



普通高等教育“十一五”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

(第二版)

Integrated
Coursebook

综合教程

4

《大学体验英语》项目组 编



高等教育出版社



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藏书章

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图书在版编目(CIP)数据

大学体验英语综合教程. 4/《大学体验英语》项目组
编. —2版. —北京: 高等教育出版社, 2007. 5
ISBN 978-7-04-020663-0

I.大… II.大… III.英语—高等学校—教材 IV.H31

中国版本图书馆 CIP 数据核字 (2007) 第 066469 号

出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街 4 号	免费咨询	800-810-0598
邮政编码	100011 ¹	网 址	http://www.hep.edu.cn
总 机	010-58581000		http://www.hep.com.cn
		网上订购	http://www.landaco.com
经 销	蓝色畅想图书发行有限公司		http://www.landaco.com.cn
印 刷	蓝马彩色印刷中心	畅想教育	http://www.widedu.com
		版 次	2003 年 9 月第 1 版
开 本	889 × 1194 1/16		2007 年 5 月第 2 版
印 张	15.25	印 次	2007 年 5 月第 1 次印刷
字 数	350 000	定 价	30.00 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

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物料号 20663-00

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版式设计: 张 彤 孙 伟
题图设计: 王凌波
插图选配: 雍 容 徐艳梅
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学习

大学体验英语®

体验

英语学习乐趣

第二版前言

音乐首先是一种感受,只有在感受中才能体验音乐,培育音乐感。英语也是一种感受,因此我们也可在感受英语的体验中学习英语,掌握英语。不步入音乐殿堂,我们很难体味音乐的美妙;不涉足英语世界,我们也很难体验英语世界的奥妙。我们的《大学体验英语》选择了一些文体轻松随意、内容亲切现实的英语素材,设计了一些有话可说、有话愿说的练习,使英语学习成为一种学生愿意参加的欢悦经历和体验。不少使用过和正在使用《大学体验英语》的学生,都感到“体验”二字乍听起来新奇,可学后又倍感名副其实。对那些一学英语就感到畏难的同学来说,他们的心理负担在愉快的英语体验中开始缓解;对那些喜欢学习英语的同学来说,他们的英语在新的体验式学习当中得到升华。

同学们和老师们还把自己学习和教课的体验归纳成希望我们修订再版《大学体验英语》的意见,用各种方式告诉了我们。意见提得中肯,我们听得认真,再版修订时我们更加发挥和完善了“体验”的特点。在保持广大师生认可的第一版的体系、特质和风貌的基础上,更新了部分教材内容,将《大学体验英语》的修订重点放在语言交际训练的编排上,更便于学生去“体验”《大学体验英语》,“体验”英语学习乐趣,“体验”英语能力的不断提高。第二版更好地体现了编写《大学体验英语》时确立的“加强听说、加强表达、加强实用”的三项原则。与此同时,我们还聘请优秀的一线教师为每册教材编写了至少一课的典型示范教案,帮助教师更好地引导学生去“体验”英语。

此次修订主要涉及如下方面:

1. Passages

根据广大师生的反馈意见,我们删换了少量课文,使全书内容更加符合当代大学生的需求和爱好。

2. Lead-in

适当减少了听写填空的数量,以降低学生理解导入部分的难度,便于学生迅速进入单元内容的学习和训练。

3. Communicative Tasks

- 1) 提供了更加简明清晰的语境说明,使学生能立即进入交际角色;
- 2) 改编了交际手段提示(Tips),使学生能轻松地找到进行某一交际话题所需要的语言表达手段。力求把语言交际训练变为学习选择使用不同语言表达手段去完成交际任务的实际体验过程。

4. Read and Explore

加强了对文章理解和运用的综合训练,把阅读理解练习中的单句填空调整为用填空的形式对所读文章内容进行归纳小结,引导学生提高全面理解整篇文章的能力。

5. Language Focus

在加强综合理解能力训练的同时,突出了重点词语的用法训练,进一步加强和提高学生使用这些基本词语进行语言表达的能力。为此增编了一项形式多样的重点词语用法练习,帮助学生在提高英语综合运用能力的同时加强词语用法的训练。

6. Read and Simulate

对文章中的某些精练、典型的句子进行模拟表达训练,是提高学生表达能力的有效途径。此次修订对这一练习形式进行了全面的改进,精选了句子,加强了模拟点的挑选和模拟套用的指导,使学生学完每一个单元都能模拟这些精选句型套写出类似的句子。

7. Self-assessment Tests

调整重编了自测试题,以适应大学英语四级考试(CET-4)改革后的题型和要求。

8. Practical Writing

精选删换了部分应用文写作样例,使之更加典型实用。

9. Culture Salon

在第一版的文化沙龙中,我们提供了生动有趣的相关文化背景知识,受到了师生的广泛欢迎。为降低学生理解这些背景知识的难度,此次修订将其中涉及的重要生词加注了汉语释义。

我们希望通过这次修订,《大学体验英语》(第二版)能为同学们学习英语带来更多的欢乐。祝同学们在《大学体验英语》(第二版)和老师的引领下,早日实现英语学习从量变到质变的飞跃,使英语成为我们融入世界和求知探索的重要工具,让我们中国大学生不但能享受汉语所承载的中华文明的硕果,而且能在体味英语所承载的西方文明的同时,为人类的科学与人文辉煌做出贡献。衷心希望大家继续关注和支持《大学体验英语》。

编 者

2007年4月

第一版前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神和我国当前高等学校大学英语教学实际以及我国社会经济迅猛发展对大学英语教学要培养具有很强国际竞争能力人才的要求,加强了实用性英语教学,以培养学生的英语综合应用能力为目标,特别突出和加强了听说与交流能力的训练与培养,而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材。《大学体验英语》根据新世纪我国大学英语课程教学要求,分为1~6级,供大学英语课程的一般要求和较高要求层次的教学使用。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和学习系统等组成。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,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,我们对教学理念和内容体系加以更新,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、现代性和科学性。教材立足于前瞻及今后若干年中英语教学的任务与发展方向,加强趣味性和可操练性。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,本教程还特别强调交际内容的实用性,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、大学英语学习系统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。倡导基于计算机/网络+课堂教学的新型教学模式。

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《综合教程》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。两个交际任务和完成该任务的提示激发学生“有话想说”的欲望,引导学生边学、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。第3、4册在“阅读技能训练”模块后,又增加了“翻译技能训练”模块以培养学生的翻译能力。

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贡献;英语语言专家 Teresa Ting 博士、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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Ideas in Paragraphs

Unit 8

Globalization — For and Against

pages 180 – 203

Working in a Famous
Company
International Food

A: Hallmark's Asian Valentine
B: The Great Global DVD Divide

Reading Arguments

New Words and Expressions pages 204 – 228

Glossary pages 229 – 239

Translating Skills Practice	Write and Produce		Culture Salon
	General Writing	Practical Writing	
Multiples	Description of Structure and Organization	Job Advertisements	About Half of New Jobs for Women Due to Increased Computer USE
Numbers	Describing Functions and Uses	Program for Performance	Chinese Dragon Culture
Negatives	Describing Advantages and Disadvantages	Letter of Complaint	Academic Honesty
Attributive Clauses	Describing Sizes and Shapes	Personal Qualities	Knowing Other Languages Brings Opportunities
Appositive	Composition Structure	Letter of Apology	The Importance of Corporate Culture
Noun Clauses	Write a Passage Based on the Graph (Table)	Questionnaire	The Weird Dresser
Adverbial Clauses	Composing an Expository Essay	Filling Out an Insurance Policy	Retirement Plans
Long Sentences	Short Passage	Writing Outlines	Selecting Managers Working Abroad



Men and Women's Prejudices

1

In this unit, you will:

- ◆ first listen and then talk about job prejudice
- ◆ read about men's roles at home
- ◆ learn new words and expressions
- ◆ write about the differences between men and women
- ◆ practice reading skill: recognizing generalizations
- ◆ practice translating skills: multiples
- ◆ practice describing structures of an organization
- ◆ write a job advertisement
- ◆ visit Culture Salon for a discussion on computers and the changes in women's employment

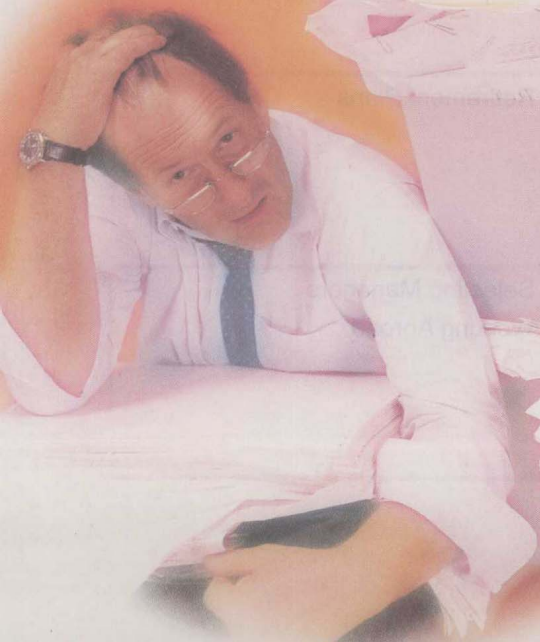
1

Listen and Talk

Lead-in

Listen to the following passage, and identify which pictures are mentioned in it. Then in groups, discuss the questions below.

- ▶ What is the job situation like in China? Is it the same as or different from / to the situation mentioned in the passage?
- ▶ Is there any kind of job that people often joke about in China?
- ▶ What prejudices do people have about certain kinds of job?



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.

In Britain, people tend to make jokes about some jobs or professions, or to _____ (S1) stereotyped views of them. For example, sailors are _____ (S2) to have a "wife" in every port, university professors are often seen as _____ (S3) or forgetful. There are a lot of dirty jokes about sales representatives, and they are generally regarded as not particularly _____

_____ (S4). Other jobs may be well-paid or very _____ (S5), but the general public think they are funny or rather _____ (S6). For instance, in most other European countries _____ (S7). Funnily enough, in Britain engineers are thought of as gloomy rather than cheerful _____ (S8).



A nurse

Why can we seldom find a male nurse?

A salesman



Is a salesman better than a saleswoman?

A manager



An engineer

A sailor



A secretary



Listen to and read the samples carefully, then complete the communicative tasks that follow.

Dialogue 1

Prejudice Against Jobs

- Li Hao: Andrews, a letter just came in from American Express for you.
Andrews: Thanks. Oh man ... another circular letter. They drive me mad!
Li Hao: What are you talking about?
Andrews: All these circular letters that are sent to my work address. They're all addressed to Mr S Andrews.
Li Hao: Mr? Obviously they've made a mistake.
Andrews: Yeah, they've found my name on some list of our company staff and assumed that I'm a man because I'm not a secretary.
Li Hao: How stupid! But doesn't the company put Mr or Ms in front of names on its departmental lists?
Andrews: Yeah, I think so. But perhaps because they think I must be a man, they just ignore the Ms. That kind of thinking is so outdated though. I mean, I'm not the only woman who's a head of department.
Li Hao: It really shows prejudice against women, doesn't it?
Andrews: Sure does. There are so many people who think women aren't suited for leadership jobs. You might not believe this, but when I tell some people I'm a head of a department, they laugh at me!
Li Hao: I think they're probably just surprised. You have to admit there are so many more men than women who are leaders. Guess it's because boys are brought up to be more ambitious.
Andrews: Yeah, you may be right.

Dialogue 2

Chances of Promotion for Women Teachers

- Zhang: I recently read an article which said that in primary schools women teachers have less of a chance of promotion than their male colleagues. Do you think it's true or is it just some women's perception of the situation?
Nancy: It's pretty true. Men are definitely getting promotions more quickly than women. In primary schools there are far more women teachers than men but there are more headmasters than headmistresses.
Zhang: So, what are your chances of promotion like? At the moment you're in charge of a section of the school, aren't you?
Nancy: Yes, I'm in charge of the infants department which is for children aged three to seven.
Zhang: And do you have any higher ambitions for your job? I mean, would you like to be a headmistress one day?
Nancy: No, definitely not. Being a headmistress is not something I would want to do even for a million dollars a year. It may be the next step up the ladder for me but I basically enjoy being a classroom teacher. Maybe this is one reason why there aren't so many women heads. I was a deputy head before I got this post but I prefer to be in the classroom with the children, instead of sitting at a desk doing administration which is what being a head is all about.
Zhang: Are you pleased that you chose primary teaching as a career? I mean, if someone came up to you who was about to leave school and wanted some career advice, would you recommend teaching to them?
Nancy: Maybe. I'm glad I went into it ... most of the time, anyway. It must be because at one stage I left teaching but I got back into it. I think that shows that I'm committed to this profession.

Communicative Tasks

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

TASK 1:

In the west countries, traditional family roles were that the father went out to work to earn money for the family ("the breadwinners") while the mother stayed at home to take care of the house and children ("the homemaker" or "the housewife"). Women did not hold a job outside the home and men did not cook or did house cleaning in the home. Of course nowadays society's concepts of these roles have changed. Write one positive thing and one negative thing about this change.

Positive: _____

Negative: _____

What change has taken place in Chinese families?

What is your own opinion about this change? Write it here.

Work in groups of 4 or 5. Each of you will be given a chance to give the presentation on your opinions about this change. Then you will be required to discuss the topic further and see if you can agree on:

Chinese men should spend more time taking care of housework.

Tips:

caretaker

housekeeper

breadwinner

wage earner

playmate

career woman

protector

provider

moral guide

teacher

financial support

be highly involved in affairs of ...

fulfill family responsibilities

... spend more time away from home

... the gender role has become increasingly complex

... take on the social role of raising family

the current trends in ...

... participate significantly in their children's lives

TASK 2:

Work in groups of 3 or 4. Each of you will read a different question. Then write your answers before the group discussion.

1. This unit discusses the change of the social and domestic roles of men and women. Now more than ever, women are working outside the home and the traditional duties such as taking care of the children and the house have been shifted or redistributed between men and women. What has this change meant for society in general? Write your thoughts.

2. This unit discusses the change of the social and domestic roles of men and women. Now more than ever, women are working outside the home and the traditional duties such as taking care of the children and the house have been shifted or redistributed between men and women. What has this change meant for children in general? Write your thoughts.

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4. This unit discusses the change of the social and domestic roles of men and women. Now more than ever, women are working outside the home and the traditional duties such as taking care of the children and the house have been shifted or redistributed between men and women. What has this change meant for women in general? Write your thoughts.

Present your thoughts in the group. Then discuss this topic further and see if you can agree on the following questions.

- a. How has the changing role of women affected our world today?
- b. Do you think this change has been good or bad?
- c. What kind of changes do you imagine by the year 2050?

Tips:

irresponsible

neglect one's child

default on child support payments

it is the children who ultimately suffer the most

a matter of economic necessity

provide a safe environment in which to raise children

Fathers are far more involved with the children.

... assume the responsibility for household chores ...

Women will share the jobs traditionally done by men.

... have mutual respect for one another

selfish

it's hard to make ends meet

hurt the child emotionally and physically

devote the entire day to raising their children

give up their professional identity

be capable of and interested in taking care of their children

... assume duties traditionally performed by women.

More women will take corporate or government jobs.

There will be no more prejudice against ...

2

Read and Explore

- 1 Do you think fathers are as important to children as mothers are? Why or why not?
- 2 What's the image of a "good family man"?
- 3 A "working father" as a family bread winner is often too busy to take care of his family. Now people have a negative image of the "working father." What do you think of the "working father"?

The Unsung Heroes: What About Working Dads?

On our first "date" after our twin daughters were born, my husband and I went to see the movie *Toy Story*¹. We enjoyed it, but afterward my husband asked, "Where was the dad?" At first, it seemed petty to criticize an

entertaining family movie because of one small point. The more I thought about it, however, the more glaring an omission it seemed. Not only was dad not around, he wasn't even mentioned — despite the fact that there was a baby in the family, so dad couldn't have been that long gone. It was as if the presence — or absence — of a father is a minor detail, not even requiring an explanation.

This is only one example of the media trend toward marginalizing fathers, which mirrors enormous social changes in the United States. David Blankenhorn², in his book *Fatherless America*³, refers to this trend as the “unnecessary father” concept.

We are bombarded by stories about the struggles of working mothers (as opposed to non-working mothers, I suppose). Meanwhile, a high proportion of media stories about fathers focus on abusive husbands or deadbeat dads. It seems that the only time fathers merit attention is when they are criticized for not helping enough with the housework (a claim that I find dubious anyway, because the definition of “housework” rarely includes cleaning the gutters, changing the oil in the car or other jobs typically done by men) or when they die. When Mr. Blankenhorn surveyed fathers about the meaning of the term “good family man,” many responded that it was a phrase they only heard at funerals.

One exception to the “unnecessary father” syndrome is the glowing media attention that at-home dads have received. I do not mean to imply that at-home dads do not deserve support for making this commitment. I only mean to point out the double standard at work when at-home dads are applauded while at-home mothers and breadwinner fathers are given little, if any, cultural recognition.

The very language we use to discuss men's roles (i.e., deadbeat dads) shows a lack of appreciation for the majority of men who quietly yet proudly fulfill their family responsibilities. We almost never hear the term “working father,” and it is rare that calls for more workplace flexibility are considered to be for men as much as for women. Our society acts as if family obligations are not as important to fathers as they are to mothers — as if career satisfaction is what a man's life is all about.

Even more insulting is the recent media trend of regarding at-home wives as “status symbols” — like an expensive car — flaunted by the supposedly few men who can afford such a luxury. The implication is that men with at-home wives have it easier than those whose wives work outside the home because they have the “luxury” of a full-time housekeeper. In reality, however, the men who are the sole wage earners for their families suffer a lot of stresses. The loss of a job — or even the threat of that happening — is obviously much more difficult when that job is the sole source of income for a family. By the same token, sole wage earners have less flexibility when it comes to leaving unsatisfying careers because of the loss of income such a job change entails. In addition, many husbands work overtime or second jobs to make more money needed for their families. For these men, it is the family that the job supports that makes it all worthwhile. It is the belief that having a mother at home is important to the children, which makes so many men gladly take on the burden of being a sole wage earner.

Today, there is widespread agreement among researchers that the absence of fathers from households causes serious problems for children and, consequently, for society at large. 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

