CAPITOLO

# 8

# The Tudor Century

*"...many thinges be in the vtopian weal publique, which in our cities I may rather wisshe for then hoope after." — Thomas More, Utopia, Book II (translated by Ralph Robinson, 1551)*

**OBIETTIVI**

1. I can describe the Tudor century, from Henry VII to Elizabeth I, with its key dates: the break with Rome, the religious settlement, the Armada and the first voyages.
2. I can explain what humanism was and why Thomas More's *Utopia* and Tyndale's Bible matter.
3. I can read and analyse a page of *Utopia* in its first English translation and Elizabeth I's Tilbury speech, and evaluate it as a historical source.
4. I can use participle clauses (*-ing*, *having done*, *done*) correctly and avoid dangling participles.
5. I can make and justify suggestions in a discussion and write a formal proposal.
6. I can compare More's ideal state with Machiavelli's *verità effettuale* using a grid.

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English 3 · Parte III · The English Renaissance · versione 1.0
Capitolo 8: The Tudor Century · pagine 243–272 del volume completo · estratto per lo studio

In 1485 a Welsh-born nobleman with a weak claim to the throne won a battle in the Midlands and became king. In 1603 his granddaughter died in her palace at Richmond, the last of her family. Between those two dates England changed more than in any century before: it broke with the Church of Rome, closed every monastery in the land, survived a Spanish invasion fleet, sent its ships round the world and began to read the Bible, and the classics, in English. This is the **Tudor century**.

In this chapter you meet the five Tudor monarchs and the ideas that travelled to England from Italy and the Low Countries under the name of humanism. You read two famous texts of the age — a page of Thomas More's *Utopia* and the speech that Elizabeth I is said to have given to her army in 1588 — and you compare More with Machiavelli. In the Language section you learn participle clauses, the compact structures that historians and novelists use to pack two events into one sentence; in Skills you plan a trip, make and justify suggestions, and write a proposal.

## 8.1 History and Society: the Tudors, 1485–1603

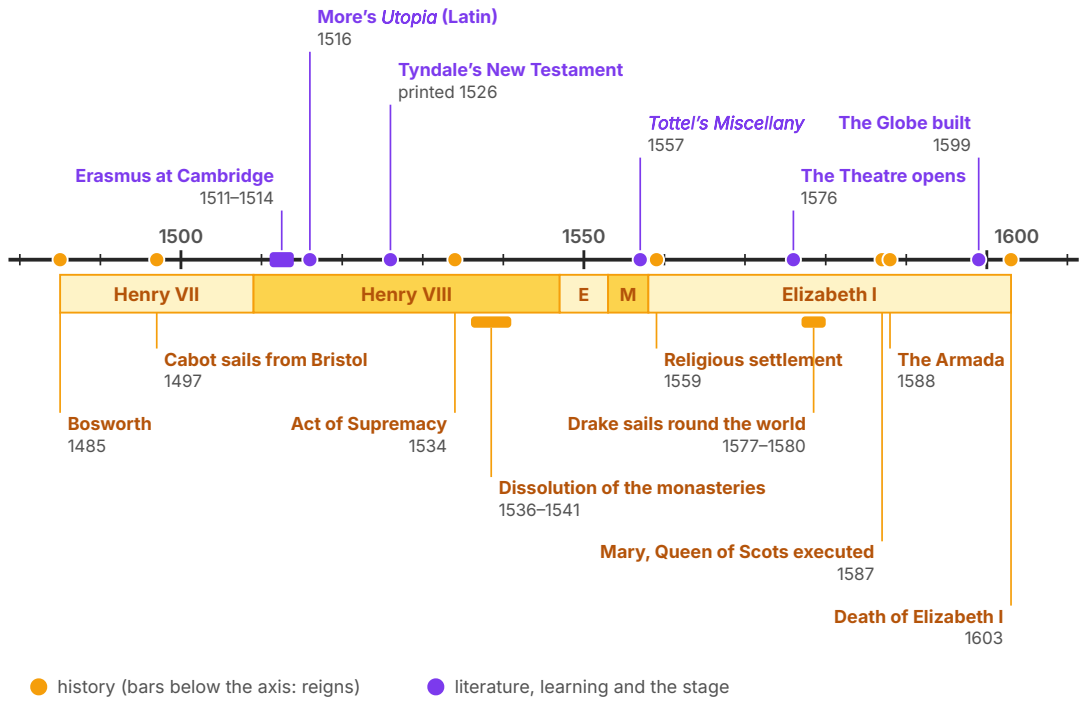



**Figura 8.1** The Tudor century on a proportional time axis (ticks every 10 years). Below the axis, the reigns (E = Edward VI, 1547–1553; M = Mary I, 1553–1558) and the main historical events (amber); above it, literature, learning and the stage (violet). Bars show events that lasted several years.

### 8.1.1 A new dynasty

The Wars of the Roses (chapter 7) ended at Bosworth on 22 August 1485, when Henry Tudor defeated Richard III. As **Henry VII** (1485–1509) he founded a new **dynasty**, a family of rulers. His claim to the throne came through his mother, Margaret Beaufort, from the House of Lancaster; in 1486 he married Elizabeth of York, so that the two rival houses were joined in their children. The Tudor rose, red and white, became the symbol of the new peace (the family tree is in Figura 8.2).

Henry VII was a careful, even mean, administrator. He avoided expensive wars, controlled the great nobles and left a full treasury. He also looked west: in 1497 John Cabot (Giovanni Caboto), a Venetian navigator, sailed from Bristol with the king's permission and reached the coast of North America, probably Newfoundland or Cape Breton Island. Nobody followed him at once, but England had claimed its first piece of the New World.

### 8.1.2 Henry VIII and the break with Rome

His son **Henry VIII** (1509–1547) was a very different king: tall, athletic, musical, well educated and in love with glory. At first he was a loyal Catholic. In 1521 he wrote a book against Martin Luther, and the Pope gave him the title *Defender of the Faith* — a title that British monarchs still use.

The problem was the succession. Henry's first wife, Catherine of Aragon, the widow of his elder brother Arthur, gave him a daughter, Mary, but no son who lived. Henry asked the Pope to declare the marriage invalid, an **annulment**. The Pope refused, partly because Catherine's nephew, the Emperor Charles V, controlled Rome. So Henry solved the problem in England: in 1533 he married Anne Boleyn, and the new Archbishop of Canterbury, Thomas Cranmer, declared the first marriage void. In 1534 Parliament passed the **Act of Supremacy**, which made the king the "Supreme Head" of the Church of England. The break with Rome was complete.

Thomas Cromwell, the king's chief minister, then organised the **dissolution of the monasteries** (1536–1541): about 800 abbeys, priories and convents were closed, their treasures taken by the Crown and their lands sold, mostly to nobles and gentry. Many of the buildings became ruins or country houses. In the north a great rising, the Pilgrimage of Grace (1536), protested against the changes and was crushed. The dissolution created a new class of landowners who had every reason to support the break with Rome.

Henry married six times; only three of his children matter for history, one from each of his first three marriages. Anne Boleyn, the mother of Elizabeth, was executed in 1536; Jane Seymour died in 1537, a few days after giving birth to Edward, the son Henry had wanted for so long.

> **ERRORE FREQUENTE**
>
> ✗ «Enrico VIII divenne protestante per poter divorziare.» → ✓ Enrico VIII ruppe con il Papa, non con la dottrina cattolica: la sua Chiesa d'Inghilterra conservò la messa e gran parte della teologia tradizionale. Le vere riforme protestanti arrivarono con il figlio Edoardo VI.
>
> ✗ «Enrico VIII divorziò sei volte.» → ✓ Nessun divorzio nel senso di oggi: tre matrimoni furono annullati (Caterina d'Aragona nel 1533, Anna Bolena nel 1536, pochi giorni prima dell'esecuzione, Anna di Clèves nel 1540); due mogli furono giustiziate (Anna Bolena, Caterina Howard), una morì dopo il parto (Jane Seymour), l'ultima (Caterina Parr) gli sopravvisse.

### 8.1.3 Three children on the throne

**Edward VI** (1547–1553) became king at nine. His advisers were convinced Protestants: the Mass was replaced by services in English from Cranmer's *Book of Common Prayer* (1549), and church images were destroyed. When Edward died at fifteen, his ministers tried to put his Protestant

cousin Lady Jane Grey on the throne; she lasted nine days. The people supported Henry's eldest daughter.

**Mary I** (1553–1558) brought England back to Rome and married Philip of Spain, the son of Charles V. Nearly 300 Protestants, Cranmer among them, were burned as heretics, and later Protestant writers called her "Bloody Mary". She died childless in 1558, and her half-sister became queen.

### 8.1.4 Elizabeth I and the golden age

**Elizabeth I** (1558–1603) was twenty-five, intelligent and highly educated: she read Latin and Greek and spoke French and Italian. Her first task was religion. The **religious settlement** of 1559 made her "Supreme Governor" of a Protestant Church of England, with the English Prayer Book, but it kept bishops, many old ceremonies and a deliberately vague language, so that most people could accept it. What the queen demanded was outward obedience, not agreement in every private belief.

The danger came from abroad and from Catholic plots. In 1570 the Pope excommunicated Elizabeth, and Catholics who refused to attend the Church of England were fined and watched. Her Catholic cousin **Mary, Queen of Scots**, the granddaughter of Henry VIII's sister Margaret, fled from Scotland to England in 1568; for nineteen years she was Elizabeth's prisoner and the centre of every plot. After a conspiracy to kill Elizabeth was discovered, Mary was executed at Fotheringhay Castle in February 1587.

Philip II of Spain, now the most powerful king in Europe, decided to invade. In the summer of 1588 the **Armada**, a fleet of about 130 ships, sailed up the Channel to collect the army of the Duke of Parma, Alessandro Farnese, in the Spanish Netherlands. English fireships scattered it off Calais, the English fleet attacked it near Gravelines, and the wind drove it into the North Sea. The Spanish ships returned home round Scotland and Ireland, and many were wrecked on the way. It was in these weeks, while an invasion by Parma's army was still feared, that Elizabeth visited her troops at Tilbury (Texts, T2).

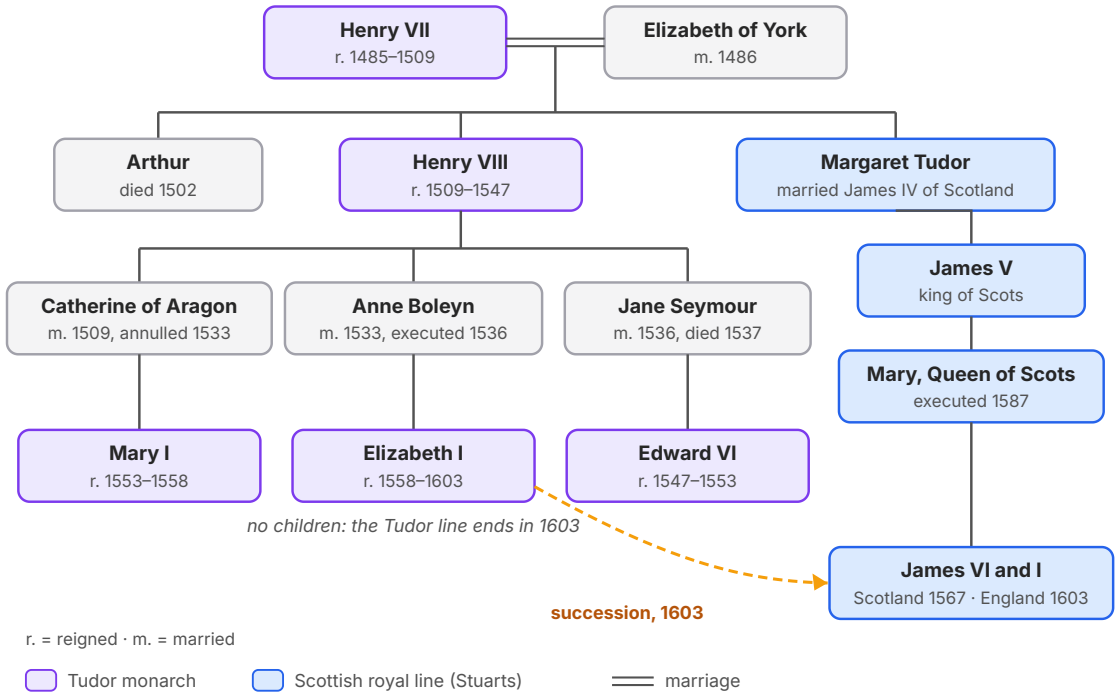



**Figura 8.2** The Tudors and the Scottish succession (simplified: only the people named in this chapter). Henry VIII's other three wives had no children. Through Henry VII's daughter Margaret the crown passed in 1603 to James VI of Scotland, who became James I of England (chapter 14).

### 8.1.5 Sea dogs, colonies and a growing city

England's navy was small, but its sailors were bold. **Privateers** — private captains with a licence from the queen — attacked Spanish ships and ports and shared the treasure with the Crown. The most famous, **Francis Drake**, left Plymouth in December 1577 and came home in September 1580 after sailing round the world, the first commander to lead an expedition round the world from beginning to end (Figura 8.3): Magellan, sixty years earlier, had died on the way. His ship, the *Golden Hind*, carried so much Spanish silver that the queen's share is said to have been worth more than a year of royal income. In 1581 Elizabeth knighted him on board at Deptford.

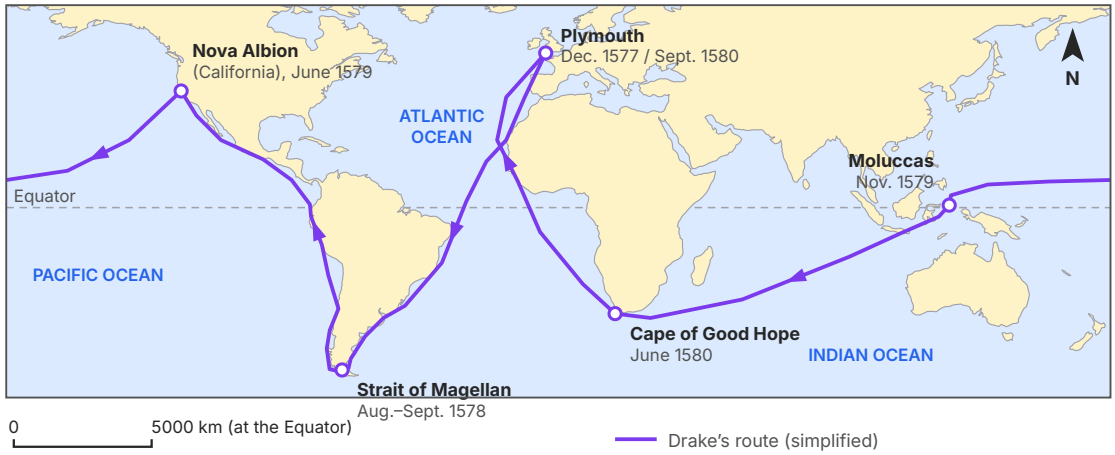



**Figura 8.3** Drake's voyage round the world, December 1577 – September 1580 (route simplified; the place of his landing in California, which he called Nova Albion, is debated). Equirectangular projection: distances are true only along the Equator.

Walter Raleigh tried to found a colony in North America and named the land Virginia after the "Virgin Queen". The settlers of 1585 went home within a year; those who landed on Roanoke Island in 1587 had vanished when a supply ship finally arrived in 1590. The "Lost Colony" shows how hard the first English settlements were. Only in 1607 did a colony survive, at Jamestown.

At home, London grew fast: from perhaps 50 000 people around 1500 to about 200 000 by 1600 (historians' estimates). The Royal Exchange, opened in 1571, gave its merchants a place to trade, and in 1600 the East India Company received its charter. The city of the playhouses (chapter 10) was a city of trade, immigrants and crowds.

### 8.1.6 The Elizabethan world picture

How did educated people in the 16th century imagine the universe? Many writers describe it as a vast, ordered hierarchy that modern scholars call the **Great Chain of Being** (Figura 8.4). Every creature has its place, from God and the angels through human beings, animals and plants down to stones. Each level has a "head": the sun among the planets, the lion among the beasts, the king in the state. To break the order in one place — to rebel against a king, for example — was to threaten disorder everywhere. Shakespeare gives the idea to Ulysses in *Troilus and Cressida* (I.3): "Take but degree away, untune that string, / And, hark, what discord follows!" (*degree* = rank).

The phrase "the Elizabethan world picture" comes from a book by E. M. W. Tillyard (1943). Later critics found his picture too tidy: the age was also full of doubt, new science and social change. Use the Chain as one idea of the time, not as the only one.

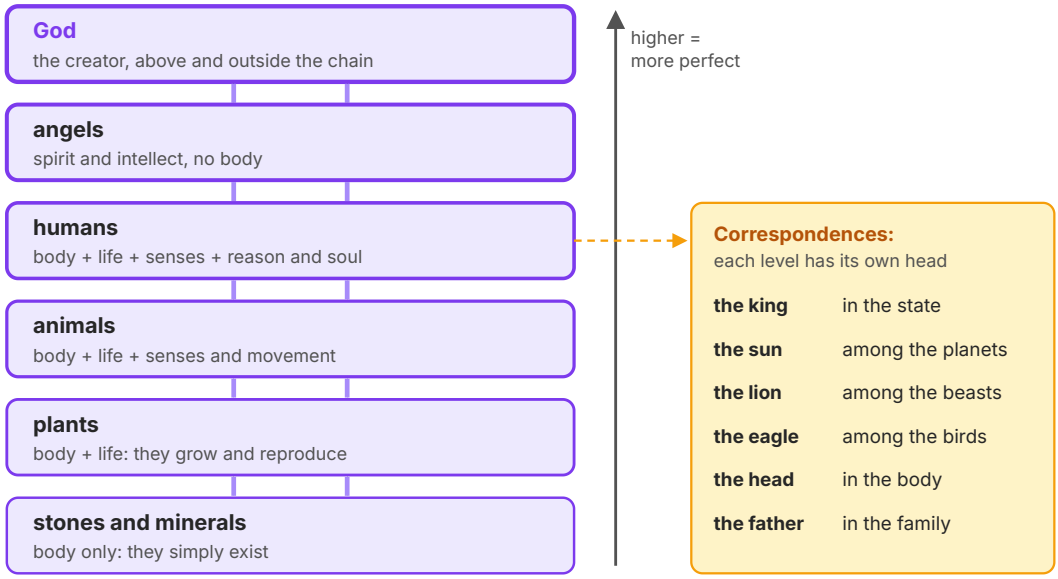



**Figura 8.4** The Great Chain of Being: a reconstruction of an idea, not a picture from the period. Each level has the qualities of the levels below it plus one more; the correspondences on the right show the same order in the state, the sky, nature and the family.

## 8.2 Literature: Humanism and the Printed Book

### 8.2.1 What was humanism?

**Humanism** (*umanesimo*) was a movement of scholars who went back to the texts of Greek and Roman antiquity, read them in the original languages and in the best manuscripts, and used them to educate citizens and rulers. It began in Italy with Petrarch in the 14th century and spread across Europe in the 15th and 16th. The humanists' slogan was *ad fontes*, "to the sources": correct the texts, learn Greek, read the Bible itself rather than its commentators. Their programme of study, the *studia humanitatis*, was grammar, rhetoric, poetry, history and moral philosophy.

English humanism grew from Italian roots. Scholars such as William Grocyn and Thomas Linacre studied in Italy and brought Greek back to Oxford. **John Colet**, Dean of St Paul's in London, founded St Paul's School (c. 1509) to teach boys good Latin and some Greek. The greatest humanist of the age, the Dutchman **Desiderius Erasmus**, visited England several times and studied and taught at Cambridge from 1511 to 1514. In 1516 he published the Greek text of the New Testament with a new Latin translation; his satire *The Praise of Folly* (*Moriae Encomium*, 1511)

was written in the house of his friend Thomas More, and its Latin title is a pun on More's name (Greek *moria* = folly).

**IN SINTESI**

**Humanism in four ideas.** (1) Back to the sources: classical and biblical texts in Latin, Greek and Hebrew, edited with care. (2) Education: good Latin, eloquence and history make good citizens and good rulers. (3) Human dignity: men and women can improve themselves and their society. (4) Criticism: of corrupt clergy, of empty scholastic debate, of war. **In England:** Grocyn, Linacre, Colet, Erasmus (a visitor), More; later Roger Ascham, Elizabeth I's tutor.

### 8.2.2 Thomas More and Utopia

**Thomas More** (1478–1535) was a London lawyer, a humanist, a member of Parliament and, from 1529, Lord Chancellor, the highest office in the kingdom. A sincere Catholic, he resigned in 1532 and refused to swear the oath that accepted Henry's new marriage and his break with the Pope. He was tried for treason and beheaded on 6 July 1535. The Catholic Church made him a saint in 1935.

*Utopia* was written in Latin and printed at Leuven (Louvain), in the Low Countries, in 1516, with the help of Erasmus and of More's friend Peter Giles. It is a **dialogue**, a discussion between characters. In **Book I** More himself meets Raphael Hythloday, a traveller who has sailed with Amerigo Vespucci, and they discuss the state of Europe: wars, greedy kings, thieves who are hanged instead of being given work (T1). In **Book II** Raphael describes the island of Utopia, with fifty-four cities, no money and no private property, a working day of six hours, elected magistrates and wide religious tolerance; gold is so despised that it is used for chamber pots and for the chains of slaves.

Is Utopia More's ideal? Not simply. The book is full of jokes and ironies (chapter 6): the traveller's name means something like "expert in nonsense" in Greek, and at the end "More" says that he cannot agree with everything Raphael has said. Utopia is a mirror for Europe, a way to ask questions rather than a programme. The book gave its name to a whole genre: a **utopia** is a description of an imaginary society, used to criticise a real one. Its opposite, the *dystopia*, a nightmare society, became a major genre only in the 20th century.

**APPROFONDIMENTO**

**No place, good place.** More made the name from Greek: *ou* "not" + *tópos* "place" + the Latin ending *-ia*, "Noplace". In a short poem printed with the book the island boasts that it should be called *Eutopia*, "good place" (*eu* = well). In English *Utopia* and *Eutopia* sound almost the same, /juːˈtəʊpiə/, so the pun works perfectly. Hythloday comes from Greek *hýthlos*, "nonsense". Amaurot, the capital, means "dim, shadowy city", and its river Anyder is "waterless".

The first English translation, by Ralph Robinson, appeared in 1551, under Edward VI: Utopia had to wait thirty-five years to speak English.

### 8.2.3 The Bible in English

For humanists the most important source of all was the Bible. **William Tyndale** (c. 1494–1536) translated the New Testament from Greek into clear, everyday English; since an English Bible was forbidden without the bishops' permission, he worked in exile, and his New Testament was printed at Worms, in Germany, in 1526 and smuggled into England hidden among other goods. Copies were burned at St Paul's; Tyndale himself was arrested in the Low Countries and executed near Brussels in 1536. Yet only three years later Henry VIII ordered a "Great Bible" in English to be placed in every parish church, and much of it was Tyndale's work. A large part of his wording passed into the King James Version of 1611, which you will meet next year.

All this was possible because of printing (chapter 7). A printed book could be copied in hundreds of identical copies, sold cheaply and carried across borders. The age of More and Tyndale was the first in which a writer could reach thousands of readers he would never meet, and in which governments began to fear books.

**ERRORE FREQUENTE**

✗ «*Utopia* è un romanzo inglese.» → ✓ *Utopia* fu scritta e pubblicata in **latino** (1516), la lingua internazionale dei dotti; la traduzione inglese di Ralph Robinson è del 1551. Non è un romanzo: è un dialogo in due libri.

✗ «Moro descrive Utopia come lo Stato perfetto in cui vorrebbe vivere.» → ✓ Il libro è ironico e aperto: alla fine il personaggio «Moro» dichiara di non condividere tutto. Utopia è uno strumento per criticare l'Europa, non un programma politico.

## 8.3 Texts: More and Elizabeth I

Two prose texts, both about power and the people: a scholar who imagines why the poor become thieves, and a queen who speaks to her soldiers. Read each text aloud first, then use the glosses.

### 8.3.1 T1 · Thomas More, *Utopia*, Book I: the sheep that devour men

**Context.** At a dinner in the house of Cardinal John Morton, Archbishop of Canterbury, a lawyer praises the English law that hangs thieves. Raphael Hythloday answers that hanging does not stop theft, because men steal when they have no other way to live. Then he names a cause "peculiar to you Englishmen": **enclosure**, the fencing of open fields and common land to make large sheep pastures, because wool sold well. Raphael (the "I" of the text) is speaking to the Cardinal.

**Tabella 8.1** T1 — More, *Utopia* I (translation by Ralph Robinson, 1551). Text of the first edition, as printed by J. H. Lupton (Oxford, 1895), checked against two scans; the modern spelling is by the editors.

| Robinson, 1551 (original spelling) | Modern spelling (by the editors) |
|---|---|
| "But yet this is not onlye the necessary cause of stealing. There is an other which as I suppose is proper and peculiare to yow Englishe men alone." | "But yet this is not the only necessary cause of stealing. There is another which, as I suppose, is proper and peculiar to you Englishmen alone." |
| "What is that?" quod the Cardenall. | "What is that?" said the Cardinal. |
| "Forsoth" (quod I), "your shepe, that were wont to be so myke and tame, and so smal eaters, now, as I heare saie, be become so greate deuowerers, and so wylde, that they eate vp and swallow down the very men them selfes. | "Forsooth," said I, "your sheep, that were wont to be so meek and tame, and so small eaters, now, as I hear say, be become so great devourers, and so wild, that they eat up and swallow down the very men themselves. |
| They consume, destroy, and deuoure hole fieldes, howses, and cities. | They consume, destroy, and devour whole fields, houses, and cities. |
| For looke in what partes of the realme doth growe the fynyst, and therfore dearist woll, there noble men and gentlemen, yea, and certeyn Abbottes, holy men god wote, [...] | For look in what parts of the realm doth grow the finest, and therefore dearest wool, there noblemen and gentlemen, yea, and certain abbots, holy men God wot, [...] |
| leaue no grounde for tyllage; they enclose all in pastures; they throw downe houses; they plucke downe townes; and leaue nothing stondynge but only the churche, to make of it a shepehowse." | leave no ground for tillage; they enclose all into pastures; they throw down houses; they pluck down towns; and leave nothing standing but only the church, to make of it a sheephouse." |

**Glosses.** *quod*: said (later *quoth*); *forsooth*: truly, indeed; *were wont to be*: used to be; *be become*: have become (Early Modern English often used *be* as the auxiliary of the perfect with verbs of change, like Italian *sono diventate*); *devourers*: great eaters; *realm*: kingdom; *dearest*: most expensive; *God wot*: God knows; *tillage*: land ploughed for crops; *enclose*: put a fence or hedge round; *pluck down*: pull down; *sheephouse*: a shed for sheep. Spelling: *u* and *v* were two forms of one letter (*vp* = up, *deuoure* = devour), and a final *-e* was often added or dropped freely (*shepe*, *smal*).

### Analysis

**The image.** The whole passage grows from one surprising metaphor: sheep, the meekest of animals, have become man-eaters. The adjectives of the past (*meek, tame, small eaters*) are reversed by those of the present (*great devourers, wild*), and the verbs climb in violence: *eat up, swallow down, consume, destroy, devour*. The sheep, of course, are innocent; the real "devourers" are the landowners who replace farms with pastures. This is the force of the image: it makes an economic process visible as a monster.

**Satire.** More's targets are named one by one: *noblemen and gentlemen*, and then — added as if in surprise — *certain abbots, holy men God wot*. The phrase *God wot* is ironic (chapter 6): "holy" men who destroy villages are not holy at all. Note the final detail: everything is pulled down except the church, which becomes a shed for sheep. A building made for people has become a building for animals.

**Style.** Look at the rhythm of the last sentence: four short clauses with the same subject (*they enclose… they throw down… they pluck down… and leave nothing*). The repetition works like a list of charges in a court of law, which suits a speaker who is answering a lawyer. The idea of the passage — that crime has social causes, and that punishment without justice is useless — was new and bold in 1516.

1. Who is speaking, to whom, and where? Why is the setting important for what Raphael says?
2. Find the words that describe the sheep "before" and "now". What has changed, and who has changed them?
3. Who are the real "devourers" in the passage? Find three groups.
4. What happens to the villages and to the church? Why is the church detail particularly shocking for a Catholic reader in 1516?
5. Is More attacking sheep-farming, the people who profit from it, or both? Discuss with a partner, using the text.

**APPROFONDIMENTO**

**From Latin to English.** More wrote: *Oues, inquam, uestrae, quae tam mites esse, tamque exiguo solent ali, nunc (uti fertur) tam edaces atque indomitae esse coeperunt, ut homines deuorent ipsos* — "Your sheep, I said, which usually are so mild and live on so little, now (as people say) have begun to be so greedy and wild that they devour the men themselves" (translation by the editors). Robinson keeps the image but adds words (*eat up and swallow down*) and doublets (*meek and tame*), a typical habit of 16th-century English prose. One detail he changed: in More's Latin the church is left standing "to stable pigs" (*stabulandis suibus*); Robinson made it a sheephouse. A Latin student can compare the two sentences word by word: *mites* / meek, *indomitae* / wild, *deuorent* / devour.

### 8.3.2 T2 · Elizabeth I, speech to the troops at Tilbury (1588)

**Context.** In August 1588 the Armada had been driven into the North Sea, but nobody knew whether it would return, and the Duke of Parma's army was still waiting across the Channel. Elizabeth went to the camp at Tilbury, on the Thames estuary in Essex, where the Earl of Leicester commanded the troops defending London. Riding among the soldiers, she spoke to them. The text we have comes from a letter by Leonel Sharp, a chaplain who was at Tilbury, written to the Duke of Buckingham in the 1620s and printed in 1654.

**Tabella 8.2** T2 — Elizabeth I at Tilbury, from Leonel Sharp's letter, in *Cabala, Mysteries of State* (London, 1654), spelling of that edition (long *ſ* printed as *s*). The speech continues for a few more lines.

> My loving people, we have been perswaded by some, that are careful of our safety, to take heed how we commit our self to armed multitudes for fear of treachery: but I assure you, I do not desire to live to distrust my faithful, and loving people. Let Tyrants fear, I have alwayes so behaved my self, that under God I have placed my chiefest strength, and safeguard in the loyal hearts and good will of my subjects. And therefore I am come amongst you as you see, at this time, not for my recreation, and disport, but being resolved in the midst, and heat of the battaile to live, or die amongst you all, to lay down for my God, and for my kingdom, and for my people, my Honour, and my blood even in the dust. I know I have the bodie, but of a weak and feeble woman, but I have the heart and Stomach of a King, and of a King of England too, and think foul scorn that Parma or Spain, or any Prince of Europe should dare to invade the borders of my Realm, to which rather then any dishonour shall grow by me, I my self will take up arms, I my self will be your General, Judge, and Rewarder of everie one of your virtues in the field.

**Glosses.** *take heed*: be careful; *multitudes*: crowds; *disport*: amusement; *being resolved*: having decided (a participle clause: see the Language section); *but of a weak and feeble woman*: only of a weak woman; *stomach*: courage; *think foul scorn*: feel deep contempt; *Parma*: the Duke of Parma; *rather then*: rather than (*then* and *than* were not yet distinguished); *take up arms*: fight.

#### Analysis

**Persuasion.** The queen begins by turning a danger into a compliment: advisers told her not to trust an armed crowd, but she trusts her "faithful and loving people". Tyrants fear their subjects; she does not. This is a classic move of political speech: the audience is praised for the quality the speaker needs from it — loyalty.

**Antithesis.** The central sentence is built on an **antithesis** (*antitesi*), two opposed ideas set in balanced phrases: *the body… of a weak and feeble woman* / *the heart and stomach of a king*. Elizabeth accepts the prejudice of her age about women, and then defeats it; the climax *and of a king of England too* adds national pride to personal courage. Other devices: groups of three (*for my God, and for my kingdom, and for my people*; *your General, Judge, and Rewarder*), and repetition (*I my self will… I my self will…*).

**The source problem.** Did Elizabeth say these words? Sharp heard the speech, and says he was ordered to repeat it to the whole army the next day, but he wrote it down more than thirty years later, and it was printed only in 1654. Most historians think the speech gives the substan-

ce of what she said, perhaps not her exact words. When you quote it, say “according to Sharp” or “the speech as reported by Sharp”.

1. Why did some advisers not want the queen to go among the soldiers? How does she answer them?
2. Find the phrases in which Elizabeth says she is ready to die. Why are they effective at that moment?
3. Which “weakness” does she admit? How does she turn it into strength?
4. Find two groups of three and one example of repetition. What effect do they have when the speech is heard, not read?
5. Why must a historian be careful with this text? Would you call it a primary source?

**ESEMPIO SVOLTO**

**Evaluating a source in three steps.** Use these questions for any historical document, in history as well as in English.

1. **Who wrote it, when, and how close was the writer to the event?** Leonel Sharp, a chaplain who was present at Tilbury in 1588; he wrote the letter in the 1620s, more than thirty years later.
2. **Why was it written, and for whom?** For the Duke of Buckingham, in years when England was again on bad terms with Spain: the memory of a heroic queen was politically useful. The writer also wanted to show that he had something nobody else had (“no man hath it but my self”).
3. **What other evidence agrees or disagrees?** Poems and reports printed in 1588 describe the queen’s visit to the camp, but the famous words come to us through Sharp. → **Conclusion:** a valuable source for what people remembered of the speech; a cautious source for her exact words.

## 8.4 Language: Participle Clauses

A **participle clause** is a short clause with no subject and no tense, built on a participle: *Arriving at Tilbury, the queen…*, *Written in Latin, Utopia…*. It replaces a longer clause with a conjunction (*when, because, after, as*), and it is typical of written English: history books, articles, stories, essays. You already know participles as part of relative clauses (*a knight wearing green*, chapter 5); now they work as adverbs, telling us when, why or how. Tabella 8.3 shows the three forms, and Figura 8.5 the time relations.

**Tabella 8.3** Participle clauses: the three forms

| Form | Meaning | Example | Full clause |
|---|---|---|---|
| **-ing** (present participle) | active; same time as the main verb, or just before | *Arriving at Tilbury, Elizabeth rode among her soldiers.* | When she arrived at Tilbury, … |
| **having + past participle** (perfect participle) | active; completed before the main verb | *Having broken with Rome, Henry closed the monasteries.* | After he had broken with Rome, … |
| **past participle** | passive meaning | *Written in Latin, Utopia was read all over Europe.* | Because it was written in Latin, … |
| **having been + past participle** | passive, completed before | *Having been excommunicated, Elizabeth expected Catholic plots.* | As she had been excommunicated, … |

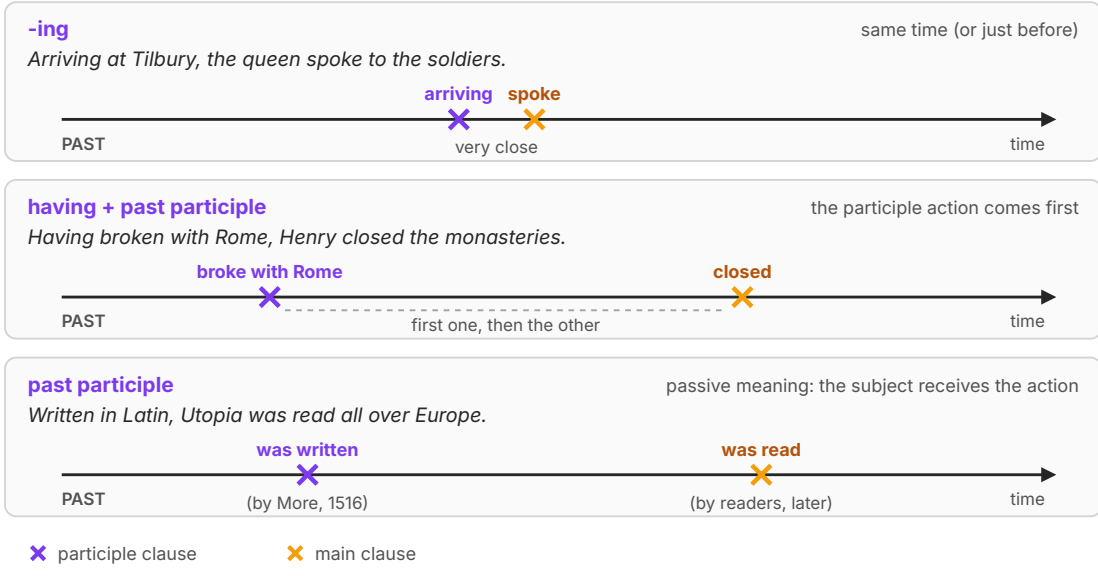



**Figura 8.5** Participle clauses and time. With *-ing* the two actions happen at about the same time; with *having* + past participle the participle action is completed first; with a past participle the subject receives the action (passive meaning).

### 8.4.1 Present participle clauses: -ing

An *-ing* clause can express:

- **time** (two actions at the same time, or one immediately after the other): *Leaving Plymouth in December 1577, Drake sailed south.* · *Opening the letter, Buckingham found the queen's speech.*

- **reason**, especially with verbs of knowing and feeling: *Fearing a Spanish invasion, the government raised an army.* · *Being a Catholic, More could not accept the Act of Supremacy.*
- **result** or an extra action, after the main clause: *The Armada sailed north, leaving the Channel to the English.* · *The dissolution closed about 800 houses, creating a new class of landowners.*

The negative is *not* + participle: *Not knowing the way, the settlers followed the coast.* In speech we normally prefer a full clause (*Because they didn't know the way…*); in writing the participle clause is more concise and elegant.

The subject of the participle must be the same as the subject of the main clause. This is the **same-subject rule**. If the subjects are different, the sentence becomes absurd: ✗ *Walking to school, the rain started* (the rain was not walking!). A participle with no correct subject is called a **dangling participle**.

> **GRAMMAR IN ITALIANO**
>
> **La frase participiale con -ing.** La forma in *-ing* senza soggetto corrisponde molto spesso al **gerundio** italiano: *Arrivando a Tilbury, la regina… = Arriving at Tilbury, the queen…*; *Temendo un'invasione, il governo… = Fearing an invasion, the government…*. Esprime tempo, causa o conseguenza; la negazione è *not* + *-ing* (*non sapendo = not knowing*).
>
> **Confronto con l'italiano.** Anche in italiano il gerundio deve avere lo stesso soggetto della principale: «Passeggiando, mi è caduto il cappello» è scorretto come *Walking, my hat fell off*. L'italiano però tollera di più il gerundio con soggetto proprio (*Essendo tardi, siamo partiti*); in inglese la costruzione corrispondente (*It being late, we left*) è formale e rara: meglio *As it was late, we left*.

### 8.4.2 Perfect and past participle clauses

Use **having + past participle** when the first action is completed before the second, especially when the order matters or the first action lasted some time: *Having sailed round the world, Drake was knighted in 1581.* · *Having lost his ships, Philip did not try again in 1588.* With very short, consecutive actions *-ing* is also possible: *Taking off his hat, he bowed*. The passive form is **having been + past participle**: *Having been tried for treason, More was beheaded.*

A **past participle** clause has a passive meaning: *Printed in Germany, Tyndale's New Testament was smuggled into England* (= the book was printed). *Sent by Philip II, the Armada was one of the largest fleets of its time.* It often begins a sentence in history writing, giving the background in a few words.

### 8.4.3 Conjunction + participle

To make the meaning clearer, a participle clause can begin with a conjunction or a preposition:

- **after / before / while / since + -ing**: *After leaving Plymouth, Drake sailed to the Cape Verde Islands.* · *Before becoming queen, Elizabeth was imprisoned in the Tower.* · *While translating the*

*Bible, Tyndale lived in hiding.*

- **on + -ing** = as soon as: *On hearing that Parma's army was still waiting, the queen went to Tilbury.*
- **when / if / once / unless + past participle**: *When questioned, More remained silent.* · *If printed, the book would be burned.*
- **with + object + participle** for background: *With the Armada gone, England could breathe again.*

After *after* and *before* you can use either the simple *-ing* or the perfect form: *After leaving / After having left Plymouth…*: the simple form is more common, because *after* already shows the order.

**GRAMMAR IN ITALIANO**

**Participio perfetto e participio passato.** *Having* + *participio passato* corrisponde al **gerundio composto**: *Avendo rotto con Roma, Enrico… = Having broken with Rome, Henry…*. Il **participio passato** con valore passivo funziona come in italiano: *Scritta in latino, Utopia… = Written in Latin, Utopia…*.

**Confronto con l'italiano.** «Dopo aver + participio» si traduce con *after* + *-ing* (o *after having* + *participio*), mai con l'infinito: *dopo aver letto = after reading*. «Appena arrivato» = *On arriving*. «Prima di partire» = *before leaving*.

**ERRORE FREQUENTE**

✗ *After to have read Utopia, we discussed it.* → ✓ *After reading* (o *After having read*) *Utopia, we discussed it.* (dopo una preposizione: *-ing*)

✗ *Arriving in Plymouth, the bells were ringing.* → ✓ *Arriving in Plymouth, Drake heard the bells ringing.* (le campane non arrivano: il soggetto deve essere lo stesso)

✗ *Writing in Latin, many Europeans read Utopia.* → ✓ *Written in Latin, Utopia was read by many Europeans.* (significato passivo: participio passato)

✗ *Having arrived to Tilbury, …* → ✓ *Having arrived at Tilbury, …* (*arrive at / in*, mai *to*)

## 8.5 Skills: Making Suggestions and Writing a Proposal

### 8.5.1 Vocabulary: exploration and trade

The Tudor century opened the oceans to English ships. Tabella 8.4 collects the words you need to talk about it.

**Tabella 8.4** Exploration and trade: key words

| Word | Meaning | Example |
|---|---|---|
| **voyage** (n., v.) | a long journey by sea or in space | *Drake's voyage round the world took almost three years.* |
| explorer (n.) | a person who travels to unknown places to learn about them | *Cabot was an Italian explorer in English service.* |
| colony (n.) | a territory settled and controlled by people from another country | *The colony on Roanoke Island disappeared.* |
| navigate (v.) | find the way and steer a ship (or plane, car) | *Sailors navigated by the sun and the stars.* |
| route (n.) | the way from one place to another | *They looked for a northern route to Asia.* |
| **cargo** (n.) | the goods carried by a ship or plane | *The ship's cargo was silver, gold and spices.* |
| merchant (n.) | a person who buys and sells goods, often abroad | *London merchants met at the Royal Exchange.* |
| empire (n.) | a group of countries ruled by one state | *Spain had a huge empire in the Americas.* |
| crew / fleet (n.) | the people who work on a ship / a group of ships | *The fleet lost half its crews to storms and disease.* |

Useful collocations: *set sail* (leave port), *go on a voyage*, *found a colony*, *a trade route*, *load / unload a cargo*, *the open sea*. Italian speakers: a *voyage* is only by sea or in space (*a trip to Rome*, not ✗ *a voyage to Rome* by train); *route* is pronounced /ruːt/ in British English.

### Word formation: verbs with *-ise*, *-ify* and *en-*

Many English verbs are made from nouns or adjectives with a suffix or a prefix. British English writes *-ise* or *-ize* (this book uses *-ise*); American English uses *-ize*.

**Tabella 8.5** Making verbs: -ise, -ify, en-

| Suffix / prefix | From | Verb | Example |
|---|---|---|---|
| -ise | colony, modern, symbol | colonise, modernise, symbolise | *The Tudor rose symbolised the union of two houses.* |
| -ify | simple, class, just | simplify, classify, justify | *How did Henry justify the break with Rome?* |
| en- (em- before b, p) | large, rich, danger, courage | enlarge, enrich, endanger, encourage | *Trade enriched the London merchants.* |

Check the spelling: *colony → colonise* (the *-y* disappears), *simple → simplify*, *danger → endanger*, *power → empower*. The stress usually stays where it was in the base word: *SYMbol → SYMbolise*, *CLASS → CLASSify*.

### 8.5.2 Listening: planning the trip

**Before you listen.** In spring Giulia's class will travel to England to meet the Hillside students. What would you most like to see in England, and why? **Listen** (books closed) while your teacher and three classmates read the script (Tabella 8.6). Then answer: which three places do the students want to visit, and which suggestion does everybody accept?

**Tabella 8.6** Listening script — Planning the trip

| | |
|---|---|
| **Prof.ssa Rossi** | Right, everyone. The dates are fixed, the families in Bristol are ready, and now we have to plan the days. Mrs Hill has sent a list of ideas, and Sam and Callum have written a proposal for a day in London. Having read it, I think it's excellent — but it's your trip. Suggestions? |
| **Marta** | Well, I'd suggest starting with Stratford. We're studying Shakespeare all year, so seeing his house would make everything more real. |
| **Giulia** | I agree, but it might be worth doing Stratford on a weekday. Sam says it gets really crowded at weekends, and the coach from Bristol takes a couple of hours. |
| **Prof.ssa Rossi** | Good point. What about London? |
| **Elena** | What if we spent the whole day at the Tower? Having read about Anne Boleyn, I really want to see where it happened. |
| **Giulia** | A whole day there might be too much, though. Sam and Callum's idea is the Tower in the morning and then a walk across the river to Bankside, where there's a full-size reconstruction of Drake's ship. That way we'd see two Tudor stories in one day. |
| **Marta** | And we'd be near the Globe. Couldn't we go to a play there? |
| **Prof.ssa Rossi** | That's already planned, for another day. Mrs Hill is booking tickets as we speak. |
| **Elena** | Seriously? Brilliant! |
| **Prof.ssa Rossi** | So, let's see. One option would be: day one Bristol, with the Hillside students; day two Stratford; day three London, Tower and Bankside. Any objections? |
| **Giulia** | Just one. If we go to London by train, we should book early — it's much cheaper. I'd recommend asking Callum to check: he loves timetables. |
| **Marta** | He's probably already made a spreadsheet. |
| **Prof.ssa Rossi** | I'm sure he has. Fine — I'll write to Mrs Hill tonight. Giulia, could you post a summary on the Literature Trail blog? |
| **Giulia** | Sure. I'll post it tonight. |

### 8.5.3 Speaking: making and justifying suggestions

In English 2 you made simple suggestions (*How about…? What if we…? Why don't we…?*). At B2 you are expected to make a suggestion **and give a reason**, and to respond politely to other people's ideas. Tabella 8.7 collects the language from the script and more.

**Tabella 8.7** Useful language — making and justifying suggestions

| Function | Phrases |
|---|---|
| Suggesting | *I'd suggest + -ing / I'd suggest (that) we… · It might be worth + -ing · One option would be to… · I'd recommend + -ing · Couldn't we…?* |
| Justifying | *The main reason is that… · That way, we'd… · This would mean that… · Seeing that…, … · It makes sense because…* |
| Accepting | *That's a great idea. · Fair enough — let's go with that. · I couldn't agree more.* |
| Questioning | *That's a fair point, but… · I see where you're coming from, but… · I'm not sure that would work, because… · Wouldn't it be better to…?* |
| Reaching a decision | *So, are we all agreed? · Let's go for… · Shall we compromise and…?* |

Remember the patterns of *suggest* (chapter 6): ✓ *I suggest going* / ✓ *I suggest (that) we go*, never ✗ *I suggest you to go*.

1. **Pair work: a free afternoon.** The visitors from Turin have a free afternoon in Bristol. Student A suggests an activity and justifies it; Student B questions it and proposes an alternative. Use at least three phrases from each group in the table, then agree.
2. **Group work: a class museum.** Your class is preparing a small exhibition on the Tudor century for the school open day. Each student suggests one object or document (a copy of a map, a portrait, a page of a book…), says why it should be included, and the group chooses the best five.

### 8.5.4 Writing: a proposal

A **proposal** is a formal text that suggests a plan to someone who must take a decision: a teacher, a head teacher, a council, a manager. It looks forward (what *should* happen) and it persuades with reasons. Read the proposal that Sam and Callum wrote for Mrs Hill (Tabella 8.8).

**Tabella 8.8** Model text — a proposal

**A Tudor day out in London for our exchange visitors**
To: Mrs Hill · From: Sam Taylor and Callum Reid, Year 12

**Introduction**
The aim of this proposal is to suggest a programme for the London day of our visitors from Turin. Having studied the Tudors this term, both classes would benefit from a day that brings the period to life.

**Morning: the Tower of London**
We recommend starting at the Tower, which is easy to reach by Underground. Built by William the Conqueror, it is also the setting of some of the most dramatic Tudor stories: Anne Boleyn was executed there in 1536, and the young Elizabeth was imprisoned there under Mary I. The guided tours, given by the Yeoman Warders, are entertaining and suitable for students whose first language is not English.

**Afternoon: Bankside**
After crossing the river, the group could visit the full-size reconstruction of Drake's *Golden Hind*. Seeing how small the ship is, students would understand what sailing round the world meant in 1580. The walk along the river is short and free, passing near the site of the Elizabethan playhouses.

**Practical points**
Both sites offer group tickets for schools, so the cost per student should be reasonable. We suggest booking at least a month in advance and checking the current prices on the official websites.

**Recommendation**
We believe this plan offers the best balance of history, literature and fun. If it is approved, we would be happy to act as guides on the day. (231 words)

ESEMPIO SVOLTO

**Analysing the model.**

- **Title and addressee:** what the proposal is about, who it is for and who wrote it. A proposal can be read quickly by someone busy.
- **Headings:** each section has one job — introduction (aim), the plan in parts, practical points, recommendation. Headings are short and informative.
- **Persuasion with reasons:** every suggestion has a reason (*We recommend starting at the Tower, which is easy to reach…*; *Seeing how small the ship is, students would understand…*).
- **Formal register:** no contractions, impersonal phrases (*The aim of this proposal is…*), *would* and *could* for the plan (it is not decided yet), suggestion verbs (*recommend, suggest*).
- **Participle clauses** make the style compact: *Having studied the Tudors…*, *Built by William the Conqueror…*, *After crossing the river…*, *passing near…*.
- **Facts you can check:** a proposal must be reliable. Notice that the writers do not invent prices: they ask the reader to check them.

**Checklist.** ✓ a clear title and addressee · ✓ an introduction that states the aim · ✓ headings for each part of the plan · ✓ a reason for every suggestion · ✓ formal register, no contractions · ✓ at least two participle clauses · ✓ a final recommendation · ✓ 200–250 words.

**Task.** The town council of Turin wants to welcome a group of English students for a day. Write a proposal (200–250 words) for "A Renaissance day in Turin", or in your own town, for the council's youth office: two or three places or activities, with reasons, practical points and a recommendation.

## 8.6 Connections: the Real State and the Ideal State

Three years before *Utopia* was printed, a Florentine official who had lost his job wrote a short book on how a new prince can win and keep power. Niccolò Machiavelli finished *Il Principe* in 1513; it circulated in manuscript and was printed only in 1532, after his death. More and Machiavelli never met and probably never read each other, but they asked the same question — how should a state be governed? — and answered it in opposite ways.

In chapter XV Machiavelli explains why his book is different from all the earlier books on the good prince (text of the 1814 edition, from it.wikisource):

«Ma essendo l'intento mio scrivere cosa utile a chi l'intende, mi è parso più conveniente andare dietro alla verità effettuale della cosa, che all'immaginazione di essa: e molti si sono immaginate Repubbliche e Principati, che non si sono mai visti nè cognosciuti essere in vero» — Machiavelli, *Il Principe*, XV

("But since my aim is to write something useful for whoever understands it, I have thought it more appropriate to follow the real truth of the matter rather than the imagination of it; and many have imagined republics and principalities that have never been seen or known to exist in reality": translation by the editors.) Machiavelli wants the *verità effettuale*, the truth of how things actually work. More, three years later, builds exactly what Machiavelli rejects: an imagined republic. Yet both are humanists, both read the classics (Plato's *Republic* stands behind Utopia), and both are deeply critical of the princes of their time.

A third Italian book shaped the English Renaissance even more directly. Baldassarre Castiglione's *Il Libro del Cortegiano* (1528), a dialogue set at the court of Urbino, describes the perfect courtier: skilled in arms and in letters, a fine speaker, a musician, and able to do everything with an apparently effortless grace, the famous *sprezzatura*. Thomas Hoby translated it into English as *The Courtier* in 1561, and it became a handbook for Elizabethan gentlemen. Courtier-poets such as Philip Sidney (chapter 9) tried to live by its ideal.

**Tabella 8.9** Comparing two texts: a grid

| | More, *Utopia* | Machiavelli, *Il Principe* |
|---|---|---|
| Date and language | 1516, Latin (English 1551) | written 1513, printed 1532, Italian |
| Genre | dialogue; description of an imaginary island | treatise addressed to a ruler (Lorenzo de' Medici) |
| Purpose | to criticise Europe through an ideal society | to give practical advice on how to win and keep power |
| View of human nature | people can live justly if institutions are just | people are ungrateful and fickle (ch. XVII): a prince must learn to be able not to be good |
| Key idea | property and money are the root of injustice | *verità effettuale*: politics as it is, not as it should be |
| Tone | ironic, playful, open | direct, sharp, provocative |

**LEARNING TO LEARN**

**Comparing two texts with a grid.** When you compare two texts, do not write about one and then about the other: you will end up with two summaries. First build a grid like Tabella 8.9: the same rows for both texts (author, date, genre, purpose, key ideas, tone, a short quotation). Then read across each row and write one sentence of comparison for it, with a linker (*while, whereas, both… and, unlike*). The grid works in every subject: two Latin authors, two historical sources, two philosophers, two Italian poems. Try it on Machiavelli and Castiglione, or on More and Plato, in Italian or in Latin class.

**COLLEGAMENTI**

**Geography and physics: how did Drake know where he was?** Tudor navigators could measure **latitude**, the distance north or south of the Equator. In the northern hemisphere the height of the Pole Star above the horizon is almost equal to your latitude (with a small correction, because the star is not exactly at the celestial pole): at Plymouth it stands about 50° high, at the Equator it touches the horizon. South of the Equator the Pole Star is invisible, so sailors measured the height of the sun at noon with a mariner's astrolabe or a cross-staff and used printed tables. Since one degree of latitude is about 111 km, an error of half a degree meant about 55 km.

**Longitude**, the position east or west, was a different problem: it depends on time, and no clock could keep accurate time on a rolling ship. Navigators used *dead reckoning*: direction from the compass, speed from a knotted log-line, time from a sandglass. Reliable longitude at sea came only in the 18th century, with John Harrison's marine chronometer. The **magnetic compass** itself was old: its needle lines up with the Earth's magnetic field and points to magnetic north, which is not exactly true north. Sailors knew this difference, called *variation*, and that it changes from place to place.

**Try it:** a navigator measures the noon sun and finds he is at 38° N; a day later, at 36° N. About how far south has he sailed? (Answer in the key to the exercises: about 220 km.)

1. Find two other pairs of books, Italian and English, that you could compare with a grid. Which rows would you add?
2. Machiavelli says that a prince must learn «a potere essere non buono», to be able not to be good. Would Elizabeth I agree, judging from what you know of her reign? Discuss with examples.
3. Research task: look up the online collection of the National Maritime Museum (Royal Museums Greenwich) and find one navigation instrument of the 16th century. Describe it in 60–80 words. Check that the information comes from the museum, not from a copied web page.

**SINTESI**

- Henry VII (1485–1509) founded the Tudor dynasty after Bosworth and joined the houses of Lancaster and York by marrying Elizabeth of York.
- Henry VIII (1509–1547) broke with Rome to annul his first marriage: the Act of Supremacy (1534) made him Supreme Head of the Church of England; the monasteries were dissolved in 1536–1541.
- Edward VI (1547–1553) made England Protestant (Book of Common Prayer, 1549); Mary I (1553–1558) restored Catholicism; Elizabeth I (1558–1603) created a moderate Protestant settlement in 1559.
- Mary, Queen of Scots was executed in 1587; the Spanish Armada was defeated in 1588; Drake sailed round the world in 1577–1580; Roanoke became the "Lost Colony".
- The Great Chain of Being is a modern name for the idea of an ordered hierarchy of creation, mirrored in society; it was one idea of the age, not the only one.
- Humanism went back to the classical and biblical sources (*ad fontes*); in England its leaders were Grocyn, Linacre, Colet, Erasmus (a visitor) and Thomas More.
- More's *Utopia* (Latin, 1516; English translation by Ralph Robinson, 1551) is an ironic dialogue: Book I criticises England, Book II describes an imaginary island; it gave its name to a genre.
- In T1 More turns enclosure into a powerful image: sheep that "swallow down the very men themselves"; the satire targets landowners and abbots.
- In T2 Elizabeth uses antithesis (the body of a woman / the heart of a king), groups of three and repetition; the text is known from a letter written decades later and printed in 1654.
- Tyndale's New Testament (1526) began the English printed Bible; much of his wording survives in the King James Version (1611).
- Participle clauses: *-ing* (same time, reason, result), *having* + past participle (before), past participle (passive); the subject must be the same as in the main clause.
- Machiavelli's *verità effettuale* (1513) and More's imagined island (1516) are two opposite humanist answers to the question of the good state; Castiglione's *Cortegiano* (English 1561) shaped the Elizabethan gentleman.

## ESERCIZI

### History and Literature

1. ● Which monarch was on the throne when Parliament passed the Act of Supremacy?
   **A.** Henry VII
   **B.** Edward VI
   **C.** Henry VIII
   **D.** Elizabeth I

2. ● In which language did Thomas More first publish *Utopia*?
   **A.** English
   **B.** Latin
   **C.** Greek
   **D.** Italian

3. ●● Which of these was NOT a result of the dissolution of the monasteries?
   **A.** Monastic lands were sold to nobles and gentry.
   **B.** Many abbeys became ruins or private houses.
   **C.** The Crown gained money and treasures.
   **D.** The Pope regained control of the English Church.

4. ● True or false? Correct the false statements. a Henry VII married Elizabeth of York, uniting Lancaster and York. b Henry VIII became a Protestant in doctrine and abolished the Mass. c Lady Jane Grey reigned for about nine days. d Mary I married Philip of Spain. e Mary, Queen of Scots was Elizabeth I's daughter. f Drake was the first commander to lead an expedition round the world from beginning to end.

5. ●● Complete the timeline with the dates in the box: *1485 · 1497 · 1516 · 1534 · 1549 · 1559 · 1587 · 1588*. a the Book of Common Prayer · b the religious settlement · c Bosworth · d *Utopia* printed · e the Armada · f Cabot sails from Bristol · g the Act of Supremacy · h the execution of Mary, Queen of Scots

6. ●● Match the people (1–8) with what they did (a–h). 1 John Colet · 2 Erasmus · 3 William Tyndale · 4 Ralph Robinson · 5 Thomas Cromwell · 6 Walter Raleigh · 7 Thomas Hoby · 8 Thomas Cranmer — a translated *Utopia* into English · b organised the dissolution of the monasteries · c founded St Paul's School · d translated the *Cortegiano* · e published the Greek New Testament in 1516 · f wrote the *Book of Common Prayer* · g translated the New Testament into English from Greek · h sent settlers to Roanoke

7. ●●● Answer in 40–60 words each. a What was humanism, and how did it reach England? b Why is the Elizabethan religious settlement often described as a "middle way"?

### Text Analysis

8. ● T1. Answer the questions. a Where does the conversation take place? b What does the lawyer think about hanging thieves? c What is the cause of theft "peculiar to you Englishmen"? d Which building is left standing, and what is it used for?

9. ●● T1. Rewrite in modern English. a *quod I* · b *that were wont to be so meek* · c *be become so great devourers* · d *holy men God wot* · e *leave no ground for tillage*

10. ●● In T1, the phrase "holy men God wot" about the abbots is…

    **A.** a sincere compliment.

    **B.** ironic: the abbots behave in a very unholy way.

    **C.** a quotation from the Bible.

    **D.** a legal formula used in court.

11. ●● T2. Answer the questions. a What had some advisers told the queen? b Why has she come among the soldiers, according to the text? c Who are "Parma" and "Spain"? d What will she be for her soldiers, in the last lines of the extract?

12. ●● T2. Find in the text: a an antithesis · b two groups of three · c a repetition · d a sentence that praises the audience · e a phrase that shows national pride.

13. ●●● Why are historians careful with the Tilbury speech? Explain in 50–70 words, using the three steps of the Esempio svolto.

14. ●●● Write a PEE paragraph (80–100 words): How does More make the image of the sheep powerful in T1?

### Language

15. ● Complete with the correct form of the verb in brackets: *-ing*, *having* + past participle or past participle. a (print) in 1526, Tyndale's New Testament was smuggled into England. b (fear) an invasion, Elizabeth went to Tilbury. c (lose) many of its ships, the Armada never returned. d The ships sailed north, (leave) the Channel to the English. e (give) the title "Defender of the Faith", Henry was proud of it. f (not / have) a son, Henry wanted a new wife.

16. ● Join the sentences with a participle clause. a Drake left Plymouth. He sailed to the Cape Verde Islands. (After…) b More refused the oath. He was imprisoned in the Tower. (Having…) c *Utopia* was written in Latin. It was read all over Europe. d Elizabeth knew the danger. She still went among her soldiers. e The settlers didn't know the land. They depended on the local people. f Tyndale lived in hiding. He translated the Bible. (While…)

17. ●● Which sentence is correct?

**A.** Looking at the map, you can see the route of the Armada.
**B.** Looking at the map, the route of the Armada becomes clear.
**C.** Sailing round the world, the silver filled Drake's ship.
**D.** Walking along the Thames, the Tower appeared.

18. ●● These sentences have dangling participles. Rewrite them correctly. a Arriving at the Tower, the guide was waiting for us. b Having read *Utopia*, the ending surprised me. c Written in a hurry, the teacher found many mistakes in my essay. d Leaving the museum, it started to rain. e Being a Catholic, the Act of Supremacy was impossible for More.

19. ●● Rewrite with the word in brackets + *-ing*. a When she heard the news, the queen went to Tilbury. (on) b Elizabeth was imprisoned in the Tower before she became queen. (before) c After he had returned to England, Drake was knighted. (after) d More worked as a lawyer while he was writing *Utopia*. (while) e Callum checked the timetable before he booked the tickets. (before)

20. ●● Rewrite the participle clauses as full clauses with *when, because, after, which* or *and*. a Having lost his job, Machiavelli wrote *Il Principe*. b Fearing Catholic plots, the government watched Mary, Queen of Scots. c Built in 1599, the Globe burned down in 1613. d Drake returned in 1580, bringing a cargo of silver. e Asked about the oath, More stayed silent.

21. ●● _____ by the Pope in 1570, Elizabeth expected Catholic plots against her.

**A.** Excommunicating
**B.** Having excommunicated
**C.** Having been excommunicated
**D.** To excommunicate

22. ●●● Translate into English, using a participle clause. a Dopo aver letto *Utopia*, abbiamo discusso dell'ideale e del reale. b Non conoscendo la strada, i coloni seguirono la costa. c Scritta nel 1513, l'opera di Machiavelli fu pubblicata solo nel 1532.

23. ●●● Write five sentences about the Tudor century, each with a different type of participle clause: *-ing* (time), *-ing* (reason), *having* + past participle, past participle, *on* + *-ing*. Use facts from this chapter.

### Vocabulary

24. ● Complete with: *cargo · colony · crew · empire · explorer · merchants · navigate · route · voyage*. In 1497 the Italian (1) _____ John Cabot set out from Bristol with a small (2) _____ of about twenty men. He was looking for a new (3) _____ to Asia, where (4) _____ bought spices and silk. Cabot could (5) _____ by the stars, but his (6) _____ ended in North America, not Asia. A century later Spain had a huge (7) _____ in the Americas, while England's first (8) _____ at Roanoke failed. Spanish ships carried a precious (9) _____ of silver home every year.

25. ●● Make verbs with *-ise*, *-ify* or *en-* and complete the sentences. a The Tudor rose (symbol) the end of the civil war. b Trade with Asia (rich) many London families. c Elizabeth tried to (simple) the religious question. d The Spanish fleet (danger) the whole country. e Raleigh wanted to (colony) Virginia. f How did Henry (just) his second marriage? g They (large) the palace at Hampton Court. h Her words (courage) the soldiers.

26. ●● Odd one out. Circle the word that does not belong and say why. a voyage · trip · cargo · journey b colonise · simplify · classify · justify c fleet · crew · cargo · empire d merchant · explorer · navigator · route

### Writing and Speaking

27. ●● Write the proposal in the Writing section (200–250 words): "A Renaissance day in Turin" (or in your town) for the council's youth office. Follow the model and the checklist.

28. ●● Speaking (pairs, 3 minutes). Your class can spend 300 euros on one Tudor-themed activity for the school: a theatre workshop, a trip to a museum, or books for the library. Make and justify suggestions, question your partner's ideas politely and reach a decision.

### Towards B2

29. ●● Multiple-choice cloze. Choose the correct answer (A, B, C or D) for each gap.
In December 1577 Francis Drake (1) _____ sail from Plymouth with five small ships. (2) _____ the Atlantic, he reached the coast of South America and (3) _____ through the Strait of Magellan. Only his own ship (4) _____ the storms on the other side. He attacked Spanish ports on the Pacific coast, (5) _____ a huge cargo of silver. When he finally returned in 1580, the queen was (6) _____ pleased that she knighted him.
1 A went B set C took D put · 2 A Crossed B Having crossed C To cross D Cross · 3 A passed B past C crossed over D went past · 4 A survived B stayed C kept D remained · 5 A capturing B captured C having captured D to capture · 6 A such B too C so D very

30. ●● Open cloze. Write ONE word in each gap.
William Tyndale was born in Gloucestershire in about 1494. Having studied at Oxford, he decided to translate the New Testament (1) _____ Greek into English. (2) _____ the bishops refused to help him, he left England and worked in Germany, (3) _____ his translation was printed in 1526. Copies were smuggled into England, hidden (4) _____ other goods. Arrested in the Low Countries, Tyndale was executed in 1536. Only a few years later, (5) _____, an English Bible based largely on his work was placed in every parish church, (6) _____ his words are still read today.

31. ●●● Word formation cloze. Use the word in brackets to form a word that fits the gap.
The (1) _____ (dissolve) of the monasteries was one of the biggest changes of the Tudor century. Huge areas of land became the (2) _____ (possess) of new owners, who had every reason to support the king. Many beautiful buildings were left in ruins, and their (3) _____ (destroy) shocked the people of the north. In 1536 a great rising, the Pilgrimage of Grace, showed how (4) _____ (popular) the changes were, but it was crushed. Henry's (5) _____ (decide) to sell the land quickly made the Crown rich for a few years, (6) _____ (enable) him to pay for his wars.

32. ●●● Key-word transformation. Complete the second sentence so that it means the same as the first. Use the word in bold and between two and five words. a After Henry broke with Rome, he closed the monasteries. **HAVING** → _____ Rome, Henry closed the monasteries. b Because she feared a Spanish invasion, Elizabeth raised an army. **FEARING** → _____ , Elizabeth raised an army. c As soon as Drake arrived, he went to see the queen. **ON** → _____ , Drake went to see the queen. d *Utopia* was written in Latin and was read all over Europe. **WRITTEN** → _____ was read all over Europe. e Let's visit the Tower in the morning. **SUGGEST** → I _____ the Tower in the morning. f People say that Elizabeth spoke these words at Tilbury. **SAID** → Elizabeth _____ these words at Tilbury.

## PER APPROFONDIRE

- [MOR] K. O. Morgan (ed.), *The Oxford History of Britain*: the chapter on the Tudor age, from Henry VII to the death of Elizabeth I.
- [NOR] S. Greenblatt (ed.), *The Norton Anthology of English Literature*, vol. B: the introduction to the 16th century and the pages on More's *Utopia* and on Elizabeth I's speeches.
- [SAN] A. Sanders, *The Short Oxford History of English Literature*: the chapter on Renaissance and Reformation, for humanism, Tyndale and the English Bible.
- [HEW] M. Hewings, *Advanced Grammar in Use*: the units on participle clauses, with more practice.
- [SWA] M. Swan, *Practical English Usage*: the entries on participle clauses and on misrelated ("dangling") participles.

# Glossario del capitolo

**Act of Supremacy**
*Atto di supremazia* — the law of 1534 that made Henry VIII Supreme Head of the Church of England.

**Annulment**
*annullamento* — an official declaration that a marriage was never valid.

**Antithesis**
*antitesi* — two opposed ideas set in balanced phrases: *the body of a weak and feeble woman / the heart and stomach of a king*.

**Armada**
*Invincibile Armata* — the Spanish fleet sent against England in 1588.

**Cargo**
*carico* — the goods carried by a ship or plane.

**Dangling participle**
*participio «sospeso»* — a participle with no logical subject in the main clause (✗ *Walking home, the rain started*).

**Dialogue**
*dialogo* — a work written as a discussion between characters (*Utopia*, the *Cortegiano*).

**Dissolution of the monasteries**
*soppressione dei monasteri* — the closing of all English religious houses and the sale of their lands, 1536–1541.

**Dynasty**
*dinastia* — a family whose members rule one after another.

**Enclosure**
*recinzione (delle terre comuni)* — fencing open fields and common land, often to make sheep pastures.

**Great Chain of Being**
*grande catena dell'essere* — the idea of an ordered hierarchy of all creation, from God to stones.

**Humanism**
*umanesimo* — the study of classical and biblical texts in the original languages, to educate citizens and rulers.

**Participle clause**
*frase participiale* — a clause built on a participle, with no subject or tense: *Having broken with Rome, …*

**Privateer**
*corsaro* (con licenza del sovrano) — a private captain allowed by the Crown to attack enemy ships.

**Proposal**
*proposta (testo)* — a formal text that suggests a plan, with reasons, to someone who must decide.

**Religious settlement**
*assetto religioso* — Elizabeth I's compromise of 1559: a Protestant Church of England with traditional features.

**Utopia**
*utopia* — a description of an imaginary ideal society, used to criticise a real one (from More's book, 1516).

**Voyage**
*viaggio (per mare)* — a long journey by sea or in space.

# Soluzioni

**1.** C (Henry VIII, 1534).

**2.** B (Latin, Leuven 1516; Robinson's English translation is of 1551).

**3.** D (the dissolution followed the break with Rome; the Pope's authority returned only briefly under Mary I).

**4.** a T. b F: he broke with the Pope but kept most Catholic doctrine and the Mass; Protestant reforms came under Edward VI. c T (July 1553). d T (1554). e F: she was Elizabeth's cousin (the granddaughter of Henry VIII's sister Margaret). f T (Magellan died during his expedition, in 1521; Elcano brought the last ship home).

**5.** a 1549 · b 1559 · c 1485 · d 1516 · e 1588 · f 1497 · g 1534 · h 1587.

**6.** 1 c · 2 e · 3 g · 4 a · 5 b · 6 h · 7 d · 8 f.

**7.** Model answers. a Humanism was a movement of scholars who went back to the original texts of Greek and Roman antiquity and of the Bible (*ad fontes*) and used them to educate citizens and rulers. It began in Italy with Petrarch; English scholars such as Grocyn and Linacre studied in Italy, and Colet, More and the visiting Erasmus spread it in England. (≈ 60 words) b Because it was Protestant in doctrine — Elizabeth was Supreme Governor, services used the English Prayer Book — but kept bishops, many traditional ceremonies and a deliberately vague language. Elizabeth asked for outward obedience rather than private agreement, so that most Catholics and Protestants could accept the Church. (≈ 50 words)

**8.** a At dinner in the house of Cardinal Morton, Archbishop of Canterbury. b He praises the law: hanging thieves is right. c Enclosure: landowners turn fields and villages into sheep pastures, so farm workers lose their homes and work. d The church, which becomes a shed for sheep (in More's Latin, a pigsty).

**9.** a I said · b which used to be so meek · c have become such great eaters · d holy men, God knows (ironic: not holy at all) · e leave no land for growing crops.

**10.** B.

**11.** a To be careful about going among armed crowds, for fear of treachery. b Not for amusement, but because she has decided to live or die among them in the battle. c The Duke of Parma, Alessandro Farnese, commander of the Spanish army in the Netherlands, and Philip II's Spain. d Their General, Judge and Rewarder of every one of their virtues in the field.

**12.** a *the bodie, but of a weak and feeble woman / the heart and Stomach of a King*. b *for my God, and for my kingdom, and for my people*; *your General, Judge, and Rewarder* (also: *Parma or Spain, or any Prince of Europe*). c *I my self will take up arms, I my self will be…* d *I have placed my chiefest strength, and safeguard in the loyal hearts and good will of my subjects* (also *my faithful, and loving people*). e *and of a King of England too*.

**13.** Model answer: The text comes from Leonel Sharp, who was at Tilbury, but he wrote it down in the 1620s, more than thirty years later, and it was printed only in 1654. He wrote for the Duke of Buckingham when the memory of Elizabeth was politically useful, and the exact words are not confirmed by other sources of 1588. So it probably gives the substance, not the exact words. (≈ 65 words)

**14.** Model answer: More turns the gentlest of animals into monsters to make an economic change shocking (Point). He contrasts their past and present: sheep "that were wont to be so meek and tame, and so small eaters" are now "so great devourers, and so wild, that they eat up and swallow down the very men themselves" (Evidence). The reversal of adjectives and the climax of violent verbs make the reader see enclosure as a beast; yet the

sheep are innocent, so the image quietly points at the landowners who profit from them (Explanation). (≈ 95 words)

**15.** a Printed · b Fearing · c Having lost · d leaving · e Given (also: Having been given) · f Not having.

**16.** a After leaving Plymouth, Drake sailed to the Cape Verde Islands. b Having refused the oath, More was imprisoned in the Tower. c Written in Latin, *Utopia* was read all over Europe. d Knowing the danger, Elizabeth still went among her soldiers. e Not knowing the land, the settlers depended on the local people. f While living in hiding, Tyndale translated the Bible (also: Living in hiding, …).

**17.** A (in B–D the participle has no logical subject: the route does not look, the silver does not sail, the Tower does not walk).

**18.** Possible answers. a When we arrived at the Tower, the guide was waiting for us. / Arriving at the Tower, we found the guide waiting. b Having read *Utopia*, I was surprised by the ending. c Written in a hurry, my essay was full of mistakes. / The teacher found many mistakes in my essay, which I had written in a hurry. d As we were leaving the museum, it started to rain. e Being a Catholic, More could not accept the Act of Supremacy.

**19.** a On hearing the news, the queen went to Tilbury. b Before becoming queen, Elizabeth was imprisoned in the Tower. c After returning (after having returned) to England, Drake was knighted. d While writing *Utopia*, More worked as a lawyer. e Before booking the tickets, Callum checked the timetable.

**20.** a After he had lost his job, Machiavelli wrote *Il Principe*. b Because it feared Catholic plots, the government watched Mary, Queen of Scots. c The Globe, which was built in 1599, burned down in 1613. d Drake returned in 1580 and brought a cargo of silver. e When he was asked about the oath, More stayed silent.

**21.** C (passive and completed before the main action; *Excommunicated* alone would also be correct).

**22.** a After reading (After having read / Having read) *Utopia*, we discussed the ideal and the real. b Not knowing the way, the settlers followed the coast. c Written in 1513, Machiavelli's work was published (printed) only in 1532.

**23.** Model sentences: Leaving Plymouth in 1577, Drake sailed south towards Africa. · Wanting a son, Henry VIII asked the Pope for an annulment. · Having broken with Rome, Henry dissolved the monasteries. · Printed at Worms in 1526, Tyndale's New Testament reached England hidden in cloth. · On hearing that Parma's army was still waiting, Elizabeth went to her troops at Tilbury. Check: the subject of each participle is the subject of the main clause.

**24.** 1 explorer · 2 crew · 3 route · 4 merchants · 5 navigate · 6 voyage · 7 empire · 8 colony · 9 cargo.

**25.** a symbolised · b enriched · c simplify · d endangered · e colonise · f justify · g enlarged · h encouraged.

**26.** a cargo (goods, not a kind of travel) · b colonise (made with *-ise*; the others with *-ify*) · c empire (the others belong to a ship: ships, people, goods) · d route (a way, not a person).

**27.** Traccia: title and addressee; introduction with the aim; two or three headed sections (e.g. Morning: the Palazzo Reale and the Armeria Reale; Afternoon: the Egyptian Museum or the Mole Antonelliana — or Renaissance places of your own town), each with a reason; practical points (transport, booking, cost to be checked); recommendation. Formal register, no contractions, at least two participle clauses (*Having seen…, Built in…*), *would / could* for the plan. Assess: content and reasons (5), organisation and headings (4), language range including participle clauses (4), accuracy and register (2).

**28.** Model exchange: A: I'd suggest spending the money on a theatre workshop. The main reason is that everybody could take part, not just the readers. B: That's a fair point, but a workshop lasts one afternoon. Wouldn't it be better to buy books? That way, they'd be there for years. A: I see where you're coming from, but would people actually read them? It might be worth asking the class first. B: Fair enough. Shall we compromise and spend part on a workshop and part on two or three books? A: Let's go for

that. Check: suggestions + reasons, polite disagreement, a clear decision.

**29.** 1 B (set sail) · 2 B Having crossed · 3 A passed · 4 A survived · 5 A capturing · 6 C so (... that).

**30.** 1 from · 2 As (Since, Because, When) · 3 where · 4 among · 5 however (though) · 6 and (so).

**31.** 1 dissolution · 2 possession · 3 destruction · 4 unpopular · 5 decision · 6 enabling.

**32.** a Having broken with · b Fearing a Spanish invasion · c On arriving (On his arrival) · d Written in Latin, *Utopia* · e suggest visiting (suggest (that) we visit) · f is said to have spoken.

**Collegamenti, "Try it".** 38° − 36° = 2° of latitude; 2 × 111 km ≈ 222 km, so about 220 km south.