



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

综合教程 4

Integrated Book

《大学体验英语》项目组 编



高等教育出版社

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学习

大学**体验**英语®

体验

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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《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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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



Dialogue Samples

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:

Situation: Upon graduation from a medical college/school, a male student wants to look for a job as a nurse at a hospital. But his mother strongly opposes it. On the phone, they are discussing whether the son should go for it.

Role A: You are the student (Mike), and you want to work as a nurse. Try to persuade your mother who is against your plan.

Role B: You're the mother of the student. You can't agree with your son about his plan to be a nurse because you don't think the job is suitable for men.

Tips:

normally male female tend
assume suppose responsibility
welfare occupation domain
stereotypical competent

I'd prefer...
I'd rather work as...
Are you kidding?
I suppose...
It isn't just that...
There's no way...
be supposed to
have much more contact with
a long term responsibility for
have keen interest in/is really interested in

TASK 2:

Situation: A couple are arguing whether the husband is a good husband and a competent father.

Role A: You're the wife, a working mother, complaining about your husband because he doesn't care about you and the family.

Role B: You're the husband. Your job as a manager occupies most of your time. So you seldom spend time together with your family. You do feel sorry, but you think it's justifiable because you are working to support the family.

Tips:

engaged inflation career
satisfaction strive professional
working mother full-time housewife

spare time to do...
give some thought to...
show concern for...
keep the/a balance between
fulfill family responsibilities
spare no efforts to work hard
be laid off
It's getting difficult to make ends meet.
What you really care about is...
I'd rather you...
We'd better not...

2

Read and Explore

Passage A

Think about it

- 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"?

Read about it

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 that traditional fatherhood is at best obsolete and at worst dangerously reactionary. This has left many men questioning the value of their role as fathers.

As a society, we need to realize that fathers are just as important to children as mothers are — not only for financial support, but for emotional support, education and discipline as well. It is not enough for us merely to recognize that fatherlessness is a problem — to stand beside the grave and mourn the loss of the "good family man" and then try to find someone to replace him (ask anyone who has lost a father to death if that is possible). We must acknowledge how we have devalued fatherhood and work to show men how necessary, how important they are in their children's lives.

Those fathers who strive to be good family men by being there every day to love and support their families — those unsung heroes — need our recognition and our thanks for all they do. Because they deserve it.

(843 words)

Notes ▶▶

- 1 **Toy Story (1995):** In this first full-length computer-animated movie, a little boy's toys are thrown into chaos when a new Space Ranger arrives to vie for supremacy with the boy's old favorite (a wooden cowboy). When the feuding toys become lost, they are forced to set aside their differences to try and get home. This extremely popular and successful film features the voice talents of Tom Hanks, Tim Allen, Don Rickles, Wallace Shawn, Laurie Metcalf, and others. Academy Award Nominations: 3, including Best Original Screenplay. Director John Lasseter also won a Special Achievement Academy Award for the film.
- 2 **David Blankenhorn:** David Blankenhorn is founder and president of the Institute for American Values, a private, nonpartisan organization devoted to contributing intellectually to the renewal of marriage and family life and the sources of competence, character, and citizenship in the United States.
- 3 **Fatherless America:** The United States is becoming an increasingly fatherless society. A generation ago, an American child could reasonably expect to grow up with his or her father. Today, an American child can reasonably expect not to. Fatherlessness is now approaching a rough parity with fatherhood as a defining feature of American childhood.



Please visit the following websites for more notes about the passage:
www.CFLO.edu.cn / www.englishXP.edu.cn

Content Awareness

Read and think

- 2 **Answer the following questions with information from the passage.**
 - 1 What message does the author want to convey by mentioning the omission of the father in the movie *Toy Story*?
 - 2 What's the author's attitude towards the criticism of fathers for not doing much to help with the housework?
 - 3 What does the "double standard at work" (Para. 4) refer to?
 - 4 Why does the author compare at-home wives to expensive cars?
 - 5 Why do many men question the value of their roles as fathers?
- 3 **Choose the best answer to each question with information from the passage.**
 - 1 We can conclude from the passage that _____.
 - A) fathers are beginning to play a more important role in American families
 - B) fathers are generally thought of as unnecessary by the media in the U.S.
 - C) fathers are often criticized for being irresponsible to their families
 - D) fathers usually earn more than mothers
 - 2 What is the traditional image of fathers in the American media?

- A) abusive husbands or deadbeat dads
 B) good family men
 C) wage earners
 D) household helpers
- 3 The author's purpose in writing this article is _____.
- A) to show how her husband is often unfairly treated
 B) to reveal how working fathers are insulted
 C) to criticize American wives for looking down upon their husbands
 D) to appeal to society to recognize the value of working fathers
- 4 We can infer from the passage that the author seems to _____.
- A) approve of at-home wives
 B) disapprove of at-home dads
 C) be in favor of men as sole wage earners
 D) disapprove of men as sole wage earners
- 5 Which of the following statements is NOT true according to the passage?
- A) There is a media trend which regards fathers as unnecessary.
 B) At-home dads have received more media attention recently than working fathers.
 C) The majority of men don't take full responsibility for supporting their families.
 D) Working dads are often neglected by society at large.



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Language Focus

Read and complete

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

applaud mirror entail strive consequently
 supposedly devalue flexibility obligation fulfill

- 1 Taxes are an _____ which may fall on everybody.
 2 We _____ the authority's decision not to close the hospital.
 3 The doctor's instructions must be _____ exactly; the sick man's life depends on it.
 4 Do these opinion polls really _____ what people are thinking?
 5 I prefer to think of memorization as a stepping-stone to _____ in use of words and phrases.
 6 In her office memos she tended to _____ the work done by her staff.
 7 The history of railroad transport has partly been a history of _____ for greater efficiency and profit.