



普通高等教育“十一五”国家级规划教材

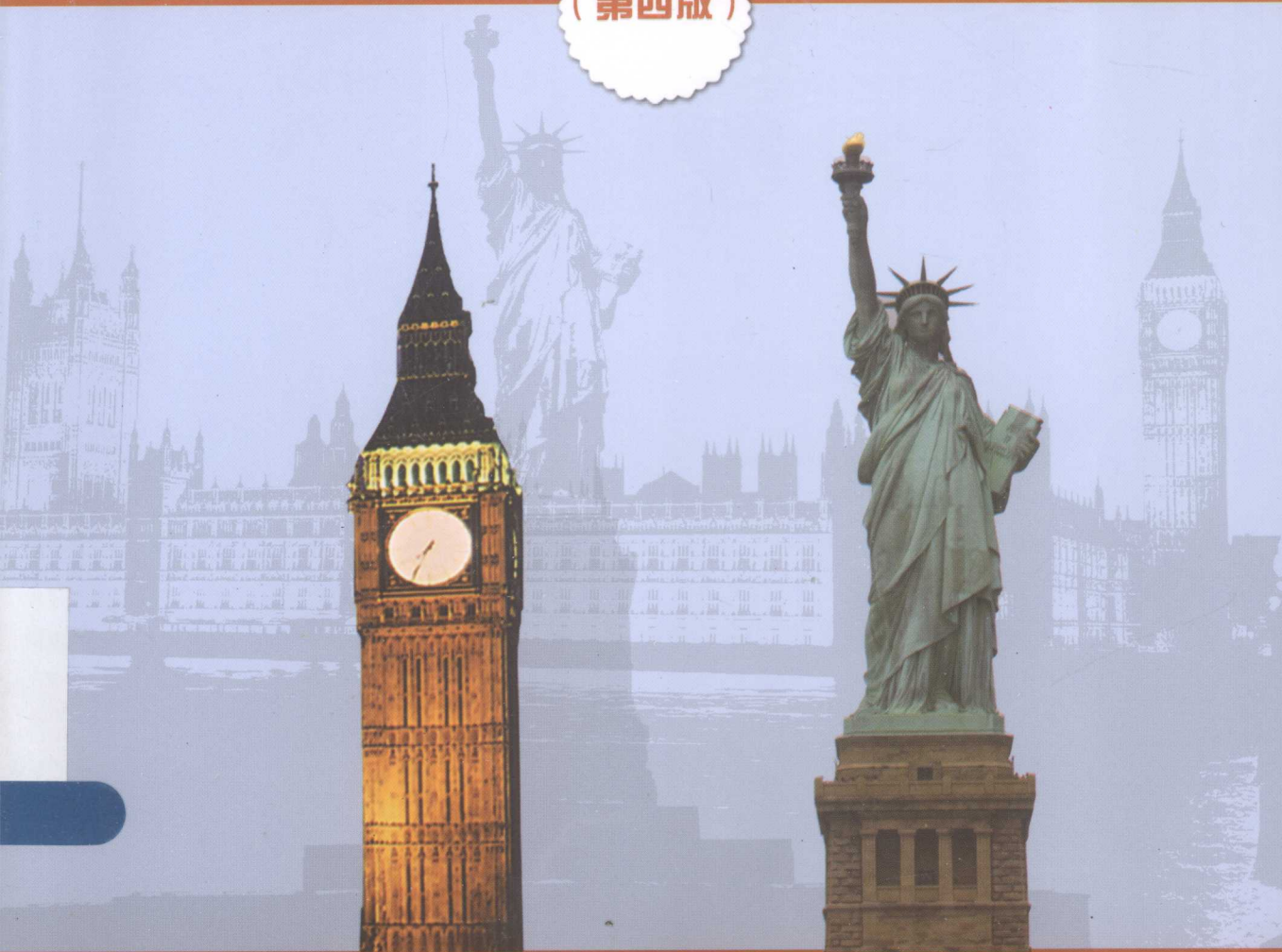
(中级精选本)  
(Intermediate Level)

# 美英报刊阅读教程

Reading Course in American & British News Publications

端木义万 主编

(第四版)



北京大学出版社  
PEKING UNIVERSITY PRESS

H319.4  
923-5  
V2-1

014035560

# Reading Course in American & British News Publications (Intermediate Level)

## 美英报刊阅读教程(中级精选本)

(第四版)

主 编 端木义万

副主编 郑志恒 庆学先 王慧玉 杨晓冬

编著者 端木义万 郑志恒 李媛媛 郁晓晴 黄雅娟 陈 罡  
王 忻 沈文涛 杨 洋 初晓辉 潘婷婷 马晨瑶  
关慧劼 姚文俊 郭路平 花明琪 徐文蓁 黄 琳  
俞 睿 朱 琳 王 丹 刘斯宁 纪 鑫 张京琼  
陈 晨 付广军 李书君 郭 莹 白立忱 赵 楠  
邵琳娜

编 委 王传经 王少琳 王 波 王 萍 王亚民 王宏林  
王 静 王成林 王孝存 尹富林 白济民 冯艳荣  
孙金华 李文军 李明英 李昌标 李德俊 刘金玲  
刘雅峰 宋文伟 陈 凯 杜 辉 孟伟根 苏 勇  
邵庆燕 汪学磊 吴建清 肖 辉 肖 凡 牟 珊  
严轶伦 杨延龙 张一峰 张 权 邹卫宁 张延续  
张 莉 林 劲 明 明 周晓冬 赵 虹 郝雁南  
姚孝军 唐伟胜 胡美馨 贾陆依 贾 磊 秦海英  
唐宪义 鲁 莉 路玮丽 楼 毅 蔡爱华 臧玉福  
霍玉秀 薛洲堂 魏福平 端木义万



北京大学出版社  
PEKING UNIVERSITY PRESS



北航 C1722742

H319.4  
923-5  
V2-1

图书在版编目(CIP)数据

美英报刊阅读教程(中级精选本)/端木义万主编. —4版.—北京:北京大学出版社,  
2014.2

(大学美英报刊教材系列)

ISBN 978-7-301-23341-2

I. 美… II. 端… III. 报刊-英语-语言读物 IV. H319.4

中国版本图书馆CIP数据核字(2013)第218175号

书 名: 美英报刊阅读教程(中级精选本)(第四版)

著作责任者: 端木义万 主编

责任编辑: 刘爽 叶丹

标准书号: ISBN 978-7-301-23341-2/H·3409

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 22.5印张 550千字

1999年9月第1版

2014年2月第4版 2014年2月第1次印刷

定 价: 48.00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)

## 内容提要

本书首版于1999年,是特别为大学英语专业中级水平学生和其他具有同等水平读者编著的外报外刊教材。多年来经全国许多高校的使用,深受广大师生的好评。根据国际形势的变化,此次修订该书的作者将已过时的内容删除,补充了新的内容。书中课文是从英美近期17种主要新闻刊物精选文章40篇,以专题为线,共分10个单元。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。每课设有七个栏目: 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; VII. 话题讨论。

“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。增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报外刊的自如境界。“内容分析”项目提供课文内容和语言的多项选择练习,目的在于帮助学生深入、综合理解课文。出于提高学生思辨能力,增加口语交际实践考虑,本书专设了适宜用作课堂讨论的话题。



## 主编主要著作介绍

本书主编端木义万系南京国际关系学院英语资深教授,博士生导师,全国优秀教师,享受政府特殊津贴专家,从事外报外刊教学与研究48年,其主要著作如下:

### 一、教材系列

- \*《美英报刊阅读教程》(南京大学出版社,1994,迄今已20次印刷)
  - 《美英报刊阅读教程(第二版)》(南京大学出版社,2007,已6次印刷)
  - ▲《美英报刊阅读教程(第三版)》(南京大学出版社,2012,已3次印刷)
  - \*《美英报刊阅读教程(高级本)》(北京大学出版社,2001,已14次印刷)
  - 《美英报刊阅读教程(高级本)教师参考书》(北京大学出版社,2001,已3次印刷)
  - 《美英报刊阅读教程(高级本)(精选版)》(北京大学出版社,2009,已4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,1999,已8次印刷)
  - \*《美英报刊阅读教程(中级本)(精选版)》(北京大学出版社,2005,已8次印刷)
  - \*《美英报刊阅读教程(中级本)(精选版)教师参考书》(北京大学出版社,2005,已2次印刷)
  - \*\*《美英报刊阅读教程(中级本)(精选第二版)》(北京大学出版社,2010,已5次印刷)
  - \*\*《美英报刊阅读教程(中级本)(精选第二版)教师参考书》(北京大学出版社,2010)
  - 《大学英语外报外刊阅读教程》(北京大学出版社,2003,已15次印刷)
  - 《大学英语外报外刊阅读教程教师参考书》(北京大学出版社,2003)
  - 《大学英语外报外刊阅读教程(第二版)》(北京大学出版社,2011,已3次印刷)
  - ▲《大学英语外报外刊阅读教程》(北京大学出版社,2011,已3次印刷)
  - 《新编美英报刊阅读教程(普及本)》(世界图书出版公司,2005,已7次印刷)
  - \*\*\*《美英报刊阅读教程(普及精选本)》(南京大学出版社,2008,已6次印刷)
  - 《21世纪报大学英语报刊阅读教程》(世界图书出版公司,2005,已3次印刷)
- (以上标有\*的书曾列为国家级教学成果二等奖主干教材;标有\*\*的书为国家级规划教材;标有\*\*\*的书获中国大学出版社优秀教材一等奖;标有▲的书为全国教育科学“十一五”规划2010年教育部重点课题)

### 二、专著系列

- 《传媒英语研究》(中国社会科学出版社,2000)
- 《美国传媒文化》(北京大学出版社,2003,已2次印刷)
- 《美国社会文化透视》(南京大学出版社,1999)
- 《高校英语报刊教学论丛》(北京大学出版社,2000)
- 《高校英语报刊教学论丛(第二版)》(北京大学出版社,2006)
- 《高校英语报刊教学论丛(第三版)》(北京大学出版社,2010)

### 三、学术论文58篇

## 前言

我所主编的《美英报刊阅读教程(中级本)》(北京大学出版社)承蒙广大高校师生和读者厚爱,自1999年出版以来,已先后出过三版,连续印刷了22次。最近几年国际风云变化很大,我国高校英语报刊教学领域科研十分活跃,理念不断更新和改进。为了进一步跟上时代步伐,更好体现科学先进的教学理念,我决定出版第四版《美英报刊阅读教程(中级本)》。

笔者从事高校英语报刊教学已有48年,多年的教学实践证明,英语报刊是十分理想的教学资料。

报刊具有贴近时代、贴近大众、贴近现实、贴近生活的特点。作为教学资料,英语报刊具有以下四点显著优势:内容新颖、语言现代、资料丰富、词语实用。

伴随我国与国际交流的迅猛增加,英语报刊课程的重要性日趋突出,越来越多的高校为英语专业和非英语专业学生开设了这门课程。

教育部对英语报刊教学给予高度重视。教学大纲的四、六、八级阅读项目都明确将阅读英美报刊水平作为评定阅读能力的标准。

为了适应形势的需求,自20世纪90年代初以来我们先后编著出版了针对大学不同层次学生水平,建设了完整的英语报刊系列教材。(详情请见“主编主要著作介绍”)这套教材的共同之处在于突出学生能力培养。

选材所坚持的标准是:专题为线布局、题材面域广泛、文章内容典型、语言质量上乘、知识含量丰富、使用时效较长。

为了突出能力培养,本书每篇课文之后共设7个项目:

1. 课文生词(New Words)
2. 知识介绍(Background Information)
3. 难点注释(Notes to the Text)
4. 语言简说(Language Features)
5. 内容分析(Analysis of the Content)
6. 问题思考(Questions on the Article)
7. 话题讨论(Topics for Discussion)



教材除保留一般英语报刊教材所设的“课文生词”“难点注释”和“问题思考”项目外,还增设了“知识介绍”“语言简说”“内容分析”和“话题讨论”四个项目。

“知识介绍”项目根据课文内容简明系统地提供文章相关专题的内容,旨在拓宽读者社会文化和科技等方面的知识领域。“语言简说”项目结合课文语言简要介绍报刊英语和现代英语的常见语言现象,意在帮助读者熟悉外报外刊语言的规律和特点。这两个项目有助于学生构建和丰富外报外刊语言和文化的认知结构,引导他们步入轻松自如阅读英语报刊的理想境界。“内容分析”项目提供课文内容和语言的多项选择练习,目的在于帮助学生培养深入理解、分析推断和综合归纳能力。“话题讨论”项目提供与课文内容相关有一定深度的宏观讨论题,意图是培养学生的问题思辨能力,观点表述能力,增加口头交际实践的机会。

这是一本体现媒介素养教育理念的教材。为了帮助学生提高媒介素养水平,教材在“语言简说”栏目提供了西方常见外刊的简况,系统介绍了西方报刊版面与图片的功能和报刊意识形态表现的形式等。“内容分析”和“话题讨论”栏目力图引导学生培养深层次的分析和对作者观点的剖析和批评能力。

为了减轻授课教师的备课负担,本书配有教学课件,请授课教师联系 [nkliushuang@hotmail.com](mailto:nkliushuang@hotmail.com) 免费索取。

本书凝结着许多人的深情厚谊和汗水心血,高校英语报刊教学界的许多同仁和我的博士生、硕士生们为此书献计献策,我的夫人郭荣娣同志为我创造理想的工作环境,全力保障我的教学和科研。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。

还有一点需要说明:教材中有的文章个别地方值得商榷,主编不揣鄙陋提出修改拙见。为表示对原文作者的尊重,主编保留原文用词,而在认为有问题的用词之后的括号内标出修改建议,以供老师和读者们鉴别选择。

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。

端木义万

2013年夏

# Contents

## 目 录

### Unit 1

#### 第一单元 社会群体

- Lesson 1 A Good Immigration Bill ..... 1  
知识介绍: 移民之国  
语言简说: 新闻英语总体特色
- Lesson 2 Who Are America's Hispanics? ..... 10  
知识介绍: 西班牙裔美国人  
语言简说: 《读者文摘》简介
- Lesson 3 Bias Called Persistent Hurdle for Women in Sciences ..... 19  
知识介绍: 妇女地位  
语言简说: 报刊翻译常见错误
- Lesson 4 Generation Y Goes to Work ..... 27  
知识介绍: 内战后的几代人  
语言简说: 《今日美国》报简介

### Unit 2

#### 第二单元 衣食住行

- Lesson 5 Food and Obesity ..... 36  
知识介绍: 饮食与肥胖  
语言简说: 《泰晤士报》简介
- Lesson 6 The End of Ownership: Why Aren't Young People Buying More Houses? ... 45  
知识介绍: 住房情况  
语言简说: 嵌入结构
- Lesson 7 Cities and Suburbs Are Trading Places ..... 54  
知识介绍: 城郊变化  
语言简说: 前置定语
- Lesson 8 Seeing the Back of the Car ..... 61  
知识介绍: 汽车文化  
语言简说: 《经济学家》简介



## Unit 3

### 第三单元 家庭婚姻

- Lesson 9 No One Way to Keep Love in Bloom, Experts Say ..... 70  
知识介绍: 美国人的婚姻观念  
语言简说: 《华盛顿邮报》简介
- Lesson 10 The New Mommy Track ..... 78  
知识介绍: 工作与家庭  
语言简说: 《美国新闻与世界报道》介绍
- Lesson 11 One's a Crowd ..... 88  
知识介绍: 独居风尚  
语言简说: 报刊用喻
- Lesson 12 Another Thirty Years War in the Making? ..... 96  
知识介绍: 同性恋  
语言简说: 派生构词

## Unit 4

### 第四单元 行为风尚

- Lesson 13 NYC Ban Sparks Smoking War ..... 104  
知识介绍: 禁烟运动  
语言简说: 常用俚语
- Lesson 14 Take Your Planet to Work ..... 110  
知识介绍: 节能与环保  
语言简说: 《时代》周刊介绍
- Lesson 15 Netting Friends Online ..... 119  
知识介绍: 网络交友  
语言简说: 网络新词
- Lesson 16 The Beauty Advantage ..... 127  
知识介绍: 美容风尚  
语言简说: 拼缀词

## Unit 5

### 第五单元 体制观念

- Lesson 17 This Corruption in Washington Is Smothering America's Future ..... 137  
知识介绍: 美国政治的腐败  
语言简说: 新闻评论



Lesson 18	Those Rugged Individuals .....	146
	知识介绍: 美国个体主义价值观	
	语言简说: 词语文化内涵	
Lesson 19	It's a Glad, Sad, Mad World .....	155
	知识介绍: 主观幸福感	
	语言简说: 特写文章导语	
Lesson 20	East Versus West .....	163
	知识介绍: 东西方观念和思维的差异	
	语言简说: 外刊与文化	

## Unit 6

### 第六单元 文教体育

Lesson 21	Reining in the Test of Tests .....	172
	知识介绍: 高校招生	
	语言简说: 新闻标题的结构	
Lesson 22	E-Learning Today .....	179
	知识介绍: 网上教育	
	语言简说: 类比构词	
Lesson 23	Time to Get Moving .....	188
	知识介绍: 健康意识	
	语言简说: 《新闻周刊》介绍	
Lesson 24	The NBA's Global Game Plan .....	196
	知识介绍: NBA 简介	
	语言简说: 复合词	

## Unit 7

### 第七单元 企业经济

Lesson 25	The Success of Wal-Mart .....	204
	知识介绍: 沃尔玛成功之路	
	语言简说: 词性转化	
Lesson 26	The Lessons of the GM Bankruptcy .....	212
	知识介绍: 通用公司的破产	
	语言简说: 名词定语	
Lesson 27	Help Wanted .....	220
	知识介绍: 美国就业市场结构变化	
	语言简说: 标题句式	



Lesson 28	Death of a Pushy Salesman .....	230
	知识介绍: 顾客至上经营理念	
	语言简说: 标题修辞	

## Unit 8

### 第八单元 社会问题

Lesson 29	Social Media March on Wall Street .....	239
	知识介绍: 占领华尔街运动	
	语言简说: 外报外刊中的意识形态	
Lesson 30	Business Affairs, Bedroom Affairs .....	251
	知识介绍: 工作关系与爱情关系	
	语言简说: 委婉语	
Lesson 31	In the University of Death .....	261
	知识介绍: 美国枪支问题	
	语言简说: “说”意动词	
Lesson 32	Rags to Rags, Riches to Riches .....	270
	知识介绍: 美国阶级状况	
	语言简说: 习语活用	

## Unit 9

### 第九单元 科技军事

Lesson 33	Power Revolution .....	279
	知识介绍: 再生能源	
	语言简说: 词义变化	
Lesson 34	Out of the Blue .....	290
	知识介绍: “哥伦比亚号”遇难	
	语言简说: 缩略词	
Lesson 35	A Third Industrial Revolution .....	299
	知识介绍: 数字化制造技术	
	语言简说: 借词	
Lesson 36	The Dark Side of Recruiting .....	308
	知识介绍: 美国征兵	
	语言简说: 借代	

**Unit 10****第十单元 世界风云**

- Lesson 37 Warming Arctic Opens Way to Competition for Resources ..... 317  
知识介绍: 北极之争  
语言简说: “说”意句式
- Lesson 38 Tough Terrain Ahead on Road Map ..... 326  
知识介绍: 巴以冲突  
语言简说: 新闻报道引语
- Lesson 39 Will There Be War? ..... 334  
知识介绍: 印巴冲突  
语言简说: 词组 + er 构词
- Lesson 40 Lethal Blast Hits Jakarta Hotel ..... 341  
知识介绍: 恐怖主义  
语言简说: 倒金字塔结构



# Unit 1

## 第一单元 社会群体

### Lesson 1

#### A Good Immigration Bill

By Mortimer B. Zuckerman

We are all immigrants. Some of us, I grant you, can claim descent from native Americans,<sup>1</sup> some from the immigrants who 400 years ago on May 14 stepped ashore in Virginia from the Susan Constant<sup>2</sup> and the two other sailing ships from England. Everyone salutes the first Virginians and the Pilgrim Fathers<sup>3</sup> to the north, but the curious thing is that over many generations we have gotten into the habit of acknowledging the more recent immigrants only in retrospect. They have to wait until they have proved themselves by working, raising a respectable family, achieving citizenship, and maybe even winning a Nobel Prize. Until then they are “a problem.” The hot-button issue now is whether the proposals from the Senate solve the problem or make it worse. The weaving and dodging of all the candidates on this issue, but especially by the Republican candidates, is the eighth wonder of the world.<sup>5</sup>

There is nothing new about the “problem.” Immigration is central to the American narrative, but in real time the country has always been anxious about it.<sup>6</sup> The concern over the current wave of Hispanic immigration is similar to that over those other waves—the ones from the past 150 years involving people from Catholic and Jewish enclaves in Eastern Europe and the Mediterranean who came to a basically English-speaking Protestant country. Could they ever assimilate? Short answer: Yes, they did. Wouldn't they be a burden on the state? Short answer: No, they weren't.

**Larger scale.** The tide of Hispanic immigration today has similar roots, with two important differences: The European waves were legal, and immigration from the south of America, especially Mexico, is mainly illegal. The numbers are also on a wholly different scale from the immigration of the 20s and 30s. These factors understandably raise apprehensions, but so far the evidence shows that the new immigrants largely behave in positive ways similar to their predecessors. They are family oriented, they value education, and their children are learning English. Over time, they are intermarrying among growing numbers of other ethnic groups. They are people of faith. They are energetic, looking to move up in life through better jobs—they work hard and for long hours.

In fact they often take jobs many Americans simply no longer wish to do. By and large the most recent surge of immigrants is made up of people who are young and mobile and who work in



the least desired sectors of the U.S. economy—such as agriculture and service industries—for relatively low pay.

Today only about 10 percent of white males leave high school for a job, and high school graduates simply won't take the menial jobs that many immigrants are happy to take on. So for the most part, the new immigrant and the settled American are not competing for the same jobs. Even when they do compete more directly with low-skilled U.S.-born workers, the job preference is different. Immigrants find work in agriculture, while less educated natives often end up in manufacturing.

The notion that unskilled immigrants tend to complement rather than replace native Americans is supported by the unusually low unemployment rates of the six states that have the largest influx of illegal immigrants—New York, California, Illinois, Texas, Florida, and Arizona.

Millions and millions of new jobs requiring no more than a high school education will have to be filled over the next decade. Who will take them? Not those born in America. Our fertility rates are falling, our education levels rising. The Bureau of Labor Statistics<sup>7</sup> predicts that we will have many vacancies for unskilled labor—exactly where the vast majority of immigrants expect to be working. In the California workforce of 2004, among undocumented men ages 18 to 64, more than 90 percent were working, compared with just over 80 percent of native-born men. Illegal immigrants receive virtually no welfare transfers that could sustain them without work.<sup>8</sup> They know that if they're going to be unemployed, they're better off at home in Mexico instead of New York or Chicago. They're here because they want to work.

That is one side of the immigration coin.<sup>9</sup> We hear less about the other side—the high-tech immigrants and the value they provide our economy. By some estimates, about a third of Silicon Valley start-ups<sup>10</sup> in the past decade have been founded by Indians or Chinese, who also power the science departments of America's great universities. Yet, we continue to lock out of the U.S. economy some of the world's best and brightest in such fields as medicine, computers, and engineering, forcing them to work abroad where they can develop businesses or work in businesses that compete with us. It doesn't make sense.

So looking forward, we will need more rather than less migration at both the low end and the high end of the skill sets. Bear in mind that we are getting older. As the 80 million baby boomers<sup>11</sup> retire, we will have 250 seniors to 1,000 working people in 2010; by 2030, 411 seniors per 1,000. Who will pick up the financial burden in the Social Security System for the aging baby-boomer generation?

Our door has to be open—but not wide open. We cannot let in all of the world's many millions who wish to come. And we are entitled to be selective. The key question is how effectively our policies have been designed to address our interests. Another short answer: Not at all. That is why we have to take this opportunity to change them.

The bipartisan bill by a group of 10 U.S. senators is a good and bold attempt to sort out this issue after decades of confusion. The senators are right to call for a change of emphasis to put more stress on special skills and limit the numbers claiming entry on the fact of a relationship to someone here. Today, once an individual has become an American citizen, he or she can petition on behalf of



relatives, not only spouses and children but also parents and siblings, who in turn can bring other relatives over, creating so-called chain immigration. This allows an immigrant to bring in a brother who brings in a sister, who brings in a brother-in-law, who brings in a daughter, ad infinitum.

Family reunification should be supported to the extent of holding the nuclear family<sup>12</sup> together; keeping spouses and children together makes good humanitarian, social, and cultural sense. But narrowing family immigration categories—as well as eliminating the random “visa lottery” program<sup>13</sup> that allows in 50,000 people a year—would open up over 200,000 annual slots for legal permanent residents.

**Skills needed.** The proposed point system<sup>14</sup> favors applicants who speak English, who have a higher education and specific job skills, and who can address our shortages such as nurse’s (nurses’) aides or researchers. This would redress the gross imbalance of the moment and align American policy more closely with an American ideal—meritocracy.<sup>15</sup> In an increasingly globalized economy, we need skill! Last year 63 percent of visas went to relatives of U.S. citizens or legal residents; only 13 percent went to individuals because of their skills; and only 37,000 went to workers with high-priority skills, such as professors and engineers.

The second good thing is that the senators’ bill tackles what we do with the estimated 12 million people who have been living here illegally. Many of them have been here for years, if not decades; they own businesses and homes and have given birth to children who are automatically U.S. citizens. Hardly anybody thinks that they can be rounded up and sent home. A drive to deport them would cost billions and require police to raid the barrios of our cities. It would strike much of the public as draconian.<sup>16</sup>

Surely the only practical solution is to identify these unauthorized workers, and their families, as genuine immigrants (and not creators of terrorist cells) and give them a way to end up on the right side of the law. The cry has gone up that this is an amnesty. Not so. The bill spells out a long route to legality and citizenship.<sup>17</sup> Illegal immigrants could apply for a green card only after the 4 million families who are now in line for immigrant visas have been cleared through the system;<sup>18</sup> this process would take an estimated eight years. Illegal immigrants would thus not have an advantage over those who have played by the rules. They would also have to pay fines and demonstrate that they have clean records. In a sense, they would be allowed to earn citizenship over time—an American version of a “second chance.”

To win conservative support for this position, the bill calls for substantially stepped up security to be in place before more immigrants are admitted. We do have to get control of our borders. And a second lock is also justified: The bill would sanction businesses that hire illegal immigrants and would assist employers in verifying that job applicants are here legally. To acquiesce in 12 million people living in the shadows is corrosive to the rule of law.<sup>19</sup> These people must be incorporated into America’s social fabric.

This ingenious compromise owes much to the bipartisan leadership of John McCain and Edward Kennedy<sup>20</sup>. Both sides have accepted things they do not like. The Democrats accepted a constrained temporary-worker program in exchange for winning a pathway to legalization for those here. The Republicans are willing to provide illegal immigrants the path to citizenship in



return for getting a more secure border and eliminating the much-abused extended chain of family relations.

But the real linchpin is skills-based immigration. If that survives, we will have an opportunity to rationalize immigration in a way that works for America.

A strong majority of the American people want Congress to reflect the bipartisan origin of the bill—problem solving instead of problem creating.<sup>21</sup> The endless politicking that has accompanied the debate is a disservice to everyone. Immigration is both the history and destiny of America. Let's get it right.

From *U.S. News & World Report*, June 4, 2007

## I. New Words

abuse	[ə'bjuz]	v.	to make bad use of sth
ad infinitum	[,æd infi'naitəm]		〈拉〉无限的(地),无止境的(地)
amnesty	['æmnisti]	n.	(尤指对政治犯的)大赦,赦免
apprehension	[əpri:'henʃən]	n.	anxiety
assimilate	[ə'simileit]	v.	使(民族)同化
barrio	['bɑ:riəu]	n.	(尤指美国西南部城市中的)说西班牙语居民的集居区
bipartisan	[,baipɑ:ti'zæn]	adj.	有两个方面(两党)参加的
descent	[di'sent]	n.	血统
deport	[di'pɔ:t]	v.	to remove forcibly from a country
dodge	[dɒdʒ]	v.	to avoid
disservice	[dis'sə:vis]	n.	帮倒忙行为,危害
enclave	[enkleiv]	n.	(国籍和文化不同于周围地区的)小群体
fertility	[fə:'tiliti]	n.	fertility rate 生育率
fine	[faɪn]	n.	罚金,罚款
Hispanic	[his'pænik]	adj.	西班牙(拉美)裔的
influx	[ɪnflʌks]	n.	流入,注入
ingenious	[in'dʒi:njəs]	adj.	showing cleverness
intermarry	[,intə'mæri]	v.	通婚
linchpin	['lintʃpin]	n.	关键
Mediterranean	[,meditə'reiniən]	adj.	地中海沿岸地区的
menial	['mi:niəl]	adj.	(工作、职业等)不体面的
meritocracy	[meri'tɒkrəsi]	n.	精英制
notion	['nəʊʃən]	n.	an idea or opinion
petition	[pi'tiʃən]	v.	(向……)请愿
politicking	['pɒlitikin]	n.	(为个人利益的)政治活动





rationalize	['ræʃənəlaɪz]	v.	使合乎理性,使合理
retrospect	['retrəʊspekt]	n.	in ~ when looking back on the past
round	[raʊnd]	v.	~ up to gather together
sibling	['sɪbliŋ]	n.	兄弟(或姐妹)
spouse	[spaʊz]	n.	配偶(指夫或妻)
surge	[sɜ:dʒ]	n.	a sudden powerful increase
unauthorized	[,ʌn'ɔ:θəraɪzd]	adj.	未经批准的
undocumented	[,ʌn'dɒkjumentɪd]	adj.	无证明文件的

## II. Background information

### 移民之国

美国基本上是移民和他们的后裔组成的国家。美国共有三次移民高潮(three big waves of immigration)。

**第一次移民高潮(1680—1880)** 这一时期移民,除英格兰人外,还有其他西欧和北欧国家的人。1864—1851年期间,100多万爱尔兰人为了逃避本土的饥荒与疾病纷纷移居美国。与此同时,许多欧洲人为了逃避政治迫害而来到美国。

**第二次移民高潮(1900—1920)** 美国历史上把1896年以前称为“老移民时期”(the old immigration period),1896年后美国步入了“新移民时期”(the new immigration period)。这一时期美国进入了工业化、城市化阶段,需要大量劳力。据统计,1900—1910年移民人数多达880万,美国人口由8,400万增长了10%左右。这一时期的移民主要来自南欧、中欧和东欧,以意大利、匈牙利、波兰和俄国移民为主体。

**第三次移民浪潮(1965— )** 1965年美国通过了移民和归化法(Immigration and Naturalization Law)。1961—1984年之间还通过了一系列难民法(refugee law)。移民政策的放宽(liberalization)带来了第三次移民浪潮。第三次浪潮期的移民来自更广的地域,更多的国家。据统计,有34%来自亚洲,34%来自拉丁美洲国家,16%来自加拿大和世界其他地区,而来自欧洲的移民所占比例下降到16%。与早期移民相比,新移民的教育水平较高,其中有许多是获得学位者,高科技人员比例较大。

纵观美国移民史,我们不难发现美国人仇外情绪(xenophobia)源远流长。每一大批新移民的到来总会引起美国人的怀疑。每当美国处于经济兴盛、劳力匮乏时期,反移民情绪就会低落。而在经济形势看糟时,敌对情绪就会高涨。

主张严格控制者列举了大批移民所带来的一系列严重问题。突出的有以下三点:

1. 低薪外来者抢走本地出生(native-born)美国人的工作。
2. 新移民素质差,构成社会福利的负担。
3. 移民不想融入社会,对美国传统观念形成威胁。

然而许多美国学者持相反观点,他们认为“移民入境越多,意味着给美国人带来越多的经济增长——更多的财富、更大的进步”。在高科技领域中,新移民所起的作用举