

研究生英语必修系列教程

主 编：任晓霏 李崇月 何明丽
副主编：冯瑞贞 徐剑平 张 彬

POSTGRADUATE
ENGLISH INTEGRATED COURSE

研究生英语综合教程



 江苏大学出版社
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内 容 提 要

本教材是硕士研究生英语系列教材之一。全书共分 12 单元,每个单元含精读课文、泛读课文各一篇,涉及自然科学、工程技术、语言文化、高等教育、社会科学、宗教伦理、管理科学、文学艺术、跨文化交际等领域,结合研究生所修各个专业领域的热点话题,为基础英语学习向专业英语学习过渡打好基础。课后附有生词与短语列表、课文阅读理解、翻译和写作训练;每个单元特设口语技能技巧,从研究生英语交际任务出发,加强日常口语和学术交际能力的培养,是我们主编并使用的系列研究生英语教材《研究生英语写译教程》的有效补充,从而真正建立起科学的研究生英语教育教学听说读写译能力培养体系。本书可供非英语专业硕士生、博士生以及具有大学英语四级、六级水平的英语爱好者学习。

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前 言

PREFACE

《研究生英语综合教程》是为了适应非英语专业硕士研究生英语教学改革的要求而编写的,是《研究生英语写译教程》的有效补充。选取自然科学、工程技术、语言文化、高等教育、社会科学、宗教伦理、管理科学、文学艺术、跨文化交际等各领域名家名篇、时文文献为语料,在基础英语和专业英语之间搭建桥梁,加强研究生英语文献阅读能力;针对研究生英语口语薄弱环节,侧重日常口语表达能力和学术交际能力的培养,为学生借助英语参与国际学术交流打下良好基础。

本教材的特点:

(1) 信息量大,语料新颖。本教程的编写者具有多年的研究生英语教学经验,从历年研究生入学考试阅卷以及日常教学中发现,研究生英语阅读量明显不足,并且很少接触本专业相关语料。我们进行了为期两年的调研,精心选取 24 篇涉及自然科学、工程技术、语言文化、高等教育、社会科学、宗教伦理、管理科学、文学艺术、跨文化交际等各领域名篇佳作、时文文献,为基础英语向专业英语顺利过渡提供有力保障。

(2) 层次分明,适用于各级各类研究生英语教学。随着研究生教育的深入发展,MBA、工程硕士、高校教师研究生等区别于全日制研究生的专业学位研究生数量逐年增加,而相关研究生英语教材严重滞后,为了适应不同层次研究生英语教学要求,本教材在注重全日制研究生英语教学要求的同时,兼顾了专业学位英语教学内容,并形成一个内部连贯的体系。

(3) 注重日常英语口语与国际学术交流英语技能的培养。随着高等教育国际化进程的加快,研究生参与国际学术交流的需求突显,日常英语口语、公共演讲和国际学术交流英语能力成为研究生英语教学环节中十分重要的部分。

本教材第 1、第 6 单元由张彬老师编写,第 2、第 4 单元由徐剑平老师编写,第 3、第 8 单元由任晓霏老师编写,第 5、第 10 单元由冯瑞贞老师编写,第 7、第 12 单元由李崇月老师编写,第 9、第 11 单元由何明丽老师编写,另史莹娟、路静老师以及外国语学院研究生卞文娟、邱玉玲等参与了教材的资料收集和整理工作。

本教材在编写过程中得到了江苏大学多方的关心和支持,研究生处提供了经费支持;江苏大学出版社杨海濒、段学庆、郭杰老师为本书的出版付出了辛勤的工作,在此一并表示最诚挚的谢意。

因教材涉及面广,时间仓促,错误疏忽在所难免,敬请学界同仁和读者朋友批评斧正。

编者
2010年8月



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Unit

1

I. Introducing the Topic

In the middle of the sixteenth century, English was spoken by between four and five millions of people, and stood fifth among the European languages, with French, German, Italian, and Spanish ahead of it in that order, and Russian following. Today it is so far in the lead that it is probably spoken by as many people as the next two languages—Russian and German combined. The role of English can be found in such areas as international relations, the media, international travel and tourism, international safety (especially air and maritime traffic control), education, and communication, including the Internet. In this article, David Crystal tries to answer three questions: “What makes a world language?”, “Why is English the leading candidate?”, and “Will it continue to hold this position?”

II. Lead-in Questions

A. Key Expressions

- (1) paragon
- (2) cosmopolitan
- (3) globalization
- (4) gender
- (5) the Renaissance
- (6) language dominance
- (7) superpower
- (8) cross-cultural communication
- (9) inflectional endings
- (10) imperialism

B. Match the Above Key Expressions with the Following Definitions

- (1) a process of interaction and integration among the people, companies, and governments of different nations; a process driven by international trade and investment and aided by information technology 全球化
- (2) the state that exists when one language has power over another 语言支配
- (3) an ideal instance; a perfect embodiment of a concept 典范
- (4) a suffix added to a base word to show tense, plurality, possession, or comparison





曲折变化

- (5) a sophisticated person who has travelled in many countries 四海为家者
- (6) an epoch of unparalleled cultural achievement 文艺复兴
- (7) a policy of extending your rule over foreign countries 帝国主义
- (8) a state powerful enough to influence events throughout the world 超级大国
- (9) the socially constructed roles of and relations between men and women 性别
- (10) a field of study that looks at how people from different cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavour to communicate across cultures 跨文化交流

C. Questions

- (1) English is being a global language. Some think it will do good to the development of the world. Some not. What do you think of it? Give your explanation.
- (2) Write down at least ten countries where English is used as the official language or a second language.
- (3) In what way has English been yielding to American?
- (4) Do you think Chinese will one day be the dominant language? What are the necessary conditions for Chinese to be the international language?

TEXT A

What Makes a Global Language

David Crystal

1. Why a language becomes a global language has little to do with the number of people who speak it. It has much more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they subjugated. They were simply more powerful. And later, when Roman military power declined, Latin remained for a millennium as the international language of education, thanks to a different sort of power—the ecclesiastical power of Roman Catholicism.

2. There is the closest of links between language dominance and cultural power, and this relationship will become increasingly clear as the history of English is told. Without a strong power-base, whether political, military or economic, no language can make progress as an international medium of communication. Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails.





3. This point may seem obvious, but it needs to be made at the outset, because over the years many popular and misleading beliefs have grown up about why a language should become internationally successful. It is quite common to hear people claim that a language is a paragon, on account of its perceived aesthetic qualities, clarity of expression, literary power, or religious standing. Hebrew, Greek, Latin, Arabic and French are among those which at various times have been lauded in such terms, and English is no exception. It is often suggested, for example, that there must be something inherently beautiful or logical about the structure of English, in order to explain why it is now so widely used. "It has less grammar than other languages", some have suggested. "English doesn't have a lot of endings on its words, nor do we have to remember the differences among masculine, feminine, and neuter gender, so it must be easier to learn". In 1848, a reviewer in the British periodical *The Athenaeum* wrote: In its easiness of grammatical construction, in its paucity of inflection, in its almost total disregard of the distinctions of gender excepting those of nature, in the simplicity and precision of its terminations and auxiliary verbs, not less than in the majesty, vigour and copiousness of its expression, our mother-tongue seems well adapted by organization to become the language of the world.

4. Such arguments are misconceived. Latin was once a major international language, despite its many inflectional endings and gender differences. French, too, has been such a language, despite its nouns being masculine or feminine; and so—at different times and places—have the heavily inflected Greek, Arabic, Spanish and Russian. Ease of learning has nothing to do with it. Children of all cultures learn to talk over more or less the same period of time, regardless of the differences in the grammar of their languages.

5. This is not to deny that a language may have certain properties which make it internationally appealing. For example, learners sometimes comment on the "familiarity" of English vocabulary, deriving from the way English has over the centuries borrowed thousands of new words from the languages with which it has been in contact. The "welcome" given to foreign vocabulary places English in contrast to some languages (notably, French) which have tried to keep it out, and gives it a cosmopolitan character which many see as an advantage for a global language. From a lexical point of view, English is in fact more a Romance than a Germanic language. And there have been comments made about other structural aspects, too, such as the absence in English grammar of a system of coding social class differences, which can make the language appear more "democratic" to those who speak a language (e. g. Javanese) that does express an intricate system of class relationships. But these supposed traits of appeal are incidental, and need to be weighed against linguistic features which would seem to be internationally much less desirable—notably, in the case of English, the many irregularities of its spelling system.

6. A language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language, of course, but none of them





alone, or in combination, can ensure a language's world spread. Indeed, such factors cannot even guarantee survival as a living language—as is clear from the case of Latin, learned today as a classical language by only a scholarly and religious few. Correspondingly, inconvenient structural properties (such as awkward spelling) do not stop a language achieving international status either.

7. A language becomes an international language for one chief reason: the political power of its people—especially their military power. The explanation is the same throughout history. Why did Greek become a language of international communication in the Middle East over 2,000 years ago? Not because of the intellects of Plato and Aristotle: The answer lies in the swords and spears wielded by the armies of Alexander the Great. Why did Latin become known throughout Europe? Ask the legions of the Roman Empire. Why did Arabic come to be spoken so widely across northern Africa and the Middle East? Follow the spread of Islam, carried along by the force of the Moorish armies from the eighth century. Why did Spanish, Portuguese, and French find their way into the Americas, Africa and the Far East? Study the colonial policies of the Renaissance kings and queens, and the way these policies were ruthlessly implemented by armies and navies all over the known world. The history of a global language can be traced through the successful expeditions of its soldier/sailor speakers. And English, as we shall see in chapter 2, has been no exception.

8. But international language dominance is not solely the result of military might. It may take a militarily powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it. This has always been the case, but it became a particularly critical factor early in the twentieth century, with economic developments beginning to operate on a global scale, supported by the new communication technologies—telegraph, telephone, radio—and fostering the emergence of massive multinational organizations. The growth of competitive industry and business brought an explosion of international marketing and advertising. The power of the press reached unprecedented levels, soon to be surpassed by the broadcasting media; with their ability to cross national boundaries with electromagnetic ease. Technology, in the form of movies and records, fuelled new mass entertainment industries which had a worldwide impact. The drive to make progress in science and technology fostered an international intellectual and research environment which gave scholarship and further education a high profile.

9. Any language at the centre of such an explosion of international activity would suddenly have found itself with a global status. And English was in the right place at the right time. By the beginning of the nineteenth century, Britain had become the world's leading industrial and trading country. By the end of the century, the population of the USA (then approaching 100 million) was larger than that of any of the countries of western Europe, and its economy was the most productive and the fastest growing in the world. British political imperialism had sent English around the globe, during the nineteenth century, so that it was "a language on which the sun never sets". During the twentieth century, this world presence was maintained and promoted, almost single-handedly, through the economic supremacy of the new American





superpower. And the language behind the US dollar was English. (1,329 words)

(Excerpted from *English as a Global Language*, by D. Crystal)

Notes

1. David Crystal

David Crystal (born 1941) is a linguist, academic and author. Crystal hypothesises that globally English will both split and converge, with local variants becoming less mutually comprehensible and therefore necessitating the rise of what he terms World Standard Spoken English. In his 2004 book *The Stories of English*, a general history of the English language, he describes the value he sees in linguistic diversity and the according of respect to varieties of English generally considered “non-standard”. He is a proponent of a new field of study, Internet linguistics.

2. Roman Catholicism

The Catholic Church, also known as the Roman Catholic Church, is the world's largest Christian church, with more than a billion members. The Church defines its mission as spreading the gospel of Jesus Christ, administering the sacraments (圣礼, 圣事) and exercising charity.

3. Alexander the Great

Alexander III of Macedon (356—323 BC), popularly known as Alexander the Great (亚历山大大帝), was a Greek king of Macedon(马其顿王国). He is the most celebrated member of the Argead Dynasty and created one of the largest empires in ancient history. Alexander is one of the most famous figures of antiquity, and is remembered for his tactical ability, his conquests, and for spreading Greek culture into the East.

Vocabulary

A. New Words

subjugate [ˈsʌbdʒʊgeɪt]

v. force to submit or subdue 征服, 使服从, 抑制

millennium [miˈleniəm]

n. one thousand years 一千年(间); 千周年纪念

ecclesiastical [iˌkliːziˈæstɪkəl]

a. of or associated with a church (especially a Christian Church) 基督教会的, 教士的

dominance [ˈdɒmɪnəns]

n. the state that exists when one person or group has power over another 支配(控制, 统治, 权威, 优势)

medium [ˈmiːdiəm]

a. in the middle between two sizes, amounts, lengths, temperatures, etc. 中等的

n. a means or instrumentality for storing or communicating information 媒介物; 新闻媒





介;手段,工具

paragon [ˈpærəɡən]

n. an ideal instance; a perfect embodiment of a concept 模范

laud [ləʊd]

vt. praise, glorify or honor 赞美

masculine [ˈmæskjulin]

a. associated with men and not with women 男性的,男子的;男子气的

neuter [ˈnju:tə]

a. one who is either indifferent to a cause or forbears to interfere; a gender that refers chiefly (but not exclusively) to inanimate objects (neither masculine nor feminine) 中立的,不偏不倚的;中性的

paucity [ˈpɔ:siti]

n. an insufficient quantity or number 小量,缺乏

copiousness [ˈkəʊpiəsnis]

n. the property of a more than adequate quantity or supply 丰裕,旺盛

cosmopolitan [ˌkɒzməˈpɒlɪtən]

a. growing or occurring in many parts of the world 全球的

n. a sophisticated person who has travelled in many countries 四海为家的;世界主义者

intrinsic [ɪnˈtrɪnsɪk]

a. belonging naturally 固有的,本质的,内在的

electromagnetic [ɪˈlektromægˈnetɪk]

a. pertaining to or exhibiting magnetism produced by electric charge in motion 电磁的

supremacy [sjuˈpreməsi]

n. power to dominate or defeat 至上;至高权力

B. Phrases and Collocations

at the outset at the beginning of sth. 在开头时

on account of because of sth. 为了……的缘故,因为,由于

be weighed against be considered important 掂量,权衡

be wielded by be held and used 行使,运用,支配

on a global scale on a global extent 全球范围地

EXERCISES

I. Reading Comprehension Questions

- (1) What does the author want to convey in the passage?
- (2) In the author's eyes, which language has a cosmopolitan character because of its borrowings from foreign vocabulary?
- (3) According to the text, which power has been a critical factor for the international



success of a language since the early twentieth century?

(4) What makes a global language according to the text? Do you agree with the author? If not, give your reasons.

(5) In the text the author argues that strong power, whether political, military or economic, makes a global language. How does he make his argument convincing?

■ II. Vocabulary Expansion

Directions: Complete the following sentences with words or phrases from the text.

- (1) From this point it soon fought its way to _____ in the American labor movement.
- (2) The old Yankees stopped at nothing to _____ the Irish immigrants.
- (3) The _____ value of a coin is the value of the metal it is made of.
- (4) That country achieved military _____ over neighbouring countries.
- (5) We delayed our departure _____ the bad weather.
- (6) We have previously mentioned the idea that the extra work involved in developing more precise accounting information should _____ the benefits that result.
- (7) Worker bees are _____.
- (8) After all, it is through word order, rather than _____ forms, that so much of our grammatical meaning is conveyed in the English language.
- (9) Camping sites, by contrast, are highly _____.
- (10) The Swiss people would not _____ other countries' achievements at the expense of their own despite their sincere admiration.

■ III. Cloze

Directions: Fill in the following blanks with appropriate words.

English is well on its way to becoming the 1 global language. Is this a good thing? Yes, in 2 such as science where a 3 language brings efficiency gains. But the global dominance of the English language is 4 news for world literature, according to CEPR researcher Jacques Méltiz (Centre de Recherche en Economie et Statistique, Paris and CEPR). Why? Because if the English language dominates world 5, very few translations except those from English to other languages will be 6 viable. As a result, virtually only those writing in English will have a chance of 7 a world audience and 8 classic status. The 9 is clear, Méltiz argues: just as in the sciences, those who wish to reach a world audience will write in English. "World literature will be an English literature", Méltiz warns, "and will be the poorer for it as if all music were written only for the cello". By literature, he refers to 10 works of an earlier vintage that are still read today, and therefore the accumulation of world literature refers to the tiny fraction of currently produced imaginative works which will eventually be regarded as "classics". According to Méltiz, the tendency of competitive forces in the global publishing market to privilege the translation of English fiction and poetry into other languages for reading or listening enjoyment may damage the production of world literature and in this respect make us all worse off.



TEXT B

The Story of English

Barry Tomalin

1. Popular interest in language, especially the English language, is surely a late-twentieth-century phenomenon. After all, we use language. Why stop and discuss it? That's for academics, not for the general public. The BBC TV series *The Story of English* and its accompanying book has made the English language a talking point. Robert McCrum describes the English language as a breaking story, because the power, diversity and versatility of the English language emerged during the seven years it took to prepare the series. But why make a series of TV programmes about it? Robert McCrum, a tall, restless intellectual, a successful novelist and now director of the British publishing firm Faber and Faber, offers three reasons.

2. First, it is now estimated that two billion people know some English and have a use for it; That is two-fifths of the population of this planet. With the emergence of English as a world language, the dream of reversing Babel has at last been realized. English is the global language. There have been global languages before (Latin, Greek and French) but none has achieved the range of usage that English has today. English vocabulary contains as many words as the next three most important European languages put together. Only Chinese has a larger vocabulary, but Chinese does not yet have the global spread of English.

3. The second reason is that although hundreds of books have been written about English, the development of English around the world has not been explored. Most books deal with Anglo-Saxon English, with Chaucer's English, and with Shakespeare's and Jonson's English, and then stop. They ignore the huge colonial expansion of English in the nineteenth century and the spread of American English in the twentieth. *The Story of English* takes a global perspective in which New Zealand English is as significant as British English.

4. For Robert McCrum the third reason is the simplest one. Anything you use, you should know something about. Since the English language is in daily use, surely we should all know something about how it works. English, he feels, is not a difficult language. It's not inflected (there are no special word endings for different genders or cases) and it's capable of *pidginisation*. Pidgin English is intelligible but not grammatical. "I want book" instead of "I want the book" is a simple example. Of course, Pidgin English is subject to interference from the speaker's mother tongue which makes it more complicated.

5. The problem with English is the spelling, which is the fault of William Caxton, the first English printer, who, in 1477, adopted a way of spelling which often had little to do with the sound of words.





Competitors to English?

6. "Are there any competitors to English?" I asked Robert McCrum. "In the long run, Chinese is an obvious competitor, but it isn't widely spoken outside China, and there are many varieties of Chinese within China; Arabic, possibly, with the rise of Islam. I think Spanish, with its enormous influence in the United States and Latin America, is going to become a lot more important."

Does BBC English Exist?

7. I wanted Robert McCrum's definition of BBC English—the standard English to which most foreign learners aspire.

8. "Some people," he replied, "say there's no such thing as BBC English. Alistair Cooke, the broadcaster of *LETTER FROM AMERICA* (a radio programme broadcast in Britain and on BBC World Service in English), says that when the BBC started, for the first time people all over the country, and particularly in the North and Midlands, were hearing the language of the London clubs, the army, the church and the universities and they called it BBC English. It's what they heard on the BBC. BBC English is a prestige dialect. It happens to be the language of the golden triangle of wealth and power and learning, bordered by Oxford, Cambridge and London, which dominates administration. Had Edinburgh been the capital of Britain we'd all be speaking Scots English. Indeed one British king, James I (1603–1625) spoke with a broad Scots accent".

The Future of English

9. Language is constantly changing, but I was shocked to hear from Robert McCrum that we might all be using glottal stops in future. The glottal stop occurs when you go from one vowel to another with no consonant in between. For example, instead of saying *bottle* you might hear someone say *bo'le*. It's a common speech feature of the London cockney accent. Is that how we're going to speak in future? "Not in our life times," says Robert McCrum. "But if you compare radio of thirty years ago to radio today you'll hear that some people now say *migh* instead of *might*, *rih* instead of *right* and *qui* instead of *quite*. It's possible that in two hundred years' time the Queen's great-great-great-grandchildren could sound like walk-on parts from *Minder*." (*Minder* is a very popular TV drama series based on South London Cockneys who speak with a London accent. A "walk-on" is a term for an actor who appears on stage for a short time but says nothing, or very little. The messengers or spear carriers in Shakespeare plays are "walk-ons").

10. Robert McCrum feels this trend is perfectly natural. "If you look at the history of the English spoken language, on the whole there has been a drift in one direction which has been influenced from below rather than from above. So the speech of the many in a prestige area like London is likely to have some considerable influence. Because, you know, it's smart to go downmarket."

11. I felt this was an extremely important point. Foreigners aspire to the highest standard of English they can achieve and BBC English is a model. For native speakers who belong to the "BBC English speakers' club" it's fashionable to adopt another model—probably that of a





larger number of speakers, who will traditionally be less well educated. In this way speakers go “downmarket”—towards the lower end of the educated speech spectrum—and their spoken English itself changes.

12. I asked Robert McCrum what advice he would give to a foreign learner wishing to sound like a native speaker. Fifty years ago, giving advice would have been much harder, he thinks, because the community of standard English speakers was very narrow and all spoke with the same accent. Nowadays the international community of English is so large that accent is no longer the main criterion. The important thing to aim for now, he feels, is clarity, avoiding jargon and technical terms.

English in Use Around the World

13. Robert McCrum did a lot of the research for the TV series and the book himself, and he travelled all over the world. What had impressed him most? “The Caribbean,” he replied. “Language and politics go together, language and nationalism go together. In India you have several languages to express your ideas in. In the Caribbean there is only one: English. The population of the Caribbean islands are descendants of slaves brought from Africa, who had their languages taken away from them. What you have in the Caribbean is a population who are trying to take our language away from us and make it their own. As an international language with a local variety, English is developing in some surprising ways.”

14. Language is about identity—it’s like the clothes you wear. You try to differentiate your English from other people’s. In teaching English as a foreign language we strive for international intelligibility and appropriateness. But if nations create their own distinctive English, could there be a danger of the English language breaking up? “I think the glueing process of the mass media will make the different varieties of English more and more intelligible. But there are local Englishes and if an area was cut off, who knows what might happen? If you go, as we went, to the Sea Islands off the coast of South Carolina, which is one of the most fascinating places in the world, you find a community of black people who have been there since they were dumped by slave ships 300 years ago. They speak a language called Gullah, which is English-based, with lots of African words; and it’s completely unintelligible as a version of English. That’s a model of what could happen. I don’t think it will happen but one has to admit it’s a possibility.”

Vocabulary

versatility [ˌvɜːsəˈtɪlɪti]

n. having a wide variety of skills 多才多艺;用途广泛,万能

inflect [ɪnˈflekt]

vt. change the ending or form of a word to show its grammatical function in a sentence 弯曲,使屈曲,改变

pidgin [ˈpɪdʒɪn]

n. any of several languages resulting from contact between European traders and local

