

根据教育部《大学英语课程教学要求》编写

2

学生用书

COLLEGE ENGLISH

# 大学英语教程



北京大学出版社  
PEKING UNIVERSITY PRESS



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根据教育部最新颁布《大学英语课程教学要求(试行)》编写

Student's Book

# COLLEGE ENGLISH

学  
生  
用  
书

## 大学英语教程

2

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# 总序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语听说能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

过去的二十多年,我国的大学英语教学随着改革开放的发展进程取得了显著的进步和成绩。但是,新的社会现实向我们提出了新的学习策略和要求。如果我们用英语实际应用能力,特别是听说能力、语言社会交往能力的标准来衡量,我国大多数的大学生还需要持久的努力。不少学生勤勉刻苦,闯过道道英语考试难关,但在需要应用英语进行交流和学业讨论时却又往往表现不尽人意,甚至一筹莫展。对于我国成千上万的大学生来说,把握英语这门国际通用语言,真正提高英语听力和口语能力,以便在当今这个经济文化日趋全球化的信息社会中最大限度地获得事业的成功和文化思想的乐趣,是他们内心深处最大的企盼,也是他们愿意为之努力奋斗的方向。

面对这样的企盼和强烈的愿望,任何人想要担负起编写一套既符合外语学习的一般规律,又有利于培养学生实际语言应用能力的大学英语教材的重任,都必须慎之又慎。更何况,在过去的二十多年中,优秀的大学英语教材层出不穷,已经为大学英语教学提供了良好的教材选择空间。

但是,大学英语教材的不断更新和建设历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的大学英语课程教学要求,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学外国语学院全力支持,北京大学出版社组织、策划了“大学英语”立体化网络化系列教材的整个编写和出版工作。北京大学、北京师范大学、北京航空航天大学、中国农业大学等院校负责大学英语教学的诸位专家教授义不容辞,汇聚一处,以编写全新的大学英语教材的强烈责任心和使命感,反复认真研究新的教学要求,形成新的教学理念和教材思路。总主编拟定编写大纲和教材总体框架,编写样章,各主编组织严格选材,反复琢磨,同时选拔大学英语优秀骨干教师,积极与美国厄湾加州大学寻求合作,共同组成强大的编写队伍,经过持续有序的工作,几易其稿,终于成书,素朴定名为《大学英语教程》,付梓出版,及时奉献给广大师生使用。

本套系列大学英语教材首先推出《大学英语教程》(包括1~6册学生用书和教师用书,共12册),其中1~4册的难度对应教育部《大学英语课程教学要求(试行)》中的“一般要求”水准,5~6册达到“较高要求”的水平,此后通过专业英语系列教材的学习达到“更高要求”的标准。同时,我们与美国著名的汤姆森学习出版集团(Thomson Learning)实现合作,由北京大学、北京

交通大学、河北师范大学、云南大学等院校英语教学专家改编新型大学英语听说教材《必胜英语——大学英语实用听说教程》(包括1~4册学生用书和教师用书,共8册),作为《大学英语教程》的听说辅助教材,有针对性地加强培养学生的实用听说能力。全书提供网络版资源和配套光盘及录音带。

本套《大学英语教程》系列教材在编写宗旨、教学理念、教学设计原则和网络教学各方面都具有鲜明的特点。

## 一、编写宗旨

《大学英语课程教学要求(试行)》根据我国新的社会需求和文化交流的特点,对我国大学英语教学的总目标、教学模式和教学手段做出指导性调整,明确规定:“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力、提高综合文化素养,以适应我国经济发展和国际交流的需要。”

这一目标突出英语在国内外新的社会生存和发展环境中的工具性特征,强调培养学生在当今信息社会国际交流中的英语语言运用能力,是我国大学英语改革的正确的努力方向。本套《大学英语教程》系列教材的编写以此为宗旨,努力贯彻这一新的教学要求,适应新的时代需求,全面提升我国高校本科大学生英语听说能力,切实有效地培养大学生英语综合应用能力和文化素养。同时,注重培养学生英语听说能力,在方法上不是向听说领先法的简单回归,也不是片面追求交际教学,或忽视阅读和写作教学,而是从实际出发,兼收并蓄,以增强大学生英语听说能力为基本目标,拓展开来,探讨开发适合中国大学生英语学习的各种教学路子。

## 二、教学理念

我国的大学英语教学具有其特殊的现实:缺乏目标语实用语境,学生群体庞大,起点水平参差不齐,师生比例严重失调,总体缺乏分类指导。在此状况下,我们不应盲目套用某种或某几种外语教学理论,来指导教材编写和教学实践。应充分认识现状,从实际出发,综合运用各种教学理论,重视和总结我国大学英语教学独特的教学经验,走出自己的大学英语教学路子。

在我国大学英语教学的特殊语境中,我国大学英语学习应该是学习者以学习内容主题意义为先导,自觉自主的兴趣学习活动,是一个通过教师在课堂示范指导,重点突破,学生模仿操练,反复认知,模拟实践的有声意识活动,还是一个充分借助现代传播技术和计算机网络技术进行个性化广泛的语言拓展体验活动。是一个由学生对主题意义认知为引导,由有声模仿、形式记忆、内容认知、文化习得、社会交际运用等学习活动组成的反复循环递进的过程。新的大学英语教材必须充分呈现这一过程,避免把语言习得过程知识化和结构化,而应该使学生在语言行为模仿、内容主动认知、语言交际相互促动循环的过程中完成学习任务,形成语言能力,达到文化建构。这是一种以教师为学习主导,以学生为学习主体,实事求是,博采众长的多维立体、互动循环的教学理念。

### 三、教材设计基本原则

#### 主题型循环原则

以课文主题为组织单元学习的核心,听说读写译的材料在同一主题的统筹下,主题词汇和语言表达反复呈现,循环印证,强化语言学习的记忆和保持度,促成长期记忆,以此培养学生听说读写译的综合运用能力。

#### 学生认知型选材原则

选材充分考虑到大学生认知水平发展和学习心理,题材内容贴近大学生生活经验和思维水平,具有一定的文化影响力和思想深度。此外,注重学习材料内容的时代性、新颖性和趣味性,以及语言形式的多样性和准确性。注意各单元、各分册主题内容的系统性和连贯性。选材的难度进阶标准既考虑现行国家四、六级水平词汇量和语法内容的难度范围因素,又在总体上顾及到大学生对知识、主题内容的认知水准,以及未来四、六级考试有关加强听力和口语测试的改革。

#### 听说训练先导与真实原则

以听说学习活动为先导,既有对语言形式的有声模仿操练,又有对内容表达的创造性认知;实地采编英语国家大学生的对话,保证听力材料的真实性、针对性和一定难度挑战性,其内容与形式都是当今英语国家大学生常用的典型话语,创造符合大学生学习心理的语言环境,提高他们的学习兴趣和热情;同时,听说材料与课文主题密切相关,实现听说读写的主题循环原则。

#### 自主性练习设计原则

从我国外语教学的实际出发,注重学生自主对语言信息处理的多样性,减少同一性客观型练习,增加旨在鼓励学生自主生成语言表达的主观构成型题型,例如以听带说,读写并联,组建句子,判断正误后改正或改写句子等;同时,尊重外语学习规律,适当引入母语的积极参与。同时,教师参考书中编入每单元的参考教案和教学建议及说明,并提供尽可能详细的参考资料。

### 四、配套网络教学系统

本套教材的编写与现代信息传播技术紧密结合,配置有现代多媒体教学内容的《大学英语教程》网络版,为学生个性化学习和大量的声像语言互动练习提供保证,形成一个由有声模仿、形式记忆、内容认知、文化习得、社会交际运用等学习活动组成的反复循环语言学习过程。网络版的开发满足立体化、网络化、个性化英语教学和学习的实际需要,建立计算机和课堂教学的英语多媒体教学模式。网络版建设基于如下原则:

1. 完全按照教育部《大学英语课程教学要求(试行)》和《网络课程课件评测标准》设计开发。

2. 除提供《大学英语教程》课程完备的教学内容,还提供大量丰富的教学支持资源和灵活的链接,包括教学所需的英语基础知识、与《大学英语教程》相应的听说读写材料和各种实用资源。通过多媒体技术,提供大量音像和多媒体素材,可以在网络上运行。

3. 贯彻教育部新的英语教学改革精神和教学要求,更多强调学生的自主学习。针对学生的个体学习差异,提供个性化的教学环境和开放可扩展的教学内容。应用先进的网络技术,提

供师生之间、学生之间多种网络交互手段和交流平台。

4. 为适应起点不一的不同学校的教学环境,提供灵活的设置选项。可以对教学过程进行不同层次和强度的强制学习设置,以督促和检查学生的学习情况。通过对网络范围的设置,可以在教学局域网、校园网和 Internet 远程教育网络中运行,以方便学生根据自己的学习习惯自主学习。

我国英语教学界著名教授李赋宁先生、北京大学著名教授胡壮麟先生担任本套大学英语系列教材总顾问,北京大学外国语学院英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。首先推出的《大学英语教程》各分册编写分工为:

第一册主编:北京大学外国语学院英语系黄必康教授

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第六册主编:中国农业大学外语系李建华教授

本套教材由北京大学教材建设委员会列为重点教材建设项目,重点支持。编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了复旦大学、南京大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、福州大学、重庆大学、云南大学、河北师范大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。我们感谢本套系列教材编写者、几十位英语教学专家认真细致、富有成效的工作,感谢北京大学外国语学院英语系资深教授解又明先生的指导和对部分稿子的认真审读。我们还要特别感谢美国厄湾加州大学英语系教学中心主任约翰·W·哈洛维教授(John W. Hollowell)、瑞·茨梅曼教授(Ray Zimmerman),他们为本教程在厄湾加州大学现场采编听说材料和录像精心策划,并提供有力的支持,同时感谢厄湾加州大学英文系的 Rebecca Thom, Johanna Wyers, Michelle Cho, Amelia Parkin, Dennis Lopez, Duy Nguyen, Dennise Moore, Molly Donelan 等研究生,他们为本教程听说材料的采编和制作付出了大量的精力和时间。外籍专家 P. Boyd Hales 和 Lyona Hales 审读了大部分书稿,我们也一并在此表示谢意。

中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材既循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

黄必康

2004年3月

# 编排体例及教学课时说明

## 一、体例编排原则

本册的编写全面贯彻“主题循环、认知选材、听说先导、自主练习”的总体编写原则,在编排体例方面充分考虑不同院校的教学实际和学生自主学习的需要,力图使本教程达到较高的教学可操作性和灵活性。

## 二、选材主题范围

针对入校大学生的思想实际和学习兴趣,本册的选材主题范围为:父子情、夫妻情、师生情,以及人生历程和大学教育改革等。

## 三、单元编排体例及说明

各单元由 Language Skill, Language in Context 和 Toward Productive Language 三个部分组成。各部分教学环节安排及其功用说明如下:

### 第一部分: LANGUAGE SKILL

本部分为基础语言技能形成阶段,以听说学习活动为主,集中、反复、循环训练学生英语听说技能,并为第二部分的学习打下兴趣和语言基础。其中:

- |                        |                           |
|------------------------|---------------------------|
| Key Words Made Easy    | 在主题相关句子中以听说方式学习主要词汇       |
| Key Expressions in Use | 在主题相关句子中以听说方式学习主要词组       |
| Communicative Practice | 同主题对话听说任务型学习活动;听与说的内容相关并连 |

### 第二部分: LANGUAGE IN CONTEXT

本部分为语言认知、巩固和提高阶段,围绕 A 课文以教师讲解、课堂讨论、构成性语言练习等方式组织学习活动。其中:

- |                           |                        |
|---------------------------|------------------------|
| Reading Selection: Text A | 由双语兴趣和读前活动导入的 A 课文语言输入 |
| Questions for Discussion  | 加以提示的阅读理解和阐释学习活动       |
| Study and Practice        | 词汇练习、句子构成、篇章综合、翻译等练习   |

### 第三部分: TOWARD PRODUCTIVE LANGUAGE

本部分为语言拓展和输出能力锻造阶段,以 B 课文为核心展开读写并连、基本写作技能培养等学习活动,其中:

- |                      |                             |
|----------------------|-----------------------------|
| Reading Activities   | 由双语兴趣和读前活动导入的 B 课文语言输入      |
| Reading-Writing Link | 读写并连;以笔头形式准确表达阅读理解;自选汉英循环翻译 |



#### 四、教学课时安排建议

本册共设 8 个单元,供周课时 4 学时、一个学期 16 个教学周使用,即每两周 8 课时完成一个单元的教学,第一学期完成第一册,第二学期使用第二册,以此类推,两学年学完本教程的 1—4 册,达到教育部最新颁布《大学英语课程教学要求(试行)》(以下简称《要求》)规定的“一般要求”(具体教学时数安排见本册《教师用书》中每单元的 Unit Overview)。此后第三学年的两学期分别使用第五册和第六册,达到《要求》规定的“较高要求”。对于基础好,学有余力的部分学生,可通过各校开设专业英语选修课的学习,争取达到《要求》规定的“更高要求”。

对于学生入学英语水平较高的院校,可用一周 4 课时完成一个单元,期中考试后进入第二册。第一学期即可完成第一、二册的教学,第二学期进入三、四册的教学。这样,通过一学年的教学,即达到《要求》规定的“一般要求”。第二学年可使用本教程第五、六册(相应提高英语口语和英文写作要求),一学年达到《要求》规定的“较高要求”。此后进入各校开设的专业英语选修课体系,达到《要求》规定的“更高要求”。

编 者

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# Unit 1

## Part I LANGUAGE SKILL

### KEY WORDS MADE EASY

**A** Read aloud the following sentences and figure out what each italicized word means. When you finish, check your answers in the glossary section of the book.

1. The skinny child was not scared of their threat. He demonstrated his ***machismo*** by pushing back.
2. The father's remarks showed a lack of ***sensitivity*** to the problems of the kids.
3. He doesn't want to get married because he is afraid of any ***commitments***.
4. He thinks his brother is very uncommunicative, because he doesn't like to ***acknowledge*** his fears and problems.
5. As young men, we have to follow a series of ***codes of conduct*** in whatever we do.
6. The big boy in blue had no ***empathy*** for his friend who already had a swollen face.
7. The parents of boys are often bothered with ***conflicts*** between boys.
8. A ***gang*** of young men is playing a trick on their buddies.
9. They were about to fight when their father ***intervened***.
10. She is a silent girl, cold and ***remote***.

**B** Listen to these sentences. After each sentence is read, a question will be asked. You are to answer the question orally without referring to the sentence above.

Recorded voice: The skinny child was not scared of their threat. He demonstrated his ***machismo*** by pushing back.

Question: What did the boy want to show by pushing back?

Possible answer: He demonstrated his ***machismo*** by pushing back.

### KEY EXPRESSIONS IN USE

**A** Study the following expressions in the box.

on the road to	in course of	(向……)转变中,
touch off	start; cause	在……过程中
plead with	make continual and deeply felt requests to...	引起; 触发
be wary of	be careful of	向……恳求
appeal to	make a strong request for help, support, mercy, etc.	留意; 谨防
		向……呼吁、求助



**B** Read aloud each of the following sentences. See how these expressions are used.

1. Jimmy hurt his arm in the traffic accident, but he feels better and seems *on the road to* recovery.
2. His stupid remarks *touched off* a fight between the boys.
3. He *pleaded with* his mother to let him handle the matter himself.
4. Children are taught to *be wary of* strangers when they are very young.
5. Toddlers often *appeal to* their mothers for assistance when they learn to walk.



**C** Listen to these sentences. After each sentence is read, a question will be asked. You are to answer the question orally without referring to the sentence above.

**Model**

Recorded voice: Jimmy hurt his arm in the traffic accident, but he feels better now and seems *on the road to* recovery.

Question: How does Jimmy feel about his arm right now?

Possible answer: He feels better and seems *on the road to* recovery.

## COMMUNICATIVE PRACTICE



### Tuning In

#### Words in Sound

Listen to and repeat the words listed in the box. Find their Chinese meanings from the list and match them with single lines. When you finish, listen to each of the sentences on the right of the box and fill in the blanks with the correct words from the box.

mood	遗憾的
mean (v.)	想, 认为
stressed	(口) 父亲
guess	落伍的
sorry	心情
old man	紧张的
mean (adj.)	明白
lame	意指
zombie	刻薄的, 小气的
get	(口) 傻瓜, 呆子

1. My father looked tired and \_\_\_\_\_ when he finished his work.
2. The old man was \_\_\_\_\_ that he could never play ball together with his grandson.
3. He was \_\_\_\_\_ by not helping me with my math homework.
4. My \_\_\_\_\_ decided he would never let it happen with us.
5. Feeling tired, my dad sits in front of the TV like a \_\_\_\_\_.
6. It is so \_\_\_\_\_ that my dad has never heard about it!
7. I don't \_\_\_\_\_ it — it doesn't make any sense.

8. I my grandpa was very old when my dad was born.

9. You're in a good this morning!

10. I tell my dad enough that I need his help and finally

he understands I it

### Idioms in Use

Study the following idiomatic expressions that appear in the dialogues you are going to hear.

what's up	what is happening; how are things going
cool	very attractive, fashionable, interesting, etc. in a way that people admire
That's a bummer.	That's too bad; I'm sorry that happened to you.
blow sb. off	ignore or dismiss sb.
be mad at sb.	be angry with sb.
hang out with sb.	spend a lot of time in a particular place or with particular people
try doing sth.	attempt to do something
in a mood	the way you feel at a particular time



Listen to some sentences and put a tick next to the number of sentence you hear that contains one of these idiomatic expressions. Write the idiom in the space provided.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> 1. _____ | <input type="checkbox"/> 2. _____  |
| <input type="checkbox"/> 3. _____ | <input type="checkbox"/> 4. _____  |
| <input type="checkbox"/> 5. _____ | <input type="checkbox"/> 6. _____  |
| <input type="checkbox"/> 7. _____ | <input type="checkbox"/> 8. _____  |
| <input type="checkbox"/> 9. _____ | <input type="checkbox"/> 10. _____ |

### Listening Comprehension



#### Dialogue A

Listen carefully to Dialogue A. Then check your comprehension by either filling in the blanks or choosing the correct answer from the three choices given.

- Ryan finished his math homework \_\_\_\_\_.
- Chris and his father got in a fight last night because \_\_\_\_\_.  
 A. Chris thought his dad was mean  
 B. his dad was mad at him  
 C. his dad refused to help him with his homework





3. At the end of the dialogue, Chris believes that his dad is just tired after work and \_\_\_\_\_ after dinner.



### Dialogue B

Listen carefully to Dialogue B. Then check your comprehension by either filling in the blanks or choosing the correct answer from the three choices given.

1. What did Ryan's grandpa say about his father?
  - A. He was very young when his grandpa was born.
  - B. He never played basketball with his grandpa.
  - C. He would hang out with his grandpa when his grandpa was 18.
2. The last thing grandpa's dad said to him was that he \_\_\_\_\_.
  - A. was sorry they could never play ball together
  - B. was sorry he could never tell story to him
  - C. was sorry he was too old to play basketball and stuff
3. Ryan's grandpa was only \_\_\_\_\_ when his father died.
4. According to Chris, his dad is too busy \_\_\_\_\_.
5. The two speakers thought that dads can be "thick headed" sometimes, but \_\_\_\_\_ if you tell them enough.

### Speaking Task



Listen once more to the two dialogues and complete the following speaking tasks.

#### A Mimetic

Work in pairs. Complete the following dialogue with the help of the Chinese clues in the parentheses.

- A: I finished my math homework with the help of my old man, how about you?  
B: My old man and I got in a fight last night, ... (他不愿帮助我做数学作业, 太无情了).  
A: That is a bummer.  
B: But ... (我老爸下班回家后看起来非常疲惫和劳累).  
A: Yeah, ... (我老爸回来后会累得像个机器人一样看电视).  
B: Maybe I should ask him to help me after dinner, ... (他就会明白我真的需要他的帮助).  
A: That is a good idea. ... (我想你再也不会让这样的事情发生了).  
B: I hope so.

**B Idiomatic**

Work in pairs. Make a dialogue with the help of the clues in the parentheses.

A: (ask B what is wrong with him/her for he/she looks in a low spirit, using the expressions "what's up" and "in a ... mood") \_\_\_\_\_.

B: (tells A he/she asks dad to see a great movie together this weekend, but dad ignores him/her, using the expression "blow sb. off") \_\_\_\_\_.

A: (expresses sorry with the word "bummer") \_\_\_\_\_.

B: (tells A his/her dad is quite busy and hasn't done that for a long time, using the expression "hang out with") \_\_\_\_\_.

A: (comforts B and advises him/her to do so when his/her dad is free, using the expression "try doing") \_\_\_\_\_.

B: (says he/she hopes so, but he/she is afraid that his/her dad is always so busy with work, he/she has to invite A to go with him/her) \_\_\_\_\_.

A: (tells B he/she feels happy to go with him/her) \_\_\_\_\_.

**C Creative**

Think about the following statements. Work in pairs and tell your partner what you think, using the words and expressions provided in the box if necessary.

1. It is easy to understand our mothers but really hard to understand our dads.
2. Dads are those kinds of people who don't like to express their feelings easily.
3. Dads have more stress at work, so they need to relax at home.
4. Dad plays a very important role in a child's growth.

selfless

tough love

love deeply

insensitive

uncommunicative

stressful

anxious

influence

strong-will

brave

parental love

think for children

protect children

acknowledge fears and problems

hide fears, weaknesses and problems from all

relaxed at home

watch TV, read newspaper

characteristics of a child

sense of responsibility

face challenge



## PART II LANGUAGE IN CONTEXT

### READING SELECTION: TEXT A



你是否曾经抱怨过你的爸爸或是男朋友冷漠无情、不善言表？你可曾知道 Experience pain rather than show fear 是男人的行为准则？在竞争如此激烈的时代，男人肩上的担子似乎非常沉重。但我们却很少听到他们的唠叨、抱怨，因为在他们看来这才是一个男人应有的品质。他们的性格是怎样造就而成的？是因为 they learn early on to hide what they feel and hide their weaknesses and fears from all, even those they care for and they are supposed to learn how to handle themselves.

### Preview Questions

Work in pairs or groups and discuss the following questions.

1. Do you think men are insensitive? If so, what makes them insensitive?
2. In your opinion, what characteristics should a boy/man possess?
3. How do you think a boy becomes a man?
4. In your opinion, what is an ideal father or an ideal husband?

### How Boys Become Men

Jon Katz

Two nine-year-old boys, neighbors and friends, were walking home from school. The one in the bright blue windbreaker was laughing and swinging a heavy-looking book bag toward the head of his friend, who kept ducking and stepping back. "What's the matter?" asked the kid with the bag whooshing it over his head. "You chicken?"

His friend stopped, stood still and braced himself. The bag slammed into the side of his face, the thump audible all the way across the street where I stood watching. The impact knocked him to the ground, where he lay mildly stunned for a second. Then he struggled up, rubbing the side of his head. "See?" he said proudly. "I'm no chicken."

windbreaker /'wɪndbreɪkə/ *n.* 风衣  
duck /dʌk/ *v.* 闪避, 躲避  
whoosh /wʊʃ/ *v.* (使) 飞快移动  
chicken /'tʃɪkən/ *n.* 胆小鬼, 懦夫  
brace /breɪs/ *v.* (~ oneself) 使做准备; 使经受考验  
slam /slæm/ *v.* 猛力抨击, 冲击  
thump /θʌmp/ *n.* 重击, 重击声  
audible /'ɔːdəbəl/ *adj.* 听得见的  
impact /'ɪmpækt/ *n.* 碰撞, 冲击  
stun /stʌn/ *v.* 使晕倒, 打晕  
rub /rʌb/ *v.* 擦, 揩拭