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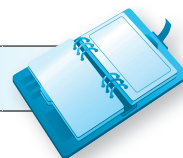
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# Unit 1

## Men and Women

### Lead-in



### >>>>>> Listening Comprehension Tasks

- ❶ Listen to Passage I for the first time and then write out questions, if there are any, about the part(s) you fail to understand. If you have no questions, just move on to Exercise II.

.....  
.....

- ❷ Listen to Passage I for the second time with your focus on the questions you have raised (if there are any) and then decide whether the sentences you hear are True or False. Write T for True and F for False. If it is false, please make corrections accordingly.

1. ☐

Correction: .....

2. ☐

Correction: .....

3. ☐

Correction: .....

4. ☐

Correction: .....

5.

Correction: .....

- III Listen to Passage II for the first time and then write out questions, if there are any, about the part(s) you fail to understand. If you have no questions, just move on to Exercise IV.
- .....
- .....

- IV Listen to Passage II for the second time with your focus on the questions you have raised (if there are any) and then complete the following exercises. You can take notes while listening.

1. Match the characteristics of Men's and Women's brains in Column B with the items in Column A.

Column A	Column B
Men: ..... Women: .....	a. larger connections and more frequent interaction between brain's left and right hemisphere b. greater brain hemisphere separation c. better verbal skills d. better skills for abstract reasoning e. better visual-spatial intelligence f. better intuition

2. Fill in the form about the psychological distinctions between men and women.

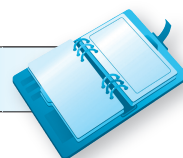
Men	Women
Men grasp a situation as ..... and think .....	Women think ....., relying on ..... and nuances.
Men are builders and ..... They take ..... and experiment.	Women select the ..... and pass it over to .....
Men are more ..... in thoughts and .....	Women are more willing to ..... suggested by others.
Men are more ..... with their own performance.	Women's ..... is lower and tends to criticize .....
Men's sources of satisfaction are from .....	Women's satisfaction is from .....
Men have a pronounced need to .....	Women think ..... are the most important.
Men get sick ..... as often as women.	Women are ..... about their health.

## &gt;&gt;&gt;&gt;&gt; Spot Dictation

The term *sexism*, also \_\_\_\_\_ gender \_\_\_\_\_ or \_\_\_\_\_ discrimination, is most often used \_\_\_\_\_ discrimination \_\_\_\_\_ women. Sexist \_\_\_\_\_ are frequently based on \_\_\_\_\_ in traditional \_\_\_\_\_ of \_\_\_\_\_. For example, \_\_\_\_\_ are defined as \_\_\_\_\_ and \_\_\_\_\_, while \_\_\_\_\_ are defined as \_\_\_\_\_ and \_\_\_\_\_. In this regard, males \_\_\_\_\_ to \_\_\_\_\_ positions of \_\_\_\_\_, \_\_\_\_\_ females \_\_\_\_\_ to be \_\_\_\_\_ helpers and \_\_\_\_\_ to show their \_\_\_\_\_.

\_\_\_\_\_ is not just a \_\_\_\_\_ of \_\_\_\_\_ attitudes, but is \_\_\_\_\_ many societal institutions. A recent study of American \_\_\_\_\_ showed there is a \_\_\_\_\_ in education that \_\_\_\_\_ boys \_\_\_\_\_ girls. The bias is \_\_\_\_\_ and \_\_\_\_\_, but it is there \_\_\_\_\_, and it is \_\_\_\_\_ the lives of \_\_\_\_\_ schoolchildren every year. From \_\_\_\_\_ to \_\_\_\_\_ courses, teachers \_\_\_\_\_ to call on \_\_\_\_\_ in class \_\_\_\_\_ on \_\_\_\_\_ students. This \_\_\_\_\_ has a great \_\_\_\_\_ on the \_\_\_\_\_, for \_\_\_\_\_, those students who become \_\_\_\_\_ classroom \_\_\_\_\_ develop more \_\_\_\_\_ and \_\_\_\_\_ higher \_\_\_\_\_.

## Reading I



## &gt;&gt;&gt;&gt;&gt; Pre-reading

① Brainstorming: Work with your partner and write out words or expressions about human beings.

Human Body	Disposition	Mind	Emotion
head	selfish	clever	love

II Pairwork: Discuss the following questions with your partner.

1. What kind of person are you?
  - Do you like to be the center of attention?
  - Do you prefer to be on your own?
  - Do you always hope to be the leader of a group?
  - Do you care a lot what others think of you?
  - Are you confident of yourself?
  - Are you bossy, sensitive ...?

...

Find out more about yourself.
2. What is the difference between men and women?
3. What is the advantage/ disadvantage of being a man?
4. What is the advantage/disadvantage of being a woman?
5. Do you agree that women are a “weak sex”?

>>>>>> Text

## Men and Women

- 1 Today most people — certainly most men — quote physical differences between the sexes as evidence of barriers to athletic equality. Because of these differences, women are said to be more suited to some sports than others — and unfit to compete directly with men in any contact sport.
- 2 As for muscle mass, women do indeed, according to some studies, have roughly half the muscle



mass of men. And men are, on average, a third stronger than women. Most women are in poor physical condition. Were they given the opportunities men have to keep fit, the strength gap would narrow considerably. The petite build of many top women gymnasts belies their extraordinary strength. Muriel Davis Grossfeld, the 1960 US Olympic gymnast, is just over five feet tall. Yet fitness tests at the University of Illinois revealed that she was as strong as the average male college athlete. So strength is relative, often misleading and frequently irrelevant in comparison to skill.

- 3 Other so-called disadvantages women have to put up with are smaller hearts, higher pulse rates, smaller lung capacity, lower aggressive instincts, bad spatial orientation, and more body fat — all of which supposedly combine to give them less endurance.
- 4 First of all, taking on this impressive list in order, women's smaller hearts can work relatively harder than men's without any ill effects. At the Penn State conference, medical researchers reported that a pulse of 200 could be attained without risk in a fifteen-year-old girl, while adult women athletes can reach 180 easily during exertion — about 20 beats faster than a man.
- 5 Going on to the lungs, we find that the average adult male has a 30 per cent greater “aerobic capacity” or “vital capacity” (the volume of air that can be exhaled from the lungs after breathing in deeply) than the average woman. This is partly because men, being bigger, have bigger lungs, partly because the statistics are arranged to favor men. There have been no large-scale studies done on female respiration.
- 6 As for aggression, men apparently do have a natural edge here. Studies of infant male primates and little boys indicate that males play rougher and show a greater preference for bruising physical contact than do female apes and little girls. On the other hand, little boys are encouraged from infancy to be aggressive and little girls are punished for displays of aggressiveness; so it's hard to know where to draw the line.
- 7 Most women have more body fat than men. And where fat exists, muscle obviously doesn't. Conditioning has a lot to do with this, of course, but even physically active women do have more fat than men. In some areas of athletics — endurance swimming, for instance — a little extra fat can be an advantage, providing warmth and buoyancy. But when a woman is in top form, the extra fat doesn't affect her performance at all, in any sport.

- 8 Another difference between the sexes is spatial orientation. Men are supposedly better at orienting themselves in space — at “keeping their eye on the ball”, using their own physical position as a reference point to activity around them.
- 9 Women tend to use peripheral objects as points of reference and are easily distracted by visual stimuli. Men, for instance, can pick a figure out of a complex pattern more readily than women. Perhaps, it has been suggested, this is like prehistoric times when life depended on a man’s ability to keep his eye on a deer running in the bushes. More likely, it’s a psychological difference, resulting from greater self-confidence on the part of men.
- 10 When it comes to endurance, men, because of their greater strength and lung capacity, supposedly become exhausted less quickly than women. “Look at all the male long-distance runners that women haven’t begun to catch up to,” we’re often told. But there are many more men than women running marathons, and in the Olympics women haven’t been allowed to run more than 1,500 meters until recently, so this evidence is only relative. Furthermore, women have greater tolerance for fatigue, which tends to even things out.
- 11 It seems clear from these examples that differences in reaction time, muscle mass, bones, hearts, lungs, endurance, strength, spatial orientation, and body fat — when they exist — don’t necessarily make much of a difference where relative performance is concerned.

### New Words and Expressions

1. <b>barrier</b> /'bærɪə/	<i>n.</i>	something placed in the way 障碍
2. <b>equality</b> /ɪ'kwɒlətɪ/	<i>n.</i>	the state of being equal 平等
3. <b>unfit</b> /ʌn'fɪt/	<i>a.</i>	not suitable 不合适
4. <b>contact</b> /'kɒntækt/	<i>n.</i>	a state in which two people touch each other ( 躯体 ) 接触
5. <b>petite</b> /pə'ti:t/	<i>a.</i>	(a woman) being short and slender 娇小的
6. <b>build</b> /bɪld/	<i>n.</i>	shape and size (of human body) 体格
7. <b>gymnast</b> /'dʒɪmnæst/	<i>n.</i>	a person who is good at doing skilled and controlled bodily exercises 体操运动员
8. <b>belie</b> /brɪ'laɪ/	<i>v.</i>	to give a wrong or false idea of (sth.) 给人假象



9. pulse /pʌls/	<i>n.</i>	the regular beat of one's heart 脉搏
10. rate /reɪt/	<i>n.</i>	frequency 频率
11. capacity /kə'pæsɪtɪ/	<i>n.</i>	ability to hold things 容量
12. aggressive /ə'ɡresɪv/	<i>a.</i>	determining to succeed 有进取心的 aggression <i>n.</i> 进取心
13. instinct /'ɪnstɪŋkt/	<i>n.</i>	a natural tendency to do something 本能
14. spatial /'speɪʃəl/	<i>a.</i>	concerning space 空间的
15. endurance /ɪn'dʒərəns/	<i>n.</i>	physical or mental strength to continue doing something under difficulties or pain 忍耐
16. attain /ə'teɪn/	<i>v.</i>	to gain as an objective; achieve 达到; 取得
17. exertion /ɪg'zɜːʃən/	<i>n.</i>	a great effort 极大的努力
18. aerobic /ɛə'rəʊbɪk/	<i>a.</i>	taking in oxygen 有氧的
19. vital /'vaɪtl/	<i>a.</i>	necessary for keeping alive, very important 生命必需的; 极其重要的
20. exhale /eks'heɪl/	<i>v.</i>	to breathe air out of one's lungs 呼气
21. favor /'feɪvə/	<i>v.</i>	to show a preference for (sb./sth.) 偏爱
22. respiration /ˌrespɪ'reɪʃən/	<i>n.</i>	breathing 呼吸
23. primate /'praɪmeɪt/	<i>n.</i>	a member of the most developed group of mammals 灵长类(动物)
24. buoyancy /'bɔɪənsɪ/	<i>n.</i>	tendency to float 浮力
25. orientation /ˌɔrɪən'teɪʃən/	<i>n.</i>	an ability to find out one's position in space 定向
26. reference /'refərəns/	<i>n.</i>	relation or connection with somebody or something 参照
27. peripheral /pə'rɪfərəl/	<i>a.</i>	of secondary or minor importance 次要的
28. distract /dɪs'trækt/	<i>v.</i>	to take one's mind off something 分散注意力
29. stimulus /'stɪmjʊ:ləs/	<i>n.</i>	a thing that produces a reaction in living things 刺激(物)
30. prehistoric /prɪ'hɪstɔrɪk/	<i>a.</i>	of a time before recorded history 史前的
31. tolerance /'tɒlərəns/	<i>n.</i>	the ability to stand pain or hardship, etc. 忍耐
32. fatigue /fə'tiːɡ/	<i>n.</i>	great tiredness 极度的疲劳

\* \* \* \* \*

- |  |  |
|--|--|
| 1. keep fit                            | to remain healthy 保持健康   |
| 2. in comparison to                    | compared with 比较   |
| 3. put up with                         | to suffer or bear patiently 忍受   |
| 4. take on                             | to begin to deal with 开始处理   |
| 5. in order                            | (arrange things) one after another systematically 按次序                  |
| 6. have an edge                        | to have an advantage 有优势   |
| 7. draw the line                       | to set a limit 划定界限; to tell the exact difference (between ...) 区分     |
| 8. have a lot to do with               | to be greatly related to 与……密切相关                                       |
| 9. in top form                         | in the best physical conditions 处于最佳状态                                 |
| 10. pick ... out of                    | to recognize (sb./sth.) among a group 在……中找出……                         |
| 11. result from                        | to be caused by 由……而引起   |
| 12. on the part of                     | as far as (sth./sb.) is concerned 就……而言                                |
| 13. catch up to/with                   | to overtake 赶上   |
| 14. tend to do                         | to have a natural likelihood of doing (sth.) 倾向于做……                    |
| 15. even ... out                       | to make equal 使……平均  |
| 16. go on to do (sth.)                 | to do (sth.) else (after one has finished doing sth.) (做好某事后)接着做另一件事   |
| 17. keep one's eye on (sth.)           | to keep one's attention to (sth.) around sb. 留神                        |
| 18. point of reference                 | something which one uses to help one understand a situation 参照标准; 参照依据 |
| 19. make a/no difference (to sb./sth.) | to have an/no effect (on sb./sth.) 有些/没有……影响                           |

## Notes

1. **athletic equality**: the state of being equally strong at sports
2. **contact sport**: any of the sports in which the participants tend to have violent physical contacts with each other, such as in American football or rugby

3. **Men are, on average, a third stronger than women:** It is generally true that a man's strength is about one third stronger than that of a woman. For example, if a woman can lift 30 kilograms, a man can lift 40 kilograms.
4. **University of Illinois:** University of Illinois is an institution of higher learning with a relatively long history. It was established in 1867. Illinois (伊利诺州) is one of the 50 states of USA, located in the central part of the country.
5. **So strength is relative, often ... in comparison to skill:** In sports, people often have the wrong opinion that strength is the only factor to win the game, but this is a misconception. The importance of strength in sports is limited and sometimes skill is much more important than strength.
6. **spatial orientation:** an ability to find out one's position, size and shapes in a certain place 空间定向能力
7. **... taking on this impressive list in order:** beginning to deal with this striking list one by one
8. **Penn State Conference:** a conference held in the State of Pennsylvania (宾夕法尼亚州)
9. **aerobic capacity:** vital capacity 肺活量
10. **play rougher:** to play in a more violent and aggressive way
11. **Where fat exists, muscle obviously doesn't:** If a person has more fat, he/she may have less muscle.
12. **Conditioning has a lot to do with this:** Training has much effect on body fat.  
conditioning: the way in which people are trained
13. **Women tend to use peripheral objects as points of reference:** Women are likely to use objects of minor or less importance as something to help them understand a situation. For example, if a woman walks into a room, she may notice all people around, but if a man walks into a room, he may identify the important people immediately.
14. **Women haven't been allowed to run ... until recently:** It was not until 1975 that women were allowed to take part in the 1,500-meter run in the Olympic Games.
15. **reaction time:** the time needed to make a prompt response

## Exercises

### 1 Read the text carefully again and discuss the following questions.

1. Why do most people think that women are unfit to compete with men in any contact sport?
2. What is quoted as evidence of barriers to athletic equality?
3. Who is Muriel Davis Grossfeld?
4. What did fitness tests at the University of Illinois reveal?
5. What disadvantages are mentioned in the text which supposedly combine to give women less endurance?

6. How does the author explain the fact that the average adult male has a 30% greater “aerobic capacity” than the average woman?
7. What do studies of infant male primates and little boys indicate?
8. Why can a little extra fat be an advantage in endurance swimming?
9. What is the author’s explanation of men’s better spatial orientation?
10. What is the author’s point of view of the differences between men and women?

II Choose the best answer to complete the following sentences.

1. The text mainly tells us .
  - a. the physical differences between men and women
  - b. the intellectual differences between men and women
  - c. men’s advantages over women
  - d. women’s advantages over men
2. From the text, we can conclude .
  - a. men are so much stronger than women that women can’t compete with men in any sport
  - b. if women and men had the same opportunities to keep fit, they would have the same strength
  - c. male athletes have been the subjects of more research than female athletes
  - d. women are more suited to some sports than others
3. The difference between men and women in  is NOT discussed in detail in the text.
  - a. strength
  - b. reaction time
  - c. vital capacity
  - d. body fat
4. Compared with men, women .
  - a. are too weak to compete with men in any sports
  - b. can exhale a greater volume of air after breathing deeply
  - c. become exhausted more quickly
  - d. generally are more easily distracted by peripheral objects
5. According to the text, it is NOT true that .
  - a. a little extra body fat can be an advantage to endurance swimmers
  - b. in the Olympics women are not allowed to run more than 1,500 meters
  - c. little boys have a preference for rough physical contacts
  - d. little girls are more likely to be punished for displays of aggressiveness

III Give the English words according to the meanings provided.

1. .... something placed in the way
2. .... a natural tendency to do something

3. .... great tiredness
4. .... ability to hold things
5. .... physical or mental strength to continue doing something under difficulties or pain
6. .... not suitable
7. .... a state in which two people touch each other
8. .... body development or structure
9. .... to show a preference for somebody
10. .... to take one's mind off something
11. .... a thing that produces a reaction in living things
12. .... to cause a purple or brown mark to appear on one's skin by hitting or a fall

IV Put the following words or expressions from the text in the blanks to complete the sentences.

take on	attain	has a lot to do with	be suited to
even out	buoyancy	tolerance	have an edge
in order	vital	keep one's eye on	on the part of
catch up with	instinct	exertion	

1. She ..... on the other students in speaking English because she spent a whole school year in England.
2. In spite of his small income, Henry made his best ..... to accumulate wealth.
3. Oil floats on water because it has more ..... than water.
4. As winter approaches, most migrating birds fly south by .....
5. With the recent promotion, the young man ..... greater responsibilities.
6. Even if you are a student of average intelligence, you can still ..... success in your studies through hard work.
7. Please ..... my suitcase while I go to inquire about flights to London.
8. There are many serious health hazards which ..... smoking and alcoholism.
9. After riding as fast as he could for a couple of minutes, the cyclist stopped, allowing the other teammates ..... him.
10. If Jane would do some of Mary's typing, that would ..... the work .....
11. After a serious of discussion, the board reached the consensus that Mr. Peterson ..... more ..... the position of financial administrator than Mr. Davis.
12. The school encourages an attitude of ..... towards all people.

13. Due to the lack of teaching experience, the young teacher found it hard to keep her class .....
14. The education of all people is ..... to the sustainable development of our country.
15. There was no further hesitation, at least ..... the school district superintendent, as to what was to be done to improve local education.

✓ Rewrite the following sentences and replace the underlined parts with appropriate words or phrases from the text.

1. It is easy to recognize Bob's father in the crowd because he is taller than the others.  
.....  
.....
2. They made his payments equal over the whole year.  
.....  
.....
3. Sometimes, it is hard to tell the exact difference between similar things.  
.....  
.....
4. When an athlete reaches the age of 30, he will no longer be in the best physical conditions.  
.....  
.....
5. The middle-aged woman has many troubles to bear in her life.  
.....  
.....
6. His illness was the result of his smoking and drinking.  
.....  
.....

## >>>>>> Post-reading

### Discussion & Case Study Differences Between Men and Women

#### Task 1 Work in pairs.

Discuss with your partner and complete the following table with the information from the text.

**Differences Between Men and Women**

Differences	Men	Women
Strength	on average, (a third) stronger	Given opportunities, the strength gap would narrow considerably; some sportswomen are as strong as male athletes.

(Continued)

Differences	Men	Women
Muscle mass		
Heart		
Pulse rates		
Lung capacity		
Aggressive instinct		
Body fat		
Spatial orientation		
Endurance		
Final conclusion:		

### Task 2 Work in groups.

Study the single-sex education case carefully and give your feelings about the practice.

- ❖ How do you like the idea of going to an all-girl or all-boy school?
- ❖ Who, the boy or the girl, tends to benefit more from same-sex education?
- ❖ Which subjects are better to be taught in a mixed-gender or separate-sex classroom?
- ❖ In what ways do the single-sex classes boost or inhibit student achievement at school?
- ❖ ...

### School Sees Plus in Splitting up Students by Gender

By summer, staff members at St. Alphonsus Parish School had stripped the name plaques ( 铭碑 ) on the classrooms and replaced them with signs such as “Fifth & Sixth Grade Boys” and “Seventh & Eighth Grade Girls,” signifying that a new era was about to start.

After nearly a century of being a coed elementary and middle school, St. Alphonsus this school year split up its older students in class by gender, believing that boys would show off less, girls would be less distracted and both genders would do better academically as a result.

“They do not need the pressure of dating or competing with the opposite sex,” said Principal Robert Scripko, who introduced the concept and got backing from

parents and the parish.

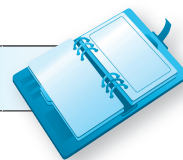
He said he's noticed a change among girls who were once quiet in the classroom.

"Now, they are raising their hands in class. They are feeling more comfortable among the girls and are given an opportunity to participate more."

And the boys, he thinks, are more focused on their work.

A practice usually associated with private schools, single-sex class has become a growing phenomenon in public schools in the recent years, education experts said. Schools that embraced the single-sex concept think boys and girls learn differently. Putting boys and girls in separate classes improves class performance and boosts student achievement.

## Reading II



### >>>>>> Text

#### Male and Female

- 1 In early childhood, girls' and boys' clothes are often identical in cut and fabric, as if in recognition of the fact that their bodies are much alike. But the T-shirts, pull-on slacks and zip jackets intended for boys are usually made in darker colors (especially forest green, navy, red and brown) and printed with designs involving sports, transportation and cute wild animals. Girls' clothes are made in paler colors (especially pink, yellow and green) and decorated with flowers and cute domestic animals. The suggestion is that the boy will play vigorously and travel over long distances; the girl will stay home and nurture plants and small mammals. Alternatively, these designs may symbolize their wearers: the boy is a lovely bear or a smiling tiger, the girl a flower or a kitten. There is also a tendency for boys' clothes to be fullest at the shoulders and girls' at the hips, anticipating their adult figures. Boys' and men's garments also emphasize the shoulders with horizontal stripes. Girls' and women's garments emphasize the hips and rear through the strategic placement of gathers and trimmings.
- 2 Even for children, dress-up clothing tends to be sex-typed in shape as well as in color and decoration.



By adolescence, most of what we wear incorporates traditional male or female indicators: among them, for men, the garment that fastens to the right and the classic jacket, shirt and tie; for women, the garment that fastens to the left, ruffles and bows, high-heeled shoes and the skirt in all its forms.

- 3 Male clothing has always been designed to suggest physical and/or social dominance. Traditionally, the qualities that make a man attractive are size and muscular strength. In the past this preference was practical: most men were farmers, hunters or warriors, and the woman who attached herself to a big, strong man had a better chance of survival. Men's garments therefore tended to enlarge the body through the use of strong colors and bulky materials, and to emphasize angularity with rectangular shapes and sharp points. They suggested or called attention to well-developed leg, shoulder and arm muscles by means of tight hose, trousers and jackets; and they increased the width of shoulders and chest with padding.
- 4 The modern sack suit, on the other hand, though often dark and always rectangular in cut, suppresses or conceals all the features that are supposed to constitute male beauty: broad shoulders, slim waist and hips, flat stomach and well-muscled legs. But, as pointed out earlier, for a man who lacks these attributes the sack suit is flattering. If it is well-cut, it can hide a sunken chest or a small pot. And whether a man is athletically built or not, it diverts attention from his physical qualifications and focuses attention on his economic and social status. The sack suit is a middle-class indicator, and in a world in which class membership is a safer guarantee of prosperity than pure brawn, an expensive version may have considerable erotic charm, especially for women who are looking for husbands rather than lovers.
- 5 Female costume, during most of modern European history, was designed to suggest successful maternity. It emphasized rounded contours and rich, soft materials, and tended to center interest on the breasts and stomach. Energy, strength and health were regarded as attractive, and they were expressed through bright, glowing colors and full-cut gowns with strong, sweeping curves that often accommodated and flattered the pregnant woman. Such clothes can be seen in many paintings of the Renaissance and Baroque period, and (in a somewhat more refined form) in those of the Rococo.

## Notes

1. **cut**: the style in which clothes are made (服装的式样或款式)
2. **in recognition of**: accepting the fact that something exists or is true

### 3. special terms for clothing:

- 1) **pull-on**: (a garment) that is loose-fitting and is designed to be easily pulled on without any fastening 无扣套衫
- 2) **slacks**: loose trousers 宽松裤
- 3) **zip jacket**: 拉链式夹克衫
- 4) **garment**: an article of clothing 衣服
- 5) **gathers**: small folds and pleats produced by pulling the thread together (褶子)
- 6) **ruffles**: small folds made or sewn as a decoration round the edge of something, especially at the neck or wrist of a garment 饰边,褶边,褶饰
- 7) **bows**: a knot formed by doubling a string or cord into two curved loops, and used for decoration in the hair or in tying shoelaces, etc. 蝴蝶结
- 8) **high-heeled shoes**: women's shoes that are raised very high at the back; shoes with high heels 高跟鞋
- 9) **sack suit**: ordinary men's suit consisting of the classic jacket, shirt, tie and trousers
4. **navy**: also navy blue, a very dark blue color
5. **cute**: attractive in an amusing or interesting way
6. **nurture**: to give care, food and protection while something or somebody is growing and developing; take care of
7. **mammal**: a type of animal which is fed when young on milk from the mother's body 哺乳动物
8. **rear**: the part of the body on which one sits; buttocks 臀部
9. ... **through the strategic placement of gathers and trimmings**: through the planned arrangement of fringes (边缘) such as gathers (折褶) and trimmings (装饰物)  
**strategic**: useful or right for fulfilling a particular purpose or achieving what one wants
10. **adolescence**: the period of one's life in which one develops from being a child into being an adult, usually the period between 13 and 16
11. **strong colors**: bright and intense colors that have powerful effect on the mind or senses
12. ... **and to emphasize angularity with rectangular shapes and sharp points**: Angles in clothes can display the toughness and the strength of male body, so rectangular shapes and sharp points are used to emphasize these traits of men.  
**angularity**: the shape of something which is not rounded, with the bones being able to be seen clearly  
**rectangular**: in the shape of a rectangle, with four straight sides forming four right angles 矩形的,长方形的
13. ... **in a world in which class membership is a safer guarantee of prosperity than pure brawn, an**

expensive version may have considerable erotic charm ...: Since the society values one's social status rather than one's physical strength, expensive clothes may make men very attractive to women, especially to those who are looking for a rich husband.

**guarantee:** a firm promise; a kind of certainty that something will happen or something is true

Class membership refers to one's social status, while pure brawn indicates one's physical strength.

An expensive version stands for an expensive style of clothing which can mark out the social status of the wearer.

**erotic charm:** a kind of charm which produces sexual love and desire

14. **costume:** the clothes worn by people at a particular period in history or in a particular country

15. **maternity:** the state of being a mother 母性

16. **full-cut gowns:** clothes with loose, wide folds which emphasize the roundness of the female body.

17. **pregnant:** having an unborn child or baby in the body

18. **Renaissance:** the humanistic revival of classical art, architecture, literature and learning which originated in Italy in the 14th century and later spread throughout Europe 文艺复兴

19. **Baroque:** An era and extremely elaborate and ornate artistic style in art history occurring from 1600–1750, whose art and architecture are characterized by theatrical effects, high drama, tension, movement, intense lighting, extravagance, and above all, appealing to the senses. The Baroque style was known in the visual arts, architecture, literature, music and drama. It reached its peak in Spanish America in the 18th century. 巴洛克

20. **Rococo:** a style of design, painting, and architecture that was popular in Europe in the first three quarters of the 18th century. Rococo architecture and furnishings emphasized ornate but small-scale and detailed decoration, curvilinear forms, and pastel colors. Rococo painting has a playful, light-hearted romantic quality and often pictures the aristocracy at leisure. The Rococo style is often considered the last stage of the Baroque. 洛可可

## Exercises

### I Comprehension: True/False/Not Mentioned.

1. Judged by the clothes they wear, one is not easy to identify a little boy from a little girl in their early childhood. ☐
2. In terms of the colors of their clothes, girls are fond of bright colors and flowers, whereas boys would prefer clothes of pale colors. ☐
3. In order to emphasize boys' broader shoulders and muscular build, people tend to use strong colors and wild animals in the boys' clothes. ☐

4. Traditional men's garments have buttons on the left.
5. The reason why men's clothes were designed to emphasize strength is that women used to prefer stronger men for the sake of their own survival.
6. Physical strength is the symbol of social dominance.
7. Tight hose was once the fashion of men because it could bring out some of the perfect points of the male figure.
8. The modern sack suit does not befit a man of athletic build, so it is not as well received as traditional sack suit.
9. Men's physical beauty is becoming less important than their economic and social status in the modern world.
10. To be pregnant is one way by which women could show their charming aspect as a female, so full-cut gowns were once accepted by women in Europe.

## II Discussion Questions.

1. How do costumes of different sexes reflect their images?
2. Are there any variations between costumes several hundred years ago and those at present?
3. Do you think the clothing of modern professional women is much different from that of traditional women? What is the significance of these changes?

## III Vocabulary: Guess the meaning of the following underlined words from the text.

1. This delicate fabric is especially good for lady's dress. 
  - a. cloth
  - b. color
  - c. structure
  - d. build
2. Anticipating the arrival of their relatives, the family purchased on Saturday a variety of commodities. 
  - a. Thinking of
  - b. Expecting
  - c. Waiting for
  - d. Knowing
3. The girls valued highly their chance to take part in ballroom dancing, so they were all in their dress-up clothing. 
  - a. formal clothing
  - b. outer garments
  - c. well-tailored clothing
  - d. homemade clothing
4. Incomes from the previous sales in this district have already been incorporated in the account. 
  - a. reflected
  - b. implied
  - c. combined
  - d. included

- IV Translate the following sentences into English, using the expressions in the parentheses.

- 019

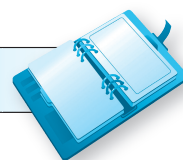
## V Cloze.

## Village Women

The women play a great part in village politics. They do a lot of the .....1..... and if their men hold trade-union .....2..... or party positions, they will do all the writing .....3..... them. The women are .....4..... because it is .....5..... who spend the wages. A man will take his wage and think it fair enough but his wife will have a weekly experience of how .....6..... it is. She soon comes to understand that it is this constant just-too-little money which must always keep the family .....7..... The Women's Institute has educated the village women. Women like organizations. They like committees for this and sub-committees for that. They don't care what they say to each other when they are .....8..... a committee and when they come to a unanimous .....9..... about something — it has to be done! The women never lost their .....10..... during the bad days as the men .....11..... The men were beaten because the farms took every ounce of their .....12..... strength and, as they had no great mental strength because of lack of education, they were left with nothing. Their physical strength was their pride and as soon as it was gone they became .....13..... It was the farm versus their bodies, and the farm always won. The farms used to swallow up men as they swallowed up muck and the men realized this quite early in their lives. Things are .....14..... now, of course, but there is a legacy of beaten men in the Suffolk villages. Some of these men are surprisingly young. You don't find women in this condition, no matter how hard their lives .....15.....

- |                     |                    |                    |                  |
|---------------------|--------------------|--------------------|------------------|
| 1. a. selling       | b. purchasing      | c. organizing      | d. chatting      |
| 2. a. officers      | b. officials       | c. offices         | d. places        |
| 3. a. to            | b. in              | c. with            | d. for           |
| 4. a. political     | b. politics        | c. politician      | d. politicized   |
| 5. a. them          | b. they            | c. themselves      | d. men           |
| 6. a. dull          | b. satisfactory    | c. inadequate      | d. happy         |
| 7. a. moving        | b. alive           | c. contented       | d. static        |
| 8. a. in            | b. on              | c. at              | d. with          |
| 9. a. decision      | b. resolution      | c. destination     | d. agreement     |
| 10. a. reliance     | b. interdependence | c. integrity       | d. individuality |
| 11. a. did          | b. were            | c. would           | d. could         |
| 12. a. intellectual | b. mental          | c. spiritual       | d. physical      |
| 13. a. shy          | b. timid           | c. coward          | d. useless       |
| 14. a. the same     | b. similar         | c. different       | d. unique        |
| 15. a. will be      | b. have been       | c. are about to be | d. would be      |

## Extended Activities



### Function and Structure: Expressing Comparison and Generalization

Practise the following expressions with your partner and then complete the tasks as required.

Comparison & Generalization	Sample Sentences
<b>Making comparisons</b>	<p><i>This book is (not) as/ so interesting as that one.</i></p> <p><i>I find his first book more exciting.</i></p> <p><i>Project A is/ comes off better than project B because it takes less time to complete.</i></p> <p><i>Travelling by train has an advantage over travelling by air in that the former costs less than the latter.</i></p> <p><i>The (main) difference/ One of the differences between the two cities is that Suzhou has a much longer history than Shenzhen.</i></p> <p><i>Mary differs/ varies from her twin sister in that she is more patient.</i></p> <p><i>There is no comparison between lobsters and eels.</i></p> <p><i>My assessment is that these products are superior/ inferior to those.</i></p>
<b>Making generalizations</b>	<p><i>There's a tendency for young men to wear long hair.</i></p> <p><i>English people have a tendency to drink a lot of tea.</i></p> <p><i>I'm inclined to get very nervous when speaking in public.</i></p> <p><i>Girls tend/ incline to be self-conscious.</i></p> <p><i>Youngsters seem/ appear to be very rebellious nowadays.</i></p> <p><i>In most cases/ In the vast majority of cases/ Generally (speaking)/ By and large/ On the whole, women are more sensitive than men.</i></p>

1. Make the following into statements of comparisons or generalizations.

1. *The Times* / differs/ *the Sun*/ *The Times*/ more serious

2. The main difference/ Chinese food/ Japanese food/ Chinese food/ richer

3. Jean/ an advantage/ Joan/ speak three languages  
.....
4. Public school/ come off/ better/ state school/ more money/ better teaching staff  
.....
5. Travelling by car/ not so good to your health/ travelling by bike/ you get more exercise  
.....
6. There/ no comparison / fresh fruit / tinned fruit / far more delicious  
.....
7. There/ tendency/ people/ come to work by car  
.....
8. Children tend/ like/ chocolate/ ice-cream  
.....
9. In/ majority/ cases/ historic buildings/ preserve/ by the local government  
.....
10. Very intelligent children/ inclined/ bored at school  
.....
11. Most people/ to choose holidays/ differ/ their daily routine  
.....
12. Generally/ women/ more careful/ men  
.....

II Make dialogues with your partner according to the situations given. Pay special attention to the expressions of making comparisons and generalizations.

1. Making comparisons between good manners and bad manners in America and Japan.
2. Making comparisons between the advantages and disadvantages of travelling by air and by train.
3. Making comparisons between day school and boarding school.
4. Making generalizations about your friends' attitude towards women's liberation movement.
5. Making generalizations about Chinese people and the way of life in China.
6. Making generalizations about the rapid development of technology and its effect on people's life.



## Special Use: Subject and Verb Agreement (3)

### Fill in the blanks with the proper form of verbs in the brackets.

1. Not only the mayor but also the city council members ..... (oppose, opposes) the new act.
2. Much pumping and much repairing of machinery ..... (is, are) required.
3. That we must open up new markets ..... (are, is) inevitable.
4. Every bank and savings institution ..... (offers, offer) a variety of inducements to the investor.
5. He is the only one of the children who often ..... (speaks, speak) ill of others.
6. .... (Is, Are) you or he to blame?
7. To work to live and to live to work ..... (is, are) totally different attitudes towards life.
8. Neither my gloves nor my hat ..... (goes, go) with this dress.
9. What she likes ..... (is, are) a mystery.
10. Each owner and tenant ..... (have, has) been given a copy.
11. What I need from you ..... (is, are) just some promises.
12. A clerk and secretary ..... (is, are) needed in my office.
13. I, who ..... (is, am) your friend, will help you when you are in trouble.
14. Either the strikers or the boss ..... (have, has) misunderstood the claim.
15. Whether we should set up a committee and who will be in charge of it ..... (is, are) still in discussion.
16. This is one of the best books that ..... (has, have) been published.
17. Secondary and higher education ..... (is, are) two different educational systems.
18. It is my parents who ..... (is, are) waiting for me.
19. Either the college trustees or the college president ..... (is, are) responsible for setting the policy.
20. You, not he, ..... (is, are) to be selected.
21. There ..... (is, are) a pen and two books on the desk.
22. All work and no play ..... (make, makes) Jack a dull boy.
23. The master along with his servants ..... (was, were) walking along the river.
24. Neither my traveler's check nor the money sent by my parents ..... (was, were) sufficient to pay for the plane ticket.

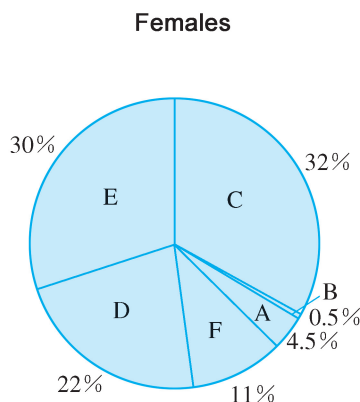
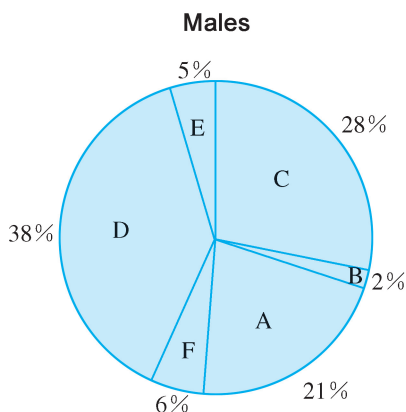
25. The teacher, as well as a number of students, ..... (were, was) asked to attend the party.

II Underline the errors in agreement between subject and verb and then correct them. If there is no error, write none at the end of the sentence.

1. Neither the prices nor the quality have changed.
2. We've been informed that checks or cash are accepted.
3. The general manager, rather than the district managers, are to be blamed for the loss of the business deal.
4. He is the only one of those employees who is willing to overwork on weekends.
5. The secretary and treasurer is to be responsible for the job.
6. Every man and woman are asked to contribute.
7. What surprised us most were that the businessman now couldn't pay for a meal at the expensive restaurant.
8. It's you who are to carry out the plan.
9. To most westerners, bread and butter are preferred to cakes.
10. The bank as well as all the surrounding buildings are electricity cut.

## e Practical Reading: Pie Graphs

I Read the following two pie graphs about employment in Great Britain, and then do the exercises.



### Employment in Great Britain

#### Manual

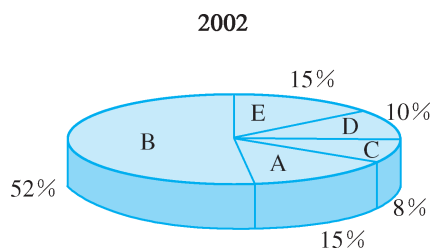
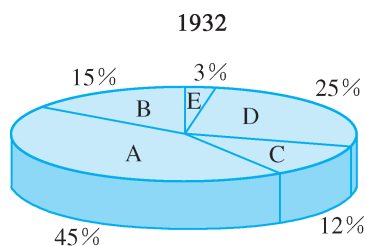
- A Craft or Similar
- B General laborers
- C Other manual

#### Non-manual

- D Managerial and Professional
- E Clerical and related
- F Other non-manual

- The number of females who do clerical and other related jobs is  larger than that of males.
  - twice
  - three times
  - four times
  - five times
- More males than females in Great Britain are engaged in the following occupations EXCEPT .
  - secretary
  - lawyer
  - sportsman
  - manager
- Women taking other manual work are almost three times as many as those taking  work.
  - professional
  - physical
  - research
  - other non-manual
- The number of skilled male workers is  that of unskilled male workers.
  - one third larger than
  - almost the same as
  - three percent less than
  - as large as
- It can be inferred from the two pie graphs above that .
  - women are on a completely equal footing with men
  - women are free to choose their own careers
  - many more men than women take up jobs needing special skills with the hands
  - the hand that rocks the cradle rules the world

- II Read the following two graphs about the comparative workforce distribution in Great Britain in 1932 and 2002, and then do the multiple-choice exercises.



A Industry

B Services

C Agriculture and fishing

D Unemployment

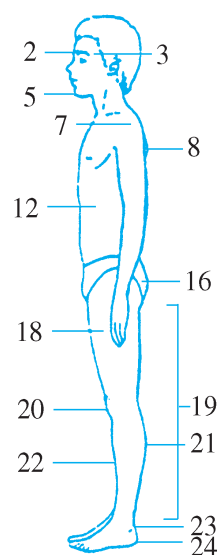
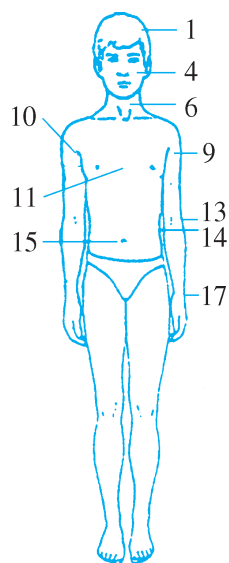
E Government

**Comparative Workforce Distribution  
in Great Britain, 1932 and 2002**

1. From the two graphs we can see clearly that there is an increasing percentage of  in Great Britain in 2002.
  - a. industry
  - b. agriculture
  - c. government
  - d. fishing
2. It can be inferred that .
  - a. there was a growing trend towards services in 2002
  - b. people were not intelligent enough to realize the importance of services in 1932
  - c. services were looked down upon by working people all over Europe in the past
  - d. the catering, tourist and entertainment industries take up 70 percent of services
3. Compared with the employment situations in 1932,  in 2002.
  - a. more workers were laid off
  - b. joblessness was still on the rise
  - c. people hopped from job to job
  - d. British people could find more job opportunities
4. The two graphs above indicate that people taking jobs in industry in 1932 are  as many as those in 2002.
  - a. twice
  - b. three times
  - c. four times
  - d. five times
5. Among the nation's workforce in 2002, people engaged in agriculture and fishing are  less than those in 1932.
  - a. one half
  - b. one third
  - c. one fourth
  - d. one fifth

# Additional Vocabulary

Look at the following pictures about the human body. Then match the English words below with the numbers in the pictures and write out their Chinese equivalents in the blanks.



brow .....  
 stomach .....  
 waist .....  
 temple .....  
 leg .....  
 neck .....  
 thigh .....  
 elbow .....

navel .....  
 knee .....  
 shoulder .....  
 cheek .....  
 wrist .....  
 heel .....  
 ankle .....  
 hair .....

chin .....  
 arm .....  
 armpit .....  
 buttocks .....  
 shin .....  
 calf .....  
 back .....  
 chest .....



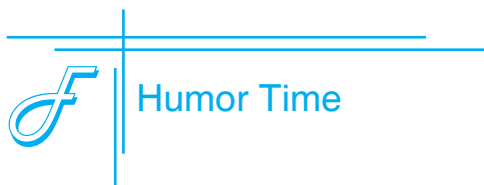
### Discrimination at Work

If someone such as an employer treats someone differently from someone else in the same situation, they discriminate against them. People who suffer discrimination are discriminated against.

People discriminated against on the grounds of their race are victims of racial discrimination, people (usually women) discriminated against because of their sex suffer from sexual discrimination and those discriminated against because of their age are victims of ageism (年龄歧视).

In cases of sexual harassment (性骚扰), people (again usually women) are victims of unwanted sexual advances by their colleagues or bosses. People in this situation complain of being sexually harassed.

Complaints about discrimination and other injustices at work are called grievance. An employee may take or bring their grievance to a tribunal (特别法庭), which during its hearing (sessions), arbitrates (进行仲裁) and proposes a settlement: an agreement that both employer and employee accept. Sometimes the settlement, especially in the US, includes a condition called a golden muzzle ( [动物的] 口套 ) that prevents both sides from commenting on it.



This middle-aged couple had played golf together for most of their married life. One night over the evening meal she asked, "If I die before you, will you get married again?"

Although he was absorbed in the evening newspaper, he muttered, "I guess so."

"Would you play golf with her?"

"I guess so," he mumbled.

"Would you take her to our club?"

"I guess so," he said.

"Surely you wouldn't let her use my clubs?"

"No, of course not. Anyway, she's left-handed!"

**Comprehension Question:**

The husband's reply to his wife showed that .

- a. the husband loved his wife all the time
- b. the husband had a mistress already
- c. the husband would divorce his wife