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TABLE OF CONTENTS

TABLE OF CONTENTS	1
I. BASIC COURSE.....	3
1. GREAT BRITAIN – HISTORICAL BACKGROUND.....	3
A. Text.....	3
B. Grammar.....	5
C. Vocabulary.....	8
D. Joke.....	8
2. GREAT BRITAIN – THE PHYSICAL BACKGROUND	10
A. Text.....	10
B. Grammar.....	13
C. Vocabulary.....	16
D. Joke.....	16
4. THE CONQUERING NORMANS.....	18
A. Text.....	18
B. Grammar.....	20
C. Vocabulary.....	24
D. Joke.....	26
4. SOUTH AMERICA.....	28
A. Text.....	28
B. Grammar.....	31
C. Vocabulary.....	34
D. Joke.....	35
5. THE FIRST ENGLISH PRINTER	36
A. Text.....	36
B. Grammar.....	39
C. Vocabulary.....	42
D. Joke.....	44
II. SUMMATIVE TEST.....	46
III. READING	48
1. BRITISH EMPIRE	48
Introduction.....	48
North America.....	48
Eastern empire.....	49
The Caribbean.....	49
A new empire.....	50
2. WINSTON CHURCHILL	51
3. INDUSTRIAL REVOLUTION.....	53
Britain's population.....	54
Britain's industrial evolution.....	54
Development of overseas trade.....	55
New technology	56
Railways begin to gather steam.....	57
4. HENRY VIII.....	59
The lion and the fox.....	61
5. MARGARET THATCHER	62

I. BASIC COURSE

1. GREAT BRITAIN – HISTORICAL BACKGROUND

A. Text



Britain which is formally known as the United Kingdom of Great Britain and Northern Ireland is the political unity of England, Scotland, Wales and Northern Ireland. The name 'Britain' is believed to be the anglicized Greek or Roman form of Celtic origin. It is often used to designate the British Isles as a whole. 'Britannia' is the ancient name of Britain.

The first known settlers of Britain were the Celts who came to the island from northern Europe in the 5th or 6th century B. C. In 55 B. C. Julius Caesar invaded the island for a short time but in the 1st century a long Roman occupation

began which lasted till the early 5th century. After the withdrawal of the Roman army Britain was invaded by Anglo-Saxons and Jutes who forced the Celts to retreat westward.

The setting up of the United Kingdom as a state is a result of continuous wars .

The oldest colony of Britain is Ireland and its conquest started a long time ago. Though Northern Ireland has officially become part of the United Kingdom only in the 20-th century the English started their attempts at conquering it as early as the 12-th century.

Ireland, Wales and Scotland failed to capitulate voluntarily to the English rule and had to be attacked in force. They union of England with Wales dates from 1301 when Edward I's son was made Prince of Wales. The name Great Britain started to be used at the beginning of the 17-th century after James VI of Scotland had succeeded to the English throne. In 1707 it was formally adopted after the union of the parliaments of England and Scotland.

The United Kingdom is a monarchy. Officially the supreme legislative authority in the United Kingdom is the Queen and the two houses of Parliament – the House of lords and the elected House of Commons.

In the 19-th century Britain has reached its height as a world colonial power. But world wars I and II saw the virtual end of the British colonial empire. Now the United Kingdom together with most of its former colonies are members of the Commonwealth, the Queen being the head of the Commonwealth.

Language Notes:

Celts – people formerly inhabiting large parts of Western Europe. The Irish, Welsh, Highland Scotch, Cornish and some others descended from them.

B. C. (abbr.) – before Christ, i. E. before our era

Julius Caesar (100 B. C. – 44 B. C.) – Roman general and states-man, made his military reputation in Gaul (now it includes France, Belgium, parts of holland, Germany and Switzerland), was assassinated by a group of nobles

Anglo-Saxons – the two tribes the Angles the Angles and the Saxons who went to England from Europe about 1500 years ago.

Jutes – a low German tribe invading Britain at the same time as Anglo-saxons

Edward I – King of England (1239-1307)

Prince of Wales – heir of British throne

James VI of Scotland – King of Scotland (1567-1625); son of Mary, Queen of Scots

Norseman – an inhabitant of Scandinnavia in old times

Answer the follwing questions:

1. What does the United Kingdom of Great Britain and Northern Ireland consist of?
2. What is the ancient name of Britain?
3. Who were the first known settlers of Britain?
4. When the name Great Britain started to be used?
5. Is Great Britain a republic?
6. Who is holding the supreme legislative power in the state?
7. Who is the head of the Commonwealth?

Activity:

Talk about the main events in the history of Great Britain

B. Grammar

The Simple Present Tense

FORM

<p><i>Affirmative:</i> I/you/we/they speak He/she/it looks speaks</p>	<p><i>Interrogative:</i> Do I/you/we/they speak? Does he/she/it speak?</p>
<p><i>Negative:</i> I/you/we/they do not speak I/you/we/they don't speak He/she/it does not speak He/she/it doesn't speak</p>	<p><i>Negative-interrogative:</i> Do I/you/we/they not speak? Don't I/you/we/they speak? Does he/she/it not speak? Doesn't he/she/it speak?</p>

USE

1. to express general truths or to make general statements:

Water boils at 100 C degrees.

Ice melts in a warm climate.

2. to express habits/happening which are repeated:

My brother smokes tewnty cigarettes.

In Britain we have turkey for Christmas dinner.

The Present Continuous Tense

FORM

<p><i>Affirmative</i> I am/I'm speaking You are/You're speaking We are/We're speaking They are/They're speaking He is/He's speaking She is/She's speaking It is/It's speaking</p>	<p><i>Interrogative</i> Am I speaking? Are you/we/they speaking? Is he/she/it speking?</p>
<p><i>Negative</i> I am not/I'm not speking You/We/They are not/aren't speaking He/She/It is not/isn't speaking</p>	<p><i>Negative-Interrogative</i> Am I not speaking? Are you/we/they/ not speaking? Aren't you/we/they speking? Is he/she/it not speaking? Isn't he/she/it speaking?</p>

USE

1. to express an action which started before the present moment, which is in progress at the moment of speaking, and which will terminate in the future. This

form of the verb indicates that the duration of the action is limited. The feeling of immediate present is often emphasized by *just* and *now*.

The sun is shining in the sky now.

2. to express a temporary action:

We usually go to work by bus, but today we are going by car.

3. to express a definite arrangement in the near future.

What are you doing next week?

4. to express a frequent repetition of an activity which has a distinct meaning of annoyance:

She is always smoking in our living-room.

STATE VERBS AND ACTION VERBS

State verbs describe states which continue over a period.

Be, know

Action verbs describe something which happens in a limited time, and has a definite beginning and end.

Come, get, learn

State verbs cannot usually have a Progressive form

I am learning French

but not

I am knowing French.

Here is a list of verbs which do not usually have a Progressive form:

Appear (=seem)	expect	know	own	seem
Be	feel (=think)	like	possess	smell
Believe	forget	love	prefer	suppose
not (care)	forgive	matter	realise	think
Concern	hate	mean	recognise	trust
Consist (of)	have (=possess)	(not) mind	refuse	understand
Dislike	keep (on) (=continue)	notice	remember	want
		owe	see	wish

Choose the most suitable word or phrase underlined.

1. She is *always/normally* interrupting me.
2. Prices are rising a lot *so far this year/these days*.

3. She is *normally/always* speaking on the phone when I visit her.
4. He always cooks dinner *since/until* seven o'clock.
5. You're attending the French teacher's course *in the moment/at the moment*.
6. We *forever/usually* meet him on our way to the office.
7. When do you *usually/normally* do your homework?
8. This car *traditionally/usually* performs very well on hills.
9. I do the same things *all the year/all the time*.
10. You *see/are seeing* things!

Identify any possible errors in the following sentences and correct them.

1. Whenever I see him he's running away.
2. I'll see her when I will recover.
3. I'm noticing Jane is wearing your mother's ring.
4. I'll answer him immediately, if I will get the fax.
5. People are being difficult to deal with sometimes.
6. He's appearing rather upset.
7. The milk is tasting a bit sour.

Translate into English:

Doamne, omul asta ma calca pe nervi.

Al cui este pixul asta?

Ma bate gandul sa-mi cumpar o casa noua.

Cine vede de copii cand esti la servicii?

Faci aproape doua ore si jumatate cu avionul de la Bucuresti la Paris.

Liftul nu merge, asa ca va trebui sa mergem pe jos.

Maria seamana cu mama ei.

La ce ora ajunge avionul la Londra?

Pair work:
Talk about Romania using Present Tense Simple

C. Vocabulary

Put the following words into the correct sentences.

Flight, journey, trip, excursion, travel, voyage, outing, tour, run, cruise, package tour, expedition

1. We visited lots of famous towns on our American ... last year.
2. Before the invention of the aeroplane, the ... from Britain to America could take weeks, even months sometimes.
3. Do you want to come for a ... in my new car on Sunday.
4. The plane now arriving is ... SAS 343 from Copenhagen.
5. The first thing I did when I got to London was to go on a sight seeing
6. In my opinion, the best way to ... is by air.
7. Last summer I stayed in Brighton and one day our group went on a very interesting ... to Blenheim Palace, the home of the late Winston Churchill.
8. My uncle is going on an ... next year to try to discover the lost city of Atlantis.
9. How long does the train ... from London to Edinburgh take?
10. Last year my mother went on Mediterranean ... and was seasick practically the whole time.
11. One of the main advantages of going on a ..., apart from the price, is the fact that you don't have to spend weeks beforehand planning routes, finding hotels, buying air tickets, etc. it's all done for you.
12. We went on a day's ... to the zoo in Copenhagen and the whole family loved it.

D. Joke

Isaac Newton's Dinner

Isaac Newton was often so deeply interested in difficult problems that he became quite absent-minded. One day a gentleman came to see him, but he was told that Sir Isaac Newton was busy in his study and that nobody was allowed to disturb him.

As it was dinner time, the visitor sat down in the dining-room to wait for the scientist. The servant came in and placed on the table a boiled chicken under a cover. An hour passed, but Newton did not appear. The gentleman, feeling hungry, ate the chicken, and covering up the skeleton, asked the servant to prepare another one for his master.

Before the second chicken was ready, however, the scientist entered the room, apologizing for his delay. Then he said: “As I feel rather tired and hungry, I hope you will excuse me a little longer, while I take my dinner, and then I will be at your service”. With these words he lifted the cover, and without emotion turned round to the gentleman and said: “What a strange set we scientists are! I quite forgot that I had dinner already.”

At this moment the servant brought in the other chicken. The visitor explained how matters stood. After a hearty laugh, the hungry scientist sat down to have dinner.

Answer these questions:

Who came to see Newton one day?

Why did the gentleman eat the chicken?

What did the scientist say when he entered the room?

Did the scientist sit down to have dinner at last?

2. GREAT BRITAIN – THE PHYSICAL BACKGROUND

A. Text



The British Isles lie off the north-west coast of Europe. Their total area is about 244,100 square km.

The two largest islands are Great Britain and Ireland. Great Britain, which forms the greater part of the British Isles, comprises England, Wales and Scotland. Ireland comprises Northern Ireland and the Irish Republic. The Isle of Wight is off the southern coast of England. The Isles of Scilly are off the south-west coast of England and Anglesey is off North Wales.

The Orkneys and Shetlands are the far

north of Scotland. The Isle of Man is in the Irish Sea and the Channel Islands are between Great Britain and France. The Isle of Man and the Channel Islands are not part of England, Wales, Scotland or Northern Ireland. They have a certain administrative autonomy.

The British Isles appear to stand on a raised part of the sea bed, usually called the continental shelf, which thousands of years ago used to be dry land and which constituted part of mainland Europe.

England has a total area of 50,333 square miles. It is divided into countries, of which there are 39 geographical ones and 46 administrative ones. Wales has a total area of 8,017 square miles and is divided into 13 counties. Scotland together with its 186 inhabited islands has a total area of 30,414 square miles. It has 33 counties. Northern Ireland consists of 6 counties and has a total area of 5,462 square miles.

The prime meridian of 0° passes through the old Observatory of Greenwich (London). Lowland Britain is a rich plain with chalk and limestone hills. The world-famous white cliffs of Dover are also formed of chalk. The most fertile soil is found in the low-lying fenland of Lincolnshire. It can be cultivated thanks to the land drainage

system. In Northern Ireland the large central plain with boggy areas is surrounded by mountains and hills.

Britain's rainfall depends to a great extent on topography and exposure to the Atlantic. In the mountainous area there is more rain than in the plains of the south and east. The heavy rain that falls in the mountains runs off quickly down steep valleys where it can be stored in reservoirs which provide water for the lowland towns and cities.

The fauna of the British Isles is similar to that of Europe though there are fewer species. Some of the mammals such as the wolf, the bear, the boar, and the reindeer have become extinct. There are many resident species of birds and others are regular visitors to Britain. Gulls and other sea birds usually nest near the coast. There are three species of snakes, of which only one is venomous.

The chief rivers of Great Britain are: London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds, Edinburgh.

Exploration for natural gas and oil has been going on in Britain since the early 1960s. Now work on the development and production of natural gas and oil in the North Sea is proceeding rapidly. Nowadays oil comes ashore by a submarine pipeline 105 miles long (169 km).

Britain's major industries include iron and steel; engineering, including motor vehicles and aircraft, textiles and chemicals. As a result of this Britain's main exports are manufactured goods such as machinery, vehicles, aircraft, metal, manufactures, electrical apparatus.

The chief agricultural products of Britain are wheat, barley, oats, potatoes, sugar-beet, milk, beef, mutton, and lamb. Britain has long tradition of sheep production. The British poultry industry is growing rapidly and is gradually becoming of greater importance. The horticultural industry of Britain produces a wide variety of fruit, vegetables and flower crops. Flowers are grown in many parts of Britain but particularly in the Isles of Scilly, Cornwall, Lincolnshire, Norfolk and the east of Scotland.

The estimated woodland area in Great Britain is 4.9 million acres (1.98 million hectares). Privately owned woods comprise nearly 60 per cent of the total forest area. The size of woodlands, privately owned, ranges from a few acres to several thousand. The passenger and freight traffic of Great Britain is carried mainly by road, the private car having become predominant since World War II. The use of railways fallen dramatically.

English is the official language in England, Wales, Scotland and Northern Ireland. But in the Highlands of Scotland and in the uplands of Wales a remnant of Celtic speech still survives. The Scottish form of Gaelic is spoken in parts of Scotland while a few people in Northern Ireland speak the Irish form of Gaelic. Welsh which is a form of British Celtic is the first language in most parts of Wales. The Manx variety of Celtic is still used in the Isle of Man but on rare occasions and only for certain official ceremonies. That is why it cannot be considered any longer as an effectively living language.

The existence of this great variety of languages is easy to understand. The people who now inhabit Britain are descended from many various early people such as pre-Celts, Celts, Romans, Anglo-Saxons and the Norsemen, including the Danes. Some of them inhabited the Isles many centuries ago, others came there later as invaders from Scandinavia and the continent of Europe. It is certain that Celtic culture survived in Highland Britain for a long time, resisting with success the Roman, Saxon, Scandinavian and Norman invasions.

Answer the following questions:

1. How vast is Great Britain?
2. How many isles are surrounding Great Britain?
3. How many rivers are there in the United Kingdom?
4. Which are the largest cities of Great Britain?
5. What are the main British industries?
6. What is the estimated woodland area in Great Britain?
7. Is English the official language of England, Scotland and Wales?
8. What is the Manx variety?

Activity:

1. Discuss different varieties of Romanian language.
2. Write a short essay: 'Romanian landscape' (1-20 lines)

Give Romanian equivalents of the following word combinations:

Drainage system; to stand on a raised part of the sea; continental shelf; sea floor; limestone hills; low-lying fenland; a wide range of landforms; wild vegetation; farming land; to run off; lowland towns and cities; to be brought ashore; to rely upon; highly industrialized country; poultry industry; a remnant of Celtic speech.

B. Grammar

The Past Tense Simple

According to the way in which they form the Past Tense and the Past Participle, English verbs are divided into regular and irregular.

FORM

To Have

<i>Affirmative</i> I/you/he/she/it/we/they had	<i>Interrogative</i> Had I/you/he/she/it/we they?
<i>Negative</i> I/you/he/she/it/we/they had not	<i>Negative-Interrogative</i> Had I/you/he/she/it/we they not? Hadn't I/you/he/she/it/we/ they?

To Be

<i>Affirmative</i> I/he/she/it was You/we/they were	<i>Interrogative</i> Was I/he/she/it? Were you/we/they?
<i>Negative</i> I/he/she/it was not I/he/she/it wasn't You/we/they were not You/we/they weren't	<i>Negative-Interrogative</i> Was I/he/she/it not? Wasn't I/he/she/it? Were you/we/they not? Weren't you/we/they?

To do

<i>Affirmative</i> I/you/he/she/it/we/they did	<i>Interrogative</i> Did I/you/he/she/it/we they?
<i>Negative</i> I/you/he/she/it/we/they did not I/you/he/she/it/we/they didn't	<i>Negative-Interrogative</i> Did I/you/he/she/it/we/they not? Didn't I/he/she/it/we they?

To play/To go

<i>Affirmative</i> I/you/he/she/it/we/they played I/you/he/she/it/we/they went	<i>Interrogative</i> Did I/you/he/she/it/we/they play? Did I/you/he/she/it/we/they go?
<i>Negative</i> I/you/he/she/it/we/they did not play I/you/he/she/it/we/they didn't play I/you/he/she/it/we/they did not go I/you/he/she/it/we/they didn't go	<i>Negative-Interrogative</i> Did I/you/he/she/it/we/they not play? Didn't I/you/he/she/it/we/they play? Did I/you/he/she/it/we/they not go? Didn't I/you/he/she/it/we/they go?

USE

1. to express an action or state wholly completed at some moment or during some period in the past.

I met him in 1954.

2. to express a past habit, or a repeated action in the past:

He smoked ten cigarettes per day.

Fill in the blanks with *was* or *were*:

1. You ... late yesterday.
2. I ... happy last week.
3. The children ... tired in the evening.
4. We ... absent on Monday.
5. You ... ill last yesterday.
6. You ... at the party on Saturday.
7. She ... in the classroom at eight o'clock.
8. We ... sleepy last night.

Say what you did yesterday and at what times. Use the following words:

To get up, to wash, to get dressed, to have breakfast, to go to work, to draw a map, to come back home, to have lunch, to have a rest, to watch TV.

The Past Tense Continuous

FORM

<i>Affirmative</i> I/he/she/it was playing You/we/they were playing	<i>Interrogative</i> Was I/he/she/it not playing? Were we/you/they playing?
<i>Negative</i> I/he/she/it was not playing I/he/she/it wasn't playing You/we/they were not playing You/we/they weren't playing	<i>Negative-Interrogative</i> Was I/he/she/it not playing? Wasn't I/he/she/it not playing? Were you/we/they not playing? Weren't you/we/they playing?

USE

1. to express an action in progress at a certain moment in the past:

I remember that at five o'clock he was drinking tea.

2. to indicate that an action was going on at a time when something else, more important took place:

While She was buying a new car yesterday, she saw her sister.

3. to show that two or more actions were going on at the same time in the past:

While my friend was cooking, I was reading a newspaper and Tom was writing a letter.

Put in was or were:

1. I ... having dinner at 7 o'clock.
2. We ... skating happily at this time last winter.
3. You ... writing an exercise at this time yesterday.
4. She ... cooking at eleven o'clock on Saturday.
5. The children ... drinking tea at this time yesterday.
6. We ... swimming in the sea at this time last summer.
7. You ... doing your homework at five o'clock.
8. The girl .. telling jokes at this time last Friday.
9. You ... working hard at ten o'clock.
10. He ... travelling to London at this time last Wednesday.

Turn the following sentences into the Past Tense Progressive:

1. I am reading a newspaper now.
2. We are doing an exercise now.
3. You are eating an icecream now.
4. We are carrying some heavy bags.
5. Mother is shopping now.
6. The children are laughing now.

Use the Past Tense Simple or the Past Tense Progressive:

I (to be) very surprised because nobody (to wait) for me.

My friends (to arrive) just as a train (to leave) the station.

Mike (to read) a letter when father (to open) a door.

I (to go) to school yesterday when I (to see) a house on fire.

When I (to get up) this morning it (to be) so late that the sun (to shine) high in the sky.

What she (to wear) when you (to see) her.

We (to have lunch) when the telephone rang.

C. Vocabulary

Put the following words into the correct sentences.

Countryside, nature, landscape, view, country, bush, scenery, highlands, setting, scene, rural, environment

1. Many people choose Switzerland for their holidays because of its beautiful
2. Turner was one of England's most famous ... painters.
3. They stood gazing at the happy ... of children playing in the park.
4. If I had to choose, I would much prefer to live in the ... than in a town.
5. One of the most beautiful and unspoilt areas in Britain are the ... of Scotland.
6. The main difference between the English and French ... is that in England most fields and meadows are bordered by hedges, giving the impression from a distance of a large patchwork quilt.
7. Children living in ... areas often have to travel miles to school every day.
8. One of the most frightening examples of the force of ... is seen during a tornado.
9. In Australia, the name given to the wild, uncleared area of the country is the ...
10. The house, standing alone in the middle of the marsh, was the perfect ... for the horror film.
11. Many people are very concerned with the way Man has destroyed and continues to destroy the ...
12. Although I liked the appearance of the house, what really made me decide to buy it was the fantastic ... through the window.

D. Joke

The Absent-Minded Scientist

Many stories are told about Newton's absent-mindedness. Here is one of them:

One day Newton was thinking about his work. His servant entered his study. She brought an egg which she wanted to boil on a lamp in her presence, so as to be sure of its being just right. Newton, who wanted to be left alone, told her he would boil the egg himself. The servant put the egg on the table beside Newton's watch and asked Newton not to leave the egg in the boiling water more than two minutes and a half. Imagine her astonishment when on her return she found Newton standing in front of the lamp looking attentively at the egg which he held in his hand, while the watch was being boiled in the little kettle over the lamp.

Answer these questions:

What was Newton doing one day when his servant entered the study?

What did the servant bring?

Why did she want to boil the egg in her presence?

Why did Newton tell he would boil the egg himself?

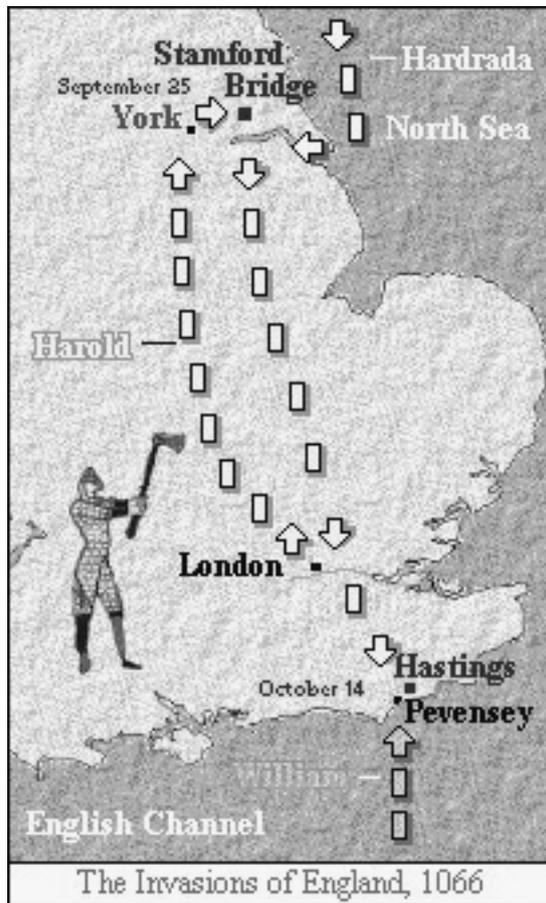
What did the servant ask Newton about?

What did she find on her return?

Are really all the scientists absent-minded?

4. THE CONQUERING NORMANS

A. Text



Edward the Confessor died in January, 1066. On Christmas Day in the same year William the Conqueror was crowned king in Westminster Abbey. It had been a terrible year for Englishmen. From the very beginning of it that had feared that evil things were going to happen, and when a comet began to flame in the sky, early in the summer, their fears were increased. To all Englishmen it seemed to foretell defeat. And defeat came upon them when Duke William landed at Pevensey, in Sussex, and advanced to Hastings. King Harold rushed to meet him, but he and many of his faithful thanes were slain. The bravest of them gathered to make a last desperate fight

round the English standards, and when they fell the days of English liberty were over for a long period. On the very spot where Harold and his men made their last stand the Norman conqueror built Battle Abbey to commemorate his victory. If you go there today, you will be shown the very place where Harold fell.

It was a hard time for Englishmen. As William marched slowly by a roundabout way to London, his men plundered the villages so terribly that it took them many years to recover. His soldiers searched everywhere for food and all the things that an army needs. Villagers, flying in terror to the woods, saw their cattle driven off, their stored corn and hay carted away, and their houses burnt. This was the way in which William hoped to terrify Englishmen into submission. He was successful. On Christmas Day, 1066, he was crowned king of the English by the Archbishop of York in Westminster Abbey.

Straightway he began to drive English nobles from their lands, for he said they had treacherously fought against their true king. So in the year 1067, if you

had been travelling about then, you would have seen parties of Normans riding through the country-side to take possession of the lands that William had given them in return for their help at Hastings. These men, of course, had Norman names, and if you look at a map of England today, you will see that some villages are still called by the names of the Norman lords to whom William gave them, for example, Norton Mandeville in Essex. Some Englishmen nowadays have Norman names, such as Harcourt, Montgomery, Montague. For a long time after the battle of Hastings no one who wished to be considered a gentleman spoke English; even little boys at school learnt their lessons in French, so that, when they grew up, they might be able to keep company with the rulers of the land and pretend they were Normans.

Language Notes:

William the Conqueror – king of England

to foretell defeat – a prevesti invrangerea

roundabout way – cale ocolita; ocol

submission – supunere; ascultare

straightway – imediat, pe loc

to despise – a dispretui; a desconsidera

Questions:

1. Were there any changes in the lives of English society after the Norman Conquest? Why did they take place?
2. What do you know about William the Conqueror?
3. What did a Norman lord do to make himself safe in his new lands?
4. What language did children use at school?

Activity

1. Talk about the Norman Conquest and its consequences.
2. Think of other crucial events in the history of England.
3. Speak about two major events in the history of Romania

B. Grammar

Present Perfect Simple

FORM:

<i>Affirmative</i> I/you/we/they/ have played/seen He/she/it has played/seen	<i>Interrogative</i> Have I/you/we/theyplayed/seen Has he/she/it played/seen
<i>Negative</i> I/you/we/they have not played/seen I/you/we/they haven't played/seen	<i>Negative-Interrogative</i> Have I/you/we/they not played/seen? Haven't I/you/we/they played/seen? Has he/she/it played/seen?

USE:

An action or state prior to the moment of speaking may be expressed both by the Past Tense and by the Present Perfect. But, while the Past Tense presents the action without referring to the present moment, the Present Perfect links that past action with the present. This means that when we have the Past Tense, we think of the time when something happened or we narrate a sequence of events at a given time. So, the Present Perfect is used:

1. when we are no longer interested in the time when the past action took place, but in its result into the present:

I have seen an interesting documentary. (I still remember it)

2. when the past action continues in the present and, perhaps, it will go on into the future, too:

Many students have graduated this University.

3. to express completed activities in the immediate past. In this case, the verb is generally accompanied by just, lately, recently, of late, latterly, till now, up to now, so far, up to the present, during the last week, the last few days, etc.:

I have not seen him lately.

I have written three pages up to now.

4. with words denoting an incomplete period of time: *today, this week, this year, all day, etc.:*

Last week we bought three books, but this week we have bought only one.

5. *How long*, when concerned with a period of time extending into present, requires the Present Perfect:

How long have you been sick?(You are still sick).

6. with adverbs of indefinite time or expressing frequency: *ever, never, seldom, always, several times*:

We have never visited London.
Have you ever been to London?
I have lived here for a long time.

7. with adverbs *already* and *yet*:

Have you eaten yet?
The student has already read the article.
He has not read the book yet

8. with *since* and *for*:

I have not seen my sister since Easter.

9. for past actions whose time is not mentioned:

Have you had dinner?

Pair-work – Talk about your achievements using Present Perfect Simple

Put the verb in brackets into the correct tense: present perfect or simple past

1. Paul: I (play) football since I was five years old.
Tom: You (play) since you (come) to England?
Paul: Oh yes. I (play) quite a lot. I (join) a club the day after I (arrive)
2. Father: tom (not come) back yet?
Mother: Yes, he (come) in an hour come. He (go) straight to bed.
Father: Funny. I (not hear) him.
3. Ann: Where else you (be) to since you (come) to England?
Jane: Oh, I (be) to Stratford and Coventry and Oxford and Canterbury.
4. Peter: You (see) any good films lately?
Ann: Yes, I (go) to the National Film theatre last week and (see) a French film.
Peter: You (like) it?
Ann: Yes, I (love) it, but of course I (not understand) a word.
5. I just (hear) that Peter is in Australia.
Oh, you (not know)? He (fly) out at the beginning of the month.
You (hear) from him? Does he like the life?
Yes, I (get) a letter last week. He (tell) me about his job. But he (not say) whether he (like) the life or not. Perhaps it's too soon to say. He only (be) there three weeks.

6. I hear that Mr Jones (leave).
 Yes, he (leave) las week.
 Anybody (be) appointed to take his place?
 I believe several men (apply) for the job but so far nothing (be) decided.
7. Peter: When we last (meet) you (say) that nothing would make you come to
 England. What (make) you change your mind?
 Paul: I (find) that I (need) English for my work and this (seem) the quickest way
 of learning it.
8. You (be) to Cambridge?
 Yes, I (be) there last month.
 How you (get) there?
 My brother (take) me in his car.
9. You (be) to the theatre lately?
 Yes, I (go) to *Othello* last week.
 You (like) it?
 Yes, but I (not see) very well. I (be) right at the back.

Answer the following questions following the example:

Can you skate?

Yes, but I haven't skated for three years.

Can you play chess? (ten years)

Can you drive a car? (I came to England)

Could you repair a radio? (I left the army)

Can you read a map? (quite a long time)

Can you drive a car? (over six months)

Can you row a boat? (1998)

Present Perfect Continuous

<i>Affirmative</i> I/you/we/they have been playing He/she/it has been playing	<i>Interrogative</i> Have I/you/we/they been playing? Has he/she/it been playing?
<i>Negative</i> I/you/we/.they have not been playing I/you/we/they haven't been playing He/she/it has not been playing He/she/it hasn't been playing	<i>Negative-Interrogative</i> Have I/you/we/they not been playing? Haven't I/you/we/they been playing? Has he/she it not been playing? Hasn't he/she/it been playing?

USE

1. While the Present Perfect Simple implies that the attention is focused on the repetition or on the completion of an action, the Present Perfect Continuous emphasizes the duration, the continuity of the action in the present:

She has just called.

2. The Present Perfect Continuous is also found in subordinate clauses of time, to show that an action which began in the past is still under way:

While I was reading a newspaper, my mother has been cooking dinner.

3. Since the Present Perfect Continuous describes an action which is apparently uninterrupted, it will not be employed when we mention the number of times a thing has been done or the number of things that have been done:

I've been reading the article since ten o'clock.

He has lived in London for two years.

He has been living in London for two years.

How long have you waited?

How long have you been waiting?

I have known him for two years.

I have known you since 2000.

Put the verbs in brackets in the Present Perfect Continuous:

Ana (to live) here since 1986.

You (to watch) TV since you came home.

We (to talk) about this novel for an hour.

You (to work) in this office since your son was born. I (to explain) this problem to them for a half an hour, but they don't seem to have understood it yet.

Use the Present Perfect Continuous of the verb in the first sentence to complete the second sentence of each pair:

1. Jane is typing. She ... since twelve o'clock.
2. We are reading in the reading room. We ... for two hours.
3. I am making a cake. I ... it since mother left home.
4. The children are writing greeting cards. They ... for an hour.
5. Tom is driving his new car. He ... it for three hours.
6. We are collecting coins. We ... them for ten years.
7. I live in a big house. I ... here for ten years.

8. I am waiting for my friends. I ... them for ten minutes.

Add *since* or *for* to the following sentences containing Present Perfect Continuous:

We have been calling him ... Wednesday.

They have been dreaming of this trip ... a long time.

My brother has been translating Shakespeare ... 1998.

His aunt has been lying in bed ... that day.

It has been raining ... yesterday afternoon.

You have been explaining this problem ... a quarter of an hour.

We have been watching TV ... 7 o'clock.

C. Vocabulary

Choose the word which best completes each sentence:

1. I'm afraid I really couldn't eat any more. I'm ...

- | | |
|-------------|-----------------|
| a. full up | d. satisfactory |
| b. famished | e. filled up |
| c. fed up | |

2. It's a ... of time talking to James. He never listens.

- | | |
|----------|----------|
| a. lot | d. model |
| b. waste | e. slash |
| c. loss | |

3. Which ... of cigarettes do you usually smoke, John?

- | | |
|----------|-------------|
| a. make | d. shortage |
| b. brand | e. mark |
| c. sort | |

4. He was found guilty of having lied when giving evidence in court and, as a result, was sentenced to two years imprisonment for ...

- | | |
|--------------|------------|
| a. fraud | d. lying |
| b. deception | e. perjury |
| c. a liar | |

5. Don't tell Allan about John and Mary. You know he can't ... a secret.

- | | |
|---------|------------|
| a. hold | d. prevent |
| b. stop | e. save |
| c. keep | |

6. May I borrow your pen, Jane? I seem to have ... mine at home.
- a. left
 - b. kept
 - c. forgotten
 - d. missed
 - e. lost
7. Last year Aerosmith made a ... of several million crowns.
- a. win
 - b. salary
 - c. gain
 - d. rise
 - e. profit
8. Even though I didn't want my son to leave home, since he was twenty-one there was nothing I could do to ... it.
- a. hinder
 - b. prevent
 - c. resist
 - d. end
 - e. cease
9. A/an ... five thousand people are believed to have died in the recent earthquake in South America.
- a. guessed
 - b. estimated
 - c. average
 - d. approximately
 - e. supposed to
10. You'll have to use the stairs, I'm afraid. The lift is out of ...
- a. function
 - b. work
 - c. order
 - d. form
 - e. functioning
11. Have you seen a mug anywhere, Roy? We seem to be one ...
- a. missed
 - b. deficient
 - c. less
 - d. short
12. There was a flash of lightning quickly followed by a loud ... of thunder.
- a. bang
 - b. clap
 - c. smash
 - d. noise
 - e. stroke
13. Is there anything ... you'd like me to do?
- a. else
 - b. more
 - c. still
 - d. yet
 - e. again

14. Don't tell Anne about Paul and Jane breaking up you know what a/an ... she is; it will be all over the town in no time.

- a. talker
- b. liar
- c. gossip
- d. informer

15. I was caught parking on a double yellow line and had to pay a \$5 parking ...

- a. fine
- b. bait
- c. summons
- d. fee
- e. cost

16. David's married Elizabeth Green? No, I don't believe it! You're pulling my ...!

- a. toe
- b. leg
- c. mind
- d. hair
- e. arm

17. The position of monarch is not something that is chosen by the people. It is ...

- a. inherit
- b. generated
- c. hereditary
- d. descended
- e. passed over
- f. hereditary

D. Joke

Raleigh And His Servant

Sir Walter Raleigh, an English statesman and navigator, brought from America to England two important plants – the potato and tobacco plant. He was probably the first man in England to smoke.

It is said that one evening, when he was sitting in his study smoking a pipe, his servant came in with a letter. This man had never seen anyone smoke and he thought that his master was on fire. So he dropped his letter and run out of study crying, "My master is on fire. The smoke is bursting out of his nose and mouth!" Then he quickly went back into the study with a pail of water and threw it all over his master, before Raleigh had time to explain what had happened.

QUESTIONS:

1. What was Sir Walter Raleigh?
2. What did he bring from America to England?

3. What was he doing one evening?
4. Who came in with a letter?
5. What did this man think on seeing his master smoking?
6. What was he crying when he ran out of the study?
7. What did he go into the study with then?
8. Did he throw the pail of water all over his master?
9. Did Raleigh have time to explain what had happened?
10. What other plants were brought from America to Europe and are widely cultivated there?

4. SOUTH AMERICA

A. Text

Geographical position

Two continents – South America and North America form one part of the world – America. The two continents are linked by the *Isthmus of Panama*. South America is situated entirely in the western hemisphere. It was an area of 18 million square kilometres. The equator crosses the continent in the northern part, so that the largest part of its area is in the southern hemisphere.

To the east the coast of South America is washed by the Atlantic Ocean, to the west is the Pacific ocean. To the north is the Caribbean Sea, a sea of the Atlantic Ocean. In the south is the narrow and winding *Straight of Magellan*. The Straight of Magellan separates the mainland from the archipelago *Tierra del Fuego*.

South America has no large peninsulas nor big gulfs. The area of the islands and peninsulas is a little over 1% of all the area of the continent. Only the south-west is very indented. In the south-east is the gulf of *La Plata*. It is the mouth of the *Parana River* flooded by ocean waters.

The outline of the continent resembles a triangle the base of which is the north, the apex is in the equatorial and subequatorial climatic belt, while the south is in the temperature latitudes.

From the history of the discovery of south America.

Christopher Columbus and his voyages to the coasts of America



It is supposed that the Europeans had been on the islands of the Caribbean Sea and on the coast of South America before Columbus. These opinions cannot be proved. That is why Christopher Columbus is considered to be the discoverer of America and his name stands in the ranks of the greatest travellers who discovered the New World. Columbus was born in the Italian city of Genoa and studied navigation from his early childhood.

In the second half of the XV-th century the seafarers were greatly interested in the Oriental countries. The seafarers were narrating

about the wealth and nature of the distant countries like India and China. The way to these countries was, however, long, difficult and dangerous. Columbus, like many other visioners of his time supposed that the Earth has the form of a sphere. Therefore one could get to India by the Western way, that is sailing across the Atlantic Ocean. Columbus did not have correct notions of the dimensions of the Earth and considered that the eastern coasts of India are not so far from the coast of Europe.

At that time Spain and Portugal had powerful fleets. Columbus expounded his plan to the king of Portugal then to the king of Spain. He asked the kings to fit him out with a fleet of ships, so that he could seek for a new route to India. The kings did not believe in the success of the expedition and rejected the plan.

At last Columbus succeeded in persuading the king of Spain to give him three small ships. On the 3-rd of August 1492 the ships left the coast of Spain.

The ocean was calm. Fair winds were blowing. The ships were sailing for over a month. Suddenly they saw a green region but their joy turned into disappointment as it was not the long-awaited land but the *Saragasso Sea*, with its big accumulation of sea-weeds. They went on their voyage. Their supplies of fresh water and food were coming to an end. The sailors began to mutiny, being afraid that they would not be able to return home. Over two months have passed. At last, on October, 12, 1492 early in the morning the sailor on duty saw land. Their joy was extremely great. It was a small island, then they saw many other islands, which later proved to be part of the *Greater Antilles* group. Columbus, however, was certain that the lands he discovered were part of India, and he called them *West Indies*. The people living there have been since called Indians, though they have nothing in common with the real Indians – inhabitants of India.

Columbus discovered many islands of the Antilles and Bahama archipelagoes. He made three more voyages. During his third voyage he sailed into the mouth of the *Orinoco River*. And set foot on the South American soil. He considered the place to be an island like all the other lands discovered before. Till his last day he believed that the lands discovered by him were somewhere near India.

VOCABULARY:

a straight - stramtoare

to separate – a separa

mainland – continent; uscat

a cape - promontoriu

indented - crestat
outline - contur
to resemble – a se asemana cu
a triangle - triunghi
apex – culme; varf
opinion - opinie
to narrate – a povesti
wealth - bogatie
distant – distant: indepartat
a fleet - flota
to expound – a expune; a prezenta
to fit – a se potrivi
route - ruta
to reject – a respinge
to persuade – a convinge
fair winds – vant la pupa
long-awaited supplies – provizii mult asteptate
to mutiny - a se revolta, a se razvrati
the mouth of the river – gura raului

Answer these Questions:

1. How North and South America are linked?
2. Where *Straight of Magellan* is situated?
3. What is *La Plata*?
4. Is the mouth of the *Parana River* flooded by ocean waters?
5. Who was Christopher Columbus?
6. Where Columbus was born?
7. Who sponsored the voyage of Christopher Columbus?
8. When did the ships leave the coast of Spain?
9. What did Columbus think about his discoveries?

Activity:

1. Talk about other expeditions to South America
2. What do you know about Amerigo Vespucci.
3. Write 10 lines on 'European Expeditions to South America'.

B. Grammar

The Past Perfect Simple

FORM

<i>Affirmative</i> I/you/he/she/it/we/they had opened/seen	<i>Interrogative</i> Had I/you/he/she/it/we/they opened/seen?
<i>Negative</i> I/you/he/she/it/we/they opened/seen. hadn't	<i>Negative-Interrogative</i> Had I/you/he/she/it/we/they opened/seen? Hadn't I/you/he/she/it/we/they opened/seen?
I/you/he/she/it/we/they opened/seen. hadn't	

USE:

1. to express a past action that took place before a past moment or before another action in the past. Infact it is the past equivalent of the Present Perfect. Note the use of *when, before, now that, as soon as, and after* in some of th sentences containing a Past Perfect:

The boy explained that he had seen somebody in the backyard.

When Jane came home, I had prepared dinner.

I had prepared dinner before jane came home.

3. to express duration up to a certain moment in the past:

By the time the film started, we had arrived home.

3. with *just, already, hardly/barely/scarcely* and *no sooner*, to show that the past action was finished a little time before another past action:

Mary told us that her brother has just left.

We did not know that he had already repaired his car.

I had hardly/scarcely entered the room when somebody knocked at the door.

4. with *since* and *for* when the point of reference is past:

In 1990 I had been I had been a teacher for 10 years.

I knew she had not seen him since Easter.

Use the verbs in brackets in the Past Perfect Simple and then translate sentences into Romanian:

His father died after she (to be) ill for three years.

I thanked her for what she (to say) about my essay.

After the guests (to leave), he went to bed.

My cousin (not to see) me for a long time when I met him three days ago.

She answered my question after I (to repeat)it three times.

He was sorry that he (to hurt) her.

Past Perfect Continuous

<i>Affirmative</i> I/you/he/she/it/we/they had been speaking	<i>Interrogative</i> Had I/you/he/she/it/we/they been speaking?
<i>Negative</i> I/you/he/she/it/we/they hadn't been speaking	<i>Negative-Interrogative</i> Had I/you/he/she/it/we/they not been speaking? Hadn't I/you/he/she/it/we/they/been speaking?

USE

1. to underline the continuity of a past action up to a past moment or just before it:

We had been drinking coffee for ten minutes when John called.

2. In Indirect Speech, to express a Past Tense Continuous or a Present Perfect Continuous from Direct Speech:

"I was watching TV at 9 o'clock", Harry explained to me.

Harry explained to me that he had been watching TV at 9 o'clock.

Choose the most suitable words underlined:

1. 'I have forgotten my keys at home.'
'You were always doing/would always do something like that.'
2. That was the same look they'd have given us if we played/had played the Beatles.
3. Nothing had happened/happened that night.
4. It wasn't until five minutes later that we had realised/realised that she was there.
5. He was aware, as any of us, that something unusual had been happening/was happening there.
6. Last night my dog was barking/would bark for hours and I couldn't get any rest.
7. He would love/used to love fishing when he was a boy.

Choose the most appropriate form:

1. It was the first time he ... to her.
 - a. spoke
 - b. had been speaking
 - c. had spoken
2. She was sleeping safe and sound when she ... by a terrible noise.
 - a. had awoken
 - b. was awoken
 - c. had been awoken
3. hardly had they got into the room when the telephone ...
 - a. had rung
 - b. rang
 - c. had been ringing
4. What ... between three and five yesterday afternoon?
 - a. had you done
 - b. were you doing
 - c. did you do
5. I thought she looked thinner. Apparantly she ... weight.
 - a. was loosing
 - b. lost
 - c. had been loosing
6. Professor James ... buying new car.
 - a. was considering
 - b. considered
 - c. had considered
7. My friends .. a house at the seaside.
 - a. would own
 - b. were owning
 - c. used to own
8. Never mind his reaction. He ... to hurt you.
 - a. wasn't meaning
 - b. didn't mean
 - c. had not been meaning
9. He lived in Londodn for two years and then he moved to Liverpool.
 - a. has moved
 - b. moved
 - c. had moved

C. Vocabulary

Choose the word which best completes each sentence:

1. He lived on the ... of the city.
 - a. boundary
 - b. outcast
 - c. suburbs
 - d. outskirts
 - e. outside
2. The ... in the south of Sweden is very rich and fertile.
 - a. ground
 - b. soil
 - c. earth
 - d. land
 - e. marsh
3. She never really ... her parents for not having allowed her to go to University.
 - a. excused
 - b. pardoned
 - c. forgot
 - d. forgave
 - e. acquitted
 - f. forgot
4. When I inherited my grandmother's cottage in Wales, since I didn't need to live in it myself, I ... it to an old couple in the village for only 5 pounds a week.
 - a. hired
 - b. rented
 - c. let
 - d. lent
 - e. leased
5. How much does he ... for cleaning windows.
 - a. cost
 - b. charge
 - c. demand
 - d. need
 - e. ask
6. I don't know if you've heard, but there's a ... going around the office that Mr Fletcher is leaving at the end of the month.
 - a. rumour
 - b. reputation
 - c. news
 - d. saying
 - e. report
7. Many villagers in Africa still make boats out of tree ...
 - a. roots
 - b. branches
 - c. stems
 - d. trunks
 - e. petals
8. Have you written off to the College for a copy of their ... yet?

- a. programme
- b. catalogue
- c. pamphlet
- 9. My husband often does ... with people from Japan.
 - a. business
 - b. finances
 - c. affairs
 - d. literaure
 - e. prospectus
- a. business
- b. finances
- c. affairs
- d. concerns
- e. economy

D. Joke

Edison's First Invention

When Edison was a boy of fifteen, he worked as a telegraph operator. He had to be on duty from 7 p. m. to 7 a. m. and give a signal every hour to prove that he was awake. The signals were made with astonishing exactness. One night an inspector arrived and saw Edison sleeping in a chair.

He was about to shake him when he caught sight of a mechanism on a table near the telegraph instrument. He waited to see what would happen. When the hand of the clock pointed to the hour, the instrument got busy and oone lever threw open the key while the other sent the signal over the wire.

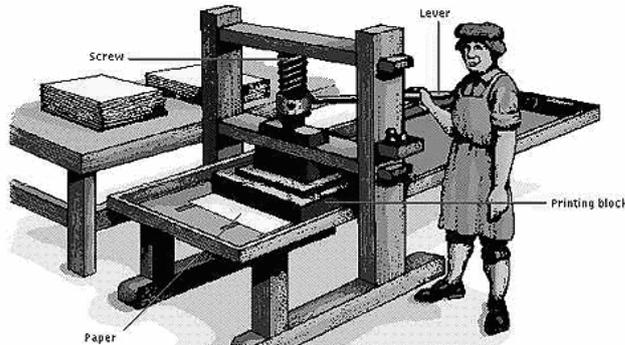
The inspector seized the sleeping fellow, roused him – and ‘fired’ him. That is why the first of Edison’s numerous inventions was never patented.

ANSWER THE QUESTIONS:

1. At what age did Edison work as a telegraph operator?
2. What were his duties as a telegraph operator?
3. Who arrived one day?
4. What did the inspector catch sight of?
5. In what way did the instrument made by Edison work?
6. Why did the inspector fire Edison?
7. Was that invention ever patented?

5. THE FIRST ENGLISH PRINTER

A. Text



Four hundred years ago books were so dear that only the richest people could afford buying them. The man who had thirty books was considered to have quite a library. As they were dear, rules were made for their use. They were not to be

touched with dirty hands, nor put on the table at meal times. None was to eat fruit or cheese while reading them. Greasy elbows were not to be placed on the pages. Books were dear in price, because every copy had to be written out by hand, and this was a long process which only educated men could perform. If you had taken a walk along the northern cloister of almost any monastery, you would certainly have found one or two monks industriously spending their hours of leisure in copying. A monastery that had a famous book was always being asked for copies.

If we had lived, therefore, in that far-off time we should have been very interested in the discovery of a cheaper way of making books by printing them, and if we had been Londoners, we should certainly have visited the house of the man who first introduced printing into England. His name was William Caxton, and his house was in Westminster close to the Abbey. Houses did not have numbers in those days. They were distinguished from one another by signs. Outside Caxton's house we should have seen a picture of a shield with a red band running from top to bottom. Caxton used to send out advertisements, as printers do today, and we still have the words he used to invite all who wanted religious books of a certain kind to come to his shop in Westminster. The house is gone now, and nobody knows exactly where it stood.

Caxton tells us himself how he became a printer. For thirty years he had lived as a cloth merchant at Brugge in Belgium. When he gave up business, he remembered that idleness was the mother of vice, and so he sought a good occupation, and found it in reading. In a French book, which he read, he found many stories that gave him great pleasure. Then, because the book was new and had never been read in English, he thought it would be 'a good business' to translate it. When he had performed his task he found that many people desired to buy the book and constantly asked him to

write out fresh copies. Soon his hand grew 'weary and not steadfast' with copying and his eyes were 'dimmed with too much looking on the white paper'. So, having heard of a newly discovered way of making books, he sought out men to teach them. He learned how to print, came to England in 1476 and set up his shop in Westminster. They say a king visited Caxton in his shop. Let us go in, too. Of course, we smell the ink at once, and hear every now and then a thud that comes from the printing-press. Let us go and examine everything in proper order. First we ought to look at the men sitting near the window with a framework of small boxes sloping up in front of them. The boxes are with the type, that is the metal letters. In one box there are all the a's, all the b's are in another, and so on. A piece of writing being put into print is fixed up to one side of each worker. In his left hand the worker has a stick with a groove in it. He is packing letters into the groove to make a line of print. He takes the various letters as he wants them from the little boxes in front of him. When the groove of the stick is full, he takes out the row of type and puts it in a frame of wood. He keeps on putting other rows of type from the stick into the frame until the frame is full. Then he fastens it tightly together, and after ink has been smeared on the letters it is possible to print two pages of a book with it.

In the front of the picture you can see two of her men. One has two pads of leather in his hands, and is using them to smear ink on a frame type. The other man is lying down a clean sheet of paper that is big enough to cover the frame of type and become two pages of a book. Next he will fold over the wooden margin, which you see on his right, and fasten down the paper with it. Then he will shut down the clean paper on to the inked type and thrust it under the press, which is on the left of the two men. One of them will pull the lever or handle towards him and squeeze the paper down on to the type. Then the men will draw the framework of type and the paper from under the press, unfold the framework and take out the printed page. There are two piles of paper in front of the two men. One pile is the clean unused paper and the other is made up of printed pages.

Let us examine a page. It looks like print to us, but to a man of Caxton's time it resembled writing, for the types were made to give a mark exactly like the written letters. If the printed words had been different from the written ones, men would not have been able to read them in those days. Next we see that the lines are uneven in length, as in a page of writing. In our books all lines are of the same length, because printers can make the spaces between the words wider or narrower to suit them and so

make all lines end exactly underneath one another on the right side of the page. But Caxton did not learn this trick till some years after he began to print. Then his lines began to end regularly.

If the printer wants to make eighty copies of a book, he prints eighty pages one after the other and places them one on a top of the other, as you see in the picture, drawing the paper from the unused pile in front of him. When the eighty are complete, he takes the frame from the press, takes out the type and sets it in order for a new page.

At last, when all the necessary pages are complete, he sends them to the binder to be stiched together. This man sits at work with velvet and leather close to him to supply covering for the boards of the books. He has thread for stiching, clasps of copper and brass to hold the backs of the books together when it is shut and nails to fasten on the clasps. Perhaps the book he is working at will be sold to a lord, or presented in the new way of making books.

LANGUAGE NOTES:

printer – tipografie

elbow - cot

industriously – cu asiduitate, perserverent

leisure – ragaz, timp liber

William Caxton – first English printer

idleness – lene, trandavie

thud – lovitura surda, zgomot

printing-press – presa de tipar

to smear – a unge, a da cu

clasp – incheietoare

Reading comprehension:

1. Who was the first to print books in England?
2. Describe how it was that William Caxton decided to learn the art of printing.

Activity:

1. What do you know about Dosoftei?
2. What did he publish?

B. Grammar

The Simple Future

FORM

<p><i>Affirmative</i> I/we shall/will go I'll/we'll go You'll/he'll/she'll/it'll/they'll go</p>	<p><i>Interrogative</i> Shall/will I/we go? Will you/he/she/it/they go?</p>
<p><i>Negative</i> I/we shall not/shan't go I/we will not/won't go You/he/she/it/they will not go You/he/she/it/they won't go</p>	<p><i>Negative-Interrogative</i> Shall I/we not go? Shan't I/we go? Will I/you/he/she/it/we/they not go? Won't I/you/he/she/it/we/they go?</p>

Use

As a rule, *shall* is used with the first person (singular and plural) and *will* with the second and the third person.

The Future is said to express:

1. a neutral future event , a prediction about the future, without any colouring of volition, promise, etc.:

I shall go on an interesting trip next week.

I will visit you in the afternoon.

2. a future action in the main clause of conditional sentences:

I shall read this book if she gives it to me.

Activity: Talk about your future career using Future Tense Simple

Fill in the blanks with *shall* or *will*:

1. He ... play tennis tomorrow.
2. We ... see a good film next week.
3. You ... understand this soon.
4. The children ... eat icecream at the party.
5. I ... talk to them on Sunday.
6. We ... ask them a lot of questions.
7. It ... to rain in the afternoon.

Ask questions:

1. They will move to a new house next month. (who; where; when)
2. Your sister will help you next week. (whom; when)
3. They will translate a difficult text in the morning. (what; when; what kind of)
4. We shall go for a walk in the park in the afternoon. (who; where; when)
5. I shall watch TV tonight. (what; when)
6. She will prepare dinner. (who; what)

The Future Continuous

FORM

<i>Affirmative</i> I/we shall/will be walking You/he/she/it/they will be walking	<i>Interrogative</i> Shall/will I/we be walking? Will you/he/she/it/they be walking?
<i>Negative</i> I/we shall not be walking I/we shan't be walking I/you/he/she/it/we/they will not be walking I/you/he/she/it/we/they won't be walking	<i>Negative-Interrogative</i> Shall I/we not be walking? Shan't I/we be walking? Will I/you/he/she/it/we/they not be walking? Won't I/you/he/she/it/we/they be walking?

USE

1. to express a future activity or state that will begin before and will continue after a certain moment in the future:

This time tomorrow we shall be watching TV.

2. to indicate that an activity or state will extend over a whole future period:

Lucy will be writing letters all day long.

3. to express future events that are planned:

We shall be spending our next holiday in the mountains.

Use the verbs in brackets in the Future Continuous:

1. This time next week we (to travel) to Los Angeles.
2. If she comes at one o'clock, you (to have) lunch.
3. It probably (to snow) when they come back.
4. This time next week I (to study) at the University.
5. If you come before 7, we (to work) in the backyard.
6. I (to wait) for you in the park at this time tomorrow.
7. At 5 o'clock they (to listen) to music.

To Be Going To ('The Near Future')

USE

1. intention (the future fulfilment of present intention):

What is Jane going to tell us?

2. prediction – when we know that something will take place in the future:

My sister is going to graduate from the faculty in May.

3. planned actions:

My uncle is going to buy a boat next year.

The Future Perfect Simple

FORM:

Shall/will + have + Past Participle

USE

1. an action which will be finished before a certain moment or another action in the future. In this case it is usually associated with the preposition *by* in such constructions as *by Monday/by that time/by the end of*, etc.:

It is nine o'clock. I'm sure my sister will have written her composition by eleven o'clock.

2. the duration up to a certain time in the future:

Tomorrow we shall have been on holiday for one month.

3. possibility or assumption:

If Jack has taken a taxi he will have arrived at the railway station in time.

The Future Perfect Continuous

FORM:

Shall/will +have +been + Present Participle

USE

The Future Perfect Continuous is used to express the duration of an action up to a certain moment in the future:

At 6 o'clock your sister will have been sleeping for two hours.

Choose the most appropriate verb form:

1. The train is going to leave/is leaving/is due to leave at 9.30.
2. All students will be to/are to meet at 9 o'clock.

3. By the end of June I'll work/had worked/will have been working for this company for a half a year.
4. As soon as 'll hear/have heard where he is, I'll let you know.
5. I'll meet/I'm meeting the manager in the afternoon.
6. Wait a minute! I'll just come/I'm just coming.
7. She resembles/will resemble her mother in a few years' time.
8. I don't have any time left. My train leaves/is leaving/will leave in half an hour.

C. Vocabulary

Choose the word which best completes each sentence

1. I can't read what you've written, I'm afraid. Your handwriting is totally ...
 - a. messy
 - b. spoilt
 - c. illegible
 - d. wrong
 - e. illiterate
2. Only three people ... the crash. Everyone else was killed.
 - a. lived
 - b. recovered
 - c. relieved
 - d. survived
 - e. overcame
3. I've decided to make a ... across Europe this summer by car.
 - a. voyage
 - b. travel
 - c. crossing
 - d. journey
4. Excuse me, Mr Blake, but there's a/an ... message for you from your wife.
 - a. vital
 - b. hasty
 - c. urgent
 - d. impotent
 - e. valuable
5. Is it possible to ... now for next term's evening classes?
 - a. enlist
 - b. join in
 - c. inscribe
 - d. enrol
 - e. enter
6. I can't play this afternoon, I'm afraid. I've ... my ankle.
 - a. turned
 - b. stretched
 - c. pulled
 - d. strained
 - e. sprained

7. ... he was nearly seventy-five, he could still beat me at tennis.
- a. In spite of
 - b. Since
 - c. Although
 - d. Despite
 - e. As
8. The trouble with eating oranges is that there are too many ... inside.
- a. pips
 - b. stones
 - c. seeds
 - d. nuts
 - e. peel
9. It costs 5 pounds a year to ... to this magazine.
- a. join
 - b. subscribe
 - c. support
 - d. pay
 - e. deliver
10. If you take that camera back to England with you, you'll have to pay Customs
on it.
- a. tax
 - b. expenses
 - c. duty
 - d. prices
 - e. fines
11. The meeting will begin at 10.30 ...
- a. exact
 - b. on time
 - c. sharp
 - d. accurate
 - e. immediately
12. When I was a child, my parents wouldn't ... me stay out later than 9 o'clock in the
evenings.
- a. permit
 - b. allow
 - c. want
 - d. let
 - e. leave
13. When my father died, I had no ... but to leave school and get a job.
- a. possibility
 - b. choice
 - c. hope
 - d. chance
 - e. reason
14. Liberace has a swimming-pool in his garden in the ... of a piano.
- a. form
 - b. design
 - c. figure
 - d. plan
 - e. shape

15. He was ... with robbery.

- a. charged
- b. arrested
- c. held
- d. imprisoned
- e. accused

D. Joke

Charles Darwin and the Two Boys

When Charles Darwin was visiting the country – house of a friend, the two boys of the family thought they would play a joke on the famous scientist. So they caught a butterfly, a grasshopper, a beetle, and a centipede, and out of these creatures they made a strange new insect. They took the centipede's body, the butterfly's wings, the grasshopper's legs and the beetle's head, and they glued them together carefully. Then, with their new bug in a box, they knocked at Darwin's door.

'We caught this bug in a field', the boys said. Darwin smiled.

'Did you notice whether it hummed when you caught it, boys?' he asked.

'Yes', they answered quickly.

'Then it is a humbug', - said Darwin

Vocabulary:

butterfly – fluture

grasshopper – lacusta-verde

beetle - gandac

centipede – mic miriapod

to glue –a lipi

bug – plosnita, insecta, gandac

to hum – a bazii

humbug - inselatorie

ANSWER THESE QUESTIONS:

1. Whose country-house was Charles Darwin visiting?
2. What did the two boys of the family think?
3. What insects did they catch?
4. What did they do out of these creatures?

5. What did they say to Darwin?
6. How did Darwin react to their words?
7. How did the scientist call the insect?
8. Charles Darwin used a play upon words in his answer, didn't he?

II. SUMMATIVE TEST

1. Write ten lines on the history of Great Britain.
2. Discuss the topic: Geographical position of Romania.
3. Describe one of the major events in Romanian history.
4. Translate into Romanian:

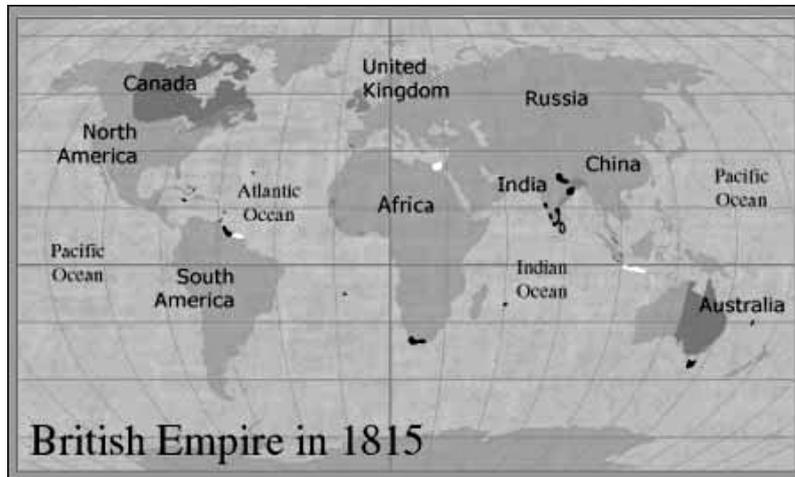
Duke William of Normandy set sail across the English Channel on 28th September 1066, with a fleet of knights, archers and horses. King Harold of England had been waiting with an army in Sussex but was forced to march his army north to defeat an invasion by Harald Hardrada of Norway at Stamford Bridge. As the invading Normans landed in Sussex, King Harold rushed his army south to meet William at Hastings. It is thought that the armies were quite well matched numerically but William had the advantage in terms of cavalry. William's army were also fresh. The English lost the battle and King Harold famously died when a Norman arrow pierced his eye.

5. Write a newspaper article entitled: "Relationship between history and present"
6. What do you know about:
 - a. Winston Churchill
 - b. Margaret Thatcher
7. Choose the word or phrase which best completes each sentence.
 1. By the end of the 20th century, the computer ... a necessity in every home.
 - a. becomes
 - b. becoming
 - c. has become
 - d. will have become
 2. ... at 100C and freezes at 0C.
 - a. the water boils
 - b. water boils
 - c. water boil
 - d. water is boiling
 3. Several outbreaks of malaria have been spotted lately and doctors don't know ...
 - a. what is the cause
 - b. the cause is what
 - c. is what the cause

- d. what the cause is
4. She wrote to ask ...
- a. them a help
 - b. their help
 - c. them for help
 - d. help to them
5. As I was flying over that huge forest, I wondered ... be like to walk through it.
- a. how would it
 - b. what it would
 - c. how it would
 - d. what would it
6. No sooner had she got her salary ... she spent it.
- a. when
 - b. that
 - c. than
 - d. then
7. When we ..., the other guests were having a cocktail.
- a. had arrived
 - b. had been arriving
 - c. arrived
 - d. have arrived

III. READING

1. BRITISH EMPIRE



Dominant at last among Europe's Great Powers, Britain was firmly established by 1815 with France, Russia, Ottoman Turkey and China as one of the world's great imperial powers.

Introduction

For Britain, the defeat of Napoleon after twenty years of war and peace at Vienna in 1815 ended the latest stage of a prolonged global conflict. This had continued at intervals ever since the 1740s, and even in 1815 there remained fears that war would break out afresh. Throughout the struggles European rivalries and worldwide imperial competition had been inseparably connected. Dominant at last among Europe's Great Powers, Britain was also firmly established by 1815 with France, Russia, Ottoman Turkey and China as one of the world's great imperial powers. Domestic difficulties notwithstanding, her commercial and financial strength had sustained the European military alliances necessary to restore continental peace, and since her victory over the French fleet at Trafalgar in 1805 her navy had secured her global supremacy at sea. This position was nevertheless still somewhat fragile. The home islands had only recently been consolidated by an Act of Union with Ireland in 1801, and culturally the regions of Scotland, Wales and Ireland remained very distinct. Beyond the 'British Isles', Britain's empire consisted of three very disparate elements.

North America

First, there were the colonies of white settlement. Although these had shrunk in significance with the loss of the American colonies in the War of Independence (1776-82), by the 1800s they were beginning to expand once more and to attract English-speaking emigrants. British North America (the Canadas and the four

Maritime Provinces), despite a large French-speaking population, had remained secure during the French Revolutionary wars after 1793, and survived without difficulty the War of 1812 with the United States. South Africa (the Cape of Good Hope) was first conquered from the Dutch in 1795, subsequently retaken in 1806, and finally retained for its strategic significance in 1815. In the eyes of those at home, Australia (New South Wales) was just beginning by 1815 to escape its unsavoury origins in 1788 as a settlement for transported convicts and their military gaolers, a role which had always overshadowed any potential some observers felt it might possess as a centre for Pacific and Eastern trade.

Eastern empire

Of a very different kind was the enormous and complex eastern empire which had been created in India since the beginning of the Seven Years' War in 1756, and which was to become in the nineteenth century the centrepiece of Britain's overseas possessions. This was the product of Britain's unavoidable involvement both in Europe's world-wide wars and, through the agency of the East India Company, in the internal politics and commercial rivalries of the individual Indian states such as Bengal, Arcot and Mysore. Anxious to defend their position in India, the imperial government and the East India Company directors in London were normally unable to do more than follow in the wake of their representatives and other countrymen on the spot. The pursuit of personal ambitions, commercial interest, concerns about security, and the need for revenue to pay for their troops, gave an increasingly powerful dynamism to British expansion which - notably under the Governors-General Wellesley and Hastings - progressively overrode Indian independence in many parts of the sub-continent by 1820.

The Caribbean

Finally there were the historic sugar colonies of the Caribbean, such as Jamaica and Barbados, acquired in the mid-seventeenth century. The massive commitment of British troops to the West Indies in the 1790s reflected fears that their very considerable value to Britain might be threatened either by internal slave revolt in the manner of St Domingue in 1791 or by external enemies. In the event, rather than losing ground, Britain made permanent territorial gains in Trinidad (from Spain) and on the South American mainland, in Demerara, Berbice and Essequibo (from the Dutch). To these were added - again during the French Wars - a wide range of other

tropical territories, including Ceylon and Mauritius. In West Africa British possessions were limited to the settlement of Sierra Leone (a humanitarian venture begun in 1787, which was designed to serve the interests both of poor blacks from Britain and North America as well as freed slaves), and some scattered trading posts on the Gambia and Gold Coast.

A new empire

There were, however, conflicts within some of the new states. Contestants for power in certain coastal states were willing to seek European support for their ambitions and Europeans were only too willing to give it. In part, they acted on behalf of their companies. By the 1740s rivalry between the British and the French, who were late comers to Indian trade, was becoming acute. In southern India the British and the French allied with opposed political factions within the successor states to the Mughals to extract gains for their own companies and to weaken the position of their opponents. Private ambitions were also involved. Great personal rewards were promised to the European commanders who succeeded in placing their Indian clients on the thrones for which they were contending. A successful kingmaker, like Robert Clive, could become prodigiously rich.

The growth of Britain's empire in Africa, India and elsewhere in the eastern hemisphere by 1815 has often been seen as the result of a systematic search for a new empire to replace the wealth of the lost American colonies. Not only is there little evidence of such conscious planning and implementation, but the value of the western empire to Britain remained enormous, completely overshadowing her Asian trade until the 1840s. The reality was far from coherent, shaped above all by the vagaries of global warfare with the fears and ambitions that unleashed, and the unpredictable encounters of the British with widely different local societies and their rulers.

2. WINSTON CHURCHILL



The English statesman, Sir Winston Churchill, successfully led Britain through World War Two which he described as his 'walk with destiny' - a destiny for which he believed he had spent all his life in preparation.

He was born son of a prominent Tory politician, Lord Randolph Churchill, at Blenheim Palace in Oxfordshire and attended Sandhurst before embarking on an army career. He saw action in 1897 with the Malakand field force, which he described in *The Story of the Malakand Field*

Force, and in 1898 with a Nile expeditionary force when he famously fought hand-to-hand against the Dervishes. During the Boer war he was ambushed while reporting for *The Morning Post* (London) but escaped with a price of £25.00 on his head.

His political career began in 1900 as Conservative MP for Oldham, a seat which he had previously failed to win. When he became disaffected with his party he migrated to join the Liberals in 1906. His presence in the House was notable, marked particularly by his rehearsed rhetorical method (meticulously prepared) - and this despite a speech impediment that never left him. Although he styled himself on his father his concerns were somewhat different. He was an arbitrator who fought for peace in the Boer war and he believed in effective military management and modesty. In 1917 he was appointed Lloyd George's minister of munitions and was involved in the mass production of tanks, believed to have played a large part in Britain's victory. Then from 1919 to 1921 he acted as secretary of state for war and air and in 1924 he became Chancellor of the Exchequer.

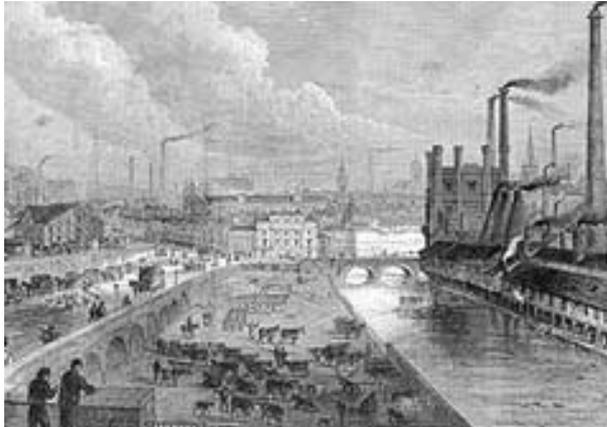
The next decade saw a decline in his status as political turmoil ensued. But when war came in May 1940 and Neville Chamberlain lost power, Churchill came into his own and met his 'destiny'. His national spirit and unflinching determination in the face of Germany and Italy's warmongering won support across the country even though he promised nothing more than 'blood, toil, tears and sweat,' - he mobilised and inspired courage in an entire nation. Throughout the war he worked tirelessly and built good

relations with the American president Franklin Roosevelt, while maintaining an alliance with the Soviet Union.

However, Churchill was regarded with suspicion for his ability to change parties at regular intervals and was hated by trade union members and the working class as he was instrumental in helping to break the 1926 General Strike. Even though he was seen as a great leader who didn't give an inch during war, he was not considered the man to establish a better Britain during peacetime. Suspicions and doubts may have been compounded by his delay in the implementation of the Beveridge Report outlining plans for a national health service. But even though he lost power in the 1945 election he remained a vital leader of the opposition voicing apprehensions about the Iron Curtain and encouraging European and Atlantic unity, finally conceived as NATO.

A final stint as Prime Minister came at the age of 77 and Churchill continued as a back-bencher into even older age. His contribution was rewarded with a string of decorations including an honorary US citizenship and accolades listing him among the greatest living Englishmen. As well as his many political achievements, he left the legacy of an impressive number of publications.

3. INDUSTRIAL REVOLUTION



The prosperity of the Victorian age was built on a period of rapid economic growth that had its roots in the Industrial Revolution. Christine MacLeod traces its development and shows that the process owes as much to evolution as revolution.

When Queen Victoria opened the Great Exhibition on 1st May 1851, her country was the world's leading industrial power, producing more than half its iron, coal and cotton cloth. The Crystal Palace itself was a triumph of pre-fabricated mass production in iron and glass. Its contents were intended to celebrate material progress and peaceful international competition. They ranged from massive steam hammers and locomotives to the exquisite artistry of the handicraft trades - not to mention a host of ingenious gadgets and ornaments of domestic clutter. All the world displayed its wares, but the majority were British.

This dominance was both novel and brief. It was only half a century earlier that Britain had wrested European economic and political leadership from France, at a time when Europe itself lagged far behind Asia in manufacturing output. By 1901, however, the world's industrial powerhouse was the USA, and Germany was challenging Britain for second place. But no country, even then, was as specialised as Britain in manufacturing: in 1901 under ten per cent of its labour force worked in agriculture and over 75 per cent of its wheat was imported (mostly from the USA and Russia). Food and industrial raw materials, sourced from around the globe, were paid for by exports of manufactures and, increasingly, services such as shipping, insurance and banking and income from overseas investment. Nor was any other country so urbanised: already in 1851 half the population inhabited a town or city; by 1901 three-quarters did so. Yet even in 1851 only a minority of workers was employed in 'modern' industry (engineering, chemicals and factory-based textiles). They were largely concentrated into a few regions in the English north and Midlands, South Wales and the central belt of Scotland - where industrialisation was evident by 1800.

Britain's population

The most visible sign of economic growth was the steady increase in Britain's population. Since the Romans it had fluctuated between two and six million, but from 1750 it grew exponentially, nearly trebling in a century to reach 21 million by 1851. This increased to 37 million by 1901. Simultaneously, if at first very slowly, the country was getting richer. During the 18th century much of this wealth was channelled into fighting expensive wars, mostly against the French. Victoria's reign, however, saw a marked improvement in the standard of living of working people: a greater number people were living longer, more comfortable lives.

Since the 1820s British writers and politicians had talked of living in a 'machine age'. They did so with excitement and pride, but also with a high degree of anxiety. The material prosperity stemming from uncontrolled industrial and urban development came at a high environmental and social cost, causing urban squalor, despoiled landscapes, dislocated communities and jeopardised livelihoods. Furnaces and forges blackened buildings, industrial chemicals and sewage killed off rivers, and roads and railways cut through fields and ancient monuments. People either migrated far from friends and family (millions of them overseas), submitted to the factory's unaccustomed routine and irksome discipline, or suffered the de-skilling of their trade. Not even the skilled élite of the working class was immune from the insecurity of unemployment, illness and old age.

In the late 18th century, many thousands of women throughout rural Britain saw their spinning wheels become redundant and their jobs disappear into the factories. A generation later, hand-weavers fought a long, impoverishing battle against the power loom. Under-employed agricultural labourers in southeast England scraped a bare living, subsidised by poor relief. Catastrophically, in 1845-51 a million of Victoria's Irish subjects died (and another million emigrated) when blight repeatedly destroyed the potato crop and, largely through a misplaced faith in the free market, insufficient aid was provided. Industrialisation offered neither universal nor immediate gains.

Britain's industrial evolution

Since Arnold Toynbee coined the phrase 'Industrial Revolution' in 1882, most economic historians have emphasised the rapidity of British industrialisation during the period 1780-1830. Currently, however, many argue that industrialisation took centuries, rather than decades, and comprised a complex web of changes. Its roots

stretched back into the 17th century, or even earlier. Of particular significance were the establishment of new, long-distance trading links and technological and organisational changes in both agriculture and industry.

Even in 1700, however, it was not obvious that Britain would lead the way: its technology had long lagged behind the continent's and its manufacturers consequently had problems expanding into European markets - woollen cloth comprised the only significant export. In response, Britons had turned westwards to exploit the untapped resources of the New World through settlement and trade, and downwards, mining coal to develop a new source of energy to power their industry. They had also tolerated the immigration of European artisans, including many Protestant refugees, who introduced their superior skills and manufacturing techniques. By 1700, however, the flow was starting to change direction: continental manufacturers were poaching British workmen and Britons were acquiring a reputation for inventiveness!

Britain was unusual in its relatively small agricultural sector: by 1800 perhaps as few as three out of five workers were full-time farmers, when on the continent four out of five was the more common ratio. The remainder worked full- or part-time in manufacturing or services. Manufacturing was to be found everywhere, from the capital cities of London and Edinburgh to provincial ports such as Glasgow and Bristol and expanding villages such as Birmingham and Manchester. In innumerable rural cottages spinning wheels whirled, looms rattled, hammers thumped and needles flew to produce textiles, metalwares, haberdashery, stockings, and leather goods, destined for increasingly distant markets in Britain and abroad. Only from the last quarter of the 18th century was textile production centralised in factories (first spinning, later weaving). These were mostly small, rural and water-powered, and their workers, mostly young and female, numbered tens, not hundreds. Coal-burning steam engines gradually liberated the mechanised textile industry from scarce and remote riverside sites and by the 1830s production was largely based in urban centres near the coalfields of Lancashire and Yorkshire where labour was also cheaper.

Development of overseas trade

Closely related to this expansion of manufacturing, overseas trade grew in importance: during the 18th century the proportion of industrial output exported rose from a quarter to a third and multiplied eight times in value. Textiles still predominated but cotton replaced wool and export cargoes became much more varied.

The biggest change was in their destination: America became Britain's biggest market. Scarcely interrupted by the War of Independence (1776-83), in 1800 nearly 60 per cent of Britain's exports crossed the Atlantic (a proportion that declined as the USA industrialised and British trade and empire turned eastward). The other major cargo was human: British merchants were responsible for shipping over three million slaves (half the total) from Africa to the slave plantations of the Caribbean and southern USA, before their trade's abolition by parliament in 1807.

Driving this Atlantic trade was British demand for plantation produce: industrial raw materials, such as cotton and dyestuffs, and exotic groceries, in particular sugar. Sweet-toothed Britons consumed 20 pounds of sugar per head by 1800 - five times as much as a century before - and most of it in their tea, another exotic import, from Asia. Underpinning the trade was Europe's largest and most expensive Navy, keeping the sea lanes open, suppressing pirates and, in frequent wars, stripping the French of their Caribbean colonies. The Royal Navy was, by far, Britain's biggest enterprise and investment, uniquely responsible for the huge rise in government spending during the 18th century. Tea-swilling, cotton-clad Britons could scarcely complain of the import duties they had to pay to help maintain it!

Sugar was, however, more than a morale-booster for British workers; it contributed important calories to a diet which domestic agriculture was struggling to supply. In 1800 imports of staple foods, such as grain, butter and meat, were still small in comparison with a century later, but vital nonetheless. Ireland was Britain's biggest single supplier. This is not to underestimate the achievement of British farmers in largely feeding the fast-growing population. During the 18th century they brought 50 per cent more land under cultivation and increased yields per hectare by the application of new techniques that allowed more animals to be raised and thereby improved the fertility of the soil. At the same time, less labour per hectare was required, owing to the increasing size of farms and the resultant economies of scale. In industrial regions redundant workers were snapped up, elsewhere they languished, rarely employed outside harvest time.

New technology

Already in the 16th century agriculture's demand for more land was putting pressure on Britain's depleted woodlands. The rising price of wood as an industrial fuel made coal, with which Britain was plentifully supplied, an increasingly attractive option.

Londoners had long been burning coal at home - a large coastal fleet shipped it down from the mines of Tyneside. Extending its use into industry, however, necessitated the containment of harmful fumes that contaminated the raw materials. The salt, sugar and soap industries found their technical solutions quickly: in the 17th century glass makers, maltsters and non-ferrous metal refiners modified their equipment to burn coal, but iron makers suffered repeated disappointment. Only in 1709 did Abraham Darby, of Coalbrookdale, succeed in smelting pig iron for casting by first decarburising the coal to produce coke. But further processing was required to produce iron for the larger wrought-iron industry; this finally became economical as the price of coal fell significantly against that of charcoal after 1750. Henry Cort's puddling and rolling process (patented 1783-4) allowed both the complete replacement of charcoal and massive economies of scale: cheap iron, made with coal, turned Britain from a net importer into the world's major exporter.

It was also the expanding mining sector that prompted the invention of the steam engine and the development of new forms of transport. As Cornwall's tin miners and Tyneside's coal miners dug deeper, the biggest problem they faced was flooding. Experimental drainage devices proliferated, including Thomas Savery's steam-powered 'miner's friend' in the 1690s. But it was the 'atmospheric engine', invented around 1710 by Thomas Newcomen, a Devon blacksmith, that pumped most effectively. Sixty years later, James Watt significantly improved the Newcomen engine's fuel efficiency by adding the separate condenser, and adapted it to rotative motion to drive textile machinery. Heat energy from coal had thus been made available as mechanical energy to supplement horse, water and wind power.

Railways begin to gather steam

The need to transport coal cheaply stimulated the development of the canal system. The Duke of Bridgewater showed the way in 1759, when he commissioned James Brindley to construct a canal into Manchester from the entrance to his coal mines. Already the rival railway network was in embryo form on the coalfields. Wagonways were used above and below ground where open wagons powered by human, horse, or gravity, moved the coal along wooden rails. It was but a short step to steam-powered locomotives moving coal along iron rails and no coincidence that George Stephenson began his career in the mines of Tyneside.

Industrialisation was such a wide-ranging phenomenon, involving every aspect of the economy and society, that there will always be scope for debate about its timing and speed, causes and consequences. The roots of change ran deep into the past, but from the final quarter of the 18th century industrialisation gathered pace. At first slow and patchy, by the time Victoria came to the throne in 1837, it had left few lives and few institutions unaltered.

4. HENRY VIII



After the death of his elder brother Arthur in 1502, Henry VIII became heir to the English throne. Seven years later and of impressive stature - he was six foot tall and keenly athletic - he was crowned King of England and quickly married to his dead brother's widow, Catherine of Aragon.

One of his most popular pastimes, alongside hunting and dancing, was to wage war. Although Henry himself was no soldier he found success with Wolsey who organised the first

French campaign and proved to be an outstanding minister. Defeat of the Scots at Flodden in 1513 added a feather to Henry's cap. However, battle with France ultimately proved expensive and unsuccessful and Wolsey's ascendancy was cut short by Henry's need for a male heir and hence separation from Catherine of Aragon. This was achieved in 1533 against Catherine's wishes, leaving Henry free to marry Anne Boleyn.

An heir to the throne became the king's primary pursuit and it set in motion radical ecclesiastical reorganisation. With the help of Wolsey's replacement, Thomas Cromwell, Henry established himself as head of the Church of England and ordered the Dissolution of the Monasteries. Other reforms - such as the creation of the Council of the North and the Household and Exchequer - were also instigated during the 1530s. Within three years he had tired of Anne Boleyn and she was beheaded in 1536, accused of treason and adultery. Jane Seymour became queen and in 1537 produced an heir, Edward VI, who cost Jane her life and proved a sickly child.

Henry's rule was at times merciless and his suppression of dissidents was brutal. But religious change was not inspired by the king's piety, far from it; Henry's obsession was with power and the security of the throne and although the need for divorce tested Henry's allegiance to the Pope, a conversion to Protestantism was never a real prospect. Cromwell fell victim to this when in 1540 - after a fated alliance with the Lutheran Princes and the arrangement of a marriage between the king and Anne of Cleves - conservatism claimed superiority and he too was executed.

The final years of Henry's reign witnessed his physical decline and an increasing desperation to appear all-powerful. The 20-year-old Catharine Howard replaced Anne of Cleves as Henry's wife but she too faced the scaffold accused of adultery. A final marriage to Catherine Parr (despite Henry's physical ruin) was more harmonious although Catherine's religious leanings proved dangerous and might have brought her to the block if it wasn't for Henry's death. Further fruitless wars against Scotland and France emptied the coffers whilst at home the King attempted to play off the conservatives and radicals. Henry's legacy was bewildering - he failed to provide clear instructions regarding the rule of Edward VI and set in motion a chaotic and relentless religious upheaval.

To historians, Henry remains one of the most important monarchs to have ruled the English and Welsh. He lasted almost four decades, during which he presided over the foundation of the Church of England, a remodelling of the machinery of government and of taxation, a major growth in the importance of Parliament, the incorporation of Wales into the regular system of English local administration, the establishment of the Kingdom of Ireland, the arrival in England of Renaissance modes of art and literature, and a major building programme which included colleges, palaces and fortresses. In public memory, also, he is remembered as a colossal figure. He has probably been portrayed in the cinema more often than any other English king, being acted by (amongst others) Charles Laughton, Keith Michell, Robert Shaw and Sid James. The fact that a Cockney could provide a recognisable representation of him gives away part of his enduring appeal; in national memory, Henry was one of the lads, the only English king to have his achievements celebrated in a long-popular music hall song.

This is just how he would have wanted things, and that yearning for renown may well be attributed to his formative experiences. He was the second son of Henry VII, and throughout his childhood was overshadowed by his older brother Arthur. He stayed with his mother, Elizabeth of York, living a sheltered existence of strong maternal love, while Arthur was paraded before the kingdom as its heir. Suddenly both Arthur and Elizabeth died in quick succession, leaving the old king half-crazed with grief and Henry deprived of affection. Father and son never got over their instinctual association of one another with trauma and disappointment. Henry's opinion of his sire was shown clearly when he succeeded to the throne and promptly reversed most of his father's policies and executed his most trusted servants. His early sense of

inadequacy left him with huge ambitions and a constant desire to prove himself and to excel as a monarch.

The lion and the fox

Henry never showed any capacity as a general, and his foreign policy was a failure. He repeatedly attempted to reconquer parts of France, and ended up with Boulogne, a third-rate port that was subsequently handed back to the French after over a million pounds had been spent trying to keep it. He tried to conquer Scotland, and only forced the Scots to become allies of his enemies the French. Two real successes of his reign - the assimilation of Wales and the pacification of Ireland - were not matters in which he displayed personal interest. The splendid string of fortresses which he built to guard the English coast were a sign of panic, at having united all the strongest powers in Western Europe against himself by rejecting Catholicism. The overhaul of governmental structures and taxation undertaken by his ministers was driven by the need to raise money for his wars, where it was spent to little result.

Henry repeatedly declared both that he was determined to rule effectively and that the best way of managing people was through fear; statements which testify to his innate insecurity. As well as savagely punishing ministers for failure, he constantly encouraged them to watch each other for signs of incompetence or disloyalty and to inform the king privately of such signs. This led to an atmosphere of chronic suspicion and rivalry at court, which worsened as the king grew older. Only two of his leading advisers, Archbishop Cranmer and Edward Seymour, escaped either disgrace or execution. In two major respects, however, his mixture of caution and flamboyance paid off. He managed the nobility by honouring and flattering them and, by carefully seeking the endorsement of Parliament for all his reforms, he increased both the power of the Crown and of representative democracy. These two techniques combined to make his rule effective.

His reputation among 20th century historians has generally been low, but in his own time it stood much higher. Renaissance Europe expected its kings to be a mixture of the lion and the fox - audacious, generous, majestic, ruthless and devious - and Henry fitted the image. He was feared, and admired, and his death was marked by more obvious public grief than that of any other Tudor. That the public remembers him as Bluff King Hal rather than as a murderous cripple testifies much to his talent for self-presentation.

5. MARGARET THATCHER



Margaret Thatcher, who would become Europe's first female prime minister and the first British prime minister to serve three consecutive terms, was born October 13th 1925 in Grantham, the daughter of a grocer.

She read chemistry at Oxford and became a research chemist after university, yet politics was her first love. In 1950, she ran for Parliament unsuccessfully. She took a job testing cake fillings and ice creams for a London company while she worked at night to become a barrister. Her marriage in 1951 to Denis

Thatcher allowed her to devote herself to politics.

She became Conservative MP for Finchley in 1959. Her first parliamentary post was junior minister for pensions under Macmillan. When Labour took control, she served a number of positions in Edward Heath's shadow cabinet. Heath became Prime Minister in 1970, and Thatcher became the secretary for education and science, and the only woman in the cabinet.

Joint shadow chancellor from 1974-75, she was elected Conservative party leader in 1975 and finally prime minister in May 1979. An advocate of privatisation of state-owned industry and utilities, strict trade union restrictions, and reduced social expenditures across the board, her initial impact on Britain was economic. While the economy grew, many felt it was at an excessive cost: Between 1979 and 1981 economic output declined by 15 percent, and unemployment rose to the three million mark.

Most agree that without the 1982 Falkland Islands War (coupled with a disorganised opposition party), she never would have won a second term in 1983, which she did in a landslide. In 1984, an IRA bomb at the Conservative party conference in Brighton nearly killed her and members of her government, but in steely Thatcher style she insisted the conference go on.

Along with her great ally and friend, US President Ronald Reagan, Thatcher made the 1980s into a decade of conservatism and anti-communist sentiment. The Soviets negatively dubbed her 'The Iron Lady', a nickname she, in turn, embraced.

Vehement refusal against European integration and the creation of the much-hated poll tax, led to a leadership challenge, which she lost to John Major in 1990.

A woman of formidable will in the face of doubt, her political philosophy took the moniker 'Thatcherism'. Her impact on Britain was sweeping and lasting, with a market economy and a more right-wing Conservative party. In 1990 she was awarded the Order of Merit and in 1994 she was made a Baroness.