

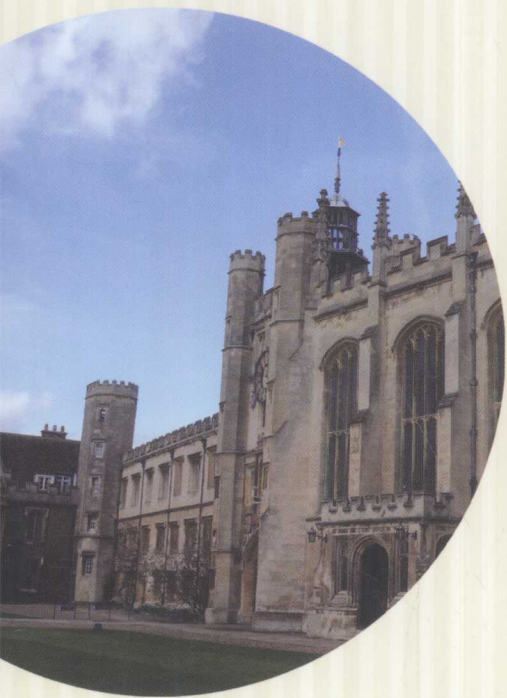


*Western Culture*

# 新编西方文化 教程

(第二册)

马冬 主编



北京大学出版社  
PEKING UNIVERSITY PRESS

H319.4:K  
259:2

# 新编西方文化教程

(第二册)

主 编：马 冬

副主编：李 娜 张 磊



北京大学出版社  
PEKING UNIVERSITY PRESS

## 图书在版编目(CIP)数据

新编西方文化教程. 第二册/马冬主编. —北京: 北京大学出版社, 2013. 8  
ISBN 978-7-301-23113-5

I. ①新… II. ①马… III. ①英语—高等学校—教材②西方文化—文化史  
IV. ①H319.4:K

中国版本图书馆 CIP 数据核字(2013)第 202635 号

书 名: 新编西方文化教程(第二册)

著作责任者: 马 冬 主编

责任编辑: 刘 爽

标准书号: ISBN 978-7-301-23113-5/H · 3387

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://www.pup.cn> 新浪官方微博: @北京大学出版社

电子信箱: [nkliushuang@hotmail.com](mailto:nkliushuang@hotmail.com)

电 话: 邮购部 62752015 发行部 62750672 编辑部 62759634 出版部 62754962

印 刷 者: 北京鑫海金澳胶印有限公司

经 销 者: 新华书店

787 毫米×1092 毫米 16 开本 9.75 印张 280 千字

2013 年 8 月第 1 版 2013 年 8 月第 1 次印刷

定 价: 28.00 元

---

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究

举报电话: 010-62752024 电子信箱: [fd@pup.pku.edu.cn](mailto:fd@pup.pku.edu.cn)

# 目 录

|  |     |
|--|-----|
| 前 言 .....  | 1   |
| Chapter One The Origins of a Nation .....                              | 2   |
| Chapter Two The Middle Ages of Britain .....                           | 14  |
| Chapter Three From the Tudors to Bourgeoisie .....                     | 25  |
| Chapter Four From the House of Hanover to Two World Wars .....         | 34  |
| Chapter Five Panoramic View of the UK .....                            | 50  |
| Chapter Six Major Cities .....   | 63  |
| Chapter Seven Early Americans and America in the Colonial Period ..... | 71  |
| Chapter Eight America in the War of Independence .....                 | 84  |
| Chapter Nine America in Civil War .....                                | 97  |
| Chapter Ten America in World War I and World War II .....              | 106 |
| Chapter Eleven Panoramic View of the USA .....                         | 125 |
| Chapter Twelve Fifty States and Major Cities .....                     | 136 |
| Bibliography .....   | 150 |



## 前 言

英语学习者在英语技能类知识的学习完结后,往往会觉得在与西方人的交往中仍然存在诸多困难;在阅读英文报刊、收看英语类电视节目时也时常感觉缺乏背景知识,理解起来有这样那样的障碍。实际上,语言学习的目的在于交流,而言语间的交流离不开社会文化的制约。如果对一种语言的文化知之甚少,则对谈实难顺利,读书未必全懂。通过学习文化来学习语言,不仅能够大大地提高英语学习者学习语言的效率,更能够使英语学习者在语言的应用中得心应手。了解英语国家文化对于中国读者而言,除了具有实际应用价值之外,更有助于拓展视野、陶冶性情、激发学习热情、培养多元文化价值观。与此同时,探究语言背后深层的文化内容、提高我国英语学习者跨文化交际能力也是我国大学外语教学的一项重要内容。

西方文化指的是最初形成于南欧、北欧,盛行于西欧、北欧、北美、澳洲的文化,包括西方世界中共同的标准、价值观、风俗等。本系列教程旨在为中国的英语学习者和西方文化爱好者提供一幅“西方社会文化全景图”,使中国的英语学习者能够加深对语言和文化理解,增强对文化差异的敏感性,拓宽知识面,巩固和提高英语水平,提高文化评价和交际能力。

本系列教程共分为四册,每册书侧重西方文化两个主要方面。四册书分别围绕社会生活、历史地理、教育传媒、艺术体育展开。每册书每一章围绕不同的主题展开。四册书中的每一章都包括文化竞技场、术语链接、视野拓展、深入阅读和文化休息站五个部分。本教程在编写的过程中力争做到三个“兼顾”:一、兼顾深度、广度。本教程内容覆盖面广,几乎涉及了文化体系的每一个方面,具有无可比拟的广度。视野拓展部分内容丰富、选材新颖,信息量大,具有相当的可参考性。每章设置独立主题,内容深入浅出、把握热点,具有相当的可读性。二、兼顾知识性、趣味性。术语链接和视野拓展部分涉及的知识性内容有较强的代表性、连贯性,知识点规范准确;深入阅读部分选择的文章有鲜明的时代特色,符合学生的心理需求;文化休息站则能够让学生在紧张学习之余轻松应对。三、兼顾专业性、百科性。本教程既可作为第二语言学习者的课外阅读材料,又可作为英语专业学生西方文化入门的有益补充。

本教程由八位老师共同编写,编者均为长期从事大学英语教学的教师,有丰富的教学经验。本册书主编为马冬,副主编为李娜和张磊。其中,李娜编写了第一、二、五、六、七、八章,约14万字;张磊编写了第三、四、九、十、十一、十二章,约14万字。

西方文化林林总总,一套教程很难详尽细述,但编者希望通过自己的归纳梳理呈献给读者一套脉络分明、包罗万象的西方文化教程。在编写过程中,我们参考了大量的文献资料,在此,我们谨向这些文献资料的作者表示诚挚的谢意。尽管编者力求尽善尽美、恰到好处,但由于水平有限,编写中定会存在不当和疏漏之处,恳请研究西方文化的专家和读者批评指正。

马冬

2013年6月

# Chapter One

## The Origins of a Nation

### I. Practicing Field

1. Who are the earliest settlers in Britain?
2. Who made the earliest invasion of England?
3. By the middle of the ninth century, who posed a threat to the Saxon Kingdom of Essex?
4. Where were the Saxons originally from?
5. When did the Celts begin to arrive and keep coming until the arrival of the Roman?
6. Who created the Witan, the basis of the Privy Council?
7. What are the ancestors of the Highland Scots?
8. When did Julius Caesar arrive at Britain?
9. How long was Britain controlled by Romans?
10. When did Jutes, Saxons and Anglos invade Britain?

### II. Linking Tips

#### 1. King Alfred (849—899) and His Contributions

Alfred was a king of Wessex. He defeated the Danes and reached a friendly agreement with them in 879. The Danes gained control of the north and east, while he ruled the rest. He also converted some leading Danes into Christians.

He founded a strong fleet and is known as “the father of the British navy.” He reorganized the Saxon army, making it more efficient. He translated a Latin book into English. He also established schools and formulated a legal system. All this earns him the title “Alfred the Great.”

#### 2. Stonehenge

Stonehenge is a prehistoric monument located in the English county of Wiltshire, about 2.0 miles (3.2 km) west of Amesbury and 8 miles (13 km) north of Salisbury. One of the most famous sites in the world, Stonehenge is composed of a circular setting of large standing stones set within earthworks. It is at the centre of the most dense complex of Neolithic and Bronze Age monuments in England, including several hundred burial mounds.

Just recently, a four-thousand-year old gravesite was found within three miles of Stonehenge containing what some archaeologists think may be one of the original craftsmen. Even better than that, he isn't British. The ancient bones are referred to as “the archer,” because, whoever he was, he was buried with several arrows. The fact that the grave is so close to the stones suggests that the archer was somehow connected to

Stonehenge, as does the fact that he lived in 2300 B. C. , the same time when the monoliths were erected. Was he its founder, a designer, a priest? It isn't clear. But the archer was an important person. Along with the arrows, he has copper knives, ornaments, and pottery. Several of these have been identified as coming from what archaeologists call "the Beaker Culture."

There's one of the surprises. The Beaker Culture had its Bronze-age heyday in the Alps, not in England. Researchers did chemical analysis of the remains and found that the archer most likely came from what is now Switzerland. Next surprise? Another grave was found nearby, this containing a younger man. This fellow grew up in England, but an unusual foot bone shows he's related to the archer—the archer, it seems, came to England and raised a family. Who was this foreigner who was treated with such reverence? We won't ever know for sure. His fame has disappeared into history. But the stone circle he may have built has never been forgotten, even four thousand years later.

### 3. Religions in British History

Ancient religion of Britain can be found as druidism, which was originated by Celtic. It had grown around the region of Gallia, Britain and Ireland. The origin word of "druid" came from Proto-Celtic stem, *druwid* which combines the roots *deru* and *weid*. *Deru* means "oak" in Indo-European word and *weid* means "to see," as in English word "wit," "wisdom" and Latin word "vision." They strongly believed that people are to transmigrate, so they considered animals as people who failed to transmigrate. Because of that reason, they tried to be friendly to animals. They also believed the woods as a sanctuary. It convinces that ancient Britain people had nature worship. Some say that Stonehenge is the evidence of druidism or heliolatry, but it is not certain because there are not written record about their ancient religion. It is said that druids did a human sacrifice as religious ritual.

However, after arriving Augustinus Cantuariensis in the 6th century and druidism was regarded as pagan. As their tradition was handing down by oral, their whdryssion became quite secret. Until early 16th century, Catholic was dominative religion. However, Henry VIII declared a separation from the Pope, Clemens VII, because of divorce problem with Catherine of Aragon. It was impossible to get married with Anne Boleyn so he decided to originate a new branch of Christianity: the Anglican Church. After Edward VI, Mary I came to the throne in 1553 and massacred Protestants because she was Roman Catholic. The period of her reign was short (1553—1558), and Elizabeth I crowned in 1558. She restored the Anglican Church. In the middle of the 16th century, Jesuit came to Britain and they tried to raise Catholic again. James I and Charles I adhered to the divine right of kings and it caused the Puritan Revolution. After the revolution, Oliver Cromwell was supported by Puritans so he started republican government for 20 years. After death of Oliver Cromwell, the Restoration occurred by Charles II. Charles II and James II leaned to the Roman Catholic but Catholic people were severely oppressed in the Hanover dynasty. Catholic paid their taxes twice and they couldn't have any estates. In the middle of the 18th century, Evangelicalism and the Methodist Church branched from the Puritanism. There are some other branches of the Puritanism like the Congregational Chapel, the Presbyterian Church and the Society of Friends (Quakers). They couldn't hold a public office because of the Test Act. The Test Act was an oath of the loyalty and belief for the

country and the Anglican Domain. At last, after the annulment of the Test Act in 1829 by the Prime Minister (Wellington Arthur Wellesley), the British people acquired religious freedom.

#### 4. The Bible and Christianity

##### The Old Testament

There are two major components of western culture. One is myths of Greek and Rome, and the other is Judeo-Christian tradition. Judaism and Christianity are closely related. In fact, it was the Jewish tradition which gave birth to Christianity. Both originated in Palestine. Some 3,800 years ago the ancestors of the Jews—the Hebrews—wandered through the deserts of the Middle East. They were traveling merchants, moving from one trading post to the next. And that was how they came to be called “Hebrews,” which means “wanderers.” About 1300 B. C., the Hebrews came to settle in Palestine. Their history was handed down orally from one generation to another in the form of folktales and stories, which were recorded later in the Old Testament, which later became the first part of the Christianity Bible.

The *Bible* consists of two parts: the Old Testament and the New Testament. “Testament” means “agreements”—namely, agreement between God and Man. The first five books are the most important, including *Genesis*, *Exodus*, *Leviticus*, *Numbers* and *Deuteronomy*, which are called Pentateuch. *Genesis* is a religious account of the origin of the Hebrew people, including the origin of the world and of man. As we know that, God created man Adam and Eve on the sixth day. They lived in the Garden of Eden, known as Paradise. Because Eve was tempted by the serpent, Eve and Adam ate the fruit in the middle of the Garden of Eden. They were driven out of the Garden of Eden. For many hundreds of years the family of man multiplied and spread over the earth. Because Adam and Eve had disobeyed God and passed on the knowledge of wickedness, man became more and more corrupt. God decided to put an end to the earth. The tale Noah’s Ark is included in *Genesis*. The second book is *Exodus*. It is about a religious history of the Hebrews during the flight from Egypt. Around 1900 B. C., there lived a descendent of Noah by the name of Abraham. God told Abraham that he and his people should worship the only true God, Yahweh. As a reward, God promised them the land of Canaan. Thus Abraham led the Hebrew to the Promised Land. Unfortunately a severe drought occurred about a hundred years later, which drove the Hebrews to Egypt. At the beginning, they were welcomed. But six hundred years later, they were forced into slavery. About 1300 B. C., Moses, the famous Hebrew leader, went to see the pharaoh to end the slavery and let the Hebrews leave Egypt. It took those forty years to go back to their homeland, Canaan. Shortly before they arrived at Canaan, Moses died. A new leader, Joshua, brought the people safely back to Canaan. But after Joshua’s death, the tribes split apart. Fortunately Saul united the Hebrews again. He was succeeded by David, who established his political and religious capital, Jerusalem. His son, Solomon was known for his wisdom and wealth. He built the First Temple in Jerusalem, but it was destroyed by Babylon. People built the Second Temple. Today there only exists a part of wall, named Wailing Wall, which is 50 meters long and 18 meters high. The third book is *Leviticus*. It is a collection of primitive laws. The fourth book is *Numbers*. It is the account of the flight from Egypt with two censuses about the Exodus. And the last book is *Deuteronomy*. It is the final words of



Moses to his people.

### **The New Testament**

In the New Testament Jesus as the Son of God was sent to earth to live as humans live, suffer as humans suffer, and die to redeem mankind. After Jesus died, his two disciples, St. Peter and St. Paul began to preach to people in the Mediterranean region. The Roman Empire was important in the Mediterranean area. In 27 B. C. Octavius took supreme power as emperor with the title of Augustus. Two centuries later, the Roman Empire reached its greatest extent, encircling the Mediterranean, reaching Scotland in the north and spreading into Armenia and Mesopotamia in the east. The Romans grow tired of war and feared the collapse of the empire. And they admired the courage the Christian missionaries professed and the love, kindness and security that Christianity offered. By 305 A. D. , Diocletian gave up his effort to destroy the young religion. Soon a war between rivals for the throne followed and was won by Constantine. He, who believed that God had helped him in winning the battle, issued the Edict of Milan in 313. It granted religious freedom to all, and made Christianity legal.

### **Christianity**

Christians looked for ways to hold their churches together. They borrowed the structure of the government of the Roman Empire to develop a church organization. By 300 A. D. each local church was called a parish and had a full time leader known as a priest. Several parishes were grouped together into a large unit called diocese, which was headed by a bishop. The most important bishops were called archbishops. And the archbishop of Rome began to claim authority over the other archbishops. As time went by differences in practices as well as in beliefs arose between the Church in the western Mediterranean area and the Church in the eastern Mediterranean areas. By the way, in the 4th century the emperor Constantine moved the capital from Rome to Byzantium, renamed it Constantinople. After 395, the empire was permanently divided into West Roman Empire and the East Roman Empire (the Byzantine Empire). But the West ended in 476. The East Roman Empire collapsed when Constantinople fell into the Turks in 1453. After 1054, the Church was divided into the Roman Catholic Church and the Eastern Orthodox Church. In the beginning the controversy between these two churches was mainly over the place of Christ in the trinity—Power (the Father), Wisdom (the Son) and Love (the Holy Spirit). The former believes three in one, but the latter argues that they are separate. People in such countries as Russia, Greece, Serbia and Romania believe in the Eastern Orthodox Church. Another sect Protestantism is the result of religious movement in the 16th century, which swept over the whole of Europe aimed at opposing the absolute authority of the Roman Catholic Church and replacing it with the absolute authority of the *Bible*. The Roman Catholic Church, the Eastern Orthodox Church and Protestantism are the three major Christian denominations.

## **III. Horizon Broadening**

### **1. Early Settlers (5000 B. C. —55 B. C. )**

Britain was originally a part of the European continent. When the last Ice Age ended 7,000 years ago, melting ice flooded the low, lying lands, creating the English Channel and the North Sea, and turning Britain into an island.

### The Iberians

About 3000 B. C. during the New Stone Age, the first known settlers of Britain were the Iberians. These short, dark and long headed people came to Britain, probably from the Iberian Peninsula, now Spain. They were farming folk who kept animals and grew crops. The long barrows, which can still be found, mostly in the chalky lands of Wiltshire and Dorset, were their communal burial mounds. More dramatic monuments were the henges, the most important of which was Stonehenge in Wiltshire, constructed before 2000 B. C. Exactly why it was built is unknown but it must have had religious and political significance. Although in popular mythology Druids are associated with Stonehenge, they were Celtic priests who arrived much later.

### The Beaker Folk

At about 2000 B. C. the Beaker Folk arrived from the area known as Holland and the Rhineland. These people took their name from their distinctive bell-shaped drinking vessels with which they were buried in crouching positions in individual graves. They brought with them the art of pottery making, the ability to fashion bronze tools and the custom of individual burial. They developed their own farming society and built hill forts. These forts, of which Maiden Castle in Dorset is one of the finest examples, became small fortified towns.

### The Celts

From about 750 B. C. , the Celtic tribes who had crossed from Europe in search of empty lands began to settle in the country and kept coming until the arrival of the Romans. They came from eastern and central Europe, now France, Belgium and southern Germany. They came to Britain in three main waves. The first wave was the Gaels, who started to come about 600 B. C. The second wave was the Brythons, who started to come about 400 B. C. The Belgae came about 150 B. C. The Celts did not kill off the Iberians. They drove some of them to the north and west, kept the rest as slaves, and in the end the two races mixed to varying extent in different parts of the country.

The Celts were practiced farmers. They drained much of the marshlands and built houses of wood and wickerwork with a weatherproof coating of mud. They were ironworkers, too. The Celtic tribes are ancestors of the Highland Scots, the Irish and the Welsh, and their languages are the basis of both Welsh and Gaelic.

## 2. Roman Britain (55 B. C. —410 A. D. )

The great round temple of Stonehenge stands high in the southwest of England, where the ancient Britons built it 3,500 years ago. Their remains can be seen in many places, but we have no written record of these early days until Julius Caesar visited the island in 55 B. C. Julius Caesar, the great Roman general, invaded Britain for the first time in 55 B. C. , partly to gather information about the island of which so little was then known and partly to punish the Belgae who had helped their fellow tribesmen in their fight against the conquering Romans in Gaul, the land that is now France. The Roman occupation lasted for almost 350 years. The Romans built a network of towns, mostly walled, many on the sites of Celtic settlements or their own military camps. The suffix -caster or -chester in English place names—Lancaster, Winchester and Cherster itself—derives from *castra*, the Latin word for camp. They brought Christianity to England. This came at first by indirect means, probably brought by traders and soldiers, and was quite well-established before the

first Christian Emperor, Constantine, was proclaimed in 306 A. D. Although Britain was controlled under the Rome for 350 years, the Roman impact upon the Britons was limited. The Romans always treated the Britons as a subject people of slave class. Never during the 4 centuries did the Romans and Britons intermarry. They had no impact on the language or culture of ordinary Britons. In one word, British recorded history begins with the Roman invasion. In 55 B. C. and 54 B. C., Julius Caesar, a Roman general, invaded Britain twice. In 43 A. D., the Emperor Claudius invaded Britain successfully. For nearly 400 years, Britain was under the Roman occupation, though it was never a total occupation. The Roman built many towns, roads, baths, temples and buildings. They make good use of Britain's natural resources. About the reasons for limited Roman influence on Britain, first, the Romans always treated the Britons as a subject people of slave class. Second, never during the 4 centuries did the Romans and Britons intermarry. Third, the Romans had no impact on the language or culture of ordinary Britons.

### 3. Anglo-Saxon (446—871)

In the mid-5th century a new wave of invaders, Jutes, Saxons, and Angles came to Britain. They were three Teutonic tribes. The Jutes, who fished and farmed in Jutland (now southern Denmark), came to Britain first. Then the Saxons, users of the short-sword from northern Germany, established their kingdoms in Essex, Sussex and Wessex from the end of 5th century to the beginning of the 6th century. In the second half of the 6th century, the Angles, who also came from northern Germany and were to give their name to the English people, settled in East Anglia, Mercia and Northumbria. These seven principal kingdoms of Kent, Essex, Sussex, Wessex, East Anglia, Mercia and Northumbria have been given the name of Heptarchy. The Early Anglo-Saxons make the contributions to the English state. The Anglo-Saxons laid the foundations of the English state. Firstly, they divided the country into shires (which the Normans later called counties), with shire courts and shire reeves, or sheriffs, responsible for administering law. Secondly, they devised the narrow-strip, three-field farming system which continued to the 18th century. Thirdly, they also established the manorial system. Finally, they created the Witan (council or meeting of the wisemen) to advise the king, the basis of the Privy Council which still exists today.

### 4. The Viking and Danish Invasions

The invaders were the Norwegians and the Danes. They attacked various parts of England from the end of the 8th century. The Norwegian Vikings and the Danes from Denmark attacked various parts of England from the end of the 8th century. They became a serious problem in the 9th century, especially between 835 and 878. They even managed to capture York, an important center of Christianity in 867. By the middle of the 9th century, the Vikings and the Danes were posing a threat to the Saxon kingdom of Wessex. Alfred, King of Wessex was strong enough to defeat the Danes and came to a relatively friendly agreement with them in 879. The Danes gained control of the north and east of England, named the Danelaw, while Alfred would rule the rest. After Alfred's death, his successions reconquered the Danelaw, but in 980 Viking invasions renewed. King Ethelred the Unready tried paying the invaders to stay away by imposing a tax, called the *danegeld*, on his people. When Ethelred's death left no strong Saxon successor, the Witan chose Canute, the Danish leader, as king in 1016. After Canute's death in 1035, his sons,



Harold and Hardicanute reigned successively. After Hardicanute's death the succession passed to Edward the Confessor, son of Ethelred the Unready, who had spent most of his life in Normandy, the part of France settled by the Vikings.

The early Viking raids were carried out by Norwegians. In the course of the 9th century the Danes joined in, beginning with a series of attacks on the east coast of England in 835. With the Danes the first historical Viking figures of the invasions come to the fore with the sons of Ragnar Lothbrók who were responsible for the razing of Sheppey in Kent to the ground. By the mid-9th century they had gained a firm foothold on Kent and East Anglia. The resistance to the Danes in the beginning was disorganised and, given the ease of the conquest, they decided to settle permanently in England. This was the first step in the establishment of the so-called Danelaw which was the area in eastern and north-eastern England of the time which was under Danish rule. The Danes were never to leave England entirely. Military incursions into England which were started from Denmark were to stop but those Danes who remained in England were finally assimilated into the English population.

Military resistance to the Danes is personified by King Alfred the Great. He was born in Wantage in 849 and by 871 had begun to engage himself in the war against the Danes. For fifteen years (871—886) Alfred waged war against the intruders and succeeded in maintaining Wessex free from Viking influence. The ups and downs of the military struggle with the Danes are described in detail in the Anglo-Saxon Chronicle, particularly in the section known as the Parker Manuscript, named after a bishop in whose possession the manuscript was for some time. In the years 886 to 892 Alfred was able to devote his energies to non-military matters, chiefly to educational reform and cultural matters in general, such as the translation of religious works. In 892 the Danes took on Alfred once more (after several decades of plundering in northern France). The latter, however, succeeded in defending Wessex and English Mercia and in 896 the Danes (consisting of both the Norman and the East Anglia Danes) reconciled themselves to being confined to the Danelaw. Some of them returned to France and others settled down eventually. Three years later, in 899, Alfred, the greatest of Anglo-Saxon kings, died. The influence of Scandinavian in Britain and Ireland can be seen by examining place names which are of Viking origin. In England these are mostly in the Danelaw. In Scotland they are found on Shetland and Orkney as well as the north-west of the mainland with the offshore islands. In Ireland the influence was greatest along the east coast where the Vikings found many towns at the estuaries of rivers, for example, Waterford, Wexford and to a large extent Dublin itself.

About King Alfred (849—899) and his contributions, Alfred was a king of Wessex. He defeated the Danes and reached a friendly agreement with them in 879. The Danes gained control of the north and east, while he ruled the rest. He also converted some leading Danes into Christians. He founded a strong fleet and is known as "the father of the British navy." He reorganized the Saxon army, making it more efficient. He translated a Latin book into English. He also established schools and formulated a legal system. All this earns him the title "Alfred the Great."

### 5. The Norman Conquest

Edward ruled for 24 years and died in January 1066. Harold, Earl of Wessex, was



chosen to be king. He is also said to have promised the English throne to William, Duke of Normandy, because of his ties with Canute (A duke is the highest rank of noble below a king, and the Norman dukes owed loyalty to the kings of France). When William heard the news of Harold coronation, he got very angry and claimed that he had the sole right to be king of England because Edward had promised the crown to him. In September, Duke William landed on the Sussex coast. On October 14, 1066, the two armies clashed in a hard-fought battle near Hastings. Harold's men had no experience of fighting against William's cavalry, the finest fighting horsemen in Europe. Towards the end of the day Harold was killed, shot through the right eye by an arrow. Anglo-Saxon England perished with Harold's death. William entered London shortly before Christmas, and on Christmas Day he was crowned King of England in Westminster Abbey by the Archbishop of York. About the consequences, the Norman Conquest of 1066 is perhaps the best-known event in English history. William the Conqueror confiscated almost all the land and gave it to his Norman followers. He replaced the weak Saxon rule with a strong Norman government. So the feudal system was completely established in England. Relations with the Continent were opened, and the civilization and commerce were extended. Norman-French culture, language, manners and architecture were introduced. The Church was brought into closer connection with Rome, and the church courts were separated from the civil courts. The English is a mixture of nationalities of different origins. The ancestors of many English people were the ancient Angles and Saxons. Some English people are of the Norman-French origin.

The Norman Conquest was a pivotal event in English history. It largely removed the native ruling class, replacing it with a foreign, French-speaking monarchy, aristocracy, and clerical hierarchy. This, in turn, brought about a transformation of the English language and the culture of England in a new era often referred to as Norman England. By bringing England under the control of rulers originating in France, the Norman Conquest linked the country more closely with continental Europe, lessened Scandinavian influence, and also set the stage for a rivalry with France that would continue intermittently for many centuries. It also had important consequences for the rest of the British Isles, paving the way for further Norman conquests in Wales and Ireland, and the extensive penetration of the aristocracy of Scotland by Norman and other French-speaking families, with the accompanying spread of continental institutions and cultural influences. One of the most obvious changes was the introduction of Anglo-Norman, a northern dialect of Old French, as the language of the ruling classes in England, displacing Old English. This predominance was further reinforced and complicated in the mid-twelfth century by an influx of followers of the Angevin dynasty, speaking a more mainstream dialect of French. Not until the fourteenth century would English regain its former primacy, while the use of French at court continued into the fifteenth century.

By this time, English had itself been profoundly transformed, developing into the starkly different Middle English, which formed the basis for the modern language. During the centuries when the elite spoke French, a large proportion of the words in the English language had disappeared and been replaced by French words, leading to the present hybrid tongue in which an English core vocabulary is combined with a largely French abstract and technical vocabulary. The grammatical structures of the language had also changed dramatically, although the relationship, if any, between this transformation and the

neglect of English by the elite resulting from the conquest is uncertain.

## IV. Continuing Reading

### Passage One

#### The Stonehenge

This is an ancient monument of huge stone standing on the vast Salisbury plains in England has captured our imaginations for centuries. It's the most enigmatic pre-historic monument on earth. What makes the structure at Stonehenge unique is the fact that for the first time they're shaping stones on a massive scale. Dating back as far as 2950 B. C., theories about who built Stonehenge have included the druids and the Greeks. Speculation as to its purpose, range from astronomy to a UFO landing site. Now a ruin with many of the original stones fallen or removed, this site attracts nearly five thousand tourists everyday.

Around the same time as the ancient Egyptians were building the pyramids, the first stones arrived here at Stonehenge. The mystery of the stones is that they are only found in the Breckon Mountains in south Wales, nearly 150 miles away. It was a huge job to transport these stones from Wales, because originally there were about 80 of them here at Stonehenge weighing up to four tons each. Now, if I got my car it would take me about five hours to drive all the way to Wales.

But to those people, it would have been an enormous distance. The stones were brought by boat from the mountains and pulled from the coast by sledge to the site. Someone thinks it needs a minimum of about 150 people, simply to move one of these massive forty-ton stones. Getting the stones to the site was an amazing feat, but building Stonehenge was much more complex. It is not just simply one stone piled on to top of another, they're joined together, this hole in the arch on here that has been pounded out using stone hammers, and that originally fitted on the top of that stone.

After nearly 5,000 years, Stonehenge is still standing. We now know how it was built. The question "why" is a bit more problematic. Twenty century followers of ancient mystical beliefs are sure that Stonehenge has a connection with summer and winter solstices. As a druid, as a priest of the land, he feels Stonehenge to be one of the key sacred temples in the world. Stonehenge evokes in us a connection between some deep ancestral intuitive soul and the power of nature around us. Nature may well know all the answers, but science has yet to prove its theories. It seems Stonehenge isn't ready to reveal all its secrets just yet.

### Passage Two

#### What Are People Good For

By Ina Corinne Brown

One's beliefs are revealed not so much in words or in formal creeds as in the assumptions on which one habitually acts and in the basic values by which all choices are tested.

The cornerstone of my own value system was laid in childhood with parents who believed that personal integrity came first. They never asked, "What will people think?" The question was, "What will you think of yourself, if you do this or fail to do that?"

Thus, living up to one's own conception of one's self became a basic value, and the question, "What will people think," took a subordinate place.

A second basic value, in some ways, an extension of the first, I owe to an old college professor, who had suffered more than his share of grief and trouble. Over and over he said to us, "The one thing that really matters is to be bigger than the things that can happen to you. Nothing that can happen to you is half so important that the way in which you end it."

Gradually I realized that here was the basis of the only really security and peace of mind that a human being can have. Nobody can be sure when disaster, disappointment, injustice, or humiliation, may come to him through no fault of his own. Nor can one be guaranteed against one's own mistakes and failures. But the way we meet life is ours to choose. And when integrity, fortitude, dignity, and compassion are our choice, the things that can happen to us lose their power over us.

The acceptance of these two basic values led to a third. If what one is and how one meets life are of first importance, one is not impressed by another's money, status, or power, nor does one judge people by their race, color, or social position. This opens up a whole new world of relationships, for when friendships are based on qualities of mind and character, one can have friends among old and young, rich and poor, famous and unknown, educated and unlettered, and among people of all races and all nations.

Given these three basic values, a fourth became inevitable. It is one's duty and obligation to help create a social order in which persons are more important than things, ideas more precious than gadgets, and in which individuals are judged on the basis of personal worth. Moreover, for this judgment to be fair, human beings must have an opportunity for the fullest development of which they are capable. One is thus led to work for a world of freedom and justice through those social agencies and institutions which make it possible for people everywhere to realize their highest potentialities.

Perhaps all this adds up to a belief in what has been called the human use of human beings. We are set off from the rest of the animal world by our capacity consciously to transcend our physical needs and desires. Men must concern themselves with food and with other physical needs, and they must protect themselves and their own from bodily harm, but these activities are not exclusively human. Many animals concern themselves with these things. When we worship, pray, or feel compassion, when we enjoy a painting, a sunset or a sonata, when we think and reason, pursue ideas, seek truth, or read a book, when we protect the weak and helpless, when we honor the noble and cherish the good, when we cooperate with our fellow men to build a better world, our behavior is worthy of our status as human beings.

## **V. Resting Stop**

### **1. Fun Time**

#### **1) Joke**

#### **On Diet**

Mrs. Green is too fat, so she went to see a doctor and asked for some advice. The doctor wrote her a list of vegetables and fruits and told her to eat at meal time everyday. Three months later, she came back again. She didn't lose weight, instead, she got fatter.

"Did you eat the things on the list as I told you?" the doctor asked.

"Yes, but it didn't work," Mrs. Green answered, "I had vegetables after breakfast and lunch, and fruits after dinner. But I'm still getting fatter and fatter. Could you tell me, doctor, anything wrong with that?"

## 2) Wisdom of Language

### Idioms Concerning the Figures in the Bible

#### a. Adam and Eve

From: The Book of *Genesis*

And the Lord God formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul, and then for the rib which the Lord God had taken from the man, he made into a woman and brought her to the man.

Example: Your Adam's apple isn't apparent.

Adam's apple can be more clearly seen on men's than women's throats.

#### b. Lot's wife

From: The Book of *Genesis*

When the Lord began to destroy Sodom and Gomorrah, he sent two angels to urge the good man Lot and his family to flee and warned them not to turn their head in flight. But too curious to see what was happening to her home city, his wife looked back behind him, and she became a pillar of salt.

Example: Curious as Lot's wife, Helen can't get along well with her classmates.

#### c. Saul and David

From: The Book of *Samuel*

In the battle with the Philistines, David killed many with stones. On his triumphant return, women sang "Saul has slain his thousands, and David his ten thousands," which made Saul the king very jealous.

Example: Compared with John, I did very little indeed. Saul has slain his thousands, and David his ten thousands.

#### e. Samaritan

From: The Gospel According to Luke

But a certain Samaritan, as he journeyed, came where he was; and when he saw him, he had compassion on him. And went to him, and bound up his wounds, poured on oil and wine, and set him on his own beast, and brought him to an inn, and took care of him.

Example: This poor man begged, "You good Samaritans, have pity on me!"

### Idioms Concerning the Norman Conquest

#### a. Take heart

Example: So take heart, have no fear about learning new expressions. Besides popular English words can be fun.

#### b. Stew in one's own juice

Example: You let dear Margaret stew in her own juice.

## 2. Keys

1. The Iberians, the Beaker Folk and the Celts;

2. The Celts;

3. The Vikings and the Danes;

4. Northern Germany;



5. 700;
6. The Anglo-Saxons;
7. The Celtic tribe;
8. 55 B. C. ;
9. 350 years;
10. In the middle of the 5th century.

## I. Practising Field

1. What system did William adopt to organize the government of England?
2. What does the Domesday Book refer to?
3. Under William's rule, who were at the bottom of the feudal system?
4. In 1285, who summoned the Great Council, which has been seen as the earliest parliament?
5. When did the Hundred Years' War start?
6. Under William, what system in England was completely established?
7. What was the deadly epidemic plague?
8. What did the red rose stand for during the War of the Roses?
9. What did the white rose stand for during the War of the Roses?
10. How many years did the Wars of the Roses last?

## II. Linking Tips

### 1. The Development of Parliament

The English Parliament originated in the Great Council—an advisory assembly of the king's chief feudal vassals, including the clergy. In ancient Saxon times kings had only an advisory body (Witan), which was composed only of great men and easily dissolved. Now each county was asked to send two knights and each town two representatives to the Great Council. The Great Council developed later into the Lords or the Upper House and the Commons or the Lower House known as a parliament. Gradually it became customary that the meetings of the Great Council were held at Westminster in the hall of the royal palace, on the banks of the Thames. For a long time afterwards the barons and bishops (the "Lords") were always invited while the knights and burgesses were invited only on special occasions. Increasingly both Houses were called to agree to taxation. The Commons could present petitions to the king. These petitions were actually the first parliamentary bills. Already a speaker went between the two houses for liaison and to discipline the members. Even today the royal assent to laws is still written in French "le roi le veut"—the king permits it. At this point Parliament only met by royal invitation. Its role was to offer advice, not make decisions. There were still no elections, no parties, and the most important part of Parliament was the House of Lords. This remained so until recent times.

### 2. Language Used During the Norman Rule

After the Norman Conquest England became no longer an isolated nation and trade relations with the European Continent grew steadily. The Normans who conquered