



普通高等教育“十五”国家级规划教材

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新世纪网络课程建设工程项目

大学体验英语

Experiencing English

教学参考书

Reference Book

4

《大学体验英语》项目组 编



高等教育出版社



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武汉工业学院图书馆



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联重青图

《大学体验英语》项目，是教育部在2003年启动的“大学英语教学改革”项目的重要组成部分。该项目旨在通过改革大学英语教学，提高大学生的英语应用能力，以适应社会发展的需要。该项目得到了教育部的高度重视，也得到了社会各界的支持。项目启动以来，取得了显著成效，为大学英语教学改革提供了宝贵的经验和借鉴。

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前言

《大学体验英语》系列教材依据《大学英语教学大纲》[修订本]编写,供大学英语教学基础阶段使用。《大学体验英语》参照《大学英语教学大纲》对各级的要求,分为1~6级。每级由《综合教程》、《扩展教程》、《听说教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案等组成。此外,还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国人世以后对外交往的需要。在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学,《扩展教程》(Extended Book)供学生自主学习使用。二者紧密配合,相辅相成。

4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。

7. 图文并茂,版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,加强了学生对学习和使用语言的实际体验,能在很大程度上解决学生不易得到有关平面图形材料的困难,并且有助于解决文化跨越的需要。

本书为《教学参考书》第4册。《大学体验英语》的《综合教程》每册有8个单元。每个单元都由听说(Listen and Talk)、阅读(Read and Explore)、写作(Write and Produce)和文化沙龙(Culture Salon)4个部分组成。各部分的具体编排如下:

1) Listen and Talk:

听说部分以简短的引导语(Lead-in)引出单元的主题。引导语后面一系列精美图片展示了与主题有关的方方面面,为学生提供了联系自我、“开怀畅谈”的素材。两个紧扣交际主题的对话为学生提供了谈论主题的样例。两个交际

原则:便于学生预习;便于课上操作训练;便于学生模拟使用;最终达到“看懂—学会—练习—使用”的目标。

2. 练习贯彻从理解到运用、从口头到书面、从内容到语言的原则,较好地处理了领会能力(阅读)和表达能力(口语和写作)之间的关系。因此,此部分练习一改传统的编法,按照 Read About It → Talk About It → Write About It 的模式与顺序编排。

1) Read About It 首先解决阅读理解问题(在 Content Awareness 项目下完成),而后训练重点词语和句式(在 Language Focus 项目下完成)。在文章前面的 Think About It 一项下,所设计的 Lead-in Questions 都与即将要学习训练的课文有紧密的联系,同时又会引起学生学习的兴趣,因此教学中要注意使用这些问题引导学生学前预习课文,学中进行讨论,学后进行归纳小结等。这里还要特别提请注意两点:一是一定要指导学生预习 Passage A,但预习的要求只是看懂文章内容即可,不要拘泥细节的理解。二是精选句型模拟练习(Selected Sentences Simulation),这是本书独有的一种练习形式,它引导学生从繁杂的文章语句中模拟套用课文中语言结构比较精辟的句子,达到能模拟套写的目的。

2) Talk About It 和 Write About It 则是综合运用练习。前者围绕书中提供的有关单元话题或图片和附加的词语要求学生进行段落口头表达(mini-talk)。在教学过程中教师可就某一话题或图片进行示范,然后与学生一起进行口头讨论,最后由学生独自讲述,借以培养学生就课文进行口头复述和议论的能力。Write About It 则要求学生在口头表达的基础上,使用所学语言来写出一篇小短文。短文写作的设计既与所学课文有联系,又涉及学生个人的见解与体会,因此坚持完成这一练习就能保证学生短文写作能力的不断提高。

3) 每单元都配有 2 篇文章,上面介绍的主要是 Passage A 的训练环节。Passage B 与 Passage A 的差异主要有两点:一是语言训练只限于 Read About It,“看懂会用”是这一部分主要的教学目的;二是加编了阅读技能训练部分。阅读技能应主要结合阅读文章来培养,这里的说明和练习仅是一种提示,教学中只要注意适当引导学生作练习即可,不必花较多的时间讲解阅读技能。

四、写作:

此部分又分为一般写作(General Writing)和实用写作(Practical Writing)两部分。前者侧重培养学生的 essay-writing 的能力,后者培养学生阅读和模拟套写在交际环境下的常用应用文的能力。

1. 一般写作:第 1、2 册的一般写作以纠正学生写作中的句子层面的结构错误为主,第 3、4 册以段落、篇章写作为主,以培养学生在清楚表达意思、整体构思、谋篇布局等方面的能力。因此,前 2 册的每个单元的这一部分都与某个语法项目相配合,教学中应将语法学习与写句子紧密结合,使学生形成清晰的句子结构概念,从而写出语法结构正确的句子,这样与前面的表达训练相结合,就有力保证了处理好交际的准确性与流利性之间的关系。切忌过多地系统复习语法。另外,前面讲到的 Write About It 练习,也担负着培养句子和短文写作的任务。

2. 实用写作:此部分是本书的特点之一。所选的应用文既与本单元的主题有关,又注意体现我国大学生的实际需要。它涉及表格填写和应用文模拟套写。应用文的最大特点是其相对固定的格式和体例,随意性较小。因此,教学中要特别注意引导学生学习掌握应用文的相关格式、体例和常用词语与句式。另外,在教应用文时也要注意适当介绍实际使用应用文的交际场景。

五、文化沙龙:

此部分选配的短小精悍的段落文章,侧重介绍与本单元话题相关的西方文化背景与文化差异,培养学生学习、体验、欣赏英语和英美文化的能力。此部分主要由学生独立完成,这些信息资料也可在课文教学的过程中适当结合加以利用。

六、《综合教程》与《扩展教程》的关系:

以上介绍的是有关《综合教程》的教法建议,而《扩展教程》则主要由学生根据《综合教程》的进度自主学习。因此,教学中应注意予以指导,从一开始就培养学生自主学习的良好习惯。

教法是灵活的,以上建议与说明仅供教师参考,更多的是介绍了编者的编写意图,企求的是发扬本书的长处,避免其短处。相信广大教师定会在教学过程中有许多革新创造,为配合大学英语教学改革和培养具有较强英语交流能力的国际一流人才做出贡献。

编者

2002 年 5 月

教材和教法使用说明

《大学体验英语》是参照《大学英语教学大纲》[修订本]编写的为大学英语课程使用的全新教材。它根据国家对于大学英语教学要培养具有很强国际竞争能力的人才的要求,加强了实用性英语教学,特别突出和加强了学生的听说与交流能力的训练与培养,并以此为出发点进一步更新观念、更新要求、更新内容、更新体系,力求做到求实创新,故请教师在教学过程中一定要认真研究教科书的前言,掌握其宏观主旨,才能恰如其分地贯彻教材的编写意图,发扬其长处,避免其短处,使教材能更好地体现国家为大学英语教学所规定的目标。

《大学体验英语》各册均为8个单元,每个单元都由听说(Listen and Talk)、阅读(Read and Explore)、写作(Write and Produce)和“文化沙龙”(Culture Salon)4个部分组成。这一编排打破了传统的以课文为中心把阅读能力的培养放在中心地位的教材体系,以最能激发学生主动性的“交际对话”这一技能为切入点,逐步扩展深化,使多种语言技能在同一主题下通过多种交际环境和练习形式反复循环、深化、巩固、加强,充分体现“学—练—会—用”的完整学习过程。为了帮助教师深入了解与掌握本书各环节的编写意图,从而更好地使用本教材,现就上述各部分从教法角度作进一步说明如下:

一、单元教学指导:

各单元的开头和结尾编有单元教学目标和教学目标检查两个部分,简明扼要地介绍了本单元的各项教学要求和应达到的程度。这一部分是各单元教学的纲目,也是总体教学目标在各单元的具体体现,故教学中教师要时时注意把握与调整,其重点是学生是否“会用”,而不只是是否“学懂”。培养学生学会随时进行自我评估的能力十分重要。教学中应指导学生就教学目标检查中的项目进行自我评估。

二、听说:

此部分包括:引导语(Lead-in)及与话题相关的图片和说明;2个紧扣本单元交际主题的对话样例(Dialogue Samples)和2个相关联的交际话题任务(Communicative Tasks)。

1. 引导语:此部分采用听力填空的形式让学生边听边读一段短小精悍、生动有趣的与本单元主题相关的文章。这一练习本身并不困难,其着眼点是言简意赅地点出本单元的中心主题,引导学生集中精力听懂和读懂小短文,为后面的口头表达和阅读训练做好铺垫。引导语中提出的富有启发性的并与学生生活紧密相关的问题也会激起学生进一步学习后面内容的积极性,因此用好引导语对教学十分有益。教师还可针对书中所提供的丰富的照片提出必要的有激励性的问题,让学生带着问题去学习后面的内容。

2. 交际对话样例:各单元的语言训练实际从这里开始,也就是说,在引导语和图片的启发下,学生产生了谈论单元话题的欲望,也即“有话想说”,但却缺少必要的语言表达手段,对话样例适时地为学生提供了“模仿谈话”的实例。由于对话样例是紧密围绕同一单元主题的,而这些话题又是学生十分感兴趣的,因此会激起学生学习和背诵的积极性,而背诵必要的词语和句式又是提高学生英语对话能力的基础。教学中要围绕对话样例认真训练学生口语表达能力,并利用交际话题任务中的话语提示(Tips)训练学生扩大话语表达的能力。总之,训练中应遵循先背诵模拟、后扩大活用的原则。

3. 交际话题任务:这是围绕交际对话样例而设计的扩大活用练习,教参提供的参考答案只是一种方案,教学中也可将对话任务进一步化小,从而把话语提示纳入对话训练之中。总之,不必追求完整的“大”对话,而把重点放在活用对话的能力的培养上,帮助学生完成从“有话想说”到“有话会说”的过渡。

三、阅读:

受英语语言环境的限制,中国英语教学对于课文教学给予特别的重视,将其视为教学的核心部分。本书虽然打破了以课文为中心的教学体系,遵循“话题为核心”(theme-based)的编写原则,但对课文教学依然给予足够的重视,因为它是培养阅读能力的主要园地和手段。但与此同时,我们在注意培养阅读能力的时候,始终不把“看懂”作为教学目标,而是坚持在阅读教学中努力培养学生使用英语的能力,也即坚持“看懂会用”的原则。因此我们编排阅读训练时贯彻了以下原则:

1. 选文紧密体现本单元的交际话题,使课文教学成为本单元教学的一个有机组成部分。

选文短小精悍,生动活泼,紧扣主话题,既有利于与前面的听说部分有机地衔接,更符合阅读教学的基本

任务和完成该任务的提示激发学生“有话想说”的欲望,使学生边学、边练、边用,达到“有话会说”的目的。

2) Read and Explore:

阅读部分的训练除阅读理解训练(Read About It)之外,针对文章内容或联系学生自身体验还设计了语篇层次的口头表达训练(Talk About It)和书面表达训练(Write About It)。

阅读部分共包括2篇阅读文章,文章A和文章B(《扩展教程》也包括2篇阅读文章,文章C和文章D;网上另有2篇自学文章及其他资源)。文章相对短小精悍,以保证阅读教学中对说、写、译等表达技能的训练。练习部分除一般语言技能训练外,还包括精选句型模拟练习(Read and simulate),即从文章中选取精辟的句子供学生模拟操练其句式和用法,这是本书的另一特点。

3) Write and Produce:

此部分又分为一般写作(General Writing)和实用写作(Practical Writing)两部分。前者侧重培养学生的essay-writing的能力,后者培养学生阅读和模拟套写在交际环境下的常用应用文的能力。第1、2册的一般写作以纠正学生写作中的句子层面的结构错误为主,第3、4册以段落、篇章写作为主,以培养学生在清楚表达意思、整体构思、谋篇布局等方面的能力。

4) Culture Salon:

选配了与本单元主题相关的语言精炼、图文并茂的文章,侧重文化背景与文化差异,培养学生学习、体验、欣赏英语和英美文化的能力。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力,较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶,它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作:北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、西南财经大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有:吴中福(重庆大学校长,教育部现代远程教育资源建设专家组组长)、邹寿彬(电子科技大学校长,教育部现代远程教育资源建设专家组副组长)、樊明武(华中科技大学校长,中国工程院院士)、陈准民(对外经济贸易大学校长、教授)、庾建设(湖南大学副校长,网络教育学院院长)、陈建平(广东外语外贸大学副校长、教授,全国高等学校外语专业教学指导委员会委员,中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚斌(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。在重庆大学工作的外籍教师Carol Beardshall女士、Tanja Smith女士和Lindssey Boney先生为本书编写做出了突出贡献;北京外国语大学夏祖焯教授审阅了书稿,并提出了宝贵的意见和建议;高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此,编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试,其中定会存在不当和疏漏之处,敬请使用者批评指正。

编者

2002年5月

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Men and Women's Prejudices



1

Listen and Talk

Key to Exercises

Lead-in

Listen to the passage again, and then fill in the blanks numbered from S1 to S6 with the exact words you have just heard. For blanks numbered from S7 to S8 fill in the missing information. You can either use the exact words you have just heard or write down the main points in your own words.

- (S1) hold (S2) supposed (S3) absent-minded (S4) dependable
(S5) responsible (S6) boring
(S7) engineers are assumed to have a good profession
(S8) as people don't know the importance of engineers in society

Script:

In Britain, people tend to make jokes about some jobs or professions, or to hold stereotyped views of them. For example, sailors are supposed to have a "wife" in every port, university professors are often seen as absent-minded or forgetful. There are a lot of dirty jokes about sales representatives, and they are generally regarded as not particularly dependable. Other jobs may be well paid or very responsible, but the general public thinks they are funny or rather boring. For instance, in most other European countries to be an engineer is to be somebody. Funnily enough, in Britain engineers are thought of as gloomy rather than cheerful as a result of people's ignorance of the importance of the engineer's role in society.

Even though the Equal Opportunities Commission has made some progress in Britain, some jobs are still seen as being more suitable for men, or for women. For example, nurses and secretaries are often assumed to be professions for females. And managerial posts such as managers, heads of departments are supposed to be more suitable for men rather than for women.

These are all examples of prejudices or stereotypes, which understandably irritate the people who have the jobs!

Communicative Tasks

1 Work with a peer and take turns to start the conversation.

TASK 1:

Mother: Hello, this is Mum. Have you made any plans for your work after graduation?

Mike: Well, Mum, I'd prefer a job at a large hospital in Beijing.

Mother: As a doctor?

Mike: No, not exactly. I'd rather work as a nursing officer. It's em ... it's what a lot of people call a male nurse.

Mother: A male nurse? Are you kidding, Mike?

Mike: No, I'm serious, Mum. I know, people usually think nurses are female and male nurses are assumed to be failed doctors but ...

Mother: Mike, I thought you really wanted to be a doctor?

Mike: No. Can you believe that I really want to be a nurse and that er ... er ... it isn't just that I may fail as a doctor?

Mother: Mike, dear, don't you realize that nurses do different things than doctors?

Mike: Yeah, I know very well, Mum. As a male nurse you have much more contact with the er ... patients and you know, a long term responsibility for their ... their welfare. Huh, there's no way I'd want to be a doctor ... they have practically no personal contact with their patients ...

Mother: Dear, you should know people think nursing is women's work. It's not suitable for a male, because it requires care and patience.

Mike: Mum, that's a stereotypical view of nursing. The world has changed, and so has people's attitudes towards job roles. Since I'm really interested in this job and have qualifications for it, why shouldn't I do it? Watch Mum, I'm going to be a really good nurse.

TASK 2

Mary: Jack, is it possible for you to spare some time this weekend to take George to the zoo?

Jack: I'm so sorry, Mary. I wish I could. But ...

Mary: Please, Jack, don't tell me you are busy again this weekend. You are always busy with your work, never-ending work. Why don't you think about your son and me?

Jack: I do. You should know, Mary, what I'm working for. I'm trying my best to earn more money to support the family. Mary, you know, it's getting difficult to make ends meet.

Mary: Yes, you're trying your best. And I know you're a very successful manager. But Jack, you have to admit that you are not a devoted father.

Jack: That's ... that's unfair, Mary. It really hurts me when you say that.

Mary: It seems to me that all you really care about is your career I mean, you don't show enough concern for my career or the education of our son.

Jack: What do you mean, Mary? I do care about you and our son. But the problem is I ... I just don't have enough time to take care of the family. I feel really awful.

Mary: Jack, what I mean ... I mean you should try to understand me, understand how hard it is as a working mother. I have to strive to keep the balance between being a mother and a professional. You know it's really hard. Keeping up the family responsibilities at home, and still having to work hard at my job. You should know there is always the possibility of being laid off.

Jack: Don't worry so much, Mary. To be honest, I'd rather you stay at home to be a full-time housewife, so ...

Mary: No, no way. I wouldn't give up my career for anything.

Jack: All right, all right, let's talk about it later.

2

Read and Explore

Passage A

I. Summary

Nowadays there is a media trend toward diminishing the importance of fathers in the United States. On the one hand, we have easy access to media stories about the struggles of working mothers. On the other, the images of fathers presented in the media are that you're always abusive or irresponsible. Fathers are usually blamed for not helping much with the housework. Compared with working mothers and at-home dads, working fathers have received less media attention, although most are quietly yet

proudly fulfilling their family duties. Our society has given little cultural recognition to such breadwinner fathers. Recently, there is another media trend of regarding at-home wives as "status symbols" — a luxury not many men can afford to have. In fact, men as sole wage earners suffer many stresses. They have to work extra hours to make more money to support their families. It would be wise for us to be aware of the importance of fathers to their children. It would also be advisable for us to recognize the great efforts that fathers make to support their families. They, the unsung heroes, deserve our recognition and our thanks for what they do.

II. Culture Notes

1. David Blankenhorn

A 1998 profile in the *New York Times* describes Blankenhorn as a "consensus builder for a moral base in society." *USA Today* describes Blankenhorn as "leading a grassroots movement" to strengthen marriage (2000) and as "a pioneer in the fatherhood movement" (1999). A 1995 profile in the *Los Angeles Times* called him "the de facto navigator" of a new fatherhood movement. Mary Ann Glendon of Harvard Law School states: "No one writes about the crisis in American family life with more candor, intelligence, and sympathetic understanding than David Blankenhorn." Norval Glenn of the University of Texas calls Blankenhorn's 1995 book, *Fatherless America*, "one of the most important and provocative books of this decade." *The Idaho Statesman* describes *Fatherless America* as "the bible of the fatherhood movement."

2. Census Bureau Data Record Fathers' Incomes

The fathers in families with an employed mother earn about the same as fathers in families with a non-employed mother.

Many people incorrectly assume that the husband's income in the typical family with a homemaker is very high — after all, how could a typical family afford to have an at-home mother if the father were not a high-wage earner? Yet 1997 Census Bureau data do not bear this out. A comparison of the 1997 median earnings of a father with a non-employed wife (\$37 116) to the median earnings of a father with an employed wife (\$35 713) shows that the typical father in both types of families have nearly identical earnings — a difference of just \$1 403 per year.

III. Language Points

1. refer to ... as ...: call ..., regard ... as

- > Examples: Don't refer to your sister as a silly cow! (= Don't call your sister silly cow.)
The speaker referred to him as an up-and-coming young Democrat.

2. bombard: worry with many continuous questions, requests, complaints, etc

- > Examples: The audience bombarded him with many questions.
I'm not very keen on watching TV, because whenever you turn it on, you are bombarded with a lot of advertisements.

3. proportion: 1) relation of one thing to another in quantity, size, etc

- Examples: The proportion of men to women in the population has changed in recent years.
His reputation bore no proportion to his merit.
2) to make in or put into correct or suitable proportion
 - Examples: One must proportion one's expenditure to one's income.
The different parts of the house are well proportioned.
- 4. dubious:** feeling doubt, uncertain
- Examples: I am dubious about his chances of passing the examination.
The manager is dubious about the wisdom of this promotion stunt.
- 5. point out:** call or direct attention to
- Examples: Mr Merritt pointed this problem out to you the other day.
May I point out that if we don't decide now we shall have to leave it until next month?
- 6. fulfil:** perform, carry out, accomplish
- Examples: He had fulfilled many of his youthful ambitions before he was fifty.
The administration failed to fulfil its promises to revive the economy of the country.
- 7. flexibility:** state of willing to easily change to adapt to new conditions
- Examples: He has enough flexibility to cope with the job.
A man devoid of imaginative flexibility cannot be a successful actor.
- 8. supposedly:** as believed, as it appears
- Examples: Supposedly she is a rich woman, but no one knows for sure.
He went home to his father, supposedly to help him.
- 9. by the same token:** in the same way; for the same reason
- Examples: We are grateful to you for giving us shelter for the night, by the same token, we should like to thank your wife for all her kindness.
Since she was born in a very rich family she had never seen such poverty before, and by the same token she could not quite believe that the children could not go to school.
- 10. ... when it comes to ...:** when it concerns ...
- Examples: When it comes to politics, I am an absolute outsider.
When it comes to mathematics, I'm completely at sea.
- 11. entail:** involve; make necessary
- Examples: This job would entail exceptional competence in computers.
The flood relief effort will entail great expense by the local government.
- 12. take on:** undertake, charge oneself with; assume responsibility for; employ
- Examples: My doctor says I'm too tired and has advised me not to take on any more work.
In order to support the family, he has to take on some extra work.
They took her on as a secretary in the company.
- 13. at large:** in general

- > Examples: Did the public at large approve of the government's decision?
The country at large is hoping for great changes, which probably would not materialize.
- 14. hold up ... as:** show or offer ... as (an example, a model, etc)
- > Examples: He was held up as an example to every student.
Grandfather always held up his youngest son as a model of diligence.
- 15. throw up one's hands:** admit that one cannot succeed; surrender
- > Examples: The enemy soldiers threw up their hands in horror when the tanks first appeared in front of their trenches.
It was very courageous of him not to throw up his hands and admit failure when the shop went bankrupt.
- 16. at (the) best:** in the most favorable case
- > Examples: We will arrive on Thursday evening at best.
At best we can do only three quarters as much as last year.
- at (the) worst:** if one thinks of it in the worst way
- > Examples: He's a fool at best, and at (the) worst he's a criminal.
At the worst, they can say they didn't see what happened.
- 17. devalue:** cause or be responsible for a lessening of value or quality
- > Examples: Lots of people tried to devalue the great writer's work, all in vain.
We shall have to devalue our currency soon if we don't want to see a sharp drop in our exports.
- 18. strive:** struggle hard
- > Examples: He strove for recognition as an abstract artist.
He is persistently and energetically striving to carry out his plans.

IV. Sentence Explanation

- 1 The more I thought about it, however, the more glaring an omission it seemed.**
The more I thought about the absence of the father in the movie, the more I became aware of the seriousness of the failure to mention the father.
- 2 Meanwhile, a high proportion of media stories about fathers focus on abusive husbands or deadbeat dads.**
At the same time, we are exposed to a lot of stories in the media which depict men as husbands who mistreat their wives or as fathers who are good for nothing.
- 3 One exception to the "unnecessary father" syndrome is the glowing media attention that at-home dads have received.**
The media have paid special positive attention to at-home dads, which is an exception to the "unnecessary father" tendency in society.
- 4 ... and it is rare that calls for more workplace flexibility are considered to be for men as much**

as for women.

People seldom consider giving as much flexibility about where one can work to men as to women.

- 5 Yet, rather than holding up "ordinary" fathers as positive role models for the dads of tomorrow, too often society has thrown up its hands and decided that traditional fatherhood is at best obsolete and at worst dangerously reactionary.**

Instead of offering "ordinary" fathers as good examples for fathers of the future, society has too often given up its efforts and come to think that traditional fatherhood is at best out of date and at worst against social progress.

V. Key to Exercises

Think About It

- 1 This is an open-ended question. (Fathers are thought to be as important to children as mothers are in terms of their emotional support to the family.)
- 2 A good family man can be considered as one who strives to fulfill his family responsibilities as a husband and father, or who puts his family duties first.
- 3 I think working fathers deserve our recognition and our thanks for what they do.

Content Awareness

Read and think

- 2 Answer the following questions with information from the passage.**
- 1 The author wants to point out that in the U.S. there is a trend towards regarding fathers as less important or necessary.
 - 2 She doesn't agree. She finds the accusation dubious.
 - 3 It refers to the two different standards used to evaluate the work of at-home dads on the one hand and that of at-home mothers and working dads on the other, which reflect the social and cultural prejudice against the latter.
 - 4 Because to many, at-home wives, like expensive cars, sound like a luxury for ordinary people. Not every one can afford to have an at-home wife just as not every one can afford to buy an expensive car.
 - 5 Because there is a social trend to devalue fatherhood and to demand that fathers give up their traditional roles as family supporters.

- 3 Choose the best answer to each question with information from the passage.**

1 B 2 A 3 D 4 D 5 C

Language Focus

Read and complete

4 Fill in the blanks with the words given below. Make changes where necessary.

- | | | | | |
|--------------|-------------|-------------|--------------|-----------------|
| 1 obligation | 2 applauded | 3 fulfilled | 4 mirror | 5 flexibility |
| 6 devalue | 7 striving | 8 entailed | 9 supposedly | 10 Consequently |

5 Complete the following sentences with phrases or expressions from the passage. Make changes where necessary.

- 1 referred to as 2 at best 3 by the same token 4 at large 5 held up ... as

Read and translate

6 Translate the following sentences into English.

- 1 With his promotion, he has taken on greater responsibilities.
- 2 He felt he did not have to make such a commitment to John any more.
- 3 Mary likes to go shopping in her spare time, as opposed to Lucy, who prefers to stay at home reading.
- 4 At best he's ambitious, and at worst a power-seeker without conscience or qualifications.
- 5 We have striven to the full to convince him, but we have made no headway.

Read and simulate

7 Read the following sentences carefully, and then make your own sentences using the patterns in boldface type.

- 1 **It seems the only time** she feels very happy **is when** she is back home with her parents, **or when** she has received their letters.
- 2 **One exception to** the rule **is** that parents are allowed to attend the classes.
- 3 Martin is not good at sports, but **when it comes to** mathematics, he's the best in the class.
- 4 **Today, there is widespread agreement among** university students **that** computers are becoming more and more important in their studies and lives.
- 5 **As** students, **we need to** improve our English — **not only** in reading, **but** in writing and speaking **as well**.

Talk About It

8 Prepare as many questions as possible about the role of the father in the family and interview your classmates with the help of the tips given below.

Responses will vary.