

МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО  
СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ  
РЕСПУБЛИКИ УЗБЕКИСТАН

ТАШКЕНТСКИЙ ГОСУДАРСТВЕННЫЙ  
ИНСТИТУТ ВОСТОКОВЕДЕНИЯ

**УЧЕБНОЕ – МЕТОДИЧЕСКОЕ ПОСОБИЕ  
ПО СПЕЦИАЛЬНОСТИ «ИСТОРИЯ» ДЛЯ  
СТУДЕНТОВ II-IV КУРСОВ  
ИСТОРИЧЕСКОГО ФАКУЛЬТЕТА**

Ташкент -2008

Данное учебное пособие предназначено для студентов II-III-IV курсов исторического факультета. Цель данного пособия – привитие навыков чтения текстов по специальности, умение анализировать прочитанное и вести дискуссии по прочитанному, а также расширение кругозора студентов. Пособие состоит из 10 основных текстов на историческую тематику. Каждый текст сопровождается вопросами по содержанию. Цель вопросов – подготовить учащихся к беседе и обсуждению прочитанного.

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Данное учебно-методическое пособие рассмотрено и утверждено учебно-методическим советом ТашГИВ (протокол №4 от 28.08.2008).

## ВВЕДЕНИЕ

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каждому тексту даны слова с объяснением значения каждого сло-  
ва, что способствует запоминанию и умению обходиться без пе-  
ревода на родной язык. После основных текстов, в разделе Addi-  
tional Material даны 4 дополнительных текста, вопросы к которым  
помогают не только беседовать о прочитанном, но и проводить  
сравнения о подобных явлениях в нашей стране. В разделе «En-  
tertain Yourself and Your Friends» даны два небольших текста на  
русском языке для перевода на английский и 2 текста на англий-  
ском для перевода на родной язык. Эти тексты носят юмористи-  
ческий характер, но содержат в себе факт истории.

Заключительный раздел дан под названием «It is interesting to  
know ...» где даны короткие тексты информационного характера.

# I

## Oliver Cromwell

Cromwell was a country gentleman, a farmer, with no desire to be known in the world, he had wanted to leave England and find a new home in America where he would be free to worship as he wished but the king had forbidden him to leave England. He had been in Parliament, a rough, ungraceful figure, unskillful as a speaker but known for his strength of character and his intense sincerity and religious feeling. Cromwell saw that if the Parliament army was to be victorious it must be as fearless and as full of faith in its own cause as the Cavaliers were in theirs. It must be as well trained as Charles's army and, if possible, better trained.

He went to the eastern countries and gathered soldiers there, men specially picked for their courage, strength, horsemanship and religious feeling. He trained his men in complete obedience, filled them with the desire to fight for freedom. He said: «Trust in God and keep your powder dry» Then when they were ready, he led them into battle, and on that day his army did not give way. For the first time the Cavaliers had been held. Several battles were won by the Parliamentarians» and finally at Naseby, 1645, the king's forces were completely defeated.

Cromwell was now leader of the whole Parliamentary forces, the king's army was scattered and the king himself was in flight seeing that his cause was lost Charles I gave himself up and was imprisoned in the Isle of Wight. Finally he was brought to trial in London for having made war on his people and for being an enemy of his own country. He was found guilty and sentenced to death.

Cromwell now became ruler of England, not as king but as «Protector of the Commonwealth», and for ten years he ruled the country firmly but well. It was he who really united England, Scotland and Ireland, who enforced justice and order at home and made England stronger and more respected abroad than she had ever been before in the whole of her history, and he at times acted like a tyrant, he did it because in this as in the execution of Charles, he saw that this was the only means of bringing order and peace to England.

His rough, harsh nature, like his stern harsh face, did not inspire affection - though under the rough exterior there was kindness - but his strength, his unshakable honesty made him respected as one of the greatest Englishmen.

### **Questions**

1. What kind of a person was Cromwell?
2. Why did he go to the eastern countries?
3. How did he train his men?
4. What did he usually say to his soldiers?
5. When were the king's forces completely defeated?
6. Where was Charles I imprisoned?
7. What happened to him later?
8. Why was Charles I found guilty and sentenced to death?
9. For how many years had Cromwell ruled the country?
10. How did he rule the country?
11. Who really united England, Scotland and Ireland?
12. Why did at times he act like a tyrant?
13. What made Cromwell respected as one of the greatest Englishmen?

### **Remember the following words:**

1. worship – great respect admiration
2. to detest – to hate, win a victory over in any kind of struggle
3. to scatter – to come to separate widely
4. flight – the act of running or escaping
5. to give up – to stop having or doing sth.
6. guilty – having broken a law or disobeyed a moral or social rule
7. to imprison – to put in prison or keep in a place or state from which one cannot get out as one wishes
8. obedient – doing what one is ordered to do
9. fight – to rise violence against as in a battle
10. battle – a fight between enemies or opposing group
11. sincerity – the quality of being sincere, honesty
12. fearless – that is without fear

## Nelson

One would-hardly have expected that Horatio Nelson, the son of a clergyman, was a small, weakly boy whose health had always been poor. But in this frail body there burned a courage that feared nothing.

He joined the Navy in 1770 as a boy of twelve and made his first voyage in a ship of which his uncle was the captain. In this he went to the Arctic sea.

One day a party of the sailors and the boy went on the ice to try to get fresh meat, and Nelson seeing a Polar bear went after it with his gun, fired at it, wounded it, but did not kill it. The bear turned fiercely upon him. His gun was empty and he had no time to load it, but instead of making his escape as fast as he could, he advanced to attack the bear, striking it on the head with all his force with the empty gun, the blow broke the gun and the boy was left defenseless. Fortunately one of the sailors shot the bear and Nelson's life was saved.

But Nelson in addition to his courage, was a born seaman. By the time he was twenty he was captain of a ship and eager for acting service. There was plenty of it now, for England was engaged in its struggles against Napoleon. At Calvi in 1794 he lost an eye. The loss of a limb came later, in 1797, for at Santa Cruz his right arm was blow off. But by the next year he was a rear-admiral in command of the Mediterranean Fleet and ordered to do what he could to defeat the plans of Napoleon there. Napoleon has gathered a large army at Toulon and on 19th May 1798 had sailed with twenty-three battle ships and 200 other ships for Egypt. Nelson went to Egypt to look for him with his fleet of fourteen ships, but failed to find him for Napoleon had stopped at Malta on the way and Nelson continued along the coast to Alexandria. Napoleon hastily landed his army in Egypt and drew up his battle ships in a line close to the coast and guarded at each by gunboats.

Nelson, having received news now of the where a boats of the French fleet, returned, and, by a bold stroke, drove half his own ships between the French ships and the shore - his flag-ship leading the line - and the other half on the far side where the French were attacked on both sides, After a hard battle nine of the French ships were captured, two were burnt, and the French lost 5,000 men. Napoleon's army was out off in Egypt and his plans were defeated.

### **Questions**

1. What can you say about Nelson's health?
2. When did he make his first voyage?
3. What happened to him one day?
4. Nelson was a born seaman, wasn't he?
5. At what age did he become a captain of a ship?
6. When did he lose his eye?
7. When did Nelson become an admiral in command of the Mediterranean Fleet?
8. Describe how Napoleon's army was out off in Egypt and his plans were defeated.

### **Remember the following words:**

1. frail – weak in body or health
2. fierce – angry, violent and cruel
3. to load – to put a full load in (smt)
4. to escape – to reach freedom
5. escape – the act of escaping
6. limb – a leg, arm or wing of an animal
7. rear-admiral – an officer of high rank in the navy
8. to draw up – to place in prepared order
9. to guard – to defend; keep safe, esp. by watching for danger
10. gunboat – a small boat heavily armed naval worship for use in water near the coast
11. capture – the act of taking or being taken by force

### **Alexander the Great**

Alexander ascended the throne and became the King of Macedonia after the death of his father Philip II. Alexander was energetic and brave, but very cruel. He was remarkably talented and brilliantly educated.

Having conquered Greece Philip began to prepare for a campaign against Persia. The Greek and Macedonian slave-owners wanted to capture the great treasures of the Persian kings, as well as their fertile lands and a great number of slaves. During the preparations for the campaign Philip II was killed. Alexander completed the preparations and led his army which consisted of the Macedonians and the Greeks, into Asia Minor. Two battles were fought as a result of which the Persians were defeated and Asia Minor captured. Alexander proceeded

southwards along the Mediterranean coast. He exterminated or sold into slavery the population of every city that he conquered.

Most of the coastal cities were eager to free themselves from the oppression of the king of Persia and they willingly recognized Alexander's rule. He captured Egypt without a battle and was proclaimed a god.

The Macedonian army entered Central Asia, but they were able to capture a small part of the territory because of the strong resistance of the local population, Alexander proceeded further to conquer India. He dreamt of conquering the entire world, but in 325 B.C. he was forced to give up his plans: his troops grew tired of endless and difficult wars and refused to fight

As a result of the Macedonian victories a huge empire was formed, stretching from Greece to the river Indus. Alexander stayed in Babylon. In 323 B.C. he died suddenly. His body was not yet buried when his generals started fighting for power. The huge empire was cut up into several small kingdoms. Macedonia, Syria and Egypt were the three most important, Alexander's generals became kings.

### **Questions**

1. What kind of a person was Alexander?
2. What did the Greek and Macedonian slave - owners want to capture?
3. When was Philip II killed?
4. Where did Alexander lead his army?
5. What did Alexander do with the population of every city that he conquered?
6. Why did most of the coastal cities willingly recognize Alexander's rule?
7. What were they eager to do?
8. Why was the Macedonian army able to capture only a small part of the territory of Central Asia?
9. Why was Alexander forced to give up his plans of conquering the entire world?
10. What was formed as a result of the Macedonian Victories?
11. When did Alexander die?
12. What were the three most important kingdoms when the huge empire was cut up into several small kingdoms by generals fighting for power?



### **Remember the following words:**

1. to ascend the throne – to become king or queen
2. fertile – producing many young fruits or seeds
3. to proceed – to begin and continue (some course of action)
4. to exterminate – to kill (all the creatures or people in a place)

### **Huge Estates**

As the Roman Empire grew in extent, fewer Romans became farmers, and most Roman citizens left their farms to become soldiers.

Their lands were merged into huge estates on which slave labor was used to grow crops for wine or oil, or for tending vast flocks of grazing animals.

Most of Rome's food crops, particularly grains, were imported from the conquered lands of Sardinia, Sicily and Africa. But the farming in these lands was under the control of the Romans, who taught the natives their system.

Farming was the chief industry in Rome's provinces. And Britain was to be no exception.

Britain had to be made to pay its way as a province. Therefore it had to grow enough food not only to feed the native people but also to feed the army of occupation and to provide a surplus for export to Rome.

Britain's exports of food were expected to pay the salaries of the soldiers and officials stationed in this country.

The Romans believed that no province was worth the trouble of settling and defending unless it could support itself. It must not be allowed to drain wealth from the rest of the Empire.

Throughout the four centuries of their occupation of Britain, the Romans constantly extended the amount of the land they farmed. Most of the farming was done by the Britons, but the system they followed was taught to them by the Romans.

The greatest change made by the Romans to British agriculture was to abolish the tiny farms and establish what was called the villa system. Under this system, there would be a villa or manor house in which the landlord or his agent lived.

Attached to it were granaries, barns, a blacksmith's shop, carpenter's shop, store sheds, and an office where scribes kept the farm accounts.

A farm organized on the villa system would cover several hundred acres.

Often the laborers were slaves, their living accommodation a collection of hovels. Many of villa-system farms were owned and occupied by retired soldiers and officials.

### **Questions**

1. Why did most Roman citizens leave farms?
2. How were their lands used?
3. What was imported from the conquered lands?
4. Why was the farming in these lands under the control of the Romans?
5. What was the chief industry in Rome's provinces?
6. Why was farming the chief industry in Britain?
7. What was the greatest change made by the Romans to British agriculture?
8. Who owned and occupied many of the farms?

### **Remember the following words:**

1. to merge – to become lost in or part of smth. else
2. slave – servant without freedom
3. to conquer – to take by force
4. salary – regular pay each month
5. to abolish – to bring to an end
6. granary – a storehouse for grain
7. barn – a farm building for storing crops and food for animals
8. blacksmith – a metal-worker who makes and repairs things made of iron, esp. one who makes horseshoes
9. carpenter – a person who is skilled at making and repairing wooden objects

### **The Magnificent Merchants of Venice**

When bands of barbarians commanded by Attila, king of the Huns swept through Roman Italy in the middle of the fifth century, thousands of people were killed and towns and villages were sacked and razed to the ground.

Those who could fled. Most of them headed north towards the safety of the Alps.

Others, however, north-east, to where the coast of Italy curves over the head of the Adriatic Sea.

Here the fugitives found an unexpected refuge.

The fugitives from the mainland soon realized that these sand-banks were almost impossible to attack. Further, the flow of tides in the canals between the sandbanks was strong enough to keep the water clean.

Clearly, here was a place of unrivalled safety. The fugitives stayed - and founded Venice, the city built on water.

The Venetians - people of Venice, - were industrious. For centuries their prosperity was the envy of the Norman's, the Slavs, the Hungarians and the Saracens, who attacked them relentlessly, without success.

By the time William the Conqueror invaded Britain, Venice had triumphed over most of her attackers. The city held away over the whole of the Adriatic.

Venice came into her own when the states of Europe sent their soldiers to the Crusades to fight the Saracens in the Holy Land,

The Venetians, always powerful as seafarers, were given the task of transporting soldiers in their ships. With characteristic foresight Venetian merchants made use of this opportunity to improve their trade in the Mediterranean.

They used it, to add Crete and other Greek islands to their empire, which became one of the strongest and most influential in Europe.

Throughout her long history, Venice was almost continually at war.

In the fourteenth century, came the rise of the powerful port of Genoa - a city that jealously began to wage war on Venice.

In 1380 a Genoese fleet actually occupied some of the sandbanks of Venice. The fall of the city seemed certain.

But by a stroke of good fortune, the Venetian fleet returned to port and, finding the enemy in their own camp, at once attacked. The Genoese were forced to surrender after a terrible battle.

For another century Venice reigned supreme in Europe as a junction city between East and West owning possessions in two continents.

Then, as with all great power, her star began to dim.

In the East, Turkey began to invade conquer the outposts of the Venetian empire. In the South, the Cape route to the East was dis-

covered, opening up new trading routes. And in the West, Columbus found America. Men began to look across the Atlantic for new riches.

Venice struggled on until 1797, when the conquering Emperor Napoleon finally dissolved her power.

### **Question:**

1. When were thousands of people killed and towns and villages sacked and razed to the ground?
2. How was Venice, the city built on water, founded?
3. The Venetians - people of Venice - were industrious, weren't they?
4. When did the Venetian merchants make use of their opportunity to improve their trade in the Mediterranean?
5. When did the Venice Empire become one of the strongest and most influential in Europe?
6. Why was Venice almost continually at war throughout her long history?
7. Until what year did Venice struggle on?

### **Remember the following words:**

1. merchant – a person who buys and sells goods
2. band – a group of people formed for some common purpose and often with a leader
3. to sack – to destroy buildings, take things of value, and usually harm or kill people
4. fugitive – a person escaping from the law, the police, danger
5. firth – a narrow arm of the sea
6. unrivalled – unequalled; very good
7. relentlessly – without pity
8. to invade – to attack and spread into so as to take control of (a country, city)
9. seafarer – a person doing the job of a sailor
10. foresight – the ability to imagine what will probably happen
11. junction – a place of joining, meeting or uniting
12. to dissolve – to end or break up

## **The City That Disappeared**

The six centuries the Roman city of Pompeii had nestled peacefully at the foot of Mount Vesuvius in the Bay of Naples.

Wealthy Romans had villas there and the city had a prosperous trade in wine and olive oil.

Then on the morning of August 24, A.D. 79 the volcano Vesuvius awoke from its centuries of slumber and for the next three days poured a torrent of burning, lava and volcanic ash on to the peaceful Pompeii.

On the third day, Pompeii had disappeared - buried under ten feet of pumice and seven feet of volcanic ash.

Under that thick blanket of destruction the city remained buried and forgotten until 1778, when a peasant plugging his vineyard found traces of the ruins.

The city has been gradually excavated, and today its ruins tell us the story of Roman everyday life as it is told now here else.

The covering of pumice and ash preserved everything in the city just as if time had stood still when disaster struck 1883 years ago. You can visit shops and houses with everything in them as they were all those centuries past. You can walk through street after street with the marks of horses' hoofs.

On the wall of buildings you can read notices of houses for sale or to let; an advertisement for gladiator shows; and even election announcements in great red letters.

Many relics from the destroyed city are now in the Naples Museum.

### **Questions**

1. Who had villas in the Roman city of Pompeii?
2. What kind of trade had the city?
3. What happened to the city on the morning of August 24, A. D. 79?
4. When had Pompeii disappeared?
5. The city has been gradually excavated, hasn't it.?
6. What can you see in the city now!
7. Where are many relics from the destroyed city now?

### **Remember the following word:**

1. to nestle – to settle into a warm, close or comfortable position
2. slumber – a state of sleep

3. torrent – violently rushing stream esp. of water
4. pumice – a type of very light, silver-grey rock, used in piece or in powder form for cleaning and for rubbing surface smooth
5. to plough – to break up or turn over (land) with a plough
6. vineyard – a piece of land plugged with vine for vine production
7. trace – a mark or sign showing the former presence or passing of some person, vehicle or event
8. disaster – sudden great misfortune
9. hoof – the hard foot of certain animals, or of the horse
10. to excavate – to make (a hole) by digging to uncover

## **Lost Religion**

Because the druids built few temples and kept no written records we know little of their actual beliefs. When druidism died so did most of the information about it.

We do know that they had two great religious festivals. The first of November marked the beginning of the Celtic New Year and the night before was spent in ritual celebrations to ensure that the forthcoming year would be agriculturally prosperous for the tribe.

The second festival took place on the first of May. Bonfires were lit and the cattle driven between the fires in order to purify them and protect them from disease.

Much of our information about the druids comes from the writings of Caesar. He was in close contact with the druids in Gaul for one of his closest friends there, the nobleman Divitiacus, was a druid.

Caesar tells us they were more than just priests. The druids he knew in Gaul acted also as judges. People came from long distances at the courts held by the druids. Even the tribes brought their quarrels to the druids to settle.

They were also teachers, and were responsible for the education of the children. In the outside world they had even won a reputation as philosophers.

However, Pliny, another Latin writer, examined the teaching of the druids and came to the conclusion that they were nothing more than a collection of superstitions.

The druids in Britain were, like the druids in Gaul, the wise men of their tribes.

Certainly they played an important part in local politics, for the chief of the tribe relied on his priest to advise him in time of crisis.

The coming of the Romans and with them the coming of Christianity brought the end of the druid's power. When the druid decreed that the Roman invaders should be driven out, hordes of Britons would pour out to the attack.

The Romans, therefore, had good reason to distrust and dislike these religious leaders who might stir up the tribes against them.

### **Questions**

1. Why do we know little of the druid's actual beliefs?
2. What do you know about two great religious festivals?
3. Where does much of our information about the druids come from?
4. How did the druids in Gaul also act?
5. What were the druids responsible for?
6. What reputation had they won in the outside world?
7. What conclusion did Pliny come to about the druids?
8. The druids in Britain played an important part in Local politics, didn't they? Why?
9. What brought the end of the druids' power?

### **Remember the following words:**

1. temple – a place for the worship of gods
2. prosperous – successful; wealthy; very favorable
3. tribe – a special group made up of people of the same race, beliefs, customs... usu. of a fairly low level - of civilization under the leadership of a chief or chiefs.
4. to purify – to make pure
5. priest – a person specially trained for various religious duties
6. judge – a public, official who has the power to decide questions brought before a court of law
7. court – a room or building in which law cases can be heard and judged
8. superstition – belief which is not based on reason or fact but on association of ideas, as in magic
9. to decree – to state officially with the force of law
10. horde – a large wandering group of people of a certain nationality, esp. a fighting one
11. to stir up – to excite feelings

## **The Fire of London**

It began in the house of a baker's who on the night of Saturday, 1<sup>st</sup> September 1666, went to bed leaving a bundle of wood near his still hot oven. Within a few hours a great fire was seen all along the narrow street that led down to the river, for the houses were built mostly of wood and the streets were so narrow that in some parts a cart could not go down them. Along the river side were little shops selling wood and coal to the ships and the fire now spread to these and so on to the houses on London Bridge. On reaching London Bridge, the fire destroyed the waterwheel and very little water could be got to put out the fire. Summer had been long and dry that year and to make the matter worse a strong wind was blowing now.

Nobody was trying to put out the fire, nobody thought of anything but saving his life and his goods. The streets were full of people with horses and carts, and the river was crowded with boats. Valuable books were carried into the cellars of St. Paul's Cathedral, where they were expected to be perfectly safe: within a few hours they were buried beneath thousands of tons of burning ruins.

Then the wind changed blowing the flames towards the Tower. This was the store house for the Navy's gunpowder, and tremendous efforts were made to drive back the fire and get away the powder to a safer place. The flame reached the walls but luckily it got no farther. The Tower was saved. But into the richest and busiest parts of the City it spread at a tremendous rate. The noises and crackling and thunder of the flames, the screams of the women, and children, the hurry of people, the fall of towers and houses and churches were like a terrible storm. The air was so hot that one could not approach the City, the men being powerless before the raging flames.

The Great Fire of London resulted in thirteen thousand houses and eighty-nine churches having been destroyed; tens of thousands of people became homeless and were camping outside the City walls,

On Tuesday a river of fire poured towards St. Paul's Cathedral and in a few hours the noble Cathedral was a heap of smoking ashes. But by that time the wind had ceased and parties of soldiers and sailors had been at work blowing, up houses with gunpowder so that there were now empty spaces across which the fire could not go.



Gradually it was got under control, and as rain fell heavily at the end of the week the task was made easier.

But the fire really came as a blessing in disguise. It swept away the dirty crowded houses and with them it swept away the Plague for ever, and in four years a new London, a London of Stone, with wider streets arose from the ashes of the old city.

### **Questions**

1. When did the Fire of London begin?
2. Why did the fire spread so quickly?
3. Why could very little water be got to put out the fire?
4. What was the weather like when the fire broke out?
5. What were people thinking about?
6. Where were valuable books carried?
7. Were the books perfectly safe?
8. Describe how London was burning?
9. How many houses and churches have been destroyed?
10. How many people have become homeless?
11. What did the fire sweep away?

### **Remember the following words?**

1. baker – a person who bakes bread and cakes
2. bundle – number of articles tied, fastened, or held together, usu. across the middle
3. cart – wheeled wooden vehicle drawn by an animal, esp. a horse
4. cellar – an underground room used for storing goods
5. gunpowder – an explosive material made of various substance, in the form of a powder
6. tremendous – very great in size, amount, or degree
7. crackle – to make small sharp sudden repeated sounds
8. thunder – the loud explosive noise that follows a flash of fighting
9. scream – a sudden loud cry expressing anger, pain, fear ...
10. heap – a pile or mass of things one of top of another
11. cease – to stop
12. disguise – to change the usual appearance

## **The Government of Britain**

### **The Monarchy**

The monarchy is the most ancient secular institution of the United Kingdom. Its continuity has been broken only one in over a thousand years; and in spite of interruptions in the direct line of succession, the hereditary principle upon which it was founded has never abandoned. Queen Elizabeth II is a descendent of the Saxon King Egbert.

The Queen is the personification of the State. In law, she is the head of the executive, an integral part of the legislature, the head of the judiciary, the commander-in-chief of all the armed forces and the temporal head of the established Church of England. In principle as a result of a long revolutionary process, these powers have changed. Today, the queen acts only on the advice of her Ministers which she can not constitutionally ignore. She reigns but she does not rule.

However, the monarchy has a good deal more power than is commonly supposed. There remain certain discretionary powers in the hands of the monarch, known as the Royal Prerogative.

One of the most important of these powers has proved to be the duty of appointing the Prime Minister. When a Prime Minister dies or resigns the monarch has to choose his successor. The choice is limited by the fact that the new Prime Minister must be able to command a majority in the House of Commons and must be able to form a Cabinet. The fact remains that neither Parliament nor the majority party has the right to elect its own Prime Minister. And this means that where the leadership of the majority party is in doubt the reigning monarch exercises decisive influence.

### **Questions**

1. What is the most ancient secular institution of the United Kingdom?
2. What has never been abandoned in the direct line of succession?
3. Who reign's but doesn't rule? Why?
4. What is the Royal Prerogative?
5. What are the Royal Prerogative's powers?
6. Who has the right to elect Prime Minister?

### **Remember the following words:**

1. succession – the act of following one after the other
2. secular – not connected with or controlled by a church

3. to abandon – to leave completely and for ever desert
4. descendant – a person or other living thing that has another as grandfather or grandmother great grandchildren
5. prerogative – a special right; belonging to someone by rank, position or nature

## **English Law and Legal System**

It is often said that English law expresses in a variety of ways the genius of the English people and is superior to the laws of most, other countries. There is no doubt that. English judicial, system do contain many admirable rules which protect the individual against arbitrary action by the police and the government. But this approach nevertheless conceals the real nature and purpose of English Law. It has been made by judges and Parliament who had the same economic and political views. Like the law in any other country it is not the expression of principles of «natural justice» derived from the minds of judges and legislators but reflects the established property relations.

Thus the English law of property protects the right of the capitalists to the private ownership of the means of production, and the right of the landlords to the private ownership of the land. The law of contract provides the necessary conditions for the carrying on of capitalist trading relations, the law of master and servant protects the right of the capitalist employer to hire worker» for wages and to sack them when they are no longer required, and company law regulates relations between companies and their shareholders. There are, of course, some branches of the law which are not directly connected with property relations, such as the law of marriage and divorce and criminal laws; but even here it will be found on analysis that these laws broadly reflect the social and moral outlook of a ruling class which owns its position to the private ownership of capital. In short the law of England defends capitalist relations of production and the political and social conditions which are based on them.

### **Questions**

1. What is often said about English law?
2. What does English judicial system protect?
3. Are there any branches of the law which are not directly connected with property relations?

### **Remember the following**

1. legislator – a maker of laws or a member of lawmaking body
2. ownership – the owing of smt. esp. by lawful right
3. landlord – a person from whom someone rents all or part, of a building, land ...
4. to provide – to supply (smt. needed or useful)
5. shareholder – an owner of one or more shares in a business
6. arbitrary – of power that is uncontrolled and used without considering the wishes of others.

## II

### Additional material:

#### LAW

One of the earliest systems of law of which we have knowledge is the collection, of laws, known as the Code of Hammurabi; the Babylonian King, which was carved in stone about 1900 B.C. and which can be seen in the British Museum in London. Another early code is the code of Hebrew Law, contained in the Book of Exodus in the Bible.

In Greece each city state had its own law. Some laws were common to many states, such as the laws relating to family life. In the seventh century B.C. the Greeks began to put their laws in writing. About 594 B.C. Solon, the famous Athenians lawgiver, provided a new code of law. The Athenians did not consider it necessary to have legal experts for non-criminal cases. In a civil case the verdict was given by a jury, which might number anything from 201 to 2,500. The members of the jury listened to speeches made by the person, who had brought the case before them, and by their friends. Barristers were not allowed, but speeches were sometimes prepared by professional speech-writers.

Roman law is one of the greatest systems that has ever existed. It was based upon custom, and by A.D. 528 the quantity of Roman Law had become so immense that the Emperor Justinian in Constantinople ordered a clear, systematic code of all laws to be made.

Roman law has had a deep influence upon the law of the world. The law of most European countries is based upon it, and has had some influence on Anglo-Saxon law, which is the other great law system of the world. For many years Roman Law seemed to be lost or forgotten, but reappeared in the eleventh century, when there was a great revival of learning. Many European countries began to use Roman law in their courts. In France, however, until Napoleon codified the law in 1804, each province had its own laws. The Napoleonic Code was a splendid achievement, and has been copied in many countries in Europe and South America.

## **Questions**

1. When did Hammurabi codify the laws of his country?
2. About how many years ago was that?
3. Where can the stone on which the code was carved be seen?
4. Where can the early codes of the Hebrew law be found?
5. Were the laws of ancient Greece the same for all cities or did each state have its own laws?
6. What kinds of laws were common to many states?
7. What title has been given to Solon?
8. If it were necessary to decide who owns property, would the case be tried in a civil court or in a criminal court?
9. What did Justinian order to be done in the 6<sup>th</sup> century?
10. Why was this necessary?
11. Is Anglo-Saxon law based completely on Roman law or is it a different system?
12. Who was the Emperor of France who codified Roman law?
13. Which citizens of your country are liable for jury service?
14. Do women serve on juries in your country? If so, since when have they been liable to serve?
15. Do you know the name of a play by Shakespeare in which a woman, dressed as a man, makes speeches as a lawyer?

## **The Lord Mayor of London**

Since the time of Richard (or Dick) Whittington, was Mayor four times (1397, 1398, 1406, 1419) the election of a new Lord Mayor of London has been celebrated a pageant, known as the Lord Mayor's Show. This is held every year on 9 November, when the new Lord Mayor rides through the streets in his splendid coach, drawn by six horses.

In the thirteenth century, after the citizens of London had chosen a new Mayor, they had to go with him to the King's palace in Westminster and ask the King to approve their choice. During the centuries since then the new Lord Mayor has gone to Westminster by boat on the Thames, on horseback, or by coach.

Today the procession starts in the City and goes past St. Paul's Cathedral as far as the boundary of the City of Westminster. It crosses the boundary and stops at the Law Courts, where the Lord Mayor is presented to the Lord Chief Justice. The Mayor makes a

solemn promise to carry out his duties faithfully, and the Lord Chief Justice hands the Mayor his sword of office. The procession continues to Westminster and then returns to the Mansion House, which is the Lord Mayor's official residence.

### **Now answer these questions**

1. About how many years is it since Dick Whittington was Mayor of London?
2. On what date is the Lord Mayor's Show held?
3. How does the Mayor ride through the City?
4. When the citizens went to see the King, whom did they take with them?
5. Does the Lord Mayor's Procession go to Westminster Palace today?
6. To whom is the Lord Mayor presented at the Law Court?
7. What does the Mayor solemnly promise to do?
8. What does the Lord Chief Justice hand to the Lord Mayor?
9. Where does the Lord Mayor's Procession end?
10. What is the Mansion House?
11. Is there any occasion when a coach drawn by horses is used in your country?

### **Fireplaces**

In English homes, the fireplace has always been, until present times, the natural center of interest in a room. People may like to sit at a window on a summer day, but for many months of the year they prefer to sit round the fire and watch, the dancing flames.

In the middle Ages the fireplaces were, in the halls of large castles, very wide. Only wood was burnt, and large logs were carted in from the forests, and supported, as they burnt, on metal bars. Such wide fireplaces may still be seen in old inns, and in some of them there are even seats inside the fireplace.

Elizabethan fireplaces often had carved stone or woodwork over the fireplace reaching to the ceiling. There were sometimes columns on each side of the fireplace. In the eighteenth century, space was often provided over the fireplace for a painting or mirror.

When coal fires became common, fireplaces became much smaller. Grates (metal frames like baskets) were used to hold the coal. Above the fireplace there was usually a shelf, on which there was often a clock, and perhaps framed photographs.

Today, in homes where gas and electric fires are used, the fireplace is losing its importance. In houses where central heating or shut-in stoves are preferred, there need to be no fireplace at all.

### **Now answer these questions:**

1. What fuel was used in English fireplaces before coal fires became common?
2. Were the fireplaces in large halls narrow or wide?
3. Why were they made so wide?
4. What were the logs supported on while they burnt?
5. Where can we still see wide fireplaces where logs are burnt?
6. What do we call large, modern inns?
7. Are fireplaces common in your country or is some other system of heating preferred?
8. Can you suggest any disadvantages of open fires?
9. Which would you rather have, an open fire, or a fire in a shut-in stove? Or would you prefer central heating?

### **Cosmetics**

It is probable that when men first painted their faces many thousands of years ago, it was for the purpose of frightening their enemies in war. But there are records of women in Egypt using cosmetics more than four thousand years ago. These women not only painted their eyebrows, they also added a thick dark line under each eye, and had different kinds of paint for different seasons of the year.

Women in ancient Rome used cosmetics. They used Egyptian Kahl for darkening the eyelids, powdered chalk for whitening the skin, and a red coloring matter for the cheeks. A rich Roman lady spent many hours over her toilet, helped by a crowd of young slaves of many nationalities. The Roman poet Ovid wrote a book on cosmetics, and gives a recipe for what we now call a face-pack, made from flour, eggs and other materials. The use of this, he says, will make the face smoother and brighter than a mirror.



***Face-pack: wet mixture of materials used on the face to make the skin smooth.***

In England it was the custom, during the seventeenth and eighteenth centuries, for all ladies of fashion to paint their faces and to blacken their eyebrows. In the nineteenth century there was a change of taste, however, and until about the end of the century, ladies who used make-up were not accepted in high society. Girls were advised, just before entering the ball-room, to bite and lick their lips and slap their cheeks hard, and so bring some color to the face.

Today the use of cosmetics is accepted everywhere and it is common to see women and girls making up in public, the cosmetics industry are one of the largest in the country, and large sums of money go to the owners of beauty salons.

**Now answer these questions:**

1. Why, probably, did men first begin to paint their faces?
2. What do ancient records tell us about the women of Egypt?
3. What did women in ancient Rome use Kahl for?
4. Is a face-pack used for adding color to the skin or for taking out-lines caused by worry and age?
5. If a woman wanted to have a face-pack, would she go to her dressmaker's or to a beauty salon?
6. Were English ladies expected to use make-up in the second half of the 19th century or was it considered to be a bad taste?
7. What do we call a large room where men and women come together for social dancing?
8. How can a girl bring some color to her face without using cosmetics?
9. Do girls and women make up in public in your country?
10. Do you approve of this or do you consider that a bad taste?

### III

#### Entertain yourself and your friends:

##### Retell the following in English:

I. «Золотая лихорадка» и Теория относительности.

Альберт Эйнштейн очень любил фильмы Чаплина. Однажды он написал в письме к Чаплину\*.

- Ваш фильм «Золотая лихорадка» понятен всем в мире, и Вы непременно станете великим человеком. Эйнштейн.

На это Чаплин ответил так:

Я вами восхищаюсь еще больше. Вашу теорию относительности никто в мире не понимает, а Вы все-таки стали великим человеком. Чаплин.

«Gold Rush»; to admire greatly; to be understood by the whole world; I am sure that...; even more; still.

II. Это было очень просто.

Великий физик Исаак Ньютон не любил, чтобы что-нибудь мешало ему, когда он занимался. Он сделал так, что он мог впускать и выпускать свою кошку, не вставая с места. Для этого он прорезал в двери специальную дыру. Когда у кошки появились котята, то эта проблема была сразу же решена. Он проделал в двери для каждого котенка по дополнительному меньшему отверстию.

Isaac Newton; to hate; to disturb smb; to be at work; to arrange it so that...; to let smb. In (out); without leaving one's seat; to cut a hole in the door, when kittens appeared; to decide a problem; at once; for each kitten.

\*\*\*\*\*

#### When Silence is Golden

Thomas Alva Edison was one of the greatest inventors of his time. He invented so much that it is difficult to say which of his inventions is the greatest.

In 1868 while working at an office in Boston Edison made his first patented invention an electromagnetic device.

A story is told that he wanted to ask 3,000 dollars for his invention, but he was prepared to sell it for 2,000 dollars. He went to a meeting of businessmen who were interested in his invention, but

when he was asked to name the price he became very nervous and was quite unable to speak. «We shan't pay you a big price», said one of the businessmen, «we have already decided how much we will pay you - 40,000 dollars».

Do you understand why silence is «golden»?

1. Tell the story of some great scientific discovery.
2. Tell the story of a great scientist

\* \* \* \* \*

Sultan Muhammad Ibn Daud ruled Iran in the eleventh century. During his reign he conquered a large territory gathering great wealth. He died in 1072. As soon as he died many legends about his life and death were created. It was said in one of them that soon he would rise from his tomb, get up on his horse and lead his soldiers to new conquests and glory. This belief was so strong that for about nine centuries a horse has been kept in readiness near his tomb waiting for the sultan to rise from the dead.

\* \* \* \* \*

Shah Chasi Kamal of Bahu, India, was really a «headless horseman». He lost his head in the battle in 1635 when the enemy struck him with his sword. But he did not fall from his horse. His seat in the saddle was so secure that his horse carried the headless body 26 miles from the place of the battle to Bahu till it reached the house of his master. The people who were near the house at that time lifted the body down and put it in the tomb which is still standing in Bahu.

\* \* \* \* \*

### **Supply questions for these answers:**

1. Yes, Henry VIII was a Tudor monarch.
2. He married six times.
3. Two of his wives were executed.
4. They were executed by having their heads cut off.
5. The verb «behead» means cut off the head.
6. Sir Christopher Wren was an architect.
7. Sir Christopher Wren lived in the second half of the seventeenth century and the first part of the eighteenth century.
8. London was burnt down in the seventeenth century.
9. The letters L.C.C. stand for London County Council.
10. No, the L.C.C. does not govern the City of London.
11. No, I've never seen the Lord Mayor's Show.

## IV

**It is interesting to know that....**

### **Constitution and Constitutional Law**

In one important respect England differs conspicuously from most other countries. The constitution is to a large extent unwritten, using the word in much the same sense as we speak of unwritten law. Its rules can be found in no written document, but depend, as so much of English law does, on precedent modified by a constant process of interpretation. Both Houses, in fact, have exhibited the same spirit of adherence to precedent, coupled with a power to modify precedent to suit circumstances, which distinguishes the judicial tribunals. In a constitutional crisis the House of Commons appoints a committee to «search its journals for precedents».

\* \* \* \* \*

The stone age was a period of history which began approximately 2 million B.C. and lasted until 3000 B. C. Its name was derived from the stone tools and weapons that modern scientists found. This period was divided into the Paleolithic Mesolithic, and Neolithic ages. During the first period (2 mil. To 8000 B.C.) the first hatchet and use of the fire for heating and cooking were developed. As a result of the Ice age, which evolved about 1 million years into the Paleolithic Age, people were forced to seek shelter in caves, wear clothing, and develop new tools.

During the Mesolithic Age (8000 to 6000 B.C) people made crude pottery and the first fish hooks, took dogs hunting, and developed a bow and arrow, which was used until the fourteenth century A.D.

The Neolithic Age (6000 to 3000 B.C.) saw humankind domesticating sheep, pigs, and cattle, being less nomadic than in previous eras, establishing permanent settlements and creating governments.

1. Into how many periods was the stone age divided?
2. Which of the following was developed earliest?
  - a) the fish hook; b) the first hatchet; o) the bow and arrow; d) pottery?
3. Which period lasted longest?

4. Which of the periods mentioned in the text saw people develop a more communal form of living?

**Notes:**

1. **History** - the study of events in the past, such as those of a nation, arranged in order from the earlier to the later, esp. events concerning the rules and government of a country, social and trade conditions.

2. **A.D.** – since the birth of Christ

**B.C.** – before (the birth of) Christ - Rome was begun in the year 758 B.C.

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## CONTENTS

|   |    |
|---|----|
| Oliver Cromwell .....                     | 3  |
| Nelson .....                              | 6  |
| Alexander the Great .....                 | 7  |
| Huge Estates .....                        | 9  |
| The Magnificent Merchants of Venice ..... | 10 |
| The City that Disappeared .....           | 12 |
| Lost Religion .....                       | 14 |
| The Fire of London .....                  | 16 |
| The Government of Britain .....           | 18 |
| The Monarchy .....                        | 18 |
| English Law and Legal System .....        | 19 |
| LAW .....                                 | 21 |
| The Lord Mayor of London .....            | 22 |
| Fireplaces .....                          | 23 |
| Cosmetics .....                           | 24 |
| Entertain yourself and your friends ..... | 26 |
| When Silence is Golden .....              | 26 |
| Constitution and Constitutional Law ..... | 28 |

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