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### 英语教学与翻译 (1)

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# 英語的教與學

## 孫志文談

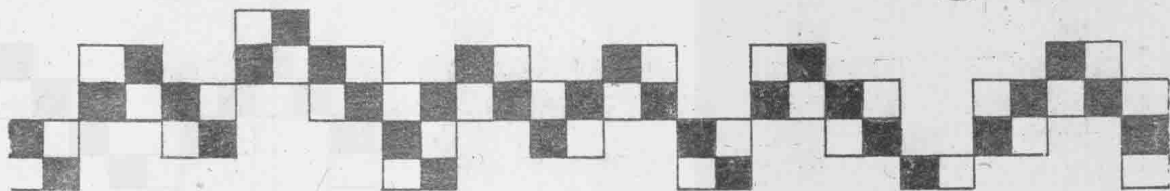
### 讓我們用英語溝通

在語言學習過程中，真正重要的是決心和細心，至於方法和門徑只扮演著次要的角色。

孫志文神父 Dr. Sprenger

**E**nglish has become the "lingua franca" in our modern world. Whether we like it or not, no major international gathering can be held in our age that could do without the English language; little business

# Let's Begin to Communicate in English



can be done on the international level without recourse\* to the English language; hardly any intercultural exchange on a world-wide basis could take place unless there were promoters who had mastered the English language. In Taiwan there is a general awareness of this phenomenon. The great need is felt for improving the teaching and learning of English, especially for promoting spoken English.

In this article we shall mainly be concerned with methods and approaches that may help us to improve our English speaking ability. But before we turn to the more practical aspects of our topic, we would do well to consider some important elements that have to do with the speaking skill. In the last issue of this magazine we discussed the importance of the art of listening. We saw how deeply listening comprehension influences our whole English learning process. I don't think I have to stress here that the listening and speaking skills are very closely related and mutually supporting. In other words, in all our efforts to learn to speak English, we should never lose sight of the art of listening. In addition, I should like to point out the relationship between the speaking skill and the reading skill.

Whenever we speak, we try to communicate ideas. Through reading, we may enrich the treasury of our ideas, and at the same time, work for greater clarification in our minds. This will bear on\*\* the ability and willingness to speak. If I have a lot to say and am pretty clear about my ideas, I am eager to communicate. If not, I feel I had better "keep my mouth shut."

In the following, teaching and learning approaches will be presented and discussed that have proved to be effective in one way or another. The reader may decide for himself whether or not they could be of help in his own teaching and/or learning efforts. However, this most important principle should constantly be kept in mind: it is prudence and determination in the language learning process that really count, methods and approaches play only a secondary role.

## **QUESTION-AND-ANSWER PRACTICES**

I begin my discussion by describing methods used at the beginning stage of the language learning process, and then move up to more advanced stages. The most simple approaches constitute the question-and-answer practices. After the introduction of appropriate learning materials, the teacher asks

questions about the given situation, the text (dialogue, narrative), a picture, or a simple filmstrip\*. His questions are graded, i.e., he starts with simple questions (yes-no, who, where, when, etc.) and advances to more complex such as the why-question. The teacher is the guide, i.e., he selects and formulates the questions. He should pronounce the questions in a most natural way and see to it that the answers given somehow match his pronunciation and intonation. Once the teacher has provided a lot of model question-and-answer practices, he could then give the students more opportunities to practice individually. He simply tells the students to practice two by two what he did with the entire class, i.e., one student accepts the role of the teacher asking questions while the other student provides the answers. After a couple of minutes they may be asked to exchange their roles. This exercise has the advantage that the students have a lot of individual practice, and they are also forced to become more active. They even have to formulate questions, which is a very important activity in preparation for future dialoguing and group work.

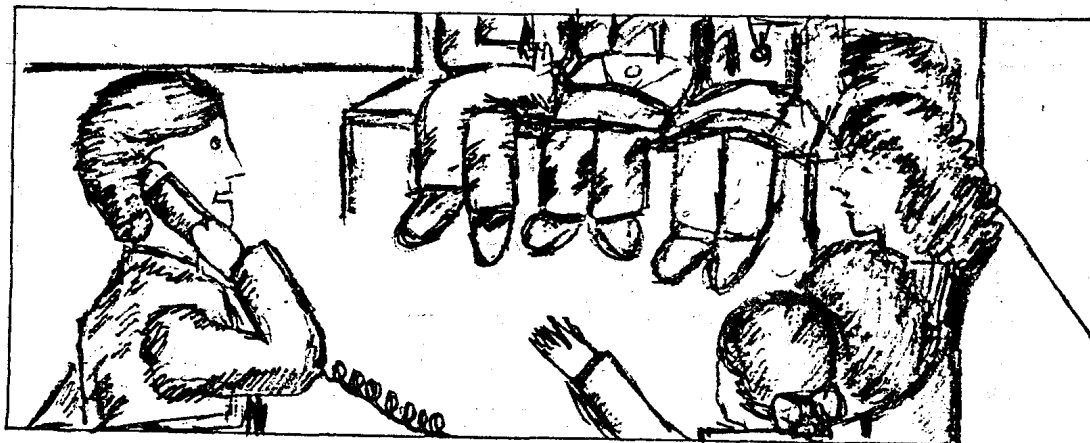
### **MEMORIZATION OF DIALOGUES**

As a preparatory step towards

free speaking, memorization of dialogues is an excellent practice. Many textbooks nowadays introduce short and practical dialogues utilizing the grammar and the vocabulary learned in previous lessons. The teacher could make up his own or add others. Students may even be asked to create new dialogues. They memorize the dialogues and present them in groups in front of the class, possibly acting them out in a lively way. The teacher should look out for a meaningful presentation, for fluency, natural intonation, and correct pronunciation. Students can also learn much by watching their classmates perform. I may add here that also short narratives\* (stories, essays, speeches, etc.) could be memorized by students and presented to the class.

### **STORY TELLING EXERCISE**

I just suggested that students could also memorize short narratives (reading passages of the textbook included) to be presented before the class. A step forward would be to have students change these narratives into new stories. We might call this activity story telling exercise. If there are various persons in the text, the students could re-produce the narrative from the point of view of different persons (a parent, a



student, a teacher, etc.), in the respective text. They could still rely heavily on the given vocabulary and structures, yet they would be creating their own new stories. Almost any meaningful text can be used for this type of story-telling exercise. If needed, the teacher could introduce roles from the outside into the text. Short talks or speeches could also be attempted along the lines indicated. It would, of course, be most advantageous if the teacher could provide models (stories, speeches) for all these exercises.

### PLAYS

Our next item is concerned with the use of plays. When students see or act out language they will learn faster and in a more natural way. Plays can be used in a great variety of ways to further the language learning process, especially the speaking skill. A "telephone call", "to go shopping", or "a visit with friends" can be produced as plays without special preparation. Plays based, e.g., on detective stories, fairy tales, or other short stories need good preparation. Students may also look at pictures, and then act out what they have seen on the picture. Videotaped movies may suggest a lot of topics for short

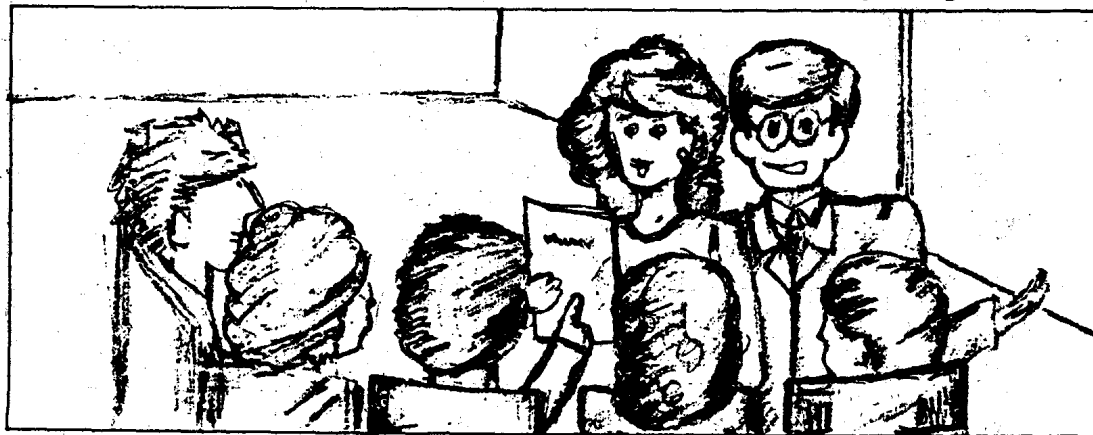
plays.

### INTERVIEW

We turn now to the interview as an ideal method to practice spoken English. It is basically a form of dialogue. It can make speaking exercises quite interesting and spontaneous\*. The interviewer should have enough questions prepared that a very lively dialogue or even a discussion can be evoked. The interview may deal with the content of textbook reading, with matters related to the students (their life stories, their habits, their hobbies, their plans and expectations, etc.) or with matters of a more general nature (opinion about life in Taipei, about traffic problems, about young people in Taiwan, etc.). The teacher could again first present a model interview and then ask some students to produce interviews in front of their classmates. After these presentations, the teacher could then ask his students to sit in groups together to produce interviews on the topics indicated.

### GROUP WORK

In recent years group work has been recognized as a very useful aid in the foreign language learning process. Group work is actually practiced in most speaking exercises



discussed so far. It can be applied at the earliest stages of foreign language learning; it is especially helpful in classrooms with big numbers of students; and it may help to remove psychological blocks with many students. Furthermore, social and linguistic interactions\* build a good community spirit in the classroom. On an advanced level, group work may consist of preparing and presenting reports and plays, and discussing (within groups, between groups) topics of culture in general; literature, modern youth, problems of contemporary society, etc..

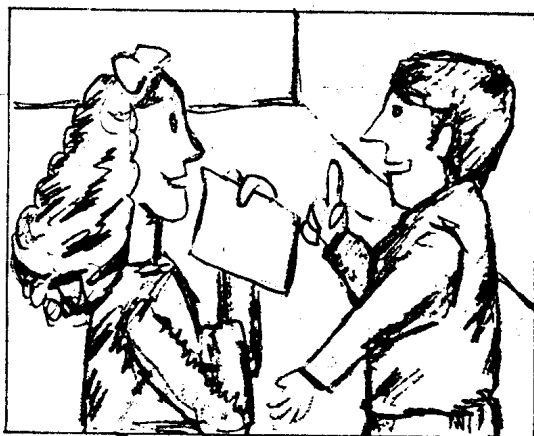
### CREATIVE USE OF TEXTS

As educated people, our students will always have to deal with written texts of which they should be able to make the best use. For a more creative use of texts, I have devised certain approaches which have proved to be effective not only for a thorough understanding of texts, but also with regard to\*\* oral communication. I asked students, working individually or in groups, to use stories (short stories or other narratives), or other written texts, and to convert them into the following types of language productions: plays (short drama or comedy), radio plays, interviews,

reports (radio-, TV-, police-, etc.) different types of adaptations of the original text (re-telling the story from the point of view of different roles in the text), a simple conversation about the content of the given text, and a serious discussion of the text. To be able to do these exercises, students need to work together in groups, analyze and interpret the given texts thoroughly, create new texts, and finally, present them in a lively and natural way in the classroom. If fitting texts are available, these approaches can be used at a rather early stage of English learning. At a more advanced stage, certain pieces of literature can be used. Students are then given a taste of the characteristics of different literary genres\*.

### ORAL REPORTING

Many more methods could be discussed here. I think, for example, of various ways oral reporting could be practiced. Lack of space forbids comment on this and other interesting topics here. To sum it all up, I hope that the methods presented in this short article will be of some help to students and teachers alike.



### VOCABULARY

1. recourse (n.) 依賴
2. filmstrip (n.) 幻燈片
3. narrative (n.) 故事體
4. spontaneous (adj.) 自然的; 不做作的
5. interaction (n.) 交互作用; 相互影響
6. genre (n.) 類型; 式樣

### ANNOTATION\*\*

1. bear on: 與...有關係
2. with regard to: 關於...; 有關...



## 讓我們用英語溝通—— 孫志文談英語的教與學 LET'S BEGIN TO COMMUNICATE IN ENGLISH

在現代世界，英語已經變成「世界語」(Lingua Franca)了。不管我們喜歡不喜歡，如今不用英語我們就無法舉行大型的國際會議；不用英語國際間的生意就無法談成；主事者若不懂英語則任何世界性的文化交流也根本做不到了。在台灣，大家都了解這種現象。大家也都迫切覺得需要改進英文的教與學，尤其是英語會話能力的提升。

在這篇文章裏，我們將主要探討能幫助我們加強英語會話能力的方法和態度。但在討論這主題的實際層面之前，我們也要思考一些和說話技巧有關的重要要素。上一期的雜誌中，我們已經討論了「聽的藝術」的重要性，了解到聽力對我們整個英語學習過程有極深遠的影響。因此我想我不需要在這裏強調說與聽兩種技巧之間相互支持與關連的緊密關係。換句話說，在全力學說英語時，我們不能忽略了「聽的藝術」。此外，我也想指出說與讀兩種技巧之間的關係。我們一與人交談，我們就試著溝通彼此的思想；而閱讀則能豐富我們的思想，同時更可以清除我們心中的混亂與疑惑。這就和說話的能力和意願有關了。如果我有一肚子的話要說，並且很清楚自己的思想，則我就會迫切地想要表達出來；而如果不是的話，則我還是「免開尊口」為妙。

接下來我們要討論的是一些已經證實極具效用的英文教學與學習途徑。讀者可以自己判斷這些方法是否對自己的教學或學習效果有所幫助。而一項共同必須牢記在心的重要原則就是：在語言學習過程中，真正要緊的是決心與細心；至於方法和門徑只扮演著次要的角色。問答練習

我首先要從描述用在語言學習過程初期的方法討論起，然後再進入較高級的階段。大致說來，最簡易的入門法就是所謂的「問答練習」了。老師將合適的教材作一番介紹後，再就所給的情況，如書(對話或敘述形式)、圖片以及幻燈片等向學生提出問題。這些問題可以分成難易不同的等級。例如說，老師先從簡單問題開始發問(如 yes-no, who, where 等開頭的問句)，然後再進至以 why 開頭的問句這類較複雜的句子。事實上，老師是學生的導引者。因為他必須對問題加以選擇，同時擔任發問的角色。他必須用最自然的聲調提出問題，並且使學生的回答能配合他的發音和語調。一旦老師提供學生許多標準的問答練習後，他就能為學生製造出更多個人練習的機會。他只要求學生以兩人一組的方式模仿他的作法練習即可。例如其中一位學生扮演老師的角色負責發問，而另一位學生則負責回答問題。這樣持續一兩分鐘後，彼此再互換角色繼續練習。這種方法的優點在於學生們能有許多個別練習的機會，並且無形中也會被迫變得主動些。他們甚至必須學著提出問題，而提問題對未來的對話及分組活動而言是項極重要的準備工作。

### 背誦對話

就進入流暢說話境界的準備而言，背誦對話是很好的練習方法。今天許多的教科書都包含有簡易實用的對話式文章。這些對話都是利用先前課文中所學的文法與字彙編寫成的。老師們也可以自己編寫或作其他的補充，甚至可以要求學生自己創作新的對白。學生們將自己所寫的對白背誦起來，並且以小組方式在課堂上儘量生動活潑的表演出來。演出的時候，老師應該注意表演的意義、流暢度、語調的自然以及正確的發音。而學生們也可以藉著觀賞同學的表演而學到許多。其他如故事、散文、講演等短篇故事體的東西也可比照同樣的方法來練習。

### 說故事練習

剛才我建議學生可以將包括課文在內的各種敘述性文章加以背誦並在課堂上說出來。接下來的步驟就是讓學生將這些文章演變成新的

故事。我們可以把這種學習活動稱作「說故事練習」。假如文章裏包含有各種角色的人物，學生可以以不同人物的觀點（父、母、學生、老師等）將原故事重新創作。他們仍然可以利用原文裏大部份的字彙及句型結構，然而他們卻必須創作出屬於自己的新故事。而幾乎所有有意義的文章都可以拿來作這類型的練習。如果需要的話，老師可以從外增加一些角色到文章裏。此外一些名言名句或講演詞也可以應用在與原文意思相關的地方。當然，如果老師能為這種練習提供故事或演講等模範文章，那對學生將是最有助益的了。

#### 戲劇

下一個要討論的項目是戲劇的利用。當學生觀看戲劇或是自己親自演出時，他們常會以更自然的方法學得更快。戲劇可以利用多種表演方式來促進語言的學習，尤其是對口語技巧方面特別有幫助。如「打電話」、「逛街」、或是「訪友」等題材都可演成簡單的戲劇而無需特別的準備。而偵探故事、童話故事以及其他短篇故事則需周全的準備工作。學生們也可以藉著觀看圖片，而將他們所看到的以戲劇方式表演出來。錄影帶也能提供短劇許多題材。

#### 訪問式教學

接下來我們要探討訪問式這種練習說英語的理想方法。基本上，訪問是種對話的型式。它可以使口語練習變得非常有趣而自然。當然，訪問者應該準備足夠的問題以備發問，如此一來，生動的對話甚至討論是絕對可期待的。訪問的題材可以以教科書的內容為主，或者和學生有關的事物如生活片斷、習慣、嗜好、以及他們的計劃和期望等。另外也可以討論一些更概括性的問題，如對台北生活的看法、交通問題、以及台灣的年輕人等問題。老師可以先行示範一次標準的訪問型態，再指定某些學生在全班面前表演。有了這些示範後，即可將學生分成小組，讓他們圍坐在一起，就這些指定的主題表演所謂的訪問。分組活動

近幾年來，分組活動已經被視為一種外語學習過程中非常有用的方法。事實上，到目前為止，這種方法已經廣泛地用在許多口語討論的練習上。它不僅適用於外語學習的最早期階段，對大班的教學尤其有益。而藉著許多學生圍坐一起的型態，還能消除學生們的心理障礙。不僅如此，分組活動裏，融洽的氣氛與語言交談的相互作用能夠在課堂裏建立起一種良好的團體精神。在高等進階的程度，分組活動可包括小組共同準備的報告、戲劇表演，並且也可討論（組內或各組間）一般的文化問題、文學、現代青年以及當代社會問題等。

#### 利用創造性方式使用教本

身為知識分子，學生們必須要善加利用寫在紙上的文章。為了能更有創造性的使用這些文章，我設計了一些在課文的徹底了解方面，以及口語的溝通上都被證實很有效用的方法。不論個人或小組的方式，我要求學生將故事（短篇小說或敘述性文章）或其他文章改寫成下列幾類型的語文作品：包括戲劇（短劇或喜劇）、廣播劇、訪問、報導（廣播、電視、警方報導等）、對原著做不同類型的改編（如以不同角色的觀點將原文改述）、據原文內容做簡易的對話、對原文做嚴肅的探討等。而為了做到這些練習，學生們必須以小組方式工作。大家一起徹底分析解說原文，共同創作出新風格的故事，最後再以生動且自然的方式將成品在課堂上表演出來。如果能找到合適的教材，那麼這一連串的方法都能成為英語學習的入門方式。而在較高級的英語學習階段，則可利用某些文學作品作為教材使用。到了這個階段，學生們都能培養出對不同文學類型特性的欣賞品味。

#### 口頭報告

還有許多的方法可以在這兒討論。比如說，我以為口頭報告的方法就很可以使用。由於篇幅所限，我們就無法在這討論這有趣的題目了。總括說來，我希望這篇短文所提示的方法既能有助於同學也能有益於老師。

（原載：美語世界〔台〕1986年75期12—16，62—63頁）

# 寫出流暢的英文

## Writing Better English

by Patrick Obenchain

提起英文寫作，相信有不少人要大嘆「傷腦筋」了。那種縱有滿腹經綸，卻不知如何下筆的焦急與無奈，是許多人共同有過的經驗。從本期起，我們要為您由淺至深，循序講解寫作的要領與技巧，俾能使您寫出流暢的英文。內容精闢，請仔細閱讀。

One of the questions I am most frequently asked is, "How can I improve my English writing ability?" The ability to write in English is becoming increasingly important, both in business and in education. Those who can express themselves well in writing find themselves at a considerable advantage.

How can you improve your writing ability? The best way to begin is by reading. You should study many different kinds of writing: fiction, news items, essays and textbooks. In itself, this will not make you a better writer, but it will familiarize you with written English and give you a flexible approach to writing.

Though reading can help you acquire a feeling for written English, practice is essential in learning to use words to express

your own thoughts. Write regularly and frequently, at least a paragraph or two a day. You may want to keep a private journal, in which you can record daily events along with other information, observations and ideas.

In this article and future articles we will offer you some advice which we hope will make your practice more effective and help your writing to improve more quickly.

Begin with sentence structure. In a way, the sentence is the basic unit of writing, because it represents a complete thought. But writing sentences is more than a matter of good grammar. To be effective, the sentence must express its meaning clearly.

## **Suggestions for writing clearer sentences:**

### **1. Avoid Redundancy.**

A sentence is redundant if it uses two or more words that express the same meaning.

Examples: a. How can I possibly do it?

b. This is a serious crisis.

c. She looked unhappy and miserable.

In the first sentence, possibly is not necessary, because its meaning is contained in the word can. In the second sentence, serious is not necessary, because all crises are serious. In the third sentence, unhappy is not necessary, because anyone who is miserable must be unhappy.

### **2. Simplicity is best for clarity.**

Whenever possible, you should express yourself in simple words.

Example: He expressed a desire to return home.

This sentence can be simplified to:

He said he wanted to go back home.

Synonyms may be alternated for variety, but in general, simple words will communicate your meaning more clearly.

### **3. Avoid excess words.**

Similarly, simple phrases will get your meaning across more clearly. Do not use more words than are necessary to express the thought.

Example: The object is communication on an international basis.

This sentence can be simplified to:

The object is international communication.

You should also avoid meaningless words.

Example: Basically, her problem is that she is too short.

The word basically is not necessary in this sentence, which would have the same meaning without it.

#### 4. Avoid run-on sentences.

Run-on sentences are sentences that are unnecessarily long.

Example: The rulers of the Tang Dynasty governed China from 618 to 907 and many historians consider this period to be the golden age of Chinese civilization.

The two clauses in this sentence are entirely separate thoughts. This sentence should be separated into two sentences:

The rulers of the Tang Dynasty governed China from 618 to 907. Many historians consider this period to be the golden age of Chinese civilization.

However, you may connect independent clauses if there is a close relationship between them. If the sentence is complex, you can make it clearer by adding a semicolon(;).

Example: The capital of the Tang Dynasty was set up at Chang-an, which means long peace, but China was soon torn by civil war.

This sentence may be divided with a semicolon before the conjunction but:

The capital of the Tang dynasty was set up at Chang-an, which means long peace; but China was soon torn by civil war.

Following is a list of mistakes often made in writing sentences. Although these mistakes can be thought of as grammatical errors, they are worth noting here, because they are the result of illogical structure.

#### 1. Fragments.

A fragment is a sentence that is incomplete.

Example: She doesn't like beer. \*Because it is bitter.

The second sentence is incomplete, because it consists only of a subordinate clause. It must be connected to a main clause:

She doesn't like beer because it is bitter.

#### 2. Excess conjunctions.

Many students make the mistake of using redundant conjunctions.

Example: \*Although he has not yet graduated, but he has already found a job.

Although and but should not be used in the same sentence, since they have a similar meaning.

#### 3. Too few conjunctions.

Example: \*He has brown hair, blue eyes, and is six feet tall.

In this sentence, the word and connects the verbs has and is. Hair and eyes are the objects of has, so they also must be connected by a conjunction:

He has brown hair and blue eyes, and is six feet tall.

#### 4. Missing Subject.

Example: While listening to the radio, a song came on that reminded him of his former girlfriend.

If the subject of listening is not named, it must be the same as the subject of came on. Obviously, it is not the same. A song cannot listen to the radio. So the subject must be named:

As he was listening to the radio, a song came on that reminded him of his former girlfriend.

In the next issue, we will begin to combine sentences into paragraphs. For now, try the following exercises in sentence structure.

#### Exercises.

A. Tell what is wrong with the following sentences and correct them.

1. Although he is American, but he can speak Chinese well.
2. She doesn't like him because he is boringly dull.
3. A right whale is big, heavy and has a stout body.
4. He indicated that he wasn't satisfied with his exam score.
5. They do all their work on a scientific basis.
6. He is a good basketball player. Although he is not very tall.
7. While climbing the tree, a coconut fell and hit him on the head.
8. To purify the gasoline, it is filtered.
9. Besides annoying her, he angered her by telling everyone how old she was.
10. Because he was rude, so she slapped him.

B. Divide the following run-on sentence into smaller sentences, using periods (.) or semicolons (;).

While dining in a restaurant, a woman called the waiter and asked him to turn the air conditioning down and several minutes later the same woman was fanning herself and she called the waiter and asked him to turn the air conditioning up and her complaints continued for some time and finally a man seated at the next table called to the waiter and said "That woman must be driving you crazy, making you turn the air conditioning up and down all the time," and the waiter answered "Not at all, this restaurant doesn't have air conditioning."

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# A Witness to History London along the Thames

## 歐洲之旅(一) 泰晤士河畔的倫敦

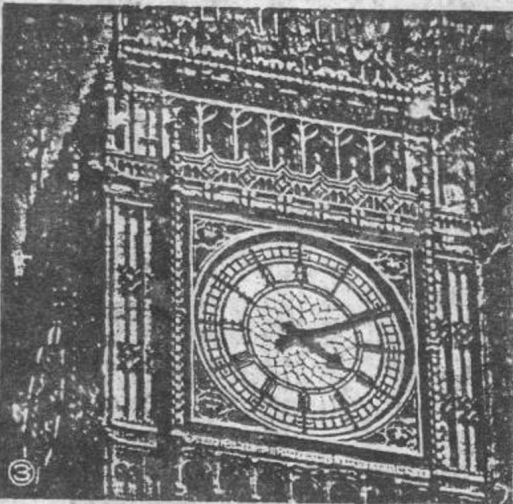
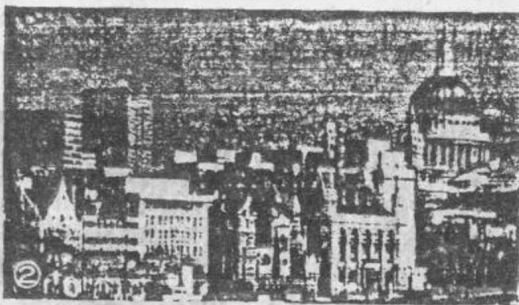
**E**very year, millions of tourists travel to London to see the many historic sights that this city, the eighth largest city in the world\*\*, has to offer. Because London is so large, the focus of this article will be the area of London that is located along the banks of the Thames River.

The Thames River in England is a relatively small river when compared with the other great rivers of the world. However, along this river, in the city of London, can be found some of the oldest and most important structures in all of England. The Thames river has played an important role in the history of England and the rest of the world, for it was through this famous waterway that British ships sailed out to sea, and conquered one quarter of the world. Today, a tourist can walk along the banks of the Thames, and see some of the western world's most well-known landmarks.



Duane Miller

One of the most impressive sights along the Thames river is the magnificent House of Parliament. This building has been the seat of the British government for over five hundred years. Originally, this building housed King Henry the VIII and his court. The building was destroyed by fire in 1834, but through reconstruction the house became an elegant, masterpiece of nineteenth century architecture. Victoria Tower rises 122 meters from the foundation, and on top is located Big Ben. This clock and bell have been a well-known symbol of London for over one hundred years. Today, the clock and bell continue to toll out the time with amazing accuracy.



- ②聖保羅教堂(右後尖塔頂建築)。
- ③維多利亞塔上的大鐘(BIG BEN)。
- ④議會大廈的鐘塔(後中者)。

Very near to the House of Parliament one can find the Westminster Abbey. This building has a history of over nine hundred years, and it has been the sight of many great events in British History. Since 1066, almost all English rulers have been crowned there. The floor plan of this massive church is in the shape of a Latin cross\*\*, the length of which is 156 meters. The nave\* is 12 meters wide, and 62 meters high. Inside, the entire length of the church is lined with colorful, stained glass windows. The atmosphere of this church can inflict in one a feeling of awe.

Another church quite close by, is the St. Pauls Cathedral. The original cathedral was destroyed by the great fire of 1666, and the current one was built up in its place. The dome of this church towers 111 meters above the ground. This cathedral has been the sight of many famous events, and one of the most recent events was the wedding of Prince Charles and Lady Diana.





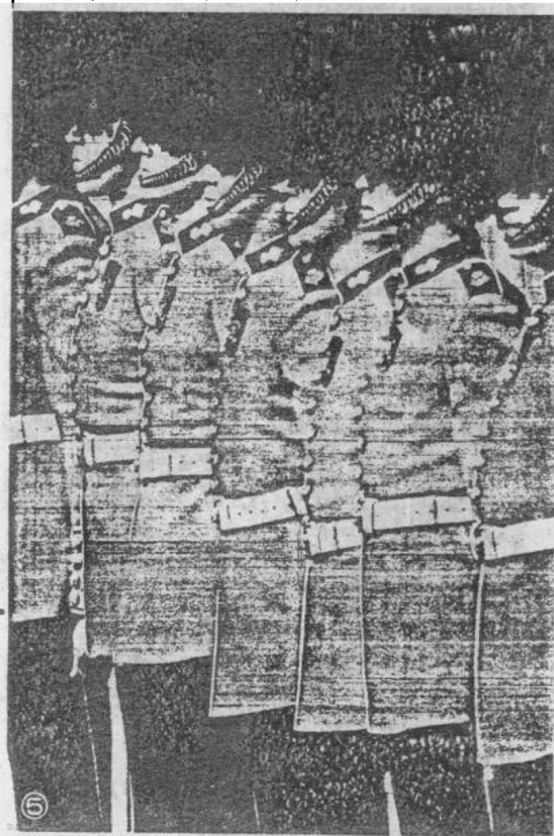
Further down the river is the forbidding\* Tower of London, the city's oldest landmark. The Tower of London is actually a fortress of twenty towers, the foundations of which were set in 1066, by William the Conqueror. He built this structure with the intention of defending London from invaders coming up the river. The fortress has had other functions as well through time, and many Kings, Queens, and criminals have been imprisoned within it's many towers. One of the most infamous towers is the Bloody Tower, so named because of the many executions that took place there. More people were beheaded in this tower, than in any of the other nineteen towers. There is a certain feeling of mystery and intrigue that one gets when visiting this tower, for the axe and chopping block\*\* are still kept there as reminders of the gruesome\* past.

Another tower, the White Tower, is also noteworthy. This 58 meter tall tower had a variety of uses. The first floor was used as a torture chamber at one time, and the thumbscrews\* and racks\* are still there as testimony. Just above, on the second floor, were banquet halls and a chapel. The top two floors were used to house some of the more exalted prisoners, such as Kings of Scotland and France. Today, most of the tower is a museum. Within its walls is one of the finest collections of arms and armour in the world, with armaments that date from the past six centuries.

Outside of the Tower of London is the Tower Bridge, spanning\* the Thames river. This classically styled drawbridge is as much a landmark in London as Big Ben and the Tower of London.

London Bridge is another huge bridge, and was the only bridge to span the Thames between the years of 1209 and 1750. The original bridge had many shops built right on top of it, but much of the bridge was destroyed in the great fire of 1666. The bridge was torn down and reconstructed in 1973 to keep up with the need for people to get from one side of London to the other.

In the time when the Thames river was the key to strange and exotic lands around the globe, this bridge acted as a noble gateway\* for those who dared sail from London.



⑤英國白金漢宮的御林軍。