

总策划：郭瑞霞



# 新编英语阅读技巧与训练

李陆平 林立 杨阳 编著



宇航出版社

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# 新编英语阅读技巧与训练

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## 内 容 简 介

本书是为已具有中级英语水平的读者编写的。通过趣味读物和多种练习,帮助读者提高英语阅读理解能力。

阅读材料均选自近年来国外报刊杂志,内容新颖,题材广泛。编者通过计算机程序将这些文章进行难易程度排序,使阅读材料语言水平由浅入深。对较难的词语加上中文注释,课文练习配有答案。每三课为一个单元,单元后附有阅读技巧的练习。

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## 编者的话

本书为中级英语水平的读者而编写,旨在通过广泛的、有趣的阅读活动,使读者在扩展知识的同时,提高英语语言能力。

全书共分 12 个单元,每个单元含 3 篇阅读材料及一篇阅读技巧训练。

文章的选材,从体裁到题材都比较广。有演讲、叙事、论说、新闻;有历史、家庭生活、语言学习、爱情、生态、词汇学习、心理治疗、知识与智慧、企业管理、儿童、青少年、健美、精神疗法。文章充满生活的哲理与人间的爱情、亲情与友情。

文章按照语言的难度排序。全部文章通过计算机进行可读性分析,然后排序。这样有利于读者由浅入深、循序渐进地提高阅读水平。为了方便读者,词语注释安排在所注释的词语之后。因此,无须翻到后面去查词表。为了帮助读者更好地理解各篇文章,书后提供每篇文章的参考译文。

每篇阅读材料后面附有精心设计的练习题及参考答案。阅读理解题的前 5 个题为“事实性问题”,读者可以从文章中直接得到答案;后 5 题为“推理性问题”,读者无法从文章中直接得到答案,而要根据文章中提供的线索经过思考、分析、归纳,推断等得到答案。词汇练习帮助读者掌握词的一般意义(Without Context),以及在特定语境(with Context)下的特殊意义。为了帮助读者适应某考试,特意安排了一些相似的题型,如:简答题、翻译和完形填空。

总之,外语的学习需要大量的语言输入,阅读能力的提高要通过阅读。本书的编写为广大读者提供了接触真实,规范语言的机会,还能帮助读者在阅读能力方面再上一个台阶。

1998 年 9 月

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## Unit I

### That Little Glass Chip

One day when I was about nine years old, my mother took a trip into town and put me in charge of (照看) my brothers and sisters. As she drove away, I ran into her bedroom and opened the dresser to snoop (v. 窥探).

There in the top drawer, beneath soft, wonderful-smelling grown-up garments, was a small wooden jewelry box. I was fascinated by its treasures—the ruby ring left to my mother by her favorite aunt; pearl earrings that once belonged to my grandmother; my mother's own wedding band, which she took off to do farm chores alongside my father.

I tried them all on, filling my mind with glorious images of what it must be like to be a beautiful woman like my mother and to own such exquisite things.

Then I saw there was something tucked behind the piece of red feltlining (n. 毛毡内衬) the lid. Lifting the cloth, I found a little white chip of glass.

I picked it up. Why in the world did my mother keep this broken thing? Glinting (v. 闪耀) slightly in the light, it offered no answers.

Some months later, I was setting the dinner table when our neighbour Marge knocked at the door. Mom, busy at the stove, called to her to come in. Glancing at the table, Marge said, "Oh, you're expecting company. I'll stop by another time."

"No, come on in," Mom replied. "We're not expecting anyone."

"But isn't that your good chinaware?" Marge asked. "I'd never trust kids to handle my good dishes!"

Mom laughed. "Tonight's my family's favorite meal. If you set your best table for a special meal with guests, why not for your own family?"

"But your beautiful chinaware!" responded Marge.

"Oh, well," said Mom, "a few broken plates are a small price to pay for the joy we get using them." Then she added, "Besides, every chip and crack has a story to tell."

Reaching into the cupboard, Mom pulled out an old, pieced-together plate. "This one shattered (v. 破碎) the day we brought Mark home from the hospital," she said. "What a cold and blustery afternoon that was! Judy was only six, but she wanted to be helpful. She dropped the plate carrying it to the sink (n. 洗涤槽).

"At first I was upset, but then I told myself, 'I won't let a broken plate change the happiness we feel welcoming our new baby.' Besides, we all had a lot of fun gluing it together".

Marge looked doubtful.

Mom went to the cupboard again and took down another plate. Holding it up, she said, "See this break on the edge here? It happened when I was 17."

Her voice softened. "One autumn day my brothers needed help putting up the last of the hay, so

they hired a young man to help out. He was slim, with powerful arms and thick blond hair. He had an incredible smile.

"My brothers took a liking to (开始喜欢上) him and invited him to dinner. When my older brother sat the young man next to me, it flustered (v. 使慌张) me so, I nearly fainted."

Suddenly remembering that she was telling the story to her young daughter and a neighbor, Mom blushed and hurried on. "Well, he handed me his plate and asked for a helping. But I was so nervous that when I took the plate, it slipped and knocked against the casserole dish."

"That sounds like a memory I'd try to forget," said Marge.

"Oh, no." countered my mother. "As the young man was leaving, he walked over, took my hand in his and laid a piece of broken chinaware in my palm. He didn't say a word. He just smiled that smile."

"One year later I married him. And to this day, when I see this plate, I fondly recall the moment I met him."

Seeing me staring, Mom gave me a wink (n. 眼色). Then, carefully, she put the plate back, behind the others, in a place all its own.

I couldn't forget about that plate with the missing chip. At the first chance, I went up to Mom's room and took out the little wooden jewelry box again. There was the small shard.

I examined it carefully. Then I ran to the kitchen cupboard, pulled over a chair, climbed up and took down the plate. Just as I had guessed, the chip my mother had so carefully saved belonged to the plate she broke on the day she met my father.

Wiser now, and with more respect, I cautiously returned the chip to its place among the jewels.

The love story that began with that chip is now in its 54th year. Recently one of my sisters asked Mom if someday the antique ruby ring could be hers. My other sister has laid claim (要求...是自己的) to Grandmother's pearl earrings.

As for me, I'd like Mom's most precious keepsake (n. 纪念品), a memento of an extraordinary life of loving: that little glass chip.



## Exercises

### I .Comprehension check questions

1. The word "exquisite" in the third paragraph means \_\_\_\_\_.  
a. expensive                      b. description  
c. strong                          d. excellent
2. The attitudes of Mother and Marge towards the value of chinaware are \_\_\_\_\_.  
a. exactly the same              b. totally different  
c. similar                          d. slightly different
3. Judy dropped the plate \_\_\_\_\_.  
a. happily                      b. intentionally              c. carelessly              d. angrily
4. What is Mother's opinion of Father's smile? Mother \_\_\_\_\_.  
a. was deeply impressed by the smile  
b. was indifferent to the smile  
c. disliked the smile  
d. paid no attention to the smile
5. In the writer's eyes, the little glass chip is \_\_\_\_\_.  
a. cheap                      b. priceless                      c. worthless                      d. expensive
6. The little girl opened her mother's dresser out of \_\_\_\_\_.  
a. greed                      b. curiosity                      c. jealousy                      d. love
7. Mother's feeling towards Father is \_\_\_\_\_.  
a. tender                      b. indifferent                      c. crazy                      d. cool
8. What kind of woman is Mother? \_\_\_\_\_.  
a. careless                      b. hot-tempered                      c. learned                      d. sensible
9. Mother kept the broken plate because \_\_\_\_\_.  
a. it could be glued sooner or later  
b. it could glint slightly in the light  
c. it was given by Father as a gift  
d. it brought back Mother's sweet memories
10. The type of writing of the text is \_\_\_\_\_.  
a. exposition                      b. description                      c. narration                      d. argumentation

## II . Vocabulary check questions

			without context	with context
1. glorious	(1)magnificent	(2)enjoyable		
	(3)dreadful	(4)gloomy	1. _____	_____
2. offer	(1) take	(2)offend		
	(3)attempt	(4)give	2. _____	_____
3. blustery	(1)blowy	(2)calm		
	(3)blushing	(4)noisy	3. _____	_____

- |                  |               |               |          |
|------------------|---------------|---------------|----------|
| 4. break         | (1)rest       | (2)breed      |          |
|                  | (3)crack      | (4)crush      | 4. _____ |
| 5. extraordinary | (1)extreme    | (2)additional |          |
|                  | (3)remarkable | (4)plain      | 5. _____ |

### III. Answer the following questions

- Why did Mother keep the little glass chip?  
\_\_\_\_\_
- What did Mother mean by saying "a few broken plates are a small price to pay for the joy we get using them"?  
\_\_\_\_\_
- How did Mother restrain her upset when Judy dropped the plate?  
\_\_\_\_\_
- What were Mother's first impressions of Father?  
\_\_\_\_\_
- Why would the writer like the glass chip in the end?  
\_\_\_\_\_

### IV. Translation

And to this day, when I see this plate, I fondly recall the moment I met him.

\_\_\_\_\_

\_\_\_\_\_

### V. Cloze

I examined it carefully. Then I \_\_\_\_\_ to the kitchen cupboard, pulled over a \_\_\_\_\_, climbed up and took \_\_\_\_\_ the plate. Just \_\_\_\_\_ I had guessed, the \_\_\_\_\_ my mother had so carefully saved belonged \_\_\_\_\_ the plate she broke \_\_\_\_\_ the day she \_\_\_\_\_ my father.

### Key to Exercises

I. 1. d    2. b    3. c    4. a    5. b    6. b    7. a    8. d    9. d    10. c

II. 1. 1, 2    2. 3, 4    3. 4, 1    4. 1, 3    5. 2, 3

- III. 1. Mother kept the little glass chip because it was the keepsake of the sweet love between Mother and Father.
2. Mother meant "compared with the joy we get, using a few broken plates doesn't mean much. We value the joy much more than a few plates."
3. Mother told herself not to let a broken plate change the happiness they felt welcoming their new baby.
4. Mother's first impressions of Father were extremely good; that's why she married him a year later.
5. The writer would like the glass chip because she has realized the value of the chip.

IV. 直到今天, 我一看到这盘子就会甜蜜地回想起第一次见到他的情景。

V. ran, chair, down, as, chip, to, on, met

## Curtains Up

"Where does this one go?" I asked my mother as I carried yet another box into our new house.

"Is it marked 'curtains'?" she asked hopefully. Dressed in old pants and a work shirt, with a red kerchief covering her short brown hair, she was measuring a living-room window and noting her findings on a pad. When I told her the box was marked "photo albums", she lost interest. "Just leave it where it won't be in the way," she said, and went back to her measuring.

Why was Mom so interested in curtains? We hadn't even finished unloading the rented car trailer (n. 拖车). Surely the curtains could wait until we — my father, my sister, my brother and I — had a chance to get all the boxes and furniture inside.

Yet as my mother moved from one window to the next with her yardstick and note pad, she seemed driven by a mysterious urgency. Never mind that the stove wasn't yet hooked up or that the beds were still lying in pieces.

My mother was normally practical and levelheaded. She was the last person I'd imagine being swept away (不能冷静思考) by anything so, well, strange. Actually this preoccupation was nothing new. I'd just never noticed it before. But I was 14 now and seeing everything with new eyes.

Only recently had it dawned on me (让人明白) that not all families pulled up stakes every year the way we did, and that not every dad changed jobs as often as the trees changed their leaves. Now here was a new revelation: on all the moving days I could remember, Mom had been caught up in the same intense concentration I was seeing today.

"Why bother with curtains?" I asked her as I carried in a "bath towels" box. "We're just going to move again anyway."

Sparks flared in Mom's blue eyes. "You can just keep your smart-aleck (adj. 自作聪明的) remarks to yourself, young man."

I was startled. She was usually so quiet and even-tempered.

"Sorry," I said. "I was just wondering."

"Well, don't," she snapped. "Now get back to work and stop gawking (v. 傻看着)."

The house we were moving into this time — a small Cape Cod in the suburbs of Milwaukee — was the ninth we'd lived in since I'd been born. "Is your dad in the Army?" kids would ask me when we came to roost in yet another new neighborhood. No, moving was just what my father did. It was in his blood.

Both my parents were children of Polish immigrants (n. 移民) — laborers and shop-keepers who'd left their native land in the late 1800's to find a better life in America. After roaming from one Midwestern town to another, both families settled in Milwaukee's Polish South Side, where my parents met. But some portion of the immigrants' restlessness must have been passed on to the next generation.

We moved when he switched jobs. Or when he decided that our house was too small. Or too big.

Or too close to the neighbors. Or too far from town.

We'd moved so often that sometimes we found ourselves hauling cartons that hadn't been unpacked since the last move or even the one before. At least a few of the unopened cartons were bound to contain the curtains and drapes that hadn't fit anywhere in the old house but that my mother had saved anyway.

"You never know," she'd say with a laugh. "We might be able to use them in the next place."

I always assumed the joke was about her frugality (n. 节俭). Now, for the first time, it occurred to me that maybe the laugh lay elsewhere: in the fact that we all knew that for us there'd always be a next place. And a next. And it occurred to me, too, that maybe the joke wasn't very funny.

Is that why Mom was so upset about my remark? Did I hit a sore spot?

Now I realized that for Mom, curtains were more than a way of keeping prying (adj. 窥探的) eyes at bay. Privacy alone could be provided by window shades. But my mother would no more leave the windows dressed only in shades than she'd walk around the house in her underwear.

By the time we'd finished emptying the trailer, Mom was done measuring the windows and was down on her knees rummaging (v. 翻找) through the boxes, searching for whichever curtains might fit our new reality. She had plenty to choose from. Over the years she'd acquired enough sizes to fit just about any window known in America in the mid-1950s: double-hung, half-round and oblong. As for styles, she had them all: plain, ruffled, pleated and valanced (a. 有短帷幔的), striped, flowered, calico (n. 印花布) and polka dot (n. 衣料上的圆点花纹).

In a surprisingly short time she had curtains picked out for every room in the house. And I was happy to see that for Michael's and my room, she'd picked out a set of cowboy curtains with bucking broncos (n. 猛然跃起的马).

"Hey, I remember those," I said. "I had them on Rawson Avenue."

She smiled. "Do you still like them?"

"Sure I do."

That's when a suspicion began to form in my mind. Making a quick tour of the house, I saw that I was right: I recognized all the other curtains too. The yellow calicos in my sister's room were the same ones she had two years and two houses ago. The kitchen curtains had last appeared at our most recent lake house. And the living-room drapes had once hung in our dining room in Detroit.

So that's what Mom's been doing! By getting the curtains up quickly, she was taking some of the strangeness out of our new surroundings. I loved her for that then, as I do now, all these years later. In her own way she was doing her best to ease the wrenching transitions that jolted our lives time and again. She was sewing a small thread of continuity into the chaotic fabric of our lives.

Dad may have called the shots (发号施令) when it came to deciding when we'd move next, and where, and which house we'd live in. But always it was Mom's curtains that made those houses home.

## Exercises

### I . Comprehension check questions

1. Mother was busy measuring windows when our new house \_\_\_\_\_.  
a. had been tidied up                      b. had been well decorated  
☒ c. was still in a mess                      d. was warm and cozy
2. The sentence "Sparks flared in Mom's blue eyes" means that Mother was  
a. happy              b. pretty              c. angry              ☒ d. dizzy
3. The word "levelheaded" in the text means  
☒ a. energetic              b. crazy              ☒ c. headless              d. steady
4. Mother had plenty curtains to choose from because \_\_\_\_\_.  
a. she liked collecting curtains  
b. she was good at making curtains  
c. she had bought curtains of different designs over the years  
d. she has saved curtains of different sizes and different styles over the years
5. One of the main reasons that the writer loved Mother was that Mother was always \_\_\_\_\_.  
a. getting the curtains up quickly whenever the family moved to a new house  
b. trying her best to quickly make new houses home wherever the family went  
c. quiet and soft  
d. trying her best to quickly put children to sleep
6. What kind of man is Father?  
☒ a. restless              b. demanding              c. quiet              d. boring
7. The children \_\_\_\_\_ the frequent moves of the family.  
a. were satisfied with                      b. were accustomed to  
c. were angry about                      d. were impatient at
8. What is one of the characteristics of Mother?  
☒ a. being calm-tempered                      b. being irritable  
c. being careless                      ☒ d. being quick-tempered
9. What was the attitude of the writer towards Mother's curtains in the end? He \_\_\_\_\_ Mother's intention.  
a. appreciated  
b. misunderstood  
c. did not care about  
d. agreed to
10. The text primarily tells \_\_\_\_\_.  
a. the frequent moves of the family  
b. the different designs of curtains  
c. the true value of curtains  
d. the characteristics of Mother

## II. Vocabulary check questions

			without context	with context
1. mysterious	(1)secret	(2)private		
	(3)enigmatic	(4)godlike	1. _____	_____
2. startle	(1)shock	(2)upset		
	(3)disturb	(4)starch	2. _____	_____
3. snap	(1)move quickly	(2)say(sth. )gently		
	(3)disturb	(4)say(sth. )sharply	3. _____	_____
4. restlessness	(1)tiredness	(2)unceasing activeness		
	(3)unquietness	(4)noiselessness	4. _____	_____
5. jolt	(1)shock psychologically	(2)move frequently		
	(3)join silently	(4)shake up roughly	5. _____	_____

## III. Answer the following questions

1. Why did Father keep the family moving to new places?

\_\_\_\_\_

2. Where were the writer's grandparents from?

\_\_\_\_\_

3. Why was Mother so interested in curtains?

\_\_\_\_\_

4. Why was the writer startled when Mother said "You can just keep your smart-aleck remarks to yourself, young man."

\_\_\_\_\_

5. What's the special value of Mother's curtains?

\_\_\_\_\_

## IV. Translation

In her own way she was doing her best to ease the wrenching transitions that jolted our lives time and again.

\_\_\_\_\_

\_\_\_\_\_

## V. Cloze

Both my parents were children of Polish immigrants——laborers and shop-keepers who'd \_\_\_\_\_ their native land \_\_\_\_\_ the late 1800s to find a better life in America. After roaming \_\_\_\_\_ one Mid-western town to \_\_\_\_\_ both families settled in Milwaukee's Polish South Side, \_\_\_\_\_ my parents met. But some portion of the immigrants' restlessness must have \_\_\_\_\_ passed on to \_\_\_\_\_ next generation.

## Key to Exercises

I. 1. c    2. c    3. c    4. c    5. b    6. a    7. b    8. a    9. a    10. c

II. 1. 1, 3    2. 3, 1    3. 1, 4    4. 3, 2    5. 4, 1

III. 1. Father kept the family moving to places because he was so restless that he liked moving very much. Moving was in his blood.

2. They were from Poiana.

3. Mother wanted to try her best to take some of the strangeness out of the new surroundings and ease the wrenching transitions that jolted their lives time and again.

4. The writer was startled because he didn't expect his good-tempered mother to become angry about his remarks.

5. Mother's curtains could always make new houses home.

IV. 她在用自己独特的方式尽量减轻时时打扰我们生活的那种搬迁之苦。

V. left, in, from, another, where, been, the

## Is There a World Language?

Exactly what do you communicate with most of the time? With language, of course. Probably the English language! For that reason, doesn't it make sense to give that language a closer inspection? Shouldn't you understand more about its history, its present status and usefulness? Here's your chance.

On 5 September 1977, the American spacecraft Voyager One blasted-off on its historic mission to Jupiter and beyond. On board, the scientists, who knew that Voyager would one day spin through distant star systems, had installed a recorded greeting from the people of the planet Earth. Preceding a brief message in fifty-five different languages for the people of outer space, the gold-plated disc plays a statement, from the Secretary-General of the United Nations, an Austrian named Kurt Waldheim, speaking on behalf of 147 member states—in English.

The rise of English is a remarkable success story. When Julius Caesar landed in Britain nearly two thousand years ago, English did not exist. Five hundred years later, Englisc, incomprehensible to modern ears, was probably spoken by about as few people as currently speak Cherokee (n. 切诺基—北美印第安部落之语言)—and with about as little influence. Nearly a thousand years later, at the end of the sixteenth century, when William Shakespeare was in his prime (在他的全盛时期), English was the native speech of between five and seven million Englishmen and it was, in the words of a contemporary, "Of small reach, it stretcheth no further than this island of ours, naie not there over all."

Four hundred years later, the contrast is extraordinary. Between 1600 and the present, in armies, navies, companies and expeditions, the speakers of English—including Scots, Irish, Welsh, Americans and many more—traveled into every corner of the globe, carrying their language and culture with them. Today, English is used by at least 750 million people, and barely half of those speak it as a mother tongue. Some estimates have put that figure closer to one billion. Whatever the total, English at the end of the twentieth century is more widely scattered, more widely spoken and written, than any other language has ever been. It has become the language of the planet, the first truly global language.

The statistics of English are astonishing. Of all the world's languages (which now number some 2700), it is arguably the richest in vocabulary. The compendious (adj. 简明的, 简要的) Oxford English Dictionary lists about 500,000 words; and a further half-million technical and scientific terms remain uncataloged (adj. 未被列入的). According to traditional estimates, neighboring German has a vocabulary of about 185,000 words and French fewer than 100,000, including such Franglais as le snacke-barre and hit-parade (法语中的两个外来语词汇). About 350 million people use the English vocabulary as a mother tongue: about one-tenth of the world's population, scattered across every continent and surpassed, in numbers, though not in distribution, only by the speakers of the many varieties of Chinese. Three-quarters of the world's mail, and its telexes and cables, are in English. So are more than half the world's technical and scientific periodicals; it is the language of technology from Silicon



Valley (美国硅谷) to Shanghai. English is the medium for 80 per cent of the information stored in the world's computers. Nearly half of all business deals in Europe are conducted in English. It is the language of sports and glamour (n. 魅力): the official language of the Olympics and the Miss Universe competition (全球小姐选美赛). English is the official voice of the air, of the sea, and of Christianity: it is the ecumenical (adj. 全基督教会) language of the World Council of Churches. Five of the largest broadcasting companies in the world (CBS, NBC, ABC, BBC, CBC; 无线广播公司, 全美广播公司, 美国广播公司, 英国广播公司, 加拿大广播公司) transmit in English to audiences that regularly exceed one hundred million.

English has a few rivals, but no equals. Neither Spanish nor Arabic, both international languages, have this global sway (国际影响). Another rival, Russian, has the political and economic underpinning (支撑) of a world language, but far from spreading its influence outside the Soviet empire, it, too, is becoming mildly colonized by new words known as Russlish, for example seksapil (sex appeal) and nob-khau (know-how). Germany and Japan have, in matching the commercial and industrial vigor of the United States, achieved the commercial precondition of language-power, but their languages have also been invaded by English, in the shape of Deutschlish and Japlish.

The remarkable story of how English spread within predominantly English-speaking societies like the United States, Canada, Australia and New Zealand is not, with the benefit of hindsight (n. 事后明白), unique. It is a process in language that is as old as Greek, or Chinese. The truly significant development, which has occurred only in the last one hundred years or so, is the use of English, taking the most conservative estimates, by three or four hundred million people for whom it is not a native language. English has become a second language in countries like India, Nigeria or Singapore where it is used for administration, broadcasting and education. In these countries, English is a vital alternative (adj. 二者择一的) language, often unifying huge territories and diverse (adj. 十分不同的) populations. When Rajiv Gandhi appealed (v. 请求) for an end to the violence that broke out after the assassination (n. 暗杀) of his mother, Mrs. Indira Gandhi, he went on television and spoke to his people in English. In anglophone (adj. 仇视英国的) Africa, seizures of power are announced in English. Then there is English as a foreign language, used in countries (like Holland or Yugoslavia) where it is backed up (支持) by a tradition of English teaching, or where it has been more recently adopted, Senegal for instance. Here it is used to have contact with people in other countries, usually to promote trade and scientific progress, but to the benefit of international communication generally. A Dutch poet is read by a few thousands. Translated into English, he can be read by hundreds of thousands.

The emergence of English as a global phenomenon (一种全球现象)——as either a first, second or foreign language——has recently inspired the idea (undermining the claims we have just made) that we should talk not of English, but of many Englishes, especially in Third World countries where the use of English is no longer part of the colonial legacy (殖民遗产), but the result of decisions made since independence. But what kind of English is it? This is a new and hotly contested debate. The future, of course, is unpredictable, but one thing is certain: the present flux (n. 涌动) of English——multi national standard or international Babel (n. 巴别塔, 古代巴比伦建造未成之通天塔)——is part of a process that goes back to Shakespeare and beyond.