CAPITOLO

4

Conquest and Charter

Nulli vendemus, nulli negabimus, aut differemus rectum aut justiciam. ("To no one shall we sell, to no one shall we deny or delay, right or justice.") — Magna Carta, 1215, clause 40

OBIETTIVI

1. I can tell the story of 1066 and describe how the Normans and the Angevins ruled England, up to Magna Carta and the first Parliaments.
2. I can explain how England became a land of three languages and how French changed English vocabulary and spelling.
3. I can read and analyse an extract of the *Anglo-Saxon Chronicle* and two clauses of Magna Carta.
4. I can use passive reporting structures, the passive with two objects and causatives with *have* and *get*.
5. I can describe an image and write a formal report with headings and recommendations.

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On a Saturday in October 1066, on a hill in Sussex, two armies fought from morning until dusk. By the evening the last Anglo-Saxon king, Harold Godwinson, was dead, and William, Duke of Normandy, was on his way to the English crown. Few single days have changed a country so much. In the following two centuries England got a new ruling class, new castles and cathedrals, a new way of holding land, and a royal government that wanted to know — and write down — everything its kingdom owned.

It also got a new language at the top. For about two hundred years the king and his barons spoke French, the Church and the law wrote in Latin, and English survived as the language of the majority, changing quickly because hardly anyone was writing it. This chapter follows both stories: how the Norman and Angevin kings ruled, and were finally limited by a charter, and how English came out of those centuries as a different language, full of French words. You will read two documents of power: a monk's portrait of William the Conqueror and the most famous clauses of Magna Carta.

4.1 History and Society: the Normans and the Angevins, 1066–1265

4.1.1 1066: three kings and two invasions

Edward the Confessor, king since 1042, died on 5 January 1066 without children. Half Norman and brought up in Normandy (chapter 2), he had — so Duke William claimed — promised him the throne. But the English nobles chose Harold Godwinson, Earl of Wessex and Edward's brother-in-law, who was crowned the day after Edward's death. A third man also wanted England: Harald Hardrada, King of Norway, supported by Harold's exiled brother Tostig. (For the two centuries that followed, see Figura 4.1.)

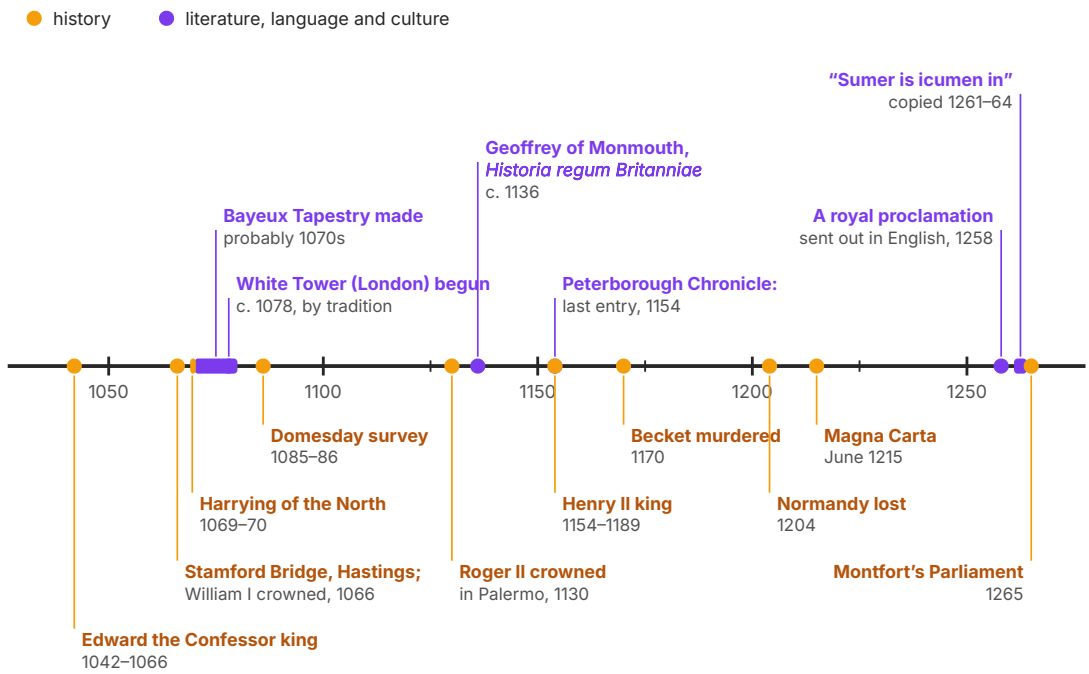

Figura 4.1 From Edward the Confessor to Simon de Montfort: a proportional timeline, 1042–1265 (ticks every 25 years). Amber: history; violet: literature, language and culture. Bars show periods, dots single events.

The Norwegians struck first. They sailed up the Humber and defeated a northern English army at Fulford, outside York, on 20 September. Harold marched north at remarkable speed and surprised them at Stamford Bridge on 25 September: Hardrada and Tostig were killed. Three days later, on 28 September, William landed at Pevensey, on the south coast, which Harold had had to leave undefended (Figura 4.2). Harold hurried back south. On 14 October the two armies met near Hastings, at the place now called Battle. The fighting began at about nine in the morning and lasted until dusk; Harold was killed, together with two of his brothers. William then moved slowly towards London, and on Christmas Day 1066 he was crowned in Westminster Abbey.

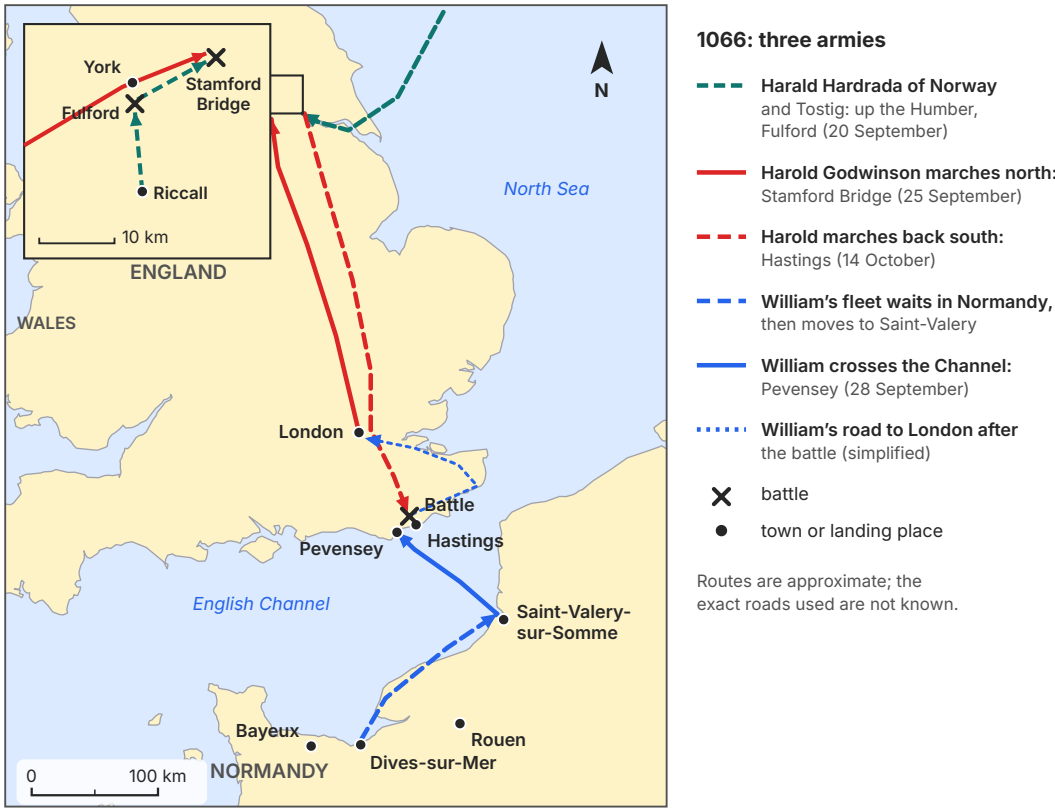

Figura 4.2 The three campaigns of 1066. Harald Hardrada's Norwegians (teal) landed in Yorkshire; Harold Godwinson (red) defeated them at Stamford Bridge and marched back south; William's fleet (blue) waited in Normandy, moved to Saint-Valery-sur-Somme and crossed to Pevensey. Routes are approximate. Inset: the York area.

Our best-known picture of these events is the **Bayeux Tapestry**, which is not really a tapestry: it is an embroidery, coloured wool stitched on linen, nearly 70 metres long and about half a metre high. Its 58 scenes, each with a short Latin caption, tell the story from the Norman point of view, from Harold's visit to Normandy to the battle; the final scenes are lost. It was probably made in England, perhaps at Canterbury, in the years after the Conquest, most likely for William's half-brother, Bishop Odo of Bayeux.

4.1.2 Ruling a conquered land

The Normans were a small minority in a country of well over a million people (estimates vary), and they ruled it by force. Within a few years almost all the great English landowners had lost their lands to William's followers, and most bishops and abbots were Normans. Revolts were

crushed: in the winter of 1069–70 William's army laid waste large areas of the north, the "Harrying of the North".

The symbol of the new power was the castle. The first Norman castles were quick to build: a **motte-and-bailey castle** was a wooden tower on an artificial mound of earth (the motte) above a yard enclosed by a fence and a ditch (the bailey). Later the most important ones were rebuilt in stone, like the White Tower in London, begun — by tradition — in 1078. The Normans also rebuilt the great churches: most English cathedrals were rebuilt on a larger scale, in the Romanesque style.

At Christmas 1085, at Gloucester, William ordered a survey of his whole kingdom. In 1086 royal commissioners visited every shire and recorded who held each piece of land, how much it was worth, and how many people, ploughs and animals it had. The result, the **Domesday Book**, names 13 418 places and is still kept today, at the National Archives in Kew, London. No other European kingdom of the time produced anything like it. The name came later: in the 12th century people compared its judgements, against which there was no appeal, to those of Doomsday, the Last Judgement.

4.1.3 Feudalism: a simplified model

Historians use the word **feudalism** for the system in which land was held in return for service. In theory all land belonged to the king. He gave large estates to his barons and to the great churchmen, the **tenants-in-chief**; in return they swore loyalty to him and provided a fixed number of knights for his army. A man who held land from a lord and promised him loyalty was his **vassal**, and the land he held was his **fief**. The barons, in turn, gave part of their land to knights. At the bottom, on the **manor** (the estate of a lord), the peasants worked the fields; most of them were **villeins**, unfree peasants who could not leave the manor and owed their lord days of labour (Figura 4.3).

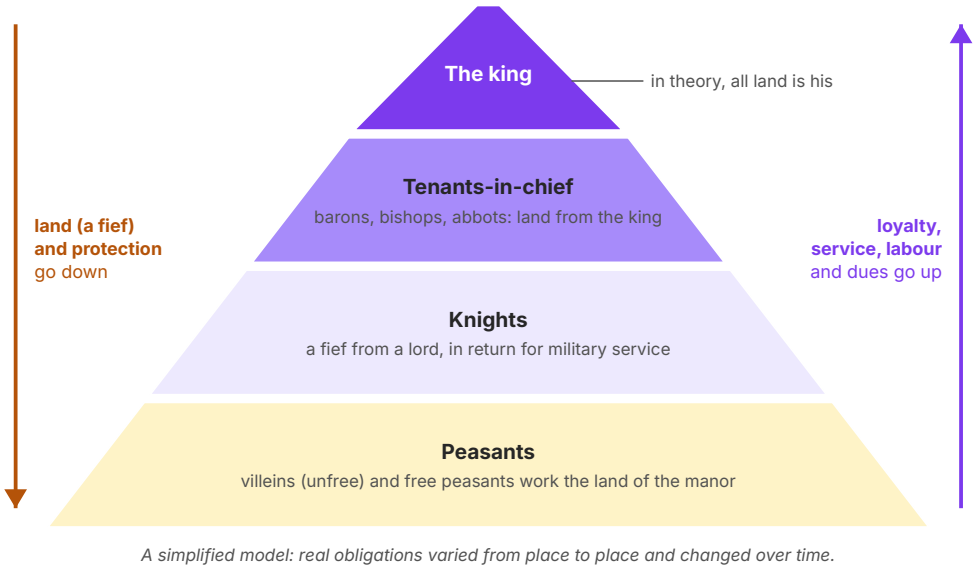

Figura 4.3 Feudal society as a pyramid: a simplified model. Land and protection pass down; loyalty, military service, labour and dues pass up.

This pyramid is a model, not a photograph. The word “feudalism” was invented centuries later, and real relationships were more varied: some peasants were free, many knights held land from more than one lord, and money often replaced military service. But the model captures one idea you will meet again in the literature of the period: society was a chain of personal obligations.

4.1.4 King and Church: Henry II and Thomas Becket

After William’s sons and a long civil war, the crown passed in 1154 to his great-grandson Henry II (1154–1189), the first Angevin king (from Anjou, his father’s county). With his wife, Eleanor of Aquitaine, he ruled England and about half of France. Henry reformed the law: his judges travelled round the country, and the “common law”, the same for the whole kingdom, began to take shape.

Henry quarrelled with his friend Thomas Becket, whom he had made Archbishop of Canterbury in 1162, over who should judge priests accused of crimes. On 29 December 1170 four of Henry’s knights murdered Becket in Canterbury Cathedral. Becket was made a saint in 1173, and his shrine became the greatest place of pilgrimage in England — the goal of Chaucer’s pilgrims in chapter 6.

4.1.5 King John, Magna Carta and the first Parliaments

Henry's son John (1199–1216) lost Normandy to the King of France in 1204. To pay for his wars he demanded more and more money from his barons, and he punished his enemies without trial. In 1215 a group of rebel barons took London and forced him to negotiate. In June 1215, at Runnymede, a meadow by the Thames near Windsor, John sealed — not signed — a **charter**, a formal written grant of rights. In 63 clauses (as later editors numbered them) the king promised to respect the Church, to take only the customary payments, and to act according to the law.

Neither side kept the peace. In August 1215 Pope Innocent III declared the charter null and void, and a civil war began. But after John's death in 1216 his son's advisers reissued it, in 1216 and again in 1217, when it was first called "Magna Carta", the great charter. The version of 1225 became the standard text, confirmed by Edward I in 1297. Three of its clauses, in the text confirmed in 1297, are still part of the law of England and Wales.

Under John's son, Henry III (1216–1272), the barons again tried to control the king. Their leader, Simon de Montfort, defeated Henry in 1264 and in January 1265 summoned a **Parliament**, an assembly called by the government to discuss the affairs of the kingdom. Besides barons and bishops he invited two knights from each county and, for the first time, representatives of the towns. Montfort was killed at Evesham later that year, but the idea lived on.

ERRORE FREQUENTE

✗ «Magna Carta è la prima costituzione democratica.» → ✓ È un accordo feudale tra il re e i suoi baroni, scritto in latino; protegge soprattutto i «liberi», cioè una minoranza. Solo più tardi è diventata un simbolo delle libertà.

✗ «Re Giovanni firmò la Magna Carta.» → ✓ La **sigillò** (*sealed*): i documenti regi erano convalidati con il sigillo, non con la firma.

✗ «L'arazzo di Bayeux è un arazzo tessuto in Francia.» → ✓ È un **ricamo** (*embroidery*) su lino, probabilmente eseguito in Inghilterra.

4.2 Literature: a Kingdom of Three Languages

4.2.1 Latin, French and English

After 1066 England had three languages, and each had its own territory. **Latin** remained the written language of the Church, of learning and of government records: Domesday Book and Magna Carta are both in Latin. **French**, in the variety spoken by the Normans and their descendants and now called **Anglo-Norman**, was the language of the king, the court and the new aristocracy, and later also of the law courts and of much literature written in England. **English**

was the language of everybody else, the great majority, but for official purposes it almost stopped being written.

This does not mean that English disappeared. Many Norman lords married English women, their children grew up with English nurses and servants, and after a few generations the upper classes were bilingual. When King John lost Normandy in 1204, the nobles had to choose between their lands in England and their lands in France, and the English aristocracy slowly started to see itself as English. In 1258, when the barons forced reforms on Henry III, a royal proclamation was sent to every county in English as well as in French and Latin — the first royal document in English for almost two hundred years. By Chaucer's time, in the 14th century, English was again the language of the whole nation.

4.2.2 How French changed English

The most visible result of the Conquest is in the vocabulary. Historians of the language estimate that about ten thousand French words entered English in the Middle English period, and that most of them are still in use. Surprisingly, most of them came late, after about 1250, when the upper classes were switching to English and brought with them the French words they needed. They cluster in the areas where the French-speaking class had power: government (*crown, reign, royal, parliament*), law (*justice, judge, jury, prison, crime*), the Church (*religion, prayer, saint*), war (*army, battle, enemy*), and fashion, food and pleasure (*dinner, feast, beef, pork*).

A famous illustration is the pair animal / meat. The animals in the fields kept their English names, while the meat served at the lord's table often has a French name: *cow / beef*, *pig / pork*, *sheep / mutton*, *calf / veal*, *deer / venison* (Figura 4.4). The same contrast in register survives in many **doublets**, pairs of words with similar meaning that entered English by different routes: *ask / enquire*, *freedom / liberty*, *begin / commence*, *help / aid*. Usually the English word is short, everyday and warm; the French word is longer and more formal. When Latin adds a third word, we get a scale of three: *kingly – royal – regal*, *rise – mount – ascend*.

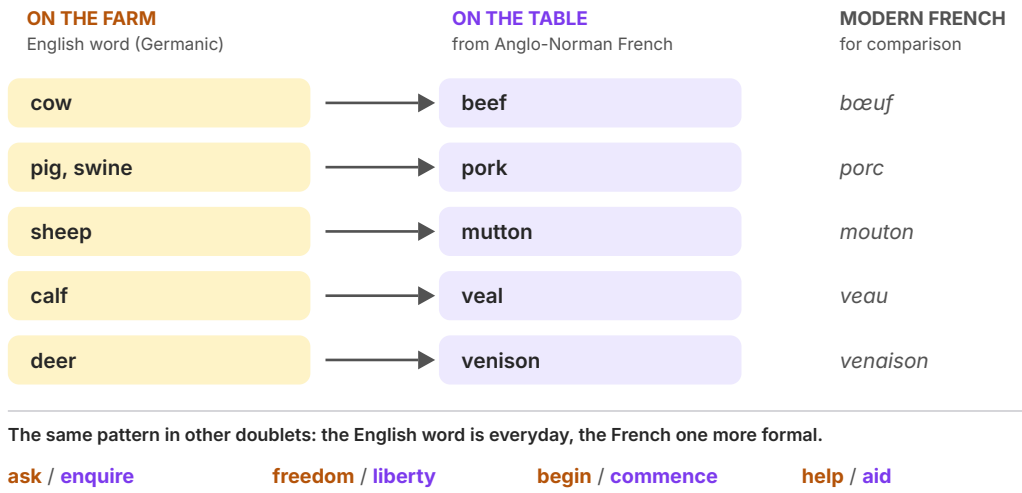

Figura 4.4 Animal and meat: English names for the living animals, French names for the meat — a simplified picture of a real tendency. Below: doublets in which the English word is everyday and the French one more formal.

APPROFONDIMENTO

Pigs and pork in *Ivanhoe*. The animal / meat story was made famous by a novel. In Walter Scott's *Ivanhoe* (1819), set in the 1190s, the jester Wamba explains to a Saxon swineherd that the animal "goes by her Saxon name" while it lives, "but becomes a Norman, and is called pork, when she is carried to the Castle-hall to feast among the nobles". Historians of the language agree that the tendency is real, but the real story was slower and messier than Scott's joke: in Middle English *beef* and *mutton* could still mean the living animal, as *bœuf* and *mouton* do in French today, and the specialisation took centuries.

French also changed English spelling, because the scribes who wrote English after the Conquest had learnt to write French. They introduced, for example, *qu* for Old English *cw* (*cwen* → *queen*), *ou* for a long *u* sound (*hus* → *house*), and new spellings such as *ch* and *sh* appeared for sounds that Old English wrote *c* and *sc* (*cild* → *child*, *scip* → *ship*). Grammar changed too. The Old English endings you met in chapter 2 were already weakening in pronunciation; when English was no longer the language of the court and the schools, nothing slowed the change. In the 12th and 13th centuries many endings were reduced to a weak *-e* or lost, and word order did the work that the endings had done.

4.2.3 The birth of Middle English

The second period of English, Middle English (about 1100–1500), was born in these centuries, and we can watch it happen. At Peterborough Abbey a monk went on writing the *Anglo-Saxon Chronicle* in English until 1154; in the later entries the old grammar breaks down, and the language starts to look like early Middle English. In the following century English verse appears again, in new forms that rhyme and count syllables, often on French models. One of the most famous short poems of the period is a song for several voices copied in the 1260s, which begins:

Sumer is icumen in,
Lhude sing cuccu!
Groweth sed, and bloweth med,
And springth the wude nu—

("Summer has come in, / loudly sing, cuckoo! / The seed grows and the meadow blooms, / and the wood comes into leaf now." Text of *The Oxford Book of English Verse*, 1900, with *th* for the letter thorn; translation by the editors.) Notice *is icumen*, "is come": English still made the perfect of verbs of movement with *be*, like Italian *è venuta*.

The Norman centuries also produced a great book in Latin that is a bridge to the next chapter: Geoffrey of Monmouth's *Historia regum Britanniae* ("History of the Kings of Britain", c. 1136). Geoffrey mixed legend and invention into a history of the Britons, and made a king called Arthur its hero. From his book the Arthurian romances of chapter 5 took their starting point.

4.3 Texts: a King Remembered, a King Bound

The two texts show two faces of royal power: a king who counted and controlled everything, seen by a monk who had known him, and a king forced to promise that he would act according to the law.

4.3.1 T1 · *The Anglo-Saxon Chronicle*, the Domesday survey and the death of William

Context. The version of the Chronicle that was continued at Peterborough Abbey (manuscript E) gives a long entry for 1087, the year William died. It is an **obituary**, a text written after a person's death to sum up his life and character. The writer had lived at William's court and gives "both good and evil". The extract begins with the survey (entry for 1085). Ingram's old-fashioned style imitates the Old English.

Tabella 4.1 T1 — *The Anglo-Saxon Chronicle* (Peterborough manuscript), entries for 1085 and 1087, in James Ingram's translation (London, 1823), text as printed; omissions marked [...]

1085. After this had the king a large meeting, and very deep consultation with his council, about this land; how it was occupied, and by what sort of men. Then sent he his men over all England into each shire;

commissioning them to find out "How many hundreds of hides were in the shire, what land the king himself had, and what stock upon the land; or, what dues he ought to have by the year from the shire." […] So very narrowly, indeed, did he commission them to trace it out, that there was not one single hide, nor a yard of land, nay, moreover (it is shameful to tell, though he thought it no shame to do it), not even an ox, nor a cow, nor a swine was there left, that was not set down in his writ.

1087. […] This King William then that we speak about was a very wise man, and very rich; more splendid and powerful than any of his predecessors were. He was mild to the good men that loved God, and beyond all measure severe to the men that gainsayed his will. […] So very stern was he also and hot, that no man durst do anything against his will. […] He truly reigned over England; and by his capacity so thoroughly surveyed it, that there was not a hide of land in England that he wist not who had it, or what it was worth, and afterwards set it down in his book. […] Castles he let men build, and miserably swink the poor.

Glosses. *hide*: a unit of land used for tax, in origin the land needed to support one family · *stock*: farm animals · *dues*: payments owed · *a yard of land*: a small measure of land · *writ*: written record · *gainsayed*: opposed · *hot*: hot-tempered · *durst*: dared · *wist not*: did not know · *capacity*: ability, intelligence · *let men build*: made men build · *swink*: toil, work hard.

Analysis

Form. The 1085 passage is a report of facts, with the king's questions given almost as direct speech; the 1087 passage is a portrait. Both are built on accumulation: *not one single hide, nor a yard of land, … not even an ox, nor a cow, nor a swine*. The list goes down from land to animals, and the writer's comment in brackets — *it is shameful to tell* — shows what he thinks of a king who counts pigs.

Language. Ingram keeps the word order of the original: *Then sent he his men, Castles he let men build*. His vocabulary mixes old English words (*durst, wist, swink*) with Latinate ones (*consultation, predecessors, capacity*) — the very mixture this chapter describes.

Theme. The portrait is balanced like a scale: *mild to the good … severe to the men that gainsayed his will*. The writer admires William's power and the peace he made, but he also sees the cost: castles built by forced labour and the poor *miserably* worked. Notice that the survey appears twice: for the writer, knowing the value of every hide is the sign of a king who *truly reigned*.

1. Who ordered the survey, after what kind of meeting, and what did the commissioners have to find out?
2. Why does the writer find the survey "shameful"? Which words tell you?
3. List the qualities the writer praises in William and those he criticises. Is the portrait more positive or negative?
4. The writer says he lived at William's court. How does this make the portrait more convincing?
5. Find two sentences in which Ingram puts the object or the verb before the subject. Rewrite them in modern word order.

4.3.2 T2 · Magna Carta (1215), clauses 39 and 40

Context. Magna Carta is a legal document, not literature, but these two clauses are among the most quoted sentences ever written in England. The king speaks in the first person plural, the "royal we". The Latin text below is from Charles Bémont's edition (Paris, 1892).

Tabella 4.2 T2 — Magna Carta (1215), clauses 39 and 40 (original and translation by the editors). Latin text of C. Bémont, *Chartes des libertés anglaises* (1892)

Latin (1215)	Modern English (translation by the editors)
39. Nullus liber homo capiatur, vel imprisonetur, aut disseisiatur, aut utlagetur, aut exuletur, aut aliquo modo destruatur, nec super eum ibimus, nec super eum mittemus, nisi per legale judicium parium suorum vel per legem terre.	**39.** Let no free man be taken or imprisoned, or deprived of his lands, or outlawed, or exiled, or ruined in any other way; nor shall we go against him, nor send anyone against him, except by the lawful judgement of his peers or by the law of the land.
40. Nulli vendemus, nulli negabimus, aut differemus rectum aut justiciam.	**40.** To no one shall we sell, to no one shall we deny or delay, right or justice.

Glosses. *liber homo* "free man": not a villein · *disseisiatur* "be dispossessed", a word of Anglo-Norman law (French *saisir*, "to seize") · *utlagetur* "be outlawed": put outside the protection of the law, from English *outlaw* · *parium suorum* "of his peers", his equals in rank · *terre* = classical Latin *terrae* · *rectum* "right", what is due by law.

Analysis

Form. Clause 39 is one long sentence with a list of five passive verbs in the subjunctive (*capiatur … destruatur*: "let him not be taken… ruined") and then two active verbs in the future with the royal "we" (*ibimus … mittemus*). The list grows from arrest to total ruin; the final phrase, after *nisi*, "except", is the point of the whole sentence. Clause 40 is short and rhetorical: the repetition *nulli … nulli* (anaphora) and three verbs, *sell, deny, delay*.

Language. The Latin of the charter borrows from the other two languages of England: *disseisiatur* comes from French, *utlagetur* from English. Many English words of law still look like these Latin ones: *imprison*, *exile*, *legal*, *judgement*, *justice*.

Theme. The clauses do not invent democracy. They protect the "free man", which in 1215 excluded most peasants. Their idea is that the king himself is under the law and cannot punish anyone without a proper legal process. This idea, the **rule of law**, is why later centuries — and other countries — turned clause 39 into a symbol.

1. Which five things must not happen to a free man? Put them in order from the least to the most serious.
2. What two ways of deciding a case are allowed by clause 39?
3. Who was not protected by the expression "free man" in 1215? Why does this matter?

4. In clause 40, what does the king promise not to do with justice? What abuse does the verb "sell" suggest?
5. Compare T1 and T2: in which text is the king the speaker, and in which is he the subject of someone else's judgement?

ESEMPIO SVOLTO

Reading a legal sentence: clause 39 step by step.

1. Find the subject: *Nullus liber homo*, "no free man".
2. Find the verbs that go with it: five passive subjunctives joined by *vel, aut* — taken, imprisoned, dispossessed, outlawed, exiled — and a sixth that sums them up: *aliquo modo destruatur*, "ruined in any other way".
3. Find the change of subject: *ibimus, mittemus*, first person plural: the king.
4. Find the condition: *nisi per...*, "except by...". Everything before it is forbidden; only this opens the door.
5. Translate the structure: our *Let no free man be...* keeps the Latin subjunctive; a modern legal text would say *No free man shall be...*.

4.4 Language: the Passive, B2

In English 2 (Unit 3) you learnt the passive in all tenses and *have something done*. History writing uses the passive constantly, also to report what is said or believed rather than certain: *Harold **is said to have been killed** by an arrow*. This section adds the B2 forms.

4.4.1 Passive reporting structures

With verbs of saying and thinking — *say, think, believe, know, consider, expect, report, claim, suppose* — English often avoids a vague subject like *people* or *they*. There are two **passive reporting structures** (Figura 4.5):

- **It + passive reporting verb + *that*-clause:** *It **is said** that William was a stern king. It **was believed** that the comet was a sign of disaster.*
- **Subject + passive reporting verb + *to*-infinitive:** *William **is said to have been** a stern king. The comet **was believed to be** a sign of disaster.*

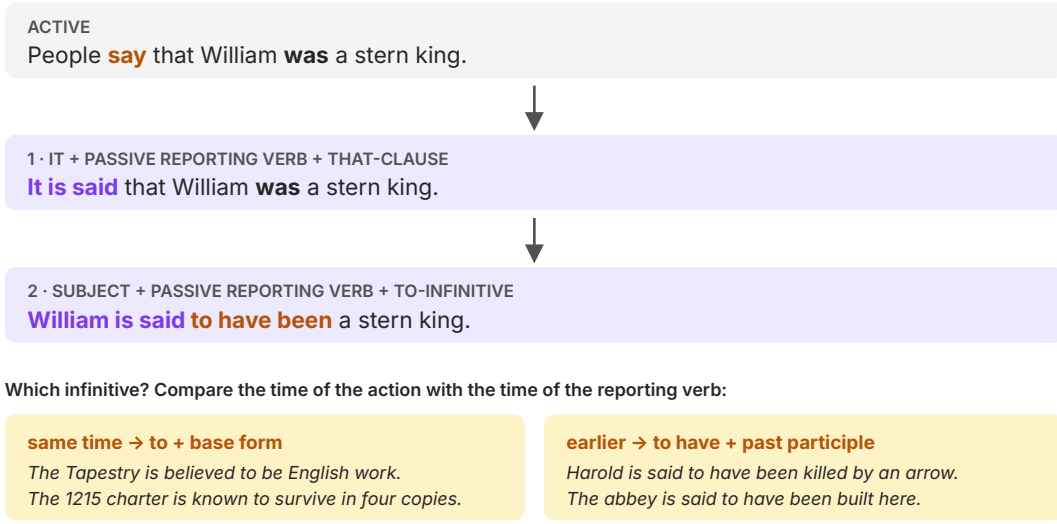

Figura 4.5 From active to passive reporting structures. The infinitive shows the time of the action compared with the time of the reporting verb.

In the second structure the infinitive shows time. Use *to* + base form for the same time as the reporting verb, *to be* + *-ing* for an action in progress, and *to have* + past participle for an earlier action:

Tabella 4.3 Passive reporting structures with the *to*-infinitive

Infinitive	Time of the action	Example
to + base form	same time	*The Tapestry* ***is thought to be*** *English work.*
to be + -ing	in progress at that time	*In September Harold* ***was reported to be marching*** *north.*
to have + past participle	earlier	*The Tapestry* ***is believed to have been made*** *in Canterbury.*
to have been + -ing	earlier, in progress	*The Normans* ***are thought to have been waiting*** *for a south wind.*

With *there*: *There* ***are said to be*** *four original copies of the 1215 charter. There* ***are thought to have been*** *several thousand men on each side.* In the past: *Harold* ***was known to be*** *a good soldier* (they knew it then).

GRAMMAR IN ITALIANO

Le strutture passive con i verbi di opinione (*it is said that… / he is said to…*). L'inglese evita il soggetto generico (*people say*) con due costruzioni: *It is said that William was cruel* = *si dice che Guglielmo fosse crudele*; *William is said to have been cruel* = la stessa idea, ma il soggetto della frase è *William*.

Il tempo dell'infinito. *to be* = contemporaneità (*è ritenuto essere / si ritiene che sia*); *to have been, to have done* = anteriorità (*si ritiene che sia stato / abbia fatto*).

Confronto con l'italiano. Il giornalismo italiano usa spesso il condizionale di dissociazione: *Il re **sarebbe morto** per una freccia* = *The king **is said to have died** from an arrow*. In inglese non si usa mai il condizionale con questo valore: ✗ *The king would have died* significa un'altra cosa («sarebbe morto, se…»).

4.4.2 More passive forms

Verbs with two objects. Verbs like *give, send, offer, show, promise, grant, lend, pay, teach, tell* have a person object and a thing object, and either can become the subject of the passive. The person is the more usual subject:

- Active: *John gave the barons a charter.*
- Passive, person as subject (more common): *The barons **were given** a charter.*
- Passive, thing as subject: *A charter **was given to** the barons.* (*to* is necessary)

Some verbs allow only the thing as subject: *explain, describe, suggest, announce, say*. ✓ *The new rules **were explained to** the barons*, ✗ *The barons were explained the rules*.

The passive infinitive and gerund (an introduction: you will study them fully in chapter 10). After verbs, adjectives and modals that take an infinitive, the passive is *to be* + past participle: *William wanted **to be crowned** at Christmas. The castle had **to be finished** before winter.* After prepositions and verbs that take *-ing*, it is *being* + past participle: *Nobody likes **being told** what to do. The barons were afraid of **being imprisoned** without trial.*

The *get* passive. In English 2 (Unit 3) you met *get* instead of *be* in informal English. It describes events and changes, often unexpected or unpleasant: *Three tourists **got lost** on the battlefield. He **got arrested** for speeding. She **got promoted** last year.* It is not used for states (✗ *The land got owned by the king*) and it does not belong in formal writing: a history essay says *Becket **was murdered***, not *Becket got murdered*.

GRAMMAR IN ITALIANO

Il passivo con due oggetti. In italiano il complemento di termine non può diventare soggetto: *ai baroni fu data una carta*. In inglese invece sì, ed è la forma più naturale: *The barons were given a charter* (soggetto = *the barons*). Non con *explain, describe, suggest*: *The rules were explained to us* (*ci furono spiegate le regole*).

Infinito e gerundio passivi. *to be crowned = essere incoronato*; *being told = sentirsi dire, venire detto*. **Il passivo con *get*** corrisponde spesso a *venire* o a *finire per*: *got arrested = è stato arrestato, è finito in arresto*. È colloquiale.

ERRORE FREQUENTE

✗ *William is said that he was cruel.* → ✓ *It is said that William was cruel.* / ✓ *William is said to have been cruel.* (non mescolare le due costruzioni)

✗ *Harold is said to die at Hastings.* → ✓ *Harold is said to have died at Hastings.* (azione anteriore → infinito perfetto)

✗ *We were explained the clauses.* → ✓ *The clauses were explained to us.*

✗ *The king would have died of an arrow* (per «sarebbe morto», condizionale giornalistico) → ✓ *The king is said / reported to have died of an arrow.*

4.4.3 Causatives: *have* and *get*

A **causative** structure says that we make or arrange for someone else to do something. You know *have something done* (English 2, Unit 3): *Callum **had** his phone screen **replaced***. Here is the complete set:

Tabella 4.4 Causatives with *have* and *get*

Structure	Meaning	Example
have + object + past participle	a service someone does for us; or something bad that happens to us	*We **had** the roof **repaired**. Sam **had** his bike **stolen**.*
get + object + past participle	the same, more informal; often suggests effort	*I must **get** my hair **cut**. We finally **got** the car **fixed**.*
have + person + base form	give an instruction (a boss, a client); formal or AmE	*William **had** his clerks **write** everything down.*
get + person + *to*-infinitive	persuade someone to do something	*The barons **got** John **to seal** the charter.*

Compare *make* + person + base form (force) and *let* + person + base form (allow). In T1, *Castles he **let** men build* uses *let* in an old sense, "caused": today we would say *he **had** castles **built***.

GRAMMAR IN ITALIANO

Il «far fare» (*causativo*). *have/get something done = farsi fare qualcosa* (*I had my hair cut = mi sono fatto tagliare i capelli*); *have someone do = far fare a qualcuno* (dare un incarico); *get someone to do = convincere qualcuno a fare*; *make someone do = costringere*.

Attenzione all'ordine e alla forma: oggetto prima del participio (*have the roof repaired*); dopo *have* e *make* la forma base senza *to*, dopo *get* l'infinito con *to*. Esprime anche un'esperienza subita: *He had his bike stolen = gli hanno rubato la bici*.

ERRORE FREQUENTE

✗ *I had repaired my bike at the shop.* (= l'avevo riparata io) → ✓ *I had my bike repaired at the shop.*

✗ *The barons got John seal the charter.* → ✓ *...got John to seal...* · ✗ *She had him to write the letter.* → ✓ *She had him write...*

✗ *I made cut my hair.* → ✓ *I had / got my hair cut.* (non tradurre *far fare* con *make*)

4.5 Skills: Power and Law

4.5.1 Vocabulary: power and law

Tabella 4.5 Power and law: key words

Word	Meaning and use
freedom / liberty	being free; *liberty* is more formal: *freedom of speech, civil liberties*
justice	fair treatment; the legal system: *bring someone to justice*
trial	the process in a court that decides if someone is guilty: *stand trial, a fair trial*
law	the rules of a country: *break / obey the law, by law, a law against...*
rule (v. / n.)	govern: *rule (over) a country*; *the rule of law*
reign (v. / n.)	be king or queen; the period of a monarch: *in the reign of Henry II*.
crown (n. / v.)	the symbol of royal power; *be crowned* = become king in a ceremony
rebel (n. / v.)	a person who fights against a government; to fight against it. Stress: a **RE**bel, to re**BEL**.
charter	a formal document that grants rights: *a royal charter*

Pronunciation: many two-syllable words change stress with their class — noun *REbel, REcord, PROtest*, verb *reBEL, reCORD, proTEST*; and *reign, rain, rein* sound the same.

Word formation: prefixes *over-*, *under-*, *mis-*, *re-*

You know from English 1 (Unit 2) that a prefix changes the meaning of a word. Four common ones with verbs:

Tabella 4.6 Four verb prefixes

Prefix	Meaning	Examples
over-	too much; above, on top	*overtax, overestimate, overreact, overthrow* (= remove from power)
under-	too little; below	*underestimate, underpay, underline, undermine* (= weaken secretly)
mis-	badly, wrongly	*misrule, misjudge, mistreat, misunderstand*
re-	again	*reissue, rebuild, rewrite, reunite, reconsider*

Overthrow and *undermine* have figurative meanings. The charter was **reissued** three times; John **misruled** and **overtaxed** his barons; the barons tried to **overthrow** him; John had **underestimated** them.

4.5.2 Listening: a Saturday at Battle

Before you listen. What can you see today at the place where a battle was fought? Sam's family spends a day at Battle, in East Sussex, on Saturday 14 October — the anniversary of the battle. A guide takes them round the battlefield. Listen (books closed) while your teacher and classmates read the script; then answer the questions in the exercises (Writing and Speaking).

Tabella 4.7 Listening script — A Saturday at Battle

Guide	Good morning, everyone, and welcome to Battle. You've chosen a special day: the battle was fought on the fourteenth of October 1066 — and, like today, it was a Saturday.
Lily	Was it here? Where are the soldiers?
Guide	Long gone, I'm afraid! But look down the slope. King Harold's army stood along the top of this ridge, where the abbey is now. William's army came from Hastings, about ten kilometres to the south-east, and attacked uphill.
Sam	Hadn't Harold just fought another battle in the north?
Guide	Exactly. On the twenty-fifth of September he'd beaten the Norwegians at Stamford Bridge, near York. Three days later William landed at Pevensey. So Harold's men had to march back south — more than three hundred kilometres — and many of them were exhausted.
Helen	How many soldiers were there?
Guide	Nobody knows exactly. Historians' estimates go from about five thousand to more than ten thousand men on each side. What we do know is that the fighting started at about nine in the morning and went on until it was getting dark.

Mark	And Harold was killed by an arrow in the eye, wasn't he?
Guide	That's the famous story. Harold is said to have been hit by an arrow — but in the Bayeux Tapestry it isn't clear which figure is Harold, and some historians believe he was cut down by Norman knights. What is certain is that he died here, with two of his brothers.
Sam	So why is there an abbey on the battlefield?
Guide	After the Conquest the Pope ordered the Normans to do penance for the killing, and William decided to build an abbey here. Its high altar is said to have been placed on the very spot where Harold fell. William didn't live to see it: the church was finished in about 1094, under his son.
Lily	Can I get my face painted like a Norman?
Guide	After the tour, I promise! The town grew up around the abbey — that's why it's called Battle. Follow me.

Language in context. Find two passive reporting structures and one causative in the script. Which numbers and dates did you hear? Write them down with what they refer to.

4.5.3 Speaking: describing an image

Describe what you see, then what it might mean. Go to the Bayeux Museum's website and choose one scene of the Tapestry: the comet in the sky, the Norman ships crossing the Channel, the feast before the battle, or the death of Harold. (Check your source: use the museum's own pages or a library collection, not a random image search, and note the scene's Latin caption.) Use the language in Tabella 4.8.

Tabella 4.8 Useful language — describing an image

Function	Phrases
Say what it is	*This scene shows… · In this part of the Tapestry we can see…*
Say where things are	*In the foreground / background… · On the left / right… · In the top border…*
Describe actions	*A man is pointing at… · The soldiers seem to be…*
Speculate	*It looks as if… · This might / could be… · He must be the king, because…*
Interpret	*I think the artist wanted to show… · What strikes me is… · It is said to represent…*

1. **Pair work.** Student A describes the chosen scene for one minute without showing it; Student B asks two questions and then finds the scene. Swap roles with a different scene.
2. **Individual.** Describe your scene for about one and a half minutes: what is shown, what might it mean, and why did the makers of the Tapestry include it? Use at least one passive reporting structure.

4.5.4 Writing: a report

A **report** gives information to a specific reader — a head teacher, a council, a company — so that they can decide something. It is formal and impersonal, with headings and recommendations. Giulia's class council asked its students what they think of the school rules; this is the report they sent to the head teacher.

Tabella 4.9 Model text — a report

Our school's rules: what students think
Introduction. The aim of this report is to present the views of third-year students on the school rules and to suggest some changes. Eighty-four students were asked to complete a short questionnaire, and a class discussion was held in each section.
Mobile phones. Most students accept that phones should be switched off during lessons. However, it was felt that the ban during breaks is too strict, since many students need to contact their families about transport.
Punctuality. The rule on late arrivals is considered fair. Nevertheless, several students who travel by bus said that they are often marked late because of delays which are not their fault.
Communication. Students are rarely told why a rule has been introduced. Many believe that rules would be respected more if they were explained, and if students were given a chance to comment on them.
Recommendations. It is recommended that phones be allowed in the courtyard during breaks, that bus users be given ten minutes' tolerance, and that new rules be presented in class assemblies. We would also suggest that a student representative be invited to the meetings where rules are discussed.

ESEMPIO SVOLTO

Analyse the model.

1. **Title**: says exactly what the report is about.
2. **Introduction**: the aim and the method (who was asked, how) — no opinions yet.
3. **Body**: one heading per topic; each section gives the findings, positive and negative, with linkers of contrast (*However, Nevertheless*).
4. **Impersonal language**: passive and reporting structures (*students were asked, it was felt that, the rule is considered fair*) instead of *I think*.
5. **Recommendations**: concrete proposals, introduced formally (*It is recommended that…, We would suggest that…*).

Checklist. Before you hand in a report, check that: (1) it has a title and headings; (2) the introduction states the aim; (3) each section has one topic; (4) the language is impersonal and formal, with no contractions; (5) the recommendations follow from the findings; (6) it is 180–220 words long.

Your task. Write the report described in the exercises (Writing and Speaking).

> **LEARNING TO LEARN**
>
> **Make a timeline and a cause–consequence map.** History is easier to remember when you can see it. (1) Draw a line with a regular scale, as in Figura 4.1, and place 8–10 key dates on it: you will see at once which events are close together. (2) Then choose one event, for example Magna Carta, and draw a map: causes on the left (the loss of Normandy, heavy taxes, punishment without trial), the event in the middle, consequences on the right (civil war, reissues, Parliament, a symbol of liberty). Use arrows and short phrases, not sentences. (3) Do the same in Italian for history and in Latin for an author's life: the method transfers, and a map you have drawn yourself is a map you remember.

4.6 Connections: the Other Norman Kingdom; Rights Then and Now

4.6.1 The Normans in southern Italy and Sicily

While William was conquering England, other Normans were building a kingdom in Italy. They had first come south in the early 11th century as mercenaries; the brothers of the Hauteville family, small lords from Normandy, conquered Apulia and Calabria, and between 1061 and about 1091 Roger I took Sicily from its Arab rulers. In 1130 his son Roger II became King of Sicily: he was crowned in Palermo on Christmas Day, exactly like William in Westminster sixty-four years earlier.

Norman Sicily, like Norman England, was a kingdom of several languages, but a different mix: Latin, Greek and Arabic were all used in its government, and its art joined three traditions. In the Cappella Palatina, the chapel of the royal palace in Palermo begun by Roger II in 1132, Byzantine mosaics shine under a wooden ceiling carved in the Islamic style. Since 2015 "Arab-Norman Palermo", with the cathedrals of Cefalù and Monreale, has been a UNESCO World Heritage Site. Compare the two conquests: in England the Normans replaced the old ruling class and imposed their language; in Sicily they kept Greek and Arab officials and used their skills.

Discuss. Why do you think the Normans behaved so differently in the two kingdoms? Think about who lived there before, and what each place could offer its new rulers.

4.6.2 Magna Carta and the Italian Constitution

The idea in clause 39 — no one may be arrested or punished except according to the law and by a judge — is at the heart of article 13 of the Italian Constitution (1948):

«La libertà personale è inviolabile. Non è ammessa forma alcuna di detenzione, di ispezione o perquisizione personale, né qualsiasi altra restrizione della libertà personale, se non per atto motivato dell'autorità giudiziaria e nei soli casi e modi previsti dalla legge.»

("Personal freedom is inviolable. No form of detention, inspection or personal search, nor any other restriction of personal freedom, is permitted except by a reasoned order of a judicial authority and only in the cases and in the ways provided by the law." Translation by the editors.) Notice the shared structure: a long list of forbidden actions, then *se non*, "except", like the Latin *nisi*. The difference is just as important: the Constitution protects *everyone*, while Magna Carta protected only the free man.

COLLEGAMENTI

Mathematics and history: Domesday as a statistical survey. Domesday Book counts 268 984 people — but each is the head of a household, not a person. To estimate the population, historians multiply by an average household size and add the groups that the survey left out (for example, some towns, such as London and Winchester, and the far north). With 4.5 people per household: 268 984 × 4.5 ≈ 1.21 million; with 5: about 1.34 million. Different assumptions give different results, which is why estimates of England's population in 1086 range from about 1.2 million to over 2 million.

This is the difference between a **census**, which counts every person, and a **survey**, which records selected data for a purpose (here, tax). Italy's first national census was taken in 1861, the year of unification; today ISTAT, the national statistics office, uses data from administrative registers as well as questionnaires. **Try it:** if a village in Domesday has 23 households and 4 ploughs, estimate its population with a household size of 4.5 and of 5, and give your answer as a range.

SINTESI

- 1066: Edward the Confessor died (5 January); Harold II beat the Norwegians at Stamford Bridge (25 September) but was killed at Hastings (14 October); William I was crowned on Christmas Day.
- The Bayeux Tapestry is an embroidery, nearly 70 m long, probably made in England after the Conquest; it tells the story from the Norman side.
- The Normans ruled through castles (motte-and-bailey, then stone), new bishops and a new aristocracy; the Domesday survey (1085–86) recorded the land and its value.
- Feudalism is a modern, simplified model: land (a fief) given in return for loyalty and service, from the king to tenants-in-chief, knights and villeins.
- Henry II (1154–1189) reformed the law; Thomas Becket was murdered in Canterbury Cathedral in 1170.
- Magna Carta (June 1215) was sealed by King John at Runnymede, annulled by the Pope the same year, reissued in 1216, 1217 and 1225; three clauses are still law in England and Wales.
- Simon de Montfort's Parliament (1265) included knights of the shires and, for the first time, representatives of the towns.
- England was trilingual: Latin (Church, records), Anglo-Norman French (court, law), English (the majority). English slowly returned to official use from the 13th century.
- French gave English thousands of words (government, law, food), doublets such as *freedom / liberty*, and new spellings (*qu, ou, ch, sh*); Middle English is dated about 1100–1500.
- T1 (Ingram's *Chronicle*) is a balanced obituary of William; T2 (Magna Carta 39–40) puts the king under the law, but protects only the "free man".
- Passive B2: *It is said that… / He is said to (have)…*; two objects (*The barons were given…*); *to be done, being done*; informal *get* passive; causatives *have / get sth done, have sb do, get sb to do*.
- A report has a title, headings, impersonal language and recommendations.

ESERCIZI

History and Literature

1. ● Where did Harold Godwinson defeat Harald Hardrada in September 1066?
   - **A.** At Hastings
   - **B.** At Pevensey
   - **C.** At Stamford Bridge
   - **D.** At Fulford

2. ● The Bayeux Tapestry is…

   A. an embroidery, probably made in England

   B. a woven tapestry made in Normandy for William

   C. a painting on linen made in the 15th century

   D. a Latin chronicle with illustrations

3. ●● Who first summoned representatives of the towns to a Parliament, in 1265?

   A. King John

   B. Henry II

   C. Edward I

   D. Simon de Montfort

4. ●● True or false? Correct the false statements. a Harold was crowned on Christmas Day 1066. b The Domesday survey recorded land, animals and their value. c Magna Carta was written in English. d The Pope annulled Magna Carta in 1215. e Thomas Becket was murdered on the orders of King John. f By 1204 King John had lost Normandy.

5. ●● Complete the timeline with the correct dates: 1086 · 1154 · 1170 · 1215 · 1258 · 1265. a Henry II becomes king. b A royal proclamation is sent out in English. c The Domesday survey is carried out. d Becket is murdered. e Simon de Montfort's Parliament meets. f Magna Carta is sealed.

6. ●● Match the words (1–6) with the definitions (a–f). 1 vassal · 2 fief · 3 villein · 4 tenant-in-chief · 5 charter · 6 doublet — a an unfree peasant bound to a manor · b a formal document granting rights · c land held in return for service · d one of two words with similar meaning from different sources · e a person who holds land from a lord and promises him loyalty · f a baron or churchman holding land directly from the king

7. ●● Write the French-derived word that matches each English one: a cow → … b sheep → … c ask → … d freedom → … e begin → … f help → … Which word in each pair is more formal?

8. ●●● Answer in 40–60 words. Why did English survive the Norman Conquest, and why did it come out of it so changed?

Text Analysis

9. ● T1. Answer the questions. a Where did the king hold his meeting before the survey? (Look at the History section.) b What three things did the commissioners have to find out in each shire? c Which animals does the writer list? d Where, according to the writer, did the king write everything down?

10. ●● T1. Find the old-fashioned words or forms that mean: a dared · b did not know · c opposed · d toil, work hard · e he sent (in the old word order) · f made (people do something).

11. ●● T1. Copy and complete the table: *William's good qualities / William's faults*. Give at least three quotations for each column. Then say in one sentence what the writer's final judgement is.

12. ●● T2. Find the word in the Latin text that corresponds to each English word: a imprison · b exile · c legal · d judgement · e justice · f outlaw. Which of these Latin words was borrowed from English?

13. ●●● T2. Explain in 50–70 words why clause 39 is both less and more than a “declaration of human rights”.

14. ●●● Compare T1 and T2 in a short paragraph (70–90 words): the speaker, the purpose, the tone, and the image of the king in each text.

Language

15. ● The Tapestry is believed _____ in England.

    A. to make
    B. to be made
    C. to have been made
    D. having been made

16. ● _____ that Harold was hit by an arrow.

    A. It is saying
    B. It is said
    C. He is said
    D. They are said

17. ●● There _____ more than ten thousand soldiers at Hastings.

    A. are said to have been
    B. is said to be
    C. said to have been
    D. are saying to be

18. ●● The barons _____ a promise of justice.

    A. were explained
    B. were given
    C. gave to
    D. were given to

19. ●● Rewrite the sentences in two ways, beginning with *It* and with the subject in bold. a People say that **William** was a stern king. b Historians believe that **the Tapestry** was made in Canterbury. c People thought that **the comet** was a sign of disaster. d Experts know that **four copies of the 1215 charter** survive. e They report that **the king** is travelling north.

20. ●● Rewrite in the passive in two ways where possible. a The king granted the town a charter. b They showed the visitors the battlefield. c Someone explained the rules to the new students. d The guide told us an amazing story. e They offered Harold the crown.

21. ●● Complete with the passive infinitive, the passive gerund or the *get* passive of the verbs in brackets. a William wanted _____ (crown) at Westminster. b The prisoners were afraid of _____ (forget). c My cousin _____ (lose) in the maze at Hampton Court last summer! d No free man may _____ (imprison) without a trial. e She hates _____ (interrupt) when she is speaking.

22. ●● Complete with the correct causative form of the verbs in brackets. a I must _____ (get / my eyes / test) — I can't read the board. b The barons finally _____ (get / John / seal) the charter. c The head teacher _____ (have / the secretary / send) the letter to all families. d Last week Sam _____ (have / his phone / steal) on the bus. e We _____ (have / the castle walls / repair) next year.

23. ●● Find the mistakes and correct them. a ✗ William is said that he was cruel. b ✗ Harold is believed to die in the battle. c ✗ It is saying that the abbey is haunted. d ✗ We were explained the clauses of the charter. e ✗ I had cut my hair at the hairdresser's yesterday. f ✗ She got her brother help her with the homework.

24. ●●● Translate into English. a Si dice che Guglielmo fosse molto severo. b Secondo alcuni storici, Aroldo sarebbe stato ucciso da una freccia. c Ieri mi sono fatto riparare la bici, e ho convinto mio fratello a pagare!

Vocabulary

25. ● Complete with the words in the box: *trial · reign · crowned · rebels · charter · law*. a Henry II was a great reformer of the _____ . b In June 1215 the _____ forced John to seal a _____ . c Nobody should be punished without a fair _____ . d William was _____ on Christmas Day. e During the _____ of Henry III the barons tried to control the king.

26. ●● Add *over-*, *under-*, *mis-* or *re-* to the verbs and complete the sentences. a Harold _____ (estimate) the Normans: they were much stronger than he thought. b The 1215 charter was _____ (issue) in 1216. c The rebels wanted to _____ (throw) the king. d John was accused of _____ (rule) the country. e The barons felt that they were _____ (tax). f Don't _____ (judge) him: he means well.

27. ●● Mark the stress (noun or verb?) and translate. a The *rebels* attacked London. b The barons *rebelled* in 1215. c Who holds the *record* for the longest reign? d The monks *recorded* everything. e There was a *protest* outside the school.

Writing and Speaking

28. ● Listening (Tabella 4.7). Answer the questions. a Why is the date of the visit special? b Where did Harold's army stand? c How far is Hastings from Battle? d What do historians say about the size of the armies? e What are the two explanations of Harold's death? f Why was the abbey built, and when was its church finished?

29. ●●● Your school's student council wants to improve the school library (or the canteen, or the sports facilities). Write a report for the head teacher (180–220 words): introduction with aim and method, two or three sections with headings, recommendations. Use at least three impersonal structures.

30. ●● Speaking. Describe a scene of the Bayeux Tapestry for about one and a half minutes (see the Speaking section): what is shown, what it might mean, why it was included.

Towards B2

31. ●● Multiple-choice cloze. Choose the best word (A–D) for each gap. Magna Carta is often (1) _____ to be the foundation of English liberty. In fact, when it was (2) _____ in 1215, it was a peace treaty that (3) _____ to work. The Pope declared it void and war (4) _____ out. Its long life (5) _____ from the reissues of the following years, which (6) _____ it part of English law. — 1 A regarded B told C called D considered · 2 A signed B printed C sealed D drawn · 3 A failed B missed C lost D managed · 4 A went B broke C took D came · 5 A comes B makes C takes D leads · 6 A did B got C made D had

32. ●● Open cloze. Write ONE word in each gap. William of Normandy (1) _____ said to have been promised the throne by Edward the Confessor. When Harold was crowned instead, William got the Pope (2) _____ support his claim. His fleet (3) _____ kept in port by bad weather for weeks, but at last it crossed the Channel. (4) _____ is believed that Harold's men were tired after a long march. By the end of the day Harold had been killed and the English army had been (5) _____ . The Conquest had begun, and England would never (6) _____ the same again.

33. ●●● Word formation. Use the word in brackets to form a word that fits the gap. a The _____ of Becket shocked Europe. (MURDER) b Magna Carta was meant to stop the king's _____ behaviour. (LAW → opposite) c Many English words of _____ come from French. (GOVERN) d The _____ of 1066 changed the language. (CONQUER) e William was a stern and _____ ruler. (POWER) f Historians do not agree on the _____ of the armies. (STRONG)

34. ●●● Key-word transformation. Complete the second sentence so that it means the same as the first. Use the word in capitals and 2–5 words. a People believe the high altar marks the spot where Harold fell. (BELIEVED) The high altar _____ the spot where Harold fell. b A mechanic repaired our car last week. (HAD) We _____ last week. c They gave all the students a map. (WERE) All the students _____ a map. d Sam persuaded his mum to stop at Hastings. (GOT) Sam _____ at Hastings. e People say the castle is haunted. (SAID) The castle _____ haunted.

PER APPROFONDIRE

- [MOR] K. O. Morgan (ed.), *The Oxford History of Britain*: the chapter on the Middle Ages, from the Norman Conquest to the reign of Henry III.
- [BAU] A. C. Baugh, T. Cable, *A History of the English Language*: the chapters on the Norman Conquest and on the re-establishment of English and the French loanwords.
- [CRY] D. Crystal, *The Stories of English*: the chapters on the arrival of French and on early Middle English.
- [SAN] A. Sanders, *The Short Oxford History of English Literature*: the chapter on medieval literature, for the languages of post-Conquest England.
- [HEW] M. Hewings, *Advanced Grammar in Use*: the units on the passive, reporting with passive verbs and causatives.

Glossario del capitolo

Anglo-Norman
anglo-normanno — the variety of French spoken and written in England after 1066

Causative
forma causativa — a structure that says we make or arrange for someone else to do something: *have / get something done*

Charter
carta, statuto — a formal written document that grants rights: *a royal charter*

Domesday Book
Domesday Book — the record of William I's survey of England (1086)

Doublet
doppione lessicale — one of two words with similar meaning that entered a language by different routes: *freedom / liberty*

Feudalism
feudalesimo — a modern term for a society in which land was held in return for loyalty and service

Fief
feudo — land held from a lord in return for service

Get somebody to do something
convincere qualcuno a fare qualcosa — The barons got John to seal the charter.

Have somebody do something
far fare qualcosa a qualcuno — give an instruction: *He had his clerks write it down.*

Manor
feudo signorile, maniero — the estate of a medieval lord, with its village and fields

Motte-and-bailey castle
castello a motta — an early Norman castle: a tower on a mound (motte) above a fenced yard (bailey)

Obituary
necrologio — a text that sums up a person's life after his or her death

Passive reporting structure
costruzione passiva con verbi di opinione — It is said that… / He is said to have…

Reign
regno (periodo); regnare — the period during which a king or queen rules; to rule as a monarch

Rule of law
stato di diritto — the principle that everyone, including the ruler, is under the law

Tenant-in-chief
vassallo diretto del re — a baron or churchman who held land directly from the king

Trial
processo — the examination of a case in a court of law: *stand trial*

Vassal
vassallo — a person who held land from a lord and promised him loyalty

Villein
servo della gleba — an unfree medieval peasant, bound to a manor and owing labour to its lord

Soluzioni

1. C — at Stamford Bridge, near York (25 September 1066). Fulford (20 September) was the Norwegian victory.

2. A — an embroidery of wool on linen, probably made in England (perhaps Canterbury) after the Conquest.

3. D — Simon de Montfort, in January 1265.

4. a F — Harold was crowned on 6 January 1066; William was crowned on Christmas Day. b T. c F — it was written in Latin. d T (in August 1215). e F — he was murdered by four knights of Henry II (1170). f T.

5. a 1154 · b 1258 · c 1086 · d 1170 · e 1265 · f 1215. In order: 1086, 1154, 1170, 1215, 1258, 1265.

6. 1 e · 2 c · 3 a · 4 f · 5 b · 6 d

7. a beef · b mutton · c enquire · d liberty · e commence · f aid. The French-derived word is the more formal one in each pair.

8. *Traccia*: English survived because it was the language of the great majority; the Normans were few, married English families and became bilingual, and after the loss of Normandy (1204) the nobility turned English. It changed because for two centuries it was hardly written: its endings disappeared, and when the upper classes adopted it they brought thousands of French words.

9. a At Gloucester, at Christmas 1085 (the text says "a large meeting … with his council"). b How many hides there were in the shire, what land and stock the king had, and what dues he should receive. c An ox, a cow and a swine (pig). d In his "writ" (1085) / in his "book" (1087).

10. a durst · b wist not · c gainsayed · d swink · e "Then sent he his men" · f let ("Castles he let men build").

11. *Traccia*: good — very wise, rich, more splendid and powerful than his predecessors, mild to good men who loved God, truly reigned, surveyed his land with great capacity (and, elsewhere in the entry, made good peace). Faults — severe beyond measure to his opponents, stern and hot-tempered, no one dared oppose him, made men build castles and made the poor toil miserably, counted even the animals ("shameful"). Judgement: a great and powerful king, but harsh and greedy; the writer gives "both good and evil" so that readers may learn from both.

12. a imprisonetur · b exuletur · c legale · d judicium · e justiciam · f utlagetur — the one borrowed from English *outlaw* (itself from Norse).

13. *Traccia*: less — it protects only the "free man", not villeins, women in most cases or the unfree majority; it is a deal between the king and his barons, and it says nothing about equality or the right to vote. More — it puts the king under the law: he cannot punish anyone except by lawful judgement or the law of the land, a principle (the rule of law) that is still valid and became a model for later constitutions.

14. *Traccia*: in T1 a monk describes the king from outside, after his death, to judge his life; in T2 the king himself speaks ("we") and binds himself with promises. T1 is personal and emotional (*shameful*, *miserably*), T2 is impersonal and legal. In T1 William is all-powerful and controls everything; in T2 John's power is limited by law and by his barons — the king has become the subject of rules.

15. C — *to have been made* (passive, earlier action).

16. B — *It is said*.

17. A — *are said to have been*.

18. B — *were given*.

19. a It is said that William was a stern king. / William is said to have been a stern king. b It is believed that the Tapestry was made in Canterbury. / The

Tapestry is believed to have been made in Canterbury. c It was thought that the comet was a sign of disaster. / The comet was thought to be a sign of disaster. d It is known that four copies of the 1215 charter survive. / Four copies of the 1215 charter are known to survive. e It is reported that the king is travelling north. / The king is reported to be travelling north.

20. a The town was granted a charter. / A charter was granted to the town. b The visitors were shown the battlefield. / The battlefield was shown to the visitors. c Only one way: The rules were explained to the new students. d We were told an amazing story (by the guide). / An amazing story was told to us by the guide. e Harold was offered the crown. / The crown was offered to Harold.

21. a to be crowned · b being forgotten · c got lost · d be imprisoned · e being interrupted

22. a get my eyes tested · b got John to seal · c had the secretary send · d had his phone stolen · e are having / are going to have / will have the castle walls repaired

23. a It is said that William was cruel. / William is said to have been cruel. b Harold is believed to have died in the battle. c It is said that the abbey is haunted. d The clauses of the charter were explained to us. e I had my hair cut at the hairdresser's yesterday. f She got her brother to help her with the homework.

24. a It is said that William was very stern. / William is said to have been very stern. b According to some historians, Harold was killed by an arrow. / Harold is said / thought (by some historians) to have been killed by an arrow. c Yesterday I had / got my bike repaired, and I got my brother to pay!

25. a law · b rebels, charter · c trial · d crowned · e reign

26. a underestimated · b reissued · c overthrow · d misruling · e overtaxed · f misjudge

27. a REbels (noun) — *i ribelli* · b reBELLED (verb) — *si ribellarono* · c REcord (noun) — *record, primato* · d reCORDed (verb) — *registravano* · e PROtest (noun) — *una protesta*.

28. a It is 14 October, the anniversary of the battle, and a Saturday, like 14 October 1066. b Along the top of the ridge where the abbey is now. c About ten kilometres (to the south-east). d Nobody knows exactly: estimates go from about five thousand to more than ten thousand men on each side. e An arrow in the eye (the traditional story), or being cut down by Norman knights. f The Pope ordered the Normans to do penance for the killing; William built it on the battlefield, and the church was finished in about 1094, under his son.

29. *Traccia*: title (e.g. "Improving the school library"); introduction: aim + method (questionnaire, number of students); sections such as Opening hours, Books and resources, Study space, each with findings and contrast linkers; impersonal structures (*students were asked, it was felt that, it is generally believed that*); recommendations (*It is recommended that..., We would suggest...*). Marking: content and organisation, register, range of B2 grammar (passives), accuracy, word count.

30. *Model answer* (Harold's death): This scene shows the end of the battle. In the foreground there are English soldiers on foot, fighting Norman knights on horseback. Above them, in Latin, we can read that King Harold has been killed. On the left a man seems to be pulling an arrow out of his eye; on the right another man is falling under a knight's sword. It is not clear which figure is Harold: it might be the first one, or both might show the same man at two moments. Harold is traditionally said to have been killed by an arrow, but the Tapestry could also be suggesting that he was cut down by the knights. I think the makers wanted to show that William's victory was complete: the king is dead and the English are fleeing.

31. 1 D (*considered to be*; *regarded* needs *as*) · 2 C · 3 A · 4 B · 5 A · 6 C

32. 1 is · 2 to · 3 was · 4 It · 5 defeated / beaten / destroyed · 6 be

33. a murder · b lawless / unlawful · c government · d conquest · e powerful · f strength

34. a is believed to mark · b had our car repaired · c were given · d got his mum to stop · e is said to be