



世纪英语专业系列教材



*Introduction to the History
of the UK*



英国 历史文化

常俊跃 夏 洋 赵永青 主编



北京大学出版社
PEKING UNIVERSITY PRESS

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前 言

《英国历史文化》是在内容依托教学理念指导下,依托国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”推出的系列英语内容依托教材之一,是大连外国语学院优秀教学成果一等奖、辽宁省优秀教学成果一等奖、第六届国家级优秀教学成果奖获奖成果的重要组成部分。这套系列教材的推出具有重要的理论意义和现实意义。

随着我国英语教育的快速发展,英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家教师们密切关注的现行英语专业教育大、中、小学英语教学脱节,语言、内容教学割裂,单纯语言技能训练过多,专业内容课程不足,学科内容课程系统性差,高低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题,国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”以内容依托教学(CBI)理论为指导,确定了如下改革思路:

(一)更新语言教学理念,改革英语专业教学的课程结构。在不改变专业总体培养目标和教学时限的前提下,对课程结构进行革命性的变革,改变传统单一的语言技能课程模式,实现内容课程——语言课程的融合,扩展学生的知识面,提高学生的语言技能。

(二)开发课程自身潜力,同步提高专业知识和语言技能。内容依托课程本身也同时关注内容和语言,把内容教学和语言教学有机结合。以英语为媒介,系统教授专业内容;以专业内容为依托,在使用语言过程中提高语言技能,扩展学生的知识面。

(三)改革教学方法手段,全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性,通过问题驱动、输出驱动等方法调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,提高学生的语言技能,激发学生的兴趣,培养学生的自主性和创造性,提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业基础阶段通过开设单纯的听、说、读、写四种语言技能课提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性的改革。首创了有英语专业基础阶段具有我国特色的内容——语言融合的课程体系;率先开发了适合英语专业基础阶段的内容依托课程;系统开发了英语国家史、地、社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化等教材;以英语为媒介,系统教授专业内容;以内容为依托,全面发展学生的语言技能;扩展学生的知识面,提高学生的综合素质,以崭新的途径实现英语专业教育的总体培养目标。

经过七年的酝酿、准备、实验,内容依托教学改革取得了鼓舞人心结果。

(一) 构建了英语专业基础阶段内容依托课程与语言课程融合的课程体系。新的课程体系改变了传统单一的听、说、读、写语言技能课程模式,实现了内容依托课程和语言技能课程两种模块的融合;语言技能课程包含综合英语、听力、语音、写作,内容课程包含了英国历史文化、英国自然人文地理、英国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化;语言技能课程密切关注听、说、读、写技能的发展,内容依托课程不仅关注系统的学科内容,而且也关注综合语言技能的培养。在课程外和课程内两个层面把内容教学和语言教学有机结合,通过内容教学培养学生综合语言运用能力,扩展学生的知识面,提高学生的综合素质和多元文化意识,从根本上改变英语专业学生知识面偏窄、综合素质偏低的问题。

(二) 系统开发了相关国家的史、地、社会文化以及跨文化交际课程资源。在 CBI 教学理论的指导下,在实施内容依托教学的关键期——英语专业的第一学年,成功开出了英国和英国的历史、地理、社会文化等课程。第二学年开出澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化等课程。内容依托教材改变了传统的组织模式,系统组织了教学内容,设计了新颖的栏目板块,设计的活动也丰富多彩,实践教学中受到了学生的广泛欢迎。此外还开发了开设课程所需要的大量资源。在北京大学出版社的支持下,系列教材已经陆续出版。

(三) 牵动了教学手段和教学方法的改革,取得了突出的教学效果。在内容依托教学理论的指导下,教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,激发学生的兴趣,培养学生自主性和创造性,提高学生的语言技能,提升思辨能力和综合素质。曾有专家教师担心取消专门的英语泛读课以及缩减基础英语精读课会对阅读技能发展产生消极影响。实验数据证明,内容依托教学不仅没有对学生的语言技能发展和语言知识的学习产生消极影响,而且还产生了多方面的积极影响;在取消专门英语阅读课的情况下,阅读能力发展迅速;内容依托教学对学科知识的学习产生了巨大的积极影响。

(四) 提高了教师的科研意识和科研水平,取得了丰硕的教研成果。项目开展以来,团队对内容依托教学问题进行了系列研究,活跃了整个教学单位的科研气氛,科研意识和科研水平也得到很大提高。课题组已经撰写研究论文 17 篇,在国际、国内学术研讨会交流 12 篇,在国际学术期刊 *World Englishes*、国内外语类核心期刊《外语与外语教学》、《中国外语》、《教育理论与实践》等发表研究论文 8 篇。

教学改革开展以来,每次成果发布都引起强烈反响。在 2008 年 3 月的第三届中国外语教学法国际研讨会上,与会的知名外语教育专家戴炜栋教授等对这项改革给予关注,博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在 2008 年 5 月的“第二届全国英语专业院系主任高级论坛”上,研究成果得到知名专家博士生导师王守仁教授和与会专家教授的高度评价。在 2008 年 7 月的中国英语教学研究会东北地区年会上,改革的系列成果引起与会专家的强烈反响,研究论文获得 3 个优秀论文一等奖,3 个二等奖,1 个三等奖。在 2008 年 11 月在中国英语教学研究会年会上,成果再次引起与会专家

的强烈反响,博士生导师石坚教授等给予高度评价。在2008年10月和12月,本项改革成果分别获得大连外国语学院教学研究成果一等奖和辽宁省优秀教学成果奖一等奖,获得第六届国家优秀教学成果奖。在2009年5月的“第三届全国英语专业院系主任高级论坛”,本项改革成果再次赢得专家同行们的关注和赞誉。

目前,该项成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲,影响了课程建设的理念,引领了英语专业的教学改革,改善了教学实践,必将对未来英语专业教育的发展产生积极影响。

本项改革开展过程中得到了全国各地专家的关注、支持和帮助:衷心感谢戴炜栋教授、王守仁教授、文秋芳教授、石坚教授、蔡基刚教授、杨忠教授等前辈们给予的关注、鼓励、支持和帮助,衷心感谢大连外国语学院校长孙玉华教授、赵忠德教授、杨俊峰教授及其他各位领导的大力支持,感谢大连外国语学院教务处刘宏处长、姜凤春副处长以及工作人员们在改革实验中给予的大力支持,感谢大连外国语学院科研处张雪处长和工作人员们给予的热情帮助,感谢大连外国语学院英语学院的领导全力支持和同事们的无私的帮助以及团队成员的共同努力。同时也真诚感谢为我们内容依托教学改革提供丰富教学材料的国内外专家们。特别感谢的是北京大学出版社富有远见的张冰主任和刘强助理,没有他们对新教学理念的认同,没有他们对英语专业教育的关注和支持,这套教材不可能如此迅速地面世。

《英国历史文化》教材针对的学生群体是具有中学英语基础的大学生。适用于英语专业一、二年级学生,也适用于具有中学英语基础的非英语专业学生和英语爱好者学习。总体来看,本教材具备以下主要特色:

(一) 遵循了全新的教学理念

本教材改变了“为学语言而学语言”的传统教材建设理念,在具有时代特色且被证明行之有效的内容依托教学理论指导下,改变了片面关注语言知识和语言技能忽视内容学习的作法。它依托学生密切关注的英国历史文化内容,结合历史文化内容组织学生进行语言交际活动,在语言交流中学习有意义的知识内容,既训练语言技能,也丰富相关知识,起到的是一箭双雕的作用。

(二) 涉及了系统的历史内容

《英国历史文化》教材共分15单元,每单元设置主课文一篇,补充阅读课文2-4篇,课文内容依照英国历史发展脉络编排。教材内容主要展示了从部落入侵到英国当代的主要历史发展脉络,涵盖了较为系统的英国历史基础知识,并对其中一些主要的历史事件有所侧重。常规英国历史课中的一般性主题和话题将贯穿教材始终,其中包括英国各王朝的形成与更替、议会的形成、英国历史发展过程中的主要战争、主要君主及相关成就等诸多方面。

(三) 引进了真实的教学材料

英语教材是英语学习者英语语言输入和相关知识输入的重要渠道。本教材大量使用真实、地道的语言材料,为学生提供了高质量的语言输入。此外,为了使课文内容更加充实生动,易于学生理解接受,编者在课文中穿插了大量的插图、表格、照片等真实的视觉材料,表现手法活泼,形式多种多样,效果生动直观。

(四) 设计了新颖的教材板块

本教材每一单元的主体内容均包括 Before You Read、Start to Read、After You Read 和 Read More 四大板块,也就是课前热身、课文正文、课后练习和辅助阅读,除此之外有专有名词列表和娱乐园地,教材的最后还有附录内容。课前热身包括启发性的问题或准备活动;课文正文介绍英国历史文化知识;课后练习关注英国历史知识的学习和英语语言的学习;辅助阅读内容对课文正文进行补充,为学有余力的读者提供更多更详细的内容;专有名词列表为读者省去了查阅英国地理专有名词的麻烦;娱乐园地介绍的相关网址、电影、书籍、歌曲等可供读者选择自己感兴趣的内容对英国历史文化进行多角度的认识。该教材不仅在结构上确立了学生的主体地位,而且系统的安排也方便教师借助教材有条不紊地开展教学活动。它改变了教师单纯灌输、学生被动接受的教学方式,促使学生积极思考、提问、探索、发现、批判,培养自主获得知识,发现问题和解决问题的能力。

(五) 提供了多样的训练活动

为了培养学生的语言技能和综合素质,本教材在保证历史知识体系完整的前提下,在关注英语语言知识训练和相关知识内容传授的基础上精心设计了生动多样的综合训练活动。教材在每一单元都精心设计了语言知识和语言技能练习。同时,编者还设计出与英国历史相关的、学生参与度很高的课堂活动和课外活动。多样化的活动打破了传统教材单调的训练程式,帮助教师设置真实的语言运用情境,组织富于挑战性的、具有意义的语言实践活动,培养学生语言综合运用能力。这些活动的设置成为本教材的亮点之一,它使得课堂教学得以延伸,也能激发学生的学习热情,这也是 CBI 教学理念在本教材中的最好体现。

(六) 推荐了经典的学习材料

教材的这一特色在于它对教学内容的延伸和拓展。在每个章节的最后部分,编者向学生推荐经典的书目、影视作品、名诗欣赏以及英文歌曲等学习资料,这不仅有益于学生开阔视野,也使教材具有了弹性和开放性,方便不同院校不同水平学生的使用。

作为一项探索,我们团队成员虽然为打造这套精品教材做出了巨大努力,但由于水平所限,教材中难免存在疏漏和不足,希望全国各地的同仁不吝赐教,希望亲身体验内容依托教学的同学积极提出改进意见和建议,以期不断完善教材,为提高英语专业教育的质量共同努力。

编者

2009年6月

于大连外国语学院

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Unit 1

The Birth of a Nation

The charm of history and its enigmatic lesson consist in the fact that, from age to age, nothing changes and yet everything is completely different.

—Aldous Huxley

Unit Goals

- To be familiar with the history before the Norman Conquest
- To have a glimpse at the Celtic Britain, the Roman invasion, the Germanic invasion and the Danish invasion
- To know such important figures as Julius Caesar, King Arthur, Alfred the Great and William the Conqueror during this period
- To be acquainted with the cause of the Norman Conquest
- To learn words and expressions that describe the Britain before the Norman Conquest and improve English language skills

Before You Read

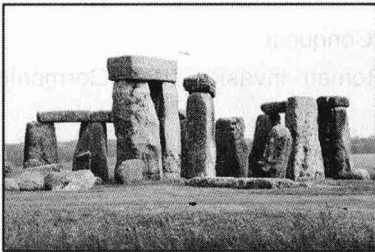
- (1) How much do you know about the following figures in the early stage of British history? Share your knowledge about them with your partner and fill in the blanks in the following chart.

The Figure in History	What I Know about Him
Julius Caesar	
King Arthur	
Alfred the Great	

- (2) Read Text A and single out the key information about the early settlers and invaders.
 The Celts: _____
 The Romans: _____
 The Anglo-Saxons: _____
 The Danes: _____
- (3) Do you know the following important cities: Gloucester, Worcester, Chester and Winchester? You probably find that these place names have something in common—the word ending “-cester” or “-chester”? Figure out the origins of these words while reading Text A.
- (4) Form groups of three or four students. Try to find, on the Internet or in the library, more information about King Arthur. Get ready for a 5-minute presentation in class.

Start to Read

Text A The Ancient Briton and Invasions



The great round temple of Stonehenge stands high in the hills of southern England, where the ancient Britons built it 3500 years ago. Their remains can be seen in many places, but there is no written record of these early days until Julius Caesar, a Roman General, visited the island in 55 BC. By then, many different tribes, especially the Celts, had crossed from Europe in

search of empty lands for settlement.

The Celts were one of the early settlers and began to move to Britain about 700 BC. The Celts lived in much of western and central Europe at the time. They defeated the natives of the islands and made them members of their tribes. Their language, the Celtic, was the earliest known language in what is now Britain.

For a few centuries, the Roman armies stopped the westward flow of Europe's population. In 55BC and 54BC, under the leadership of Julius Caesar, Romans invaded Britain twice. For nearly 400 years, Britain was under the Roman occupation, though it was never a total occupation. The Roman rule of Britain ended by 410.

The Romans brought Christianity to England, and their development of the country helped this religion to spread. Many of their army bases are now important cities: Gloucester, Worcester, Chester, Winchester and others. All these names are derived from the Roman word “castra”, which means an armed camp.



From the middle of the 5th century, three Germanic (Teutonic) tribes, namely Jutes, Angles and Saxons, began to migrate from the region of Denmark and settled in Britain. The Christian Celts, in spite of their brave leaders like King Arthur, were wholly defeated. Those who escaped the sword were pushed back into the mountains of Wales and Scotland and across to Ireland.

The Angles and Saxons from northern Germany spoke a language which we now call Old English. The Angles gave rise to the word "England" because "England" in Old English meant "the land of the Angles". The Angles and Saxons took possession of all the land as far as the mountains in the north and west, and divided it into a handful of small kingdoms. Essex and Sussex, the kingdoms of the east and south Saxons, are still the names of English counties. Then they settled down to work their farms. But their separate kingdoms could make no organized resistance to the next wave of northern fighters, the Vikings. Some of these came from Norway and attacked the rocky coasts of Scotland and northern England; but the main body came from Denmark, sailed up the rivers of the east and south, and seized one little Saxon kingdom after another. At the last moment, the Saxons were saved by the courage of King Alfred of Wessex, who defeated the Danes and forced their army to accept the Christian faith. Then he allowed them to settle in eastern and central England.

Both the Saxons and the Danes had been accustomed to northern gods like Woden and Thor, whose names have given us Wednesday and Thursday. They believed that courage, loyalty and rough honesty are the greatest virtues. How did the Saxons become Christian? The question is answered by Bede, whose *History of the English Church* was written in Latin while these events were still within living memory. Bede was a Saxon but he used Latin because it was the international language of the Church. Pope Gregory, he said, was attracted by some fair-haired young slaves on sale in Rome. The Pope, who was head of the Roman Church, heard that these slaves came from England, and he decided to send a party of his priests to help the English people.

In 597, St. Augustine and others from Rome successfully converted the leaders in tribes to Christianity. By the end of the 7th century, England had been Christianized. The Roman priests made their base at Canterbury, and within a hundred years all England was united under one well-organized Church. Each district had its church leader, the bishop, and its central church building, the cathedral. The head of them all was the Archbishop at Canterbury.

King Alfred the Great had a respect for education. He himself wrote some school books in Old English, including a translation of Bede's *History*; and he began the *Anglo-Saxon Chronicle* in which the history of the land was recorded by monks for the next three hundred years.

Under Alfred and his sons, the Danes and Saxons settled side by side in peace. Under Danish influence, Alfred built a navy of fighting ships to protect his shores; he also



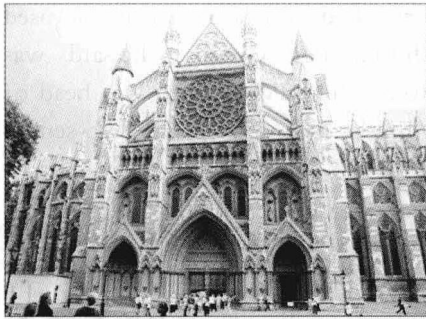
provided horses to move his soldiers quickly, though they had not yet learnt to fight on horseback.

Under the weak King Ethelred, there was trouble once more. Fresh waves of fierce Danish fighters attacked the south. Instead of fighting them, Ethelred collected a tax and paid them to go away, but each year they wanted more. The poor were ruined by this tax and even the rich suffered. No wonder that, when he died, the council invited the Danish leader Canute to become their king.

Canute worked hard to unite his Danish and Saxon peoples. He trusted great lords, who ruled various former kingdoms in his name. Canute became a Christian and used the Church to draw all men together. He kept Winchester as his capital, where English and Danish were the languages of his court.

Canute died and left two sons; but they were evil men, and soon Ethelred's son Edward was called from Normandy to be the king. He had been brought up in an abbey and was more like a monk than a king, so that people called him Edward the Confessor. Edward was formally married to the daughter of Godwin (the great Lord of Wessex), but he made no attempt to give her a child. He spoke Norman French. His tastes and his friends were Norman. He even appointed a Norman archbishop.

The council, which included both Saxon and Danish lords and bishops, was getting seriously worried. When it was reported that Edward had promised to leave the kingdom to his Norman cousin, the council members decided to take actions. They forced Edward to dismiss his archbishop and appoint a Saxon instead; but they were too disunited to prevent the spread of Norman influence and power.



At Christmas 1065, they gathered for the opening of the king's new abbey at Westminster, two miles outside the walls of London. Here Edward had already built himself a royal home. But he was too ill to attend the opening of his abbey, and a few days later he died. On his death bed he chose Harold of Wessex, his wife's brother, to be king in his place. The council approved of this choice, and Harold was crowned the next day. Like

Canute, he did not belong to the royal family of England; but he was a Saxon lord, and he was chosen by Edward and the council. By English custom he was lawfully crowned.

The council knew well that others would claim the crown. Duke William of Normandy would claim it because of Edward's secret promise; the kings of Denmark and Norway would claim it because of their family ties with Canute. If Harold had had the full support of his lords, he could probably have saved his kingdom; but many were jealous of his position and some clearly favored his foreign rivals. When the attack came, it found England disunited.

When Norway's king landed and seized York, Harold rushed north and destroyed him and his army. Three days later, Duke William landed on the Sussex coast, and Harold rushed south again. Without waiting to collect support from doubtful lords, he met the Norman army near Hastings. His tired men fought bravely but they had no experience of fighting against cavalry, and the Norman cavalry were the finest fighting horsemen in Europe. When night came, King Harold and the best of his men lay dead on the hill-top. And on Christmas Day 1066, William the Conqueror was crowned in Westminster Abbey.



After You Read



Knowledge Focus

1. Pair Work

Discuss the following questions with your partner.

- (1) What do you know about the Stonehenge? Share your knowledge with your partner.
- (2) Who brought Christianity to England?
- (3) What were the three Germanic tribes?
- (4) Whose language could be called Old English?
- (5) Can you figure out the origins of such city names as "Essex" or "Sussex"?
- (6) How do you define the "Vikings"?
- (7) What are Wednesday and Thursday named after?
- (8) What do you know about King Alfred the Great? What made him "great" in history?
- (9) How did the Saxons become Christian?
- (10) Can you briefly retell what happened before the Norman Conquest?

2. Solo Work

Tell whether and why the following are true or false according to the knowledge you have learned.

- ___ (1) When the Anglo-Saxon conquest was over, little remained of Celtic or Roman civilization on the island.
- ___ (2) The Romans brought their civilization to England, but they did not introduce a system of organized government.
- ___ (3) The Stonehenge is one of the most famous prehistoric sites in the world, which is composed of earthworks surrounding a circular setting of large standing stones.
- ___ (4) In 55BC and 54BC, Julius Caesar, a Greek general, invaded Britain twice.

- ____ (5) Edward the Confessor was the last Anglo-Saxon king in the English history. He ruled over England for twenty years.
- ____ (6) The Norman Conquest was in fact a French conquest and the imposition upon England of a ruling French aristocracy. In consequence, Norman-French of the conquerors replaced English as an authoritative language in England. English became a lower-class language.

3. Define the following terms.

- (1) Stonehenge: _____

- (2) Viking Invasion: _____

- (3) The Norman Conquest: _____

Language Focus

1. Fill in the blanks with the following words or expressions you have learned in the text. Put them into appropriate forms if necessary.

take possession of	accustom	handful	record
appoint	in search of	pour into	fierce
owe... to	approve of		

- (1) She was shot by a hunter when she went out _____ firewood.
- (2) Refugees have been _____ neighboring countries to escape the civil war.
- (3) We've already bought the house but we will not _____ it until May.
- (4) He pulled out a _____ of coins from his pocket.
- (5) It'll take time for me to _____ myself to the changes.
- (6) Most people no longer _____ smoking in public places.
- (7) He's just been _____ director of the publishing division.
- (8) We all _____ a debt of gratitude _____ Mrs. Stevenson, who kindly donated the money for the project.
- (9) Two men were shot during _____ fighting last weekend.
- (10) Unemployment is likely to reach the highest that has ever been _____.

2. Find the appropriate prepositions that collocate with the neighboring words.

- (1) The Celts had crossed from Europe _____ search of empty lands for settlement.
- (2) All these names are derived _____ the Roman word "castra", which means an armed camp.