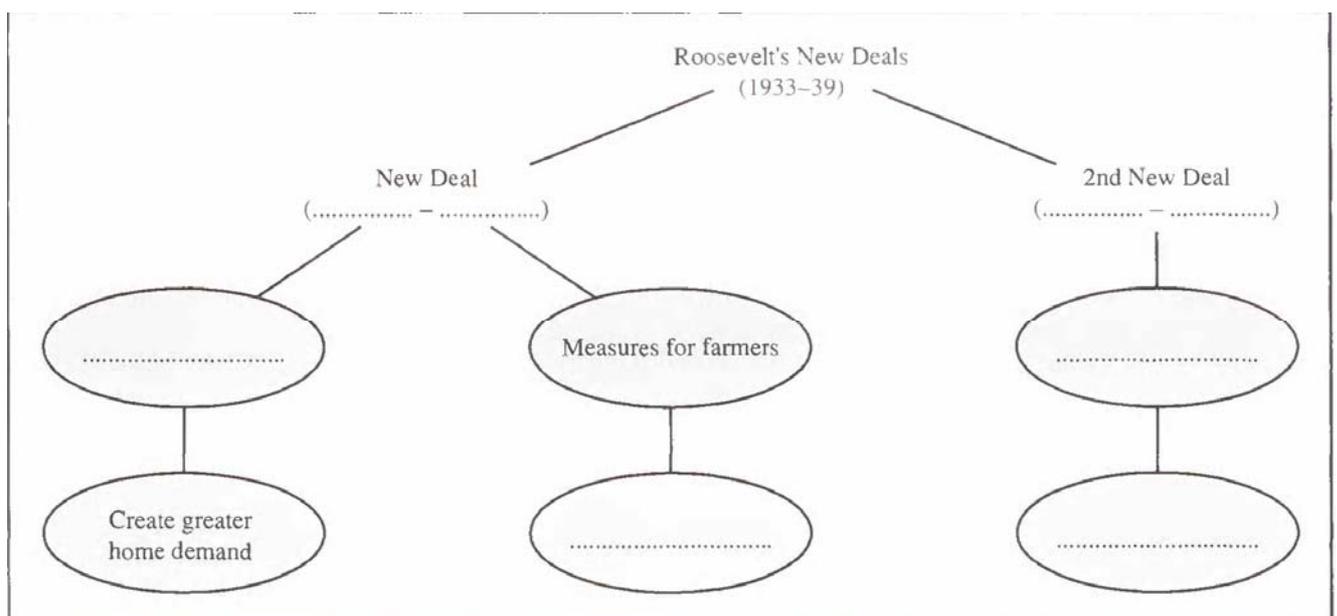
to remedy

government planning

internal demand  
to aim at

Franklin D. Roosevelt blamed the Depression on basic faults in the American economy and promised a ‘new deal’ for the ‘forgotten man’. He won the 1932 presidential election with an **unprecedented** majority and set about **remedying** the worsening situation with his New Deal in 1933. This was the first administration to introduce **government planning** into the economy. Over the next two years, millions of unemployed were given jobs in public works projects, and emergency relief was provided for others in order to create greater **internal demand** for American products. Numerous measures were also taken to help the farmers, as a result of which their incomes more than doubled between 1932 and 1939. The Second New of Deal (1935—39) **aimed at** providing security against unemployment, illness and old age, to prevent the terrible hardships of the Depression being repeated.

Complete the flowchart with information from the passage.



## WORLD WAR II

partially

to be underway

prospect

loss

Roosevelt once said in defence of his New Deal that continuing unemployment and insecurity were **partially** to blame for the disappearance of democracy in Germany, Italy and Spain, where the ordinary people had turned to strong governments for their intervention. This rise of totalitarian governments influenced his foreign policy, which was in opposition to the isolationist basis of Congress's neutrality acts. Once war had come to Europe, few Americans were truly neutral. Roosevelt was, therefore, able to provide all possible aid to Great Britain 'short of war' and still become the first President to be elected for a third term.

Relations with Japan continued to worsen and, while negotiations **were underway** between the two countries, the Japanese attacked the American naval base at Pearl Harbor in Hawaii on the morning of 7 December 1941. Congress responded by immediately declaring war on Japan.

Although Roosevelt and Churchill decided that the main theatre of the war should be Europe, the American navy obtained several victories against the Japanese in 1942 and gradually reconquered one island after another in the Pacific. In Europe the Germans were slowly pushed back on all sides before surrendering on 8 May 1945. While the Japanese position was equally hopeless, they refused to surrender and the **prospect** of a heavy **loss** of life convinced the Allies to drop atomic bombs on Hiroshima on 6 August and Nagasaki on 9 August, leading to Emperor Hirohito's formal surrender on 2 September 1945.

The United Nations Charter had been drafted at the Potsdam peace conference in July 1945. This ended American isolationism and recognized the nation's important role in international affairs.

Complete this table with information from the passage.

Event	Date
1 Pearl Harbor	.....
2	1942—1944
.....	
3	6 June 1944
.....	
4 Germany surrenders	.....
5	July 1945
.....	
6.....	6 August 1945
7 Japan surrenders	.....

**POST-WAR AMERICA: THE COLD WAR**

- iron curtain
- to descend
- to devise
- hostility
- to sympathize
- to discredit

*“From Stettin in the Baltic to Trieste in the Adriatic, an **iron curtain** has **descended** across the Continent. Behind that line lie all the capitals of the ancient states of central and eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject, in one form or another, not only to Soviet influence but to a very high, and in many cases, increasing measure of control from Moscow”. From a speech made by Winston Churchill at Westminster College, Fulton, Missouri, on 5 March 1946.*

Nobody took Churchill's words more seriously than the Americans. The fear that Greece and Turkey might fall behind this iron curtain led Truman to ask Congress for funds to help 'all free peoples' to resist Communist aggression — the Truman Doctrine. The widespread fear of Communism was one of the reasons behind the creation of the North Atlantic Treaty Organization (NATO) in April 1949.

The desire to keep Europe free of Communism was also behind the Marshall Plan, **devised** by US Secretary of State George Marshall in 1947, in which the USA gave or loaned billions of dollars to various European countries, particularly Germany, to assist in post-war reconstruction of their industries.

The persistent hostility between the Western and Communist nations came to be called the Cold War, which became a real war in 1950 when Soviet-trained North Korean troops invaded the Republic of Korea. Numerous incidents throughout the world increased international tension and the possibility of another global conflict. This nearly occurred in 1962 when the United States learned that there were Soviet-manned missile bases in Cuba. The Russians only removed the missiles after a naval blockade had been established around the island.

There was a widespread fear of Communism in America during the 1950s. The most famous anti-Communist was Senator Joseph McCarthy of Wisconsin. Anyone who dared to oppose him was branded as a Communist or 'Communist **sympathizer**'. He used his method of **discrediting** people without proof so often that it became known as McCarthyism. Those accused of being pro-Communists usually lost their jobs and found it very difficult to get new ones.

Give a brief description of:

- 1 The Cold War
- 2 The Marshall Plan
- 3 The Truman Doctrine
- 4 McCarthyism

## CIVIL RIGHTS

reverend

to degenerate into

The issue that dominated American politics in the 1950s and 1960s was civil rights.

Numerous Presidents attempted to improve the situation of black people (and other minorities) in American society. President Truman appointed the first black judge in the Federal court system and some progress was made towards racial integration in schools, restaurants and transportation in the South by Eisenhower, Kennedy and Johnson, despite congressional opposition. The blacks themselves, led by people like the **Reverend** Martin Luther King, became increasingly active in attempting to improve their status and numerous non-violent protests began in 1960 to speed up the end of segregation. In the mid-1960s these mass demonstrations often **degenerated** into violent clashes, as the militant Black Power movements replaced the non-violent organizations.

1 Who opposed the post-war Presidents in their attempts to lessen racial discrimination?

2 What did Martin Luther King want to end?

3 How did the Black Power movement differ from King?

## CRISIS: VIETNAM AND WATERGATE

to hold elections

guerrilla attacks

to escalate

to wind down

to withdraw

to put up resistance

America's radical fear of Communism got the nation involved in war in Vietnam, which in 1954 had been divided into South Vietnam and the Communist

Republic of North Vietnam. Elections were to have been held after two years to reunite the two Vietnams, but South Vietnam, supported by the United States, refused **to hold the elections**, fearing that the popular leader of the North, Ho Chi Minh, would win. As **guerrilla attacks** by the Communist Viet Cong in South Vietnam increased, President Kennedy (1960—63) began to send military equipment and supplies, and military advisors. American involvement **escalated** under President Johnson with air raids on North Vietnam and by 1967 there were 464,000 American soldiers in Vietnam. As a result of massive demonstrations throughout the United States, President Nixon began **to wind down** American involvement in a war that was both unpopular and impossible to win. After the **withdrawal** of American combat troops in 1973, the South Vietnamese troops **put up little resistance** and by 1975 Vietnam had been united under Communist control.

Complete the chronological table of events in Vietnam

- 1954 .....
- 1956 .....
- 1962 .....
- 1967 .....
- 1969—72 .....
- 1973 .....

prominent

to bug

to resign

to overshadow

Strategic Arms Limitation Treaty

to collaborate

While Americans were still recovering from the shock of their first-ever defeat in war, their belief in the nation’s political institutions was shaken by a series of

scandals. The most serious of these became known as the Watergate scandal, when **prominent** members of the Republican Party were found guilty of ‘**bugging**’ the Democratic party’s campaign headquarters (at the Watergate building). The scandal involved President Richard Nixon and eventually forced him to **resign** the Presidency, thus completely **over-shadowing** his achievements while in office, such as the normalization of relations with China and the signing of the first **Strategic Arms Limitation Treaty** (SALT) with the Soviet Union in 1972.

The Americans reacted to these scandals by voting a series of honest and honourable, but often rather unimaginative politicians into office at national, state and local level for the rest of the 1970s. Moreover, Congress refused to **collaborate** with Presidents Ford and Carter, so little was done to tackle the country’s economic problems of high inflation and unemployment.

- 1 What was Watergate? Why was it called ‘Watergate’?
- 2 How did the Americans react to the scandal?
- 3 Why were the country’s economic problems not tackled in the 1970s?

## **RIGHT-WING RECONSTRUCTION**

spending

tax cuts

détente

evil empire

foreign affairs

to urge

nuclear disarmament

successor

The election of Ronald Reagan and a Republican administration in 1980 led to an attempt to cut back the amount of national government finance available for non-defence **spending**, especially social programmes. This together with **tax cuts** proved popular and helped the nation enter a period of non-inflationary growth.

Abroad Reagan replaced the policy of **detente** (an easing of tense political relations with Communist nations) with a tougher line against the Soviet Union, which he called the ‘**evil empire**’. He also took a hard line against terrorism, which included invading Grenada and carrying out an air-raid on Libya. The success of his approach helped restore American confidence in its role as world leader.

Towards the end of his second term, however, President Reagan adopted a softer line in **foreign affairs**, at least towards the Soviet Union. **Urged** on by massive peace movements in the Western world, the two superpowers made significant progress towards **nuclear disarmament**, a process which was continued by Reagan’s **successor** as President, George Bush.

- 1 In which sector did President Reagan cut government spending most of all?
- 2 In what way was his initial foreign policy different from that of his predecessors?
- 3 How did his foreign policy change towards the end of his Presidency?

### **THE END OF THE COLD WAR**

to proclaim

to usher

to reckon

to display / show grit

to gloat

a joint statement

to interfere in

The United States and the Soviet Union last weekend **proclaimed** the start of a new chapter in East-West relations at the storm-buffed summit off Malta. **Mike Harvey** reports on the talks.

#### **Cold war over - it’s official**

THE COLD War officially ended last weekend as a new era in

superpower relations was **ushered** in by President Bush and Mikhail

Gorbachev at their historic summit meeting off Malta.

It was an extraordinary summit in every respect. What had been planned as a cosy “feet up” chat on board ship became a formal summit of global importance, largely due to last month’s events in Eastern Europe.

Malta had seemed an ideal spot for a quiet superpower meeting — neutral, sunny and private. But nobody **reckoned** on the winter storm which churned up the sea so much that the talks had to be held on board a Soviet cruise ship, the *Gorky*, anchored in the safety of the Maltese harbour.

However, there was no question of the weather ruining the summit. On the Saturday, as Mr Bush stood on the deck of the *USS Belknap* after a night of being tossed around by the 60mph gale, he **displayed the true grit** of the navy pilot he once was. Was the weather bothering him? “Hell, no, the summit’s going just fine, thanks,” he told a group of reporters who had managed to reach the ship.

Mr Gorbachev, trying hard not to **gloat** over the fact that it was only the presence of the Soviet cruiser that

saved the day, said: “This whole incident shows that we can adjust to changing circumstances very well.”

At the end of the Summit the two leaders offered the prospect of sweeping new arms cuts and a chance for the Soviet Union to join the mainstream of the world economy. A **joint statement** said they now believe they can conclude two new arms control agreements next June, one cutting strategic nuclear weapons in half, and another reducing conventional forces in Europe. They also hope to be ready to destroy their chemical weapon stocks.

In the first-ever joint press conference given by the leaders of the United States and the Soviet Union, Mr Gorbachev said the two superpowers were entering a “new epoch”. He said the Soviet Union would “never start a hot war against the United States ... and I’m sure the President of the United States would never start a war against us.”

While the two leaders discussed changes in Eastern Europe, they were careful not to make any statements that could be seen as **interfering** in the

reforms being carried out in those countries. Mr Bush symbolically suggested Berlin as host city for the Olympic Games in 2004.

The American president also proposed the relaxation of trade barriers, opening the way for American businessmen to look more favourably on investment in the Soviet Union.

This first meeting between Mr Gorbachev and Mr Bush since becoming President confirms that the icy rhetoric of the cold war years is a thing of the past. Even the weather could not dampen the obvious goodwill that now exists between the two leaders.

From *The Indy*, 23 November  
1989

- 1 When did the Cold war officially end, according to the article?
- 2 What events had made this meeting between Bush and Gorbachev so important?
- 3 What happened at the end of the summit for the first-ever time?
- 4 What did Mr Gorbachev promise? What did he ask President Bush to promise?