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大学英语 外报外刊阅读教程

主编 端木义万

文化顾问 James R. Jackson [美]
Elaine S. Jackson [美]



北京大学出版社

大 学 英 语

外报外刊阅读教程

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北 京 大 学 出 版 社
北 京

图书在版编目(CIP)数据

大学英语外报外刊阅读教程/端木义万主编. - 北京:北京大学出版社, 2003.2

ISBN 7-301-05999-X

I. 大… II. 端… III. 英语—阅读教学—高等学校—教材
IV. H319.4

中国版本图书馆 CIP 数据核字(2002)第 093476 号

书 名: 大学英语外报外刊阅读教程

著作责任者: 端木义万 主编

责任编辑: 徐万丽

标准书号: ISBN 7-301-05999-X/H·0807

出版者: 北京大学出版社

地址: 北京市海淀区中关村北京大学校内 100871

网址: <http://cbs.pku.edu.cn>

电话: 邮购部 62752015 发行部 62750672 编辑部 62753334

电子信箱: zpup@pup.pku.edu.cn

排版者: 兴盛达打字服务社 62549189

印刷者: 世界知识印刷厂

发行者: 北京大学出版社

经销者: 新华书店

890 毫米×1240 毫米 A5 开本 13 印张 360 千字

2003 年 2 月第 1 版 2003 年 2 月第 1 次印刷

定 价: 20.00 元

内 容 提 要

本书是特别为大学英语学生编著的外刊教材。

该书从英美近期 17 种主要新闻报刊精选文章 49 篇,以专题为线,共分 12 个单元。内容包括:政治体制、教育卫生、家庭婚姻、文艺体育、企业经济、社会问题、热点新闻、科技军事等。书中所选文章质量上乘、内容典型、语言丰富、趣味浓厚、时效较长。教材编写突出能力培养。每课设有六个栏目:I. 课文生词;II. 知识介绍;III. 难点注释;IV. 语言简说;V. 内容分析;VI. 问题思考。

“知识介绍”栏目提供与课文相关的社会文化背景;“语言简说”栏目结合文章介绍现代报刊英语特色。特设这两大栏目的意图是架设两座桥梁,帮助读者步入阅读外刊自如境界。

该书配有教学参考手册,提供“内容分析”和“问题思考”两项练习答案以及文章的层次分析。

主编主要著作介绍

一、教材系列

《美英报刊阅读教程(高级本)》(北京大学出版社, 2001, 已 3 次印刷)

《新编美英报刊阅读教程(中级本)》(中国社会科学出版社, 2000, 已 3 次印刷)

《新编美英报刊阅读文选(普及本)》(学苑出版社, 2001, 已 2 次印刷)

《美英报刊阅读教程》(南京大学出版社, 1994, 已 12 次印刷)

二、专著系列

《传媒英语研究》(中国社会科学出版社, 2002)

《美国传媒文化》(北京大学出版社, 2001)

《高校外刊教学论丛》(北京大学出版社, 2000)

《美国社会文化透视》(南京大学出版社, 1999)

三、学术论文 40 余篇

前 言

这本外报外刊教材是专门为大学英语学生而编著的书。

我曾于 1994 年编著出版了一本针对英语专业学生的外报外刊教材——《美英报刊阅读教程》(南京大学出版社)。该书承蒙广大师生厚爱迄今已连续印刷 12 次。为了满足不同层次英语专业学生的需要,我又陆续编著出版了外刊教材《高级本》、《中级本》、《普及本》。

近几年来,不少读者来信建议我为大学英语学生编著一本外刊教材,这便使我萌生了编著《大学英语外报外刊阅读教程》的想法。

伴随改革开放规模的扩大,我国各个领域的国际交流日益增加,阅读外报外刊的重要性日趋突出。近些年来,外报外刊已成为广大英语学习者学习和掌握现代英语的重要工具。之所以出现这种情况是因为外报外刊具有以下三大特色:

1. 内容趣味性:外报外刊向读者展现日新月异的大千世界,内容新颖有趣。

2. 语言现代性:报纸杂志报道最新消息的同时也传播最新词语,语言新鲜活泼。

3. 词语丰富性:报刊如同百科,题材面域广阔,词语丰富实用。

然而,再好的工具不掌握使用技能也无法取得理想效果。因此,外刊教材必须着重传授技能,帮助学生步入轻松自如阅读外刊的境界。

根据自己 30 多年外刊教学实践,我觉得外刊阅读能力除具有外语基础之外,还必须熟悉外刊相关文化,了解外刊语言特色。

语言与文化密切相关,许多外刊理解困难根源不在语言本身,而在相关文化。不熟悉外刊所涉及的文化就会构成理解障碍。

报刊英语在标题、篇章结构、句式和用词方面具有自身特色,不了解这些特色便会造成阅读困难。

为了帮助读者逾越这两大障碍,本书每课除提供“课文生词”(New Words)、“难点注释”(Notes to the Text)、“内容分析”(Analysis of the Content)和“问题思考”(Questions on the Article)栏目之外,还特设了“知识介绍”(Background Information)和“语言简说”(Language Features)两个项目。

“知识介绍”项目根据课文内容由点及面,简明系统地提供相关专题内容,旨在拓宽读者社会、文化的知识面域。“语言简说”项目结合文章语言分门别类、简单扼要地介绍报刊英语特色。这两个项目融入了我多年来西方社会文化和报刊英语方面的研究成果。

当前,各个高校英语教师工作负荷很重,为了减轻授课老师的备课负担,本书配有教学参考手册,提供“内容分析”和“问题思考”两项练习的参考答案和每篇文章的层次分析。

本书凝结着许多人的深情厚谊和汗水心血,外刊教学界许多同仁和我的研究生们为此书献计献策;我的夫人郭荣娣同志为我创造极为理想的工作环境,全力保障我的教学与科研。

尤为值得一提的是,本书在文化点注释方面得到了我在美国一年访学期间结识的两位好友 James R. Jackson 和 Elaine S. Jackson 的热情帮助。

在此,谨向为此书做出贡献的所有人士致以诚挚、深切的谢意。

由于功力不深、锤炼不足,书中定有不少疏漏和错误,竭诚欢迎并殷切期望高校英语教师和广大读者提供宝贵意见。

主编 端木义万

2002年9月28日于南京

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Lesson 1

The many faces of America

*The surge of Hispanics is changing the way we think
of ourselves as a nation*

By Michael Barone

Westfield Middle School, located among the well-tended and nearly all-white suburbs north of Indianapolis,¹ enrolled its first student studying English as a second language in 1998. Now the school employs a full-time teaching assistant to aid students who arrive speaking only Spanish. "So many of our Hispanic students are new arrivals," says Ed Mendoza, the school's principal. "We're just trying to help them get connected." A few miles south, the annual Fiesta Indianapolis² had 35,000 people turn up last September, nearly double the number of three years before. And, unlike in past years, Fiesta had no trouble attracting corporate sponsors. "We don't have to go looking for them anymore," says organizer Carmen DeRusha. "They're coming to us. Soft-drink companies, banks, major grocery stores — they all want to be involved."

Similar signs of the changing face of America can be found all over the place. Hispanics are streaming into the Hoosier state³— and most of the other 49 states as well; the number of Hispanics doubled in states like Virginia and Wisconsin. In Hamilton County, where Westfield sits, the Hispanic population has increased 143 percent in 10 years. Behind the dry columns of numbers⁴ in last week's Census Bu-

reanu population report lies a story of a profound and dramatic change in American life. Census takers last year counted 35.3 million Hispanics — 1 out of 8 people in the United States — an astonishing 58 percent increase over the 22.4 million Hispanics counted 10 years earlier. The number of Hispanics here today is greater than the entire population of Canada. It's also, for the first time, more than the 34.7 million people who identify themselves as black.⁵ An additional 1.7 million said they were partly black and partly another race.

Hispanics have now become — or are on the verge of becoming — the nation's largest minority group. And with that, our ideas of what a minority group is are bound to change. "Hispanic" is a government-invented term for people of Latin American or Spanish descent or Spanish-language background. There are no clear criteria to determine who is Hispanic; census takers simply accept a person's self-description.

The emerging portrait of America's self-image in 2001 is one that could closely resemble that of a century ago, when immigrants from many lands arrived at Ellis Island.⁶ Once again, perhaps, we will see ourselves as a nation of people of many different origins. Indeed, the Census Bureau now allows for 63 different biracial classifications.

Kids at home. The huge increase in the Hispanic population is mostly the result of large immigration flows from Mexico and other parts of Latin America. Many come only to work and expect to return home; only 7 percent of those who arrived in the 1990s have become U.S. citizens. Still, partly because children born here are automatically citizens, about 70 percent of Hispanics have American citizenship. And Hispanics have plenty of children; 31 percent of Hispanic households have five or more people, compared with 12 percent among non-Hispanic whites. Over 70 percent of Hispanics are under 40, which means that even if immigration were suddenly to stop, the Hispanic percentage of the nation's population would continue to rise.

Why have so many Hispanics come to the United States? In a word: work. And a powerful work ethic.⁷ Workforce participation among Hispanic males is 80 percent, the highest of any measured group. "You go to New York," says Antonio Martinez, an immigrant from Puebla, Mexico, "to work, eat, and sleep." Even those in poverty receive welfare far less often than poor blacks or whites. Though many work in low-wage jobs, the Association of Hispanic Advertising Agencies says Hispanic household incomes have been growing 7.5 percent per year over the past five years.

And while poverty rates among Hispanics remain high, the numbers also mask the progress of long-established immigrants and U. S.-born Latinos.⁸ Ten years ago, most of America's Hispanics were concentrated in a few big metropolitan areas in California, Texas, Florida, New York, New Jersey, and Illinois. But in the past decade immigrants from Latin America and U. S.-born Hispanics have been appearing in large numbers in places they have never been seen before, particularly in the nation's iconic suburbs.⁹ Thousands have moved to small factory towns on the Great Plains to work in meatpacking plants. But they have also moved to places like the red clay hills of north Georgia. The Hispanic population of booming Gwinnett County, outside Atlanta, increased from 8,000 in 1990 to over 26,000 in 1999. On the main drag, Buford Highway, you can find the El Expreso Bus Co., Los Ranchos Restaurant, or Carniceria Hispana. While low-wage jobs are the early magnet for many, there is also evidence of decidedly upward mobility.¹⁰ Homero Luna left Mexico for Dalton, Ga., and a job in the poultry factory's killing line. Now, at 27, he is the owner of the weekly tabloid *EL Tiempo*, with a circulation of 28,000 in north Georgia. And there are many others. "For every 10 Latinos I see driving around in trucks, I know 3 of them own their own little companies," says Sam Zamarripa, head of HispanB2B in Atlanta. "They are completely entrepreneurial."

And religious. Hispanics have swelled the numbers of American Catholics; for the past decade, Los Angeles's Cardinal Roger Mahony has required that all priests in the archdiocese be fluent in Spanish as well as English. Immigrants from Latin America tend to have little education; nearly half of adult Hispanics have not graduated from high school. But the reasons are complex, and finding solutions to that problem will be one of the fundamental challenges of the nation's education system.

Language remains a barrier, but the desire to learn English is clearly there. Spanish-language TV has developed a large audience in the United States, with programming dominated by *telenovelas* produced in Mexico and other Latin countries.¹¹ But the audience for Spanish broadcasting is made up almost entirely of adults. Children and teenagers prefer the English-language programs that others their age watch.

And in many respects, Hispanics are no more homogeneous in their tastes than blacks and whites.¹² Programmers have found that Mexican entertainment does not appeal to Cubans in Miami or Puerto Ricans in the New York area. Tejano music is dynamite in Texas but not in California, whose technobanda music does not sell elsewhere.¹³ Univision news anchor¹⁴ Jorge Ramos, a Mexican citizen, has worked to develop a Spanish accent that does not sound jarring to Cubans, Puerto Ricans, and Central and South Americans. Diversity among Hispanics is also evident in their politics. Hispanics have developed political preferences based on where they came from and where they have settled, though Democrats still captured a clear majority of the Hispanic vote in 2000 despite George W. Bush's considerable efforts at outreach.¹⁵

What we are seeing is not so much the emergence of one new minority group but of a population made up, as America always has been, of people with a variety of backgrounds and origins.¹⁶