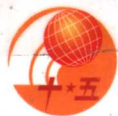


全国普通高等学校优秀教材一等奖 **第一版**

普通高等教育“十五”国家级规划教材



英 语 国 家 社 会 与 文 化 入 门

Book One

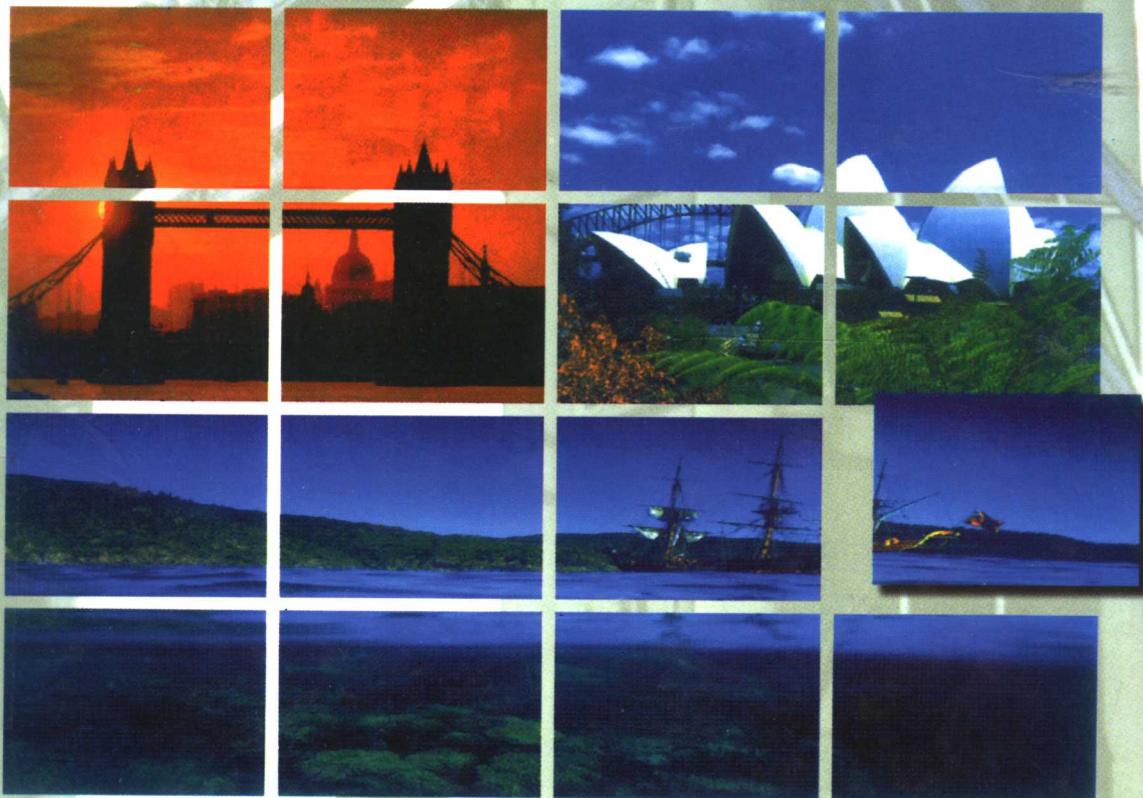
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第
二
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Second Edition

THE SOCIETY AND CULTURE OF
MAJOR ENGLISH-SPEAKING COUNTRIES
AN INTRODUCTION

朱永涛 王立礼 主编



高等教育出版社
HIGHER EDUCATION PRESS

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AN INTRODUCTION

朱永涛 王立礼 主编

Ann Aungles John Hill Jerusha McCormack

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编写

SCJ35 | 05



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内容提要

《英语国家社会与文化入门》是一套关于主要英语国家(英国、爱尔兰、澳大利亚、新西兰、美国及加拿大)的社会与文化背景的教科书,旨在帮助英语专业学生和英语自学者了解这些国家的社会与文化概貌,如地理、历史、政治、经济、社会生活和文化传统等方面的基本知识。同时,通过学习课文、完成各种练习,可达到提高英语水平之目的。本书大部分课文由有教学经验的来华外国专家撰写,英语地道,内容新颖,通俗易懂,全书版式设计独特,图片丰富,内容活泼,生词当页标注的编排方式便于学习阅读。全书分上、下两册,适用于各类大专院校(包括电大、成人教育学院)英语专业一、二年级学生及具有同等英语水平的自学者。本书为全国高等师范专科英语专业“英语国家概况课”教材。

本册介绍英国、爱尔兰及澳大利亚的社会与文化背景。

图书在版编目(CIP)数据

英语国家社会与文化入门.上册/朱永涛,王立礼主编. —2版. —北京:高等教育出版社,2005.7
ISBN7-04-017463-4

I. 英... II. ①朱... ②王... III. ①英语—国家—概况—高等学校—教学参考资料②英语—高等学校—语言读物 IV. H319.4

中国版本图书馆CIP数据核字(2005)第073470号

策划编辑 贾 巍 责任编辑 梁 宇 封面设计 张 楠
版式设计 刘 援 张 彤 责任校对 梁 宇 责任印制 陈伟光

出版发行 高等教育出版社
社 址 北京市西城区德外大街4号
邮政编码 100011
总 机 010-58581000

购书热线 010-58581118
免费咨询 800-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>

经 销 北京蓝色畅想图书发行有限公司
印 刷 北京民族印刷厂

开 本 850×1168 1/16
印 张 21.25
字 数 450 000

版 次 2000年12月第1版
2005年7月第2版
印 次 2005年9月第2次印刷
定 价 29.00元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

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物料号 17463-00

第二版前言

《英语国家社会与文化入门》自出版以来得到广大使用者的好评。第二版在第一版的基础上进行了修改和增删，力求改进和完善。从所包括的国家方面，第二版上册增加了爱尔兰，共4个单元。英国由原来的12章改为10个单元。澳大利亚由原来的4章改为6个单元，特请澳大利亚专家重新编写，内容更加充实，也更好地体现了澳大利亚这个国家的特点。新西兰2章进行了修改，并移到下册。美国的原12章做了适当的调整，增加了有关二战结束后的美国外交政策的内容。加拿大也做了部分修改。

每单元有如下调整：第一，将重点内容提示(Focal Points)放到课文的前面，便于使用者阅读课文时抓住重点内容。第二，保留生词部分，但去掉音标，因为读者只要能识别生词即可，不要求准确读出来。第三，有些课文有一定的改变，主要是更新信息。个别课文增加了较多的内容。第四，注释(Explanations)仍为本书的特色之一，内容更加充实详尽，以帮助使用者自学。第五，练习部分遵循由浅入深的原则，设计了正误判断题、多项选择题、填空题和解释题。练习均有答案，解释题有参考答题，供使用者参考。

英国部分由英国专家John Hill撰写，爱尔兰部分由爱尔兰专家Jerusha McCormack撰写，澳大利亚部分由澳大利亚专家Ann Aungles撰写，美国部分课文由美国专家Morton Schagrin和Helen Young分别撰写，外交政策一章由美国问题专家、北京外国语大学梅仁毅教授提供，加拿大部分由加拿大专家Ann Rogers撰写，新西兰部分由新西兰专家Helen Wylie修改审校。在此，主编向他们各位深表谢意。

主 编

2005年5月

第一版前言

《英语国家社会与文化入门》是一套关于主要英语国家（英国、美国、加拿大、澳大利亚和新西兰）的社会与文化背景的教科书，旨在帮助英语专业学生和英语自学者了解这些国家的社会与文化概貌，如地理、历史、政治、经济、社会生活和文化传统等方面的基本知识。同时，通过课文的学习和各种练习的实践，达到提高英语水平的目的。本书分上、下两册，上册介绍英国、澳大利亚和新西兰，下册介绍美国和加拿大。本书适用于各类大专院校（包括电大、成人教育学院）英语专业一、二年级学生及具有同等英语水平的自学者。

本书主编在北京外国语大学英语系一年级授过数年美国历史课，参与了英语系二年级欧洲文化入门的授课和教科书的编写工作。这两门课均受到学生的欢迎。学生通过听课，阅读简易的英语课本，在扩大知识面和英语掌握上都有很大的收获。这一成功的教学经验再次说明，英语教学必须实行语言教学与文化知识课紧密结合的原则，而且应从低年级开始有计划地逐步实施。只有这样，英语教学才能进一步深化。随着社会的进步和科技的高速发展，中外各种交流越来越密切，这种结合必将日益显得更加重要。本书的编撰正是基于这样的认识。

根据以上编撰宗旨和认识，本书在课文的编写及练习的设计上作了一些新的尝试。首先，本书力图符合中国学生的具体情况，适应他们的实际需要。英语学习刚刚起步的中国读者极需要一本大众化的英语国家文化背景教科书。为此，我们邀请了数位在中国有过教学经验的外国专家撰写了本书的大部分课文。这些专家分别来自英国、美国、加拿大和新西兰等国家。他们都有各自的特长，并从自己的国家带来了新鲜的思想，他们对中国学生的特点和需要有一定了解，因此，他们编写的课文通俗易懂，基本词汇量不超过2500个，英语地道，内容新颖。本书的中国编者是北京外国语大学英语系有着丰富教学经验的老师。他们根据中国学生的需要对难点作了精心注释，并设计了方便学生学习的练习。

其次，本书在编写中试图体现教学应以学生为中心，学生自己是学习的主人的教学思想。为了帮助学生理解课文，掌握英语，吸取知识，注释部分尽量做到详细、实用，希望能起到教师课堂引导的作用。注释的内容包括重大事件和人物的历史背景、典故、语言难点或学生不容易理解的地方等。每课编有重点内容提示(Focal Points)，以助于学生掌握课文的组织结构和中心思想。每课课文后都设计了多项选择题、填空题及解释题，这些练习不仅可以帮助学生记忆各种信息，巩固和提高文化和语言知识，还可以帮助学生复习、归纳所学内容。书后附有练习题的答案，供学习者参考。此外，每章都编有思考题，供学生进行口语练习或用英语开展跨文化比较讨论时使用。

本册的英国部分由英国专家 John Hill 博士及加拿大专家 Ann Rogers 博士撰写。澳大利亚和新西兰驻华大使馆为本书的编写提供了有关他们国家的书面材料。中央广播电视大学的鄂鹤年先生为本书的编写和出版作了大量的工作。北京外国语大学的熊德轲教授、外交学院张益庭教授及国务院发展中心世界发展研究所吴晋研究员审阅了本书。主编谨向他们表示谢意。

主编 朱永涛

1997年6月

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The United Kingdom of Great Britain and Northern Ireland

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Unit 1

A BRIEF INTRODUCTION TO THE UNITED KINGDOM I

Go over the following focal points before reading the text:

a complicated country with a complicated name
effects of its imperial past
a member of the European Union
a multiracial society
remarkable class, regional and economic differences
the significant role of London
cultural and economic dominance of England
invasion from the Roman Empire
settlement of the Anglo-Saxons
King Arthur
Vikings from Scandinavia
William the Conqueror
parliament's dominance over the throne
physical features of Scotland
cultural division between highland and lowland
the Battle of Bannockburn
independence of Scotland for 300 years
union with England in 1707
strong Scottish identity
brief introduction to Wales
a history of invasions
Wales' unification with the UK

Text

Area: total: 244 820 sqkm

land: 241 590 sqkm
 water: 3 230 sqkm
 (Note: Including Rockall and Shetland Islands)
 Population: 59.6 million (July 2001 est.)

A Brief Introduction to the United Kingdom

The full name of the country we are studying is the United Kingdom of Great Britain and Northern Ireland. It is a complicated name for what is in many ways a complicated country. Most people know something about it because its huge overseas **empire** gave it an important international role which only came to an end in the years following the Second World War. However, the things that people know about the UK (which they will probably call simply Britain or, wrongly, England) may have little to do with how most real British people live their lives today.

For one thing, the days of empire are now long enough ago that only old people remember it as anything of any importance in their lives.¹ Britain is no longer an **imperial** country, though the effects of its imperial past may be often **encountered** in all sorts of ways; not least in the close relationships which exist with the fifty or more countries which used to be a part of that empire, and which maintain links through a loose (and voluntary) organisation called the Commonwealth of Nations². But more important today in Britain's international relations is the European Union,³ of which the UK has been a member since 1973, and it is more useful when considering modern Britain to emphasise its role as a European nation, rather than its membership of the Commonwealth. It remains a relatively wealthy country, a member of the Group of Seven large developed economies.

One other obvious effect of that old imperial role lies in the make-up of the British population itself. **Immigration** from some of those Commonwealth countries, which was encouraged in the 1950s and 1960s, has produced a population of which 1 in 20 are of non-European **ethnicity**. They themselves, or their parents or grandparents, were born in India or **Pakistan**, the countries of the **Caribbean**, to name only the most common.⁴

This introduces what is the key theme of the chapters about the United Kingdom: as is the case for most, or all, countries, it is not possible to sum up the British people with a few simple phrases. Many people who think of Britain think of the English gentleman. But this is

empire *n.*
 帝国
 imperial *adj.*
 帝国的
 encounter *v.*
 遇到, 受到
 immigration *n.*
 移居
 ethnicity *n.*
 种族
 Pakistan *n.*
 巴基斯坦
 Caribbean *n. adj.*
 加勒比海 (的)

just a **stereotype** which never applied to the majority of the British people, and really has little validity today. The UK is one nation, with a single passport, and a single government having **sovereignty** over it all, but as the full name of the nation suggests, it is made up of different elements. It includes 4 parts within the one nation-state⁵: the island of Great Britain is made up of England, Scotland and Wales, and Northern Ireland, a province on the neighbouring island of Ireland, completes the set⁶. So when discussing Britain and the British some consideration has to be made of these differences: for example a woman from Scotland would not be pleased if we were to call her an “English gentleman”! She is Scottish and female, and sees her identity as different from that of men and separate from the English.

But this **distinction** between the 4 **constituent** parts is only one, and perhaps the simplest, of the differences which divide the United Kingdom. It has been already pointed out that the UK is now a **multiracial** society, and these quite recent groups of immigrants have brought aspects of their own cultures with them which sit side by side with more traditionally British ways of life, for example, many are Muslims, while most British people (in name at least) are Christians. And clearly involved in the above example of the Scottish woman is the fact that men and women do not have the same experience of life in Britain. Also Britain is divided economically: it is a society with a class-structure.⁷ It is possible to **exaggerate** the importance of this class-structure, because of course most countries have some kind of class-system, but it is true to say that the class structure of UK society is relatively obvious. The culture of a factory worker whose father was a factory worker may be quite different from that of a **stockbroker** whose father was a stockbroker: they will **tend** to read different newspapers, watch different television programmes, speak with a different accent, do different things in their free-time, and have different expectations for their children.

Another difference which marks British society is that of region. Even within each of the four countries there are different regions: the difference between the “highland” and “lowland” Scots has a long historical significance, for example: north and south England are also considered to be culturally distinct, though the boundary between them is not marked on any map, and exists only as a rather unclear mental attitude⁸. Nevertheless, there is some basis to the distinction in economic terms as the south is on average more wealthy than the north.

Part of the reason for that economic difference between north and south is found in another distinction which marks British society, a distinction which can be seen in many societies but is perhaps particularly

stereotype *n.*

陈规, 旧框框

sovereignty *n.*

主权

distinction *n.*

差别; 特征

constituent *adj.*

组成的, 构成的

multiracial *adj.*

多种族的

exaggerate *v.*

夸张

stockbroker *n.*

股票(证券)经纪人

tend *v.*

倾向(于), 趋向(于)

obvious in the UK, that is, the difference between the capital and the provinces. London is in the south of the country, and is dominant in the United Kingdom in all sorts of ways. It is by far the largest city in the country, with about one seventh of the nation's population; it is the seat of government;⁹ it is the cultural centre, home to all the major newspapers, TV stations, and with far and a way the widest selection of **gal-****leries**, theatres and museums. Also it is the business centre, headquarters of the vast majority of Britain's big companies; it is the financial centre of the nation, and one of the three major international financial centres in the world. As such it combines the functions of Beijing, Shanghai, and Guangzhou, or New York, Washington and Los Angeles, in one city. And given its long-standing historical role in the UK, perhaps Xi'an too! London is a huge weight in Britain's economic and cultural life, and to some extent the rest of the country lives in its shadow.

England

| | |
|------------|--------------------------------------|
| Population | 48.7 million (UK total 59.6 million) |
| Area | 130 423 sqkm (UK total 244 820 sqkm) |

England is a highly **urbanised** country, with 80% of its population living in cities, and only 2% of the population working in agriculture. Its largest city is the capital, London, which is dominant in the UK in all fields: government, finance, and culture. England is physically the largest of the four nations, and it has by far the largest population. This dominance in size is reflected in a cultural and economic dominance too, which has the result that people in foreign countries sometimes make the mistake of talking about England when they mean the UK¹⁰. Significantly, people in England sometimes make that mistake too, but people in the other three nations would not: they might call themselves British (as might the English), or they might call themselves **Scottish** or **Welsh** or **Irish**, but they certainly wouldn't call themselves (or like to be called) English. So oddly, of the four nations, the English feel most British, and therefore have the weakest sense of themselves as a separate "English" culture within Britain¹¹.

British history has been a history of invasions. Before the 1st century AD Britain was made up of many tribal kingdoms of **Celtic** people: a powerful culture **originating** in central Europe¹². Then in 43 AD Britain was invaded by the Roman Empire¹³, and England and Wales (though not Scotland or Ireland) became a part of the Roman Empire for nearly 400 years. As the Roman Empire came under threat from the east, the

gallery *n.*
画廊; 美术馆

urbanised *adj.*
都市化的
Scottish *n. adj.*
苏格兰人; 苏格兰的
Welsh *n. adj.*
威尔士人; 威尔士的
Irish *n. adj.*
爱尔兰人; 爱尔兰的
Celtic *adj.*
凯尔特人的; 凯尔特语的
originate *v.*
开始, 起始于某地



In the market place at Wantage is a statue of King Arthur, a native of the town

Roman armies and Roman protection were withdrawn from Britain, and Britain was again divided into small kingdoms, and again it came under threat from outside, this time from **Germanic** peoples: the **Angles**, and the **Saxon**.

One of the best-known English legends **derives** from this time. In the 5th century AD it is said that a great leader appeared, united the British, and with his magical sword, **Excalibur**, drove the Saxons back. This is the story of King Arthur¹⁴, and has been **embellished** by singers, poets, novelists and even filmmakers ever since.

Although King Arthur's real existence is in doubt, you can visit places associated with his legend, such as the cliff-edge **castle** at **Tintagel** in **Cornwall**. According to legend Arthur gathered a company of **knights** to him, who sat together at Arthur's castle at **Camelot** (possibly the real hilltop **fort** at Cadbury Hill in **Somerset**). Conflict between his knights led to Arthur creating the famous "round table" at which all would have equal **precedence**¹⁵. Perhaps this could be seen as an indicator of the way in which the English have wished to see their **monarch** as something other than a remote dictator, and have in fact managed to gradually bind the monarchy into a more democratic system, rather than completely rejecting it¹⁶.

Whatever Arthur's success, legend or not, it did not last, for the Anglo-Saxons did succeed in invading Britain, and either absorbed the Celtic people, or pushed them to the western and northern edges of Britain¹⁷. Despite the fact that contemporary English people think of King Arthur as their hero, really he was fighting against them, for these Anglo-Saxon invaders were the forefathers of the English, the founders of "Angle-land" or "England" as it has become known.

Two more groups of invaders were to come after the English: from the late 8th century on, raiders from **Scandinavia**, the **ferocious** Vikings¹⁸, threatened Britain's shores. Their settlements in England grew until large areas of northern and eastern England were under their control. By then the English heroes were truly English (Anglo-Saxon), such as King Alfred the Great¹⁹, who turned the tide²⁰ in the south against the Vikings. There remains to this day a certain cultural divide between northerners and southerners in England, which while not consciously "Saxon" **versus** "Dane", may have its origins in this time²¹. The richer southerners tend to think of northerners as less **sophisticated** than themselves, while northerners think southerners **arrogant** and unfriendly. They are also marked by **having** distinctly different accents.

The next invaders were the **Normans**, from northern France, who were **descendants** of Vikings. Under William of Normandy (known as

Germanic *adj.*

日耳曼人的

Angles *n.*

盎格鲁人 (5世纪由德国北部移居英国)

Saxon *n.*

撒克逊人 (原住德国, 一部分于5世纪中叶至6世纪上半叶移居英国)

derive *v.*

由来

Excalibur *n.*

亚瑟王之魔剑

embellish *v.*

传颂; 歌颂

castle *n.*

城堡

Tintagel *n.*

廷塔哲岬 (在英格兰西南部, 传说中的亚瑟王诞生处)

Cornwall *n.*

康瓦尔 (英国西南部之一郡, 首府 Bodmin)

knight *n.*

(中古时的) 骑士; 武士

Camelot *n.*

传说中亚瑟王之宫殿朝廷所在地

fort *n.*

要塞; 堡垒, 城堡

Somerset *n.*

索美塞得郡 (英格兰西南部一郡)

precedence *n.*

上席; 较高位置

monarch *n.*

君主, 帝王

Scandinavia *n.*

斯堪的纳维亚 (北欧国家的原称, 指: 瑞典、挪威、丹麦、芬兰、冰岛)

ferocious *adj.*

凶残的, 野蛮的

versus *prep.*

对 (多用于诉讼或竞技等之中, 缩写作 *v.* 或 *vs.*)

sophisticated *adj.*

世故的, 城府深的

arrogant *adj.*

骄傲自大的, 傲慢的

Normans *n.*

诺曼人

descendants *n.*

后代, 后裔

“William the Conqueror”²²) they crossed the English Channel in 1066, and in the Battle of Hastings, defeated an English army under King Harold²³. This marks the last time that an army from outside the British Isles succeeded in invading. William took the English **throne**, and became William the First of England. The Tower of London²⁴, a castle in the centre of London which he built, still stands today.

The Normans did not settle England to any great extent: rather they imported a ruling class. The next 300 years may be thought of as a Norman (and French-speaking) **aristocracy** ruling a largely Saxon and English-speaking population. It is this situation which produced another of England’s heroic legends. This is the legend of Robin Hood²⁵, the Saxon nobleman oppressed by the Normans, who became an **outlaw**, and with his band of “merry men” hid in the forest of Sherwood in the north midlands of England. From this secret place, armed with their **longbows**, they then went out to rob from the rich to give to the poor. He has featured in many television series and films, both British and American. Some writers have seen in the popularity of this legend of a rebellion hidden in the green wood a clue to the English character: a richly unconventional **interior** life hidden by an external conformity²⁶. But, like all stereotypes, this one has its weaknesses, as many English people, especially young people, like to display their unconventionality **externally**—for example English **punk** rockers with their vividly **dyed spiky** hair²⁷. But it is certainly true that the lifeless fronts of many English houses **conceal** beautiful back gardens. Gardening is one of the most popular pastimes in England, and the back garden provides a place where people’s outdoor life at home can go on out of the public gaze. This may contrast with people from other countries whose outdoor life might be more social—sitting on the front **porch** watching passers-by.

The next few hundred years following the Norman invasion can be seen as a process of joining together the various parts of the British Isles under English rule, so that any English identity eventually became swamped by the necessity of adopting a wider British identity, both to unite the kingdom internally, and to present a single identity externally as Britain became an imperial power²⁸. At the same time power was gradually transferred from the monarch to the parliament. Charles the First’s attempt to **overrule** parliament in the 1640s led to a civil war in which parliamentary forces were victorious, and the king was **executed**. After a gap of 11 years in which England was ruled by parliament’s leader, Oliver Cromwell²⁹, the monarchy was restored. Further conflict between parliament and the king led to the removal of the Scottish house

throne *n.*
国王的宝座
aristocracy *n.*
贵族; 贵族阶层
outlaw *n.*
被流放者, 罪犯
longbow *n.*
大弓
interior *adj.*
内部的
externally *adv.*
外表, 外貌
punk *n.*
朋克, 小阿飞, 小流氓
dyed *adj.*
染色的
spiky *adj.*
竖起的, 直立的
conceal *v.*
隐藏
porch *n.*
门廊
overrule *v.*
推翻
execute *v.*
处决

of Stuart³⁰ from the throne, and William and Mary³¹ were imported from Holland to take the throne, thus finally establishing parliament's dominance over the throne.

Scotland

Population: 5.111 million
Area: 7. 8822 sqkm

Scotland is the second largest of the four nations, both in population and in geographical area. It is also the most confident of its own identity because alone amongst the non-English **components** of the UK it has previously spent a **substantial** period of history as a unified state independent of the UK. Thus it is not a big leap for the Scottish to imagine themselves independent again³².

Physically, Scotland is the most **rugged** part of the UK, with areas of **sparsely** populated mountains and lakes in the north (the Highlands), and in the south (the Southern Uplands). Three quarters of the population lives in the lowland zone which **spans** the country between these two highland areas. The largest city is Glasgow, in the west of this zone. Scotland's capital city is Edinburgh, on the east coast forty miles away from Glasgow. It is renowned for its beauty, and dominated by its great castle on a high rock in the centre of the city. Both cities have ancient and internationally respected universities dating from the 15th century.

Scotland was not conquered by the Romans, though they did try to, and for a while occupied as far as the edge of the northern highland zone. But the difficulty of maintaining their rule there caused them to **retreat** to a line roughly equivalent to the contemporary boundary between England and Scotland. Along this line, from sea to sea³³, they, like the Chinese, built a wall to mark the northern edge of their **domain**, and to help defend it. It is called "Hadrian's Wall"³⁴ after the Emperor of Rome at the time of its building, and although ruined, lengths of it can still be seen and walked along.

Nor was most of Scotland conquered by the Anglo-Saxons, although an Angle Kingdom was established in the southeast—hence Edinburgh's Germanic name³⁵. British celts displaced from the south by Saxon invasion occupied the area around what is now Glasgow, and in this same period (around the 6th century AD) people from northern Ireland invaded the south-west. They were called the Scots, and it is they that gave the modern country of Scotland its name. The original Scottish celts, called the Picts, were left with the extensive but unproductive

component *n.*

组成部分

substantial *adj.*

大量的, 可观的; 重大的, 实质的

rugged *adj.*

崎岖的, 不平坦的

sparsely *adv.*

稀少地

span *v. n.*

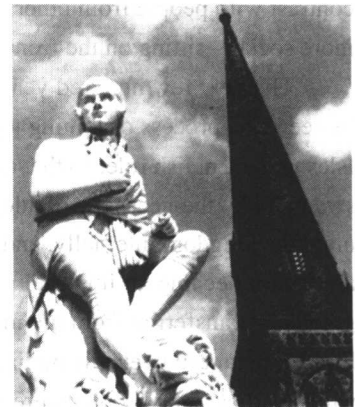
跨越

retreat *v.*

撤回

domain *n.*

领土, 领地



A statue of Robert Burns is overlooked by the spire of Greyfriars Church in Dumfries, where the poet spent the last five years of his life.

highland zone. The division between highland and lowland Scotland remains a cultural divide today, in much the same way as north and south England see themselves as different from each other. There are even areas in the highlands where (in addition to English) people speak the old Celtic language, called “Gaelic”.

Like England, Scotland began to experience Viking raids in the 9th century, and it was the pressure from this outside threat that led Scottish kings to unify, forming an independent singular Scottish state at just about the same time that Anglo-Saxon England was also unifying. The presence of this larger powerful kingdom on its southern doorstep was the key factor in Scottish politics from that time on, with frequent wars between the two. William Shakespeare’s play *Macbeth*³⁶ is set in the Scotland of this period. The town of Berwick upon Tweed near the Scottish border in present day England is said to have **changed hands** thirteen times as a result of Anglo-Scottish conflict. Despite the conflict, there were close ties between the two countries with extensive **intermarriage** between the two aristocracies, and even between the royal families. A recent Hollywood movie, *Braveheart*, told the story of William Wallace’s³⁷ uprising in 1298, which was **quelled** by the English. But only a few years later the Scots, under the leadership of Robert the Bruce³⁸, were victorious at the Battle of Bannockburn³⁹, leading to 300 years of full independence.

In 1603, however, Queen Elizabeth the First⁴⁰ of England died childless, and the next in line to the throne⁴¹ was James the Sixth of Scotland⁴², so he also became James the First of England, uniting the two thrones. But for another hundred years Scotland maintained its separate political identity. However, in 1707 by agreement of the English and Scottish parliaments, Scotland joined the Union. There followed two rebellions in 1715 and 1745 in which the **heir** to the Stuart claim (**deposed** in 1688 by the English parliament) to the British throne attempted to **reassert** his right to rule Britain, gathering support in Scotland then marching with an army into England. In 1745 this led to a brutal military response from the British army. The rebel army was destroyed at the Battle of Culloden (the last battle on British soil) in northern Scotland. Scottish highland clan (extended family group) culture was effectively destroyed at this time, and today exists largely as a way of parting tourists from their money by selling them “**tartan**” **souvenirs** or histories of “their” clan⁴³. For following Culloden, and even more importantly, the agricultural changes of the 18th century which led to **depopulation** of the highlands, many Scots sought their fortune outside Scotland—in England, America, Canada, or Australia. So that there are more

Gaelic *n.*
盖尔语
change hands
(财产等) 转换所有者; 易手
intermarriage *n.*
异族通婚; 近亲通婚
quell *v.*
镇压
heir *n.*
继承人
depose *v.*
废黜 (国王等)
reassert *vt.*
再次申明
tartan *adj.*
用格子呢制的
souvenir *n.*
纪念品
depopulation *n.*
居民减少

people of Scottish descent outside Scotland than in it, and many of those come back to find their “roots”, forming a good target for the sellers of such souvenirs.

The dream of an independent Scotland has not **vanished**. Although Scotland elects its members of parliament to the London parliament in just the same way as the English do and sends 72 representatives to London, the Scotland Act 1998 provided for the establishment of the Scottish Parliament and Executive, following endorsement of the UK Government’s proposals on devolution in a referendum in 1997 when the proposal to establish a Scottish Parliament was supported by 74.3% of the votes. In the first election to the Parliament, in May 1999, 129 Members of the Scottish Parliament (MSPs) were elected for a fixed four-year term. The Labour Party, which had traditionally done well in elections in Scotland, became the largest single party. The Scottish National Party which wants an independent Scotland is the second largest party and the Conservative Party the third largest in the Parliament.

Scotland has a great tradition of innovation in the arts, philosophy and science. The inventor of the telephone was a Scot, and the first man to **transmit** a television picture was another. Its writers have given the world such well-known work as Walter Scott’s⁴⁴ romances of highland Scotland, and “Auld Lang Syne”⁴⁵ (by Robert Burns, who wrote in the Scots dialect). But the work which many consider to best sum up Scotland’s position is the famous novel *Dr Jekyll and Mr Hyde*, by Robert Louis Stevenson⁴⁶, which describes how the civilised scientist Dr Jekyll transforms periodically into the crude and violent Mr Hyde. This description of the **dual** nature of man is perhaps a good way to think of Scotland: superficially fully integrated into the UK, but concealed beneath this is a still-strong Scottish identity⁴⁷.

vanish v.
消失
transmit v.
传送
dual adj.
双重的
deposit n.
贮存

Wales

Population: 2.9 million

Area: 20 776 sqkm

The capital of Wales is Cardiff, a small city of about 300 000 people on the south coast. This southern area was an important element in Britain’s industrial revolution, as it had rich coal **deposits**. Coal-mining became a key industry for the Welsh, employing tens of thousands at its height. So its recent disappearance has been a major economic and cultural blow. But South Wales has been very successful in attracting investment from abroad—particularly Japan and the United States, which