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新题型

710分

大学英语
六级考试
模拟试题集

CET

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高等教育出版社

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前言

编写依据

2007年教育部颁布了最新版的《大学英语课程教学要求》(以下简称《教学要求》)。《教学要求》指出,大学英语的教学目标是要“培养学生的英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。”新版《教学要求》的颁布与执行标志着我国大学英语教学的发展及改革日趋成熟。

大学英语四、六级考试改革

大学英语四、六级考试是考查我国在校大学生英语能力是否达到《教学要求》的主要手段,是大学英语教学改革的重要组成部分。大学英语四、六级考试改革的目标是更准确地测量我国在校大学生的英语综合应用能力。2004年,大学英语四、六级考试改革项目组和考试委员会在广泛调查研究和论证的基础上开始制定《全国大学英语四、六级考试改革方案(试行)》,并于2005年公布。2005年6月,四、六级考试开始采用新的计分体制和成绩报告方式,同年9月和2006年3月,项目组和考试委员会分别公布了改革后四级和六级考试的样题,2006年6月进行了全国范围的新四级考试试点,12月进行了六级考试试点,并在此基础上完成了对大学英语四级和六级考试大纲的修订。

2013年12月最新大学英语英语四、六级考试题型调整

自2013年12月考次起,全国大学英语四、六级考试委员会对四、六级考试的试卷结构和测试题型进行了局部调整。调整后,四级和六级的试卷结构和测试题型相同。调整后的四级和六级的试卷结构、测试内容、测试题型、分值比例和考试时间如下表所示:

试卷结构	测试内容		测试题型	分值比例	考试时间
写作	写作		短文写作	15%	30分钟
听力理解	听力对话	短对话	多项选择	8%	30分钟
		长对话	多项选择	7%	
	听力短文	短文理解	多项选择	10%	
		短文听写	单词及词组听写	10%	
阅读理解	词汇理解		选词填空	5%	40分钟
	长篇阅读		匹配	10%	
	仔细阅读		多项选择	20%	
翻译	汉译英		段落翻译	15%	30分钟
总计				100%	130分钟

从以上表格我们可以清楚地看到,此次改革主要涉及听力、阅读和翻译三个部分,考试总时间由125分钟延长至130分钟。总体来说,改革的幅度较大,考试难度也有一定程度的提高。具体来看,考试题型的新变化包括:

1. 单词及词组听写

原复合式听写调整为单词及词组听写,短文长度及难度不变。要求在听懂短文的基础上,用所听到的原文填写空缺的单词或词组。短文播放三遍,播放的语速可能变快,句与句之间的间隔时间可能会缩短。

2. 选词填空

在此次改革中,六级考试取消了简答题这种考查形式,只保留和四级考试相同的选词填空,从形式上完成了和四级考试的统一。

3. 长篇阅读

长篇阅读是本次六级考试改革中出现的新的考查形式,它改变了原来快速阅读和仔细阅读前后分开的现象,完成了对阅读部分考查的统一。新的长篇阅读设置的10个句子并不是按照篇章的行文顺序排列的,且篇章共计15个段落左右,可见至少有5段为干扰段落,阅读量很大。并且根据其考查的匹配段落来看,考查的信息大部分是对原文某句中个别词的简单替换或是对整句的同义转述,也有个别信息是对整个段落的综合概括,这一题型对考生的阅读速度、查询所需信息的能力提出了更高的要求。

4. 翻译

原单句汉译英调整为段落汉译英。翻译内容涉及中国的历史、文化、经济、社会发展等,长度为180~200个汉字,其所占分值比例由原来的5%调整为15%,考试时长由原来的5分钟调整为30分钟。

5. 不再考查完形填空

原完形填空试题所占分值比例全部被转到翻译部分,从试卷来看,只是题型的减少。

编写目的

本书的编写以2013年8月大学英语考委会最新颁布的六级考试试卷结构、测试内容、测试题型等内容为依据,旨在帮助完成大学英语课程的学生熟悉最新改革后的六级考试内容、题型、难易度、解题方法与时间要求,复习、巩固、总结与强化已学的英语语言知识和技能,进一步提高英语综合能力,最终获得理想的考试成绩。

本册六级模拟试卷的内容设计

本册模拟试卷以2011年出版的《大学英语六级考试模拟试题集》为基础,以2013年12月最新考试题型调整为依据,结合参加编写此书的一线教师的教学经验和考试的实际需要编写而成,包括10套模拟试题,每套试题严格按照最新试卷结构、测试内容及测试题型编写。

主要特色

1. 题型设计与2013年12月最新改革要求的大学英语六级考试新题型完全一致。
2. 试卷选材全部出自最新的英语国家的报纸杂志等,题材广泛,语言规范。
3. 每套试卷附有该套试题的录音文字材料及听力试题的参考答案。
4. 长篇阅读、选词填空、仔细阅读和翻译答案均配有详细的解析,写作部分提供标准范文。

5. 听力部分配有录音，由外籍专家朗读，语音标准，声音清晰，完全按照六级听力真题的标准语速朗读。
6. 模拟试题印刷成活页形式，使用方便。使用者可以根据个人的时间安排，每次完成一套试题，切实体验考试的各个环节。

本书是全国教育科学“十一五”规划2010年度教育部重点课题立项的一部分（课题批号：GPA105025），由时真妹教授、齐丽霞副教授担任主编。曹硕讲师、栗红副教授担任副主编。参加编写人员还有：马泽军、钱进、陈丽辉、田素萍。写作部分由马泽军编写；听力部分由时真妹、钱进、曹硕编写；阅读部分由齐丽霞、陈丽辉、田素萍编写；翻译部分由齐丽霞、栗红编写。

由于编者水平有限，本书或存不足之处，还望广大读者不吝指正。

编 者
2014年3月

郑重声明

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Model Test One

Key to Model Test One

Part I Sample Writing

Learn to Resist Temptation

The world is full of temptations. Some people are tempted to make money in an illegal way. Bombarded by clever advertisements, a consumer tends to buy what he or she does not actually need. Students are tempted to indulge themselves in computer games so much that they give up their studies. To pass the exams, they turn to cheating tricks on tests. It seems that all men are tempted and many of the temptations are hard to resist because many people are not trying to discourage the temptation; instead, they yield to it.

Yielding to temptation leads to corruption. In many cases greed for money is the root of evil. We have read many tragic stories about how people become the slaves to temptation. A good citizen turned into a robber because he could not resist gambling. A promising government official ended up in jail because he took bribes from profit-hungry business people at the cost of their bright career. Temptation may ruin a person, a family, or even ruin a company or a government. It's something that we must be always on our guard. If we are determined to stay away from the temptations, we will surely be winners in fighting against them by discouraging the temptations completely.

Part II Listening Comprehension

Section A

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 2. D | 3. B | 4. D | 5. A |
| 6. D | 7. C | 8. D | 9. B | 10. B |
| 11. D | 12. A | 13. C | 14. B | 15. D |

Section B

- | | | | | |
|-------|-------|-------|-------|-------|
| 16. D | 17. B | 18. C | 19. A | 20. A |
| 21. C | 22. C | 23. C | 24. B | 25. D |

Section C

- | | |
|----------------------|------------------|
| 26. exposure to | 27. harbored |
| 28. toasty | 29. symptom |
| 30. propelled into | 31. transmission |
| 32. overwhelming | 33. thereby |
| 34. is stricken with | 35. infectious |

Part III Reading Comprehension

Section A

文章报道了人们对于墨西哥湾石油泄漏的种种担忧。人们担心石油泄漏对生态环境的影响,担心当地经济前景,还担心对自身健康的影响。政府对此设法进行安抚。刊登在《美国医学会》杂志上的一篇文章说,这种大规模的石油泄漏是否对健康有一定的影响还不十分确定。但是人们都知道,石油含有易挥发的有机化合物,接触后会产生呼吸道疾病。

36. [J] 此处需要动词完成句意。bounce back意为“恢复原状”。
37. [E] 动词短语clean up“清理”完成句意。
38. [K] 父母担心石油对孩子们,尤其是对敏感体质的孩子造成影响。sensitive意为“敏感的”。
39. [I] 因为大多数人对石油泄漏所产生的影响表示担忧,因此,政府尽力做些安抚工作。assurance“保证,担保”符合句意。
40. [H] 该句话的意思是:美国食品及药物管理局正在测试海鲜食物,到目前为止还未发现残留毒素的证据。evidence意为“证据”。
41. [A] 此处需要形容词完成语法结构。根据该句话的意思:石油包含危险的化学物质,对人会产生刺激的作用。因此,irritating“刺激的,令人不快的”为正确选项。
42. [C] 根据该句话的意思可知,政府刚刚开始研究石油泄漏所带来的总的危险。total risks意为“总的危险”。
43. [O] exposure to意为“暴露,接触”。注意与exclosure区分。
44. [B] 此处需要副词完成语意。immediately意为“立即,马上”。
45. [G] 此句意为:这些化合物在接触到海面后会迅速挥发。因此evaporate“蒸发、挥发”为正确答案。

Section B

文章详细介绍了澳大利亚网络数学课程的发展概况。对于大多数人来说,数学是比较令人头疼的一门课程。而因特网给学生、家长还有自学人员提供了高质量的网络数学课程。他们根据自身的需要,选择适合他们水平的课程。这些网络数学课程的发展也促进了其他学科网络化课程的发展。

46. [G] 根据G段文章第二句话“...encourages teachers to sign up, and to use the program to

- provide independent evaluation of their students' work", 该数学网络课程鼓励教师注册, 利用该平台独立评估学生的学习情况。
47. [J] J段落第一句话提到 "...for home-schoolers, it provides an opportunity to access first-class educational material, at no cost", 对于在家自学人员, 该网络学习平台给他们提供了一流的免费教育资源。
48. [A] 由A段文章最后一句话可知, 在过去的三十年里, 人们之所以对数学学不好而深感痛苦的原因在于人们没有重视数学的基本原理。
49. [O] 根据O段最后一句话 "...would seem to offer real opportunities, as there are already extensive audio-visual resources available in these areas." 可知, 一些人文社会科学的课程已经有大量的视频音频资源可以利用了。因此, 可以推断出有些课程制作成网络课程是切实可行的。
50. [H] 由H段落第二句话 "If students are absent from school for only a few days, it can mean there are some areas of the course which they have not studied and do not understand." 可知, 学生一旦有几天没上学, 就意味着有些课程没有学到, 并且无法弄懂。
51. [P] P段落提到未来会把一些课程放到网络上。但是, 一些理科课程具有这个潜在的可能性, 而一些人文社会科学的课程则会存在更多的问题。
52. [L] 由L段落第三句话 "Teachers who are going to be absent from school can also set tasks into the future...with each one having a unique 'reveal date'" 可知, 如果教师没上班, 也可以设定学习任务, 即使长时间没上班, 学生们也可以根据制定的任务进行学习。每个人都有一个独一无二的“显示日期”。
53. [D] 由D段落第二句话 "The level of interest in this program is phenomenal, although it has been the subject of little media interest." 可知, 学生、家长及教师对这一网络教学特别感兴趣, 而媒体对此却无动于衷。
54. [I] I段第一句话提到了 "The beauty of Maths Online is that it brings to light those concepts which a student has not understood." 其含义为这一数学网络课程之美在于它能够帮助学生学习那些不懂的数学概念。
55. [N] 由N段落前两句话可知, 成人在该网站上学习数学, 可以自由选择一些在校期间没有弄懂的知识点。

Section C

Passage One

文章阐述了美国正面临着第二次绿色革命, 即农业革命。以往的杂交技术对美国经济产生了巨大的影响, 现在, 为了增加农作物产量, 美国开始将基因工程应用于植物生长中, 并带来了可喜的发展。最后提到了此项新技术可能会对环境和人类健康带来的影响。

56. [C] 文章以大豆为例, 证明美国正在经历又一次的农业革命——人们口中的食物都会因基因工程而发生改变。其中A、B、D都是现象, 而不是这个例子要说明的问题, 所以选择C。
57. [D] 文章第三段中讲述了美国第一次绿色革命的过程, 首先就是科学家们开展了杂交技术, 提高了产量, 然后, 农民们又采用了化肥、杀虫剂等手段, 都是为了提高生产率, 因此选择D。
58. [B] 第一次和第二次农业革命的最主要差别就是技术上的差别, 这从文章的第四段可以看出——一个是杂交技术, 另一个是基因工程, 所以答案是B。

59. [B] 文章最后一段认为, 农业革命给我们带来的好处同时, 也同样带来了问题, 即可能对人类以及周围环境产生负面影响。
60. [B] 文章通篇讲述了生物基因工程给人类带来的好处以及专家们对此技术的一些担忧, 因此B项正确。

Passage Two

一直困扰肥胖问题研究人员的问题是: 为什么人们知道脂肪使人发胖, 还要吃那么多高脂肪食品。而且, 肥胖问题还呈上升趋势。导致此现象有两大原因: 第一, 社会的巨大变化使成年人在工作和家庭方面承受很大的压力。他们认为吃能释放压力, 是一种心理满足的形式。第二, 美国遍地是餐馆。在美国的传统观念中, 饮食是个人、社会及家庭幸福的一种标志。

许多专家认为美国白人崇尚苗条。而黑人, 尤其是黑人妇女却不以为然。更重要的是那些低收入的人群需要吃价格低热量高的食物, 也就是脂肪含量高的食品, 以便在食物匮乏的时候能够生存。

61. [D] 根据第一段内容可知, 人们即使知道脂肪使人发胖, 但还是吃很多含脂肪的食物。这一问题一直困扰着肥胖问题研究人员。所以, 选项D的说法正确。文章中提及流行文化特别推崇以瘦为美, 但是人们仍然我行我素, 所以B选项与题干信息不符。
62. [A] 由第二段第二句话“First, broad changes have conspired to make many adults feel stressed at home and work, from corporate downsizing to being a single parent.”可知, 来自社会和家庭的压力迫使他们寻找一种释放的方法, 因此, 吃过多的东西就成为了一种心理满足。所以, 选项A的说法正确。
63. [B] 由第三段内容可知, 大大小小的餐馆遍布在美国各地。美国人传统的思想认为, 饮食是个人、社会、家庭幸福的标志, 是富有的象征。所以, 选项B的说法归纳了该段的主要内容, 是正确答案。C、D两个选项的说法不够确切。
64. [C] 根据第四段第三句话“African-American women were traditionally more important to the family — they were more likely to work”可知, 黑人妇女从传统意义上来说对家庭更重要, 因为她们可能会去工作。由此可以推断出由于她们在家庭中的经济地位, 她们不会在意自己的身材。
65. [A] 根据第五段最后三句话可知, 第一代非洲裔移民到了美国后由于收入低, 为了生存, 只能吃些价格低、热量高的食品, 因此, 吃的就是脂肪。由此可推断出他们在美国过着穷困的生活。故选项A的说法正确。干扰项B项的说法与第五段第二句话的内容“One thing is certain: this high prevalence of overweight among blacks is not genetic...”相悖。土著非洲人并不胖, 只是到了美国后由于饮食习惯的改变才导致肥胖。

Part IV Translation

Translation for reference

Tea is an important part of the traditional Chinese culture. With the social development and progress, tea has not only played a great role in driving the development in the economy, but it has also become a necessity in people's lives. Moreover, it has

gradually developed into a resplendent tea culture, which become a bright pearl of the spiritual civilization of China's society. The emergence of the tea culture brings the spirit and wisdom of human beings to a higher level. Tea has an extremely close relationship with culture, covers a wide field and has very rich content. It is not only the embodiment of spiritual civilization, but also the extension of the ideology. There is no doubt that it is beneficial in enhancing the cultural accomplishments and artistic appreciation of people.

[翻译提示]

- 必需品: necessity
除了necessity之外, 还可以用essential表达必需品的含义。
- 灿烂的, 辉煌的: resplendent
- brilliant, splendid都是表达灿烂的, 辉煌的替换词。
璀璨明珠: bright pearl
- 发展, 形成: develop into
考生在翻译此处时很可能会丢掉介词into。
- 精神文明: spiritual civilization
- 茶与文化有着极其密切的关系, 涉及面广, 内容丰富。
这句话是个简单句。在翻译过程中注意三个主要动词的并列使用。
- 茶文化既是精神文明的体现, 又是意识形态的延伸。
此句话使用了not only...but also句式。
- 具体化, 化身: embodiment
- 意识形态的延伸: the extension of ideology
extension通常强调空间、时间等抽象概念及具体的内容的延伸, 比如说道路的延伸
- 文化素养和艺术欣赏: the cultural accomplishments and artistic appreciation

Transcripts for Listening Comprehension

Section A

Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

- W: I'd like to book one economy-class ticket to Paris for this Saturday, please.
M: Sorry, madam. We are all booked up for this flight. What about next flight on Monday?

- Q: Why can't the woman take the flight on Saturday?
2. M: Do you really think both Jim and Bruce did the translation all by themselves?
- W: It doesn't seem likely. Don't you see not only the way they did it but also the handwriting is much like John's?
- Q: What is the woman's opinion?
3. W: I heard your new car came in to the dealer today. When will you get to drive it?
- M: Oh, it came in two days ago, but I'm beginning to wonder when I'll get to ride in it myself. The dealer is taking his time getting it ready.
- Q: How does the man feel about the dealer?
4. W: I can't understand why Kathy didn't at least telephone me.
- M: She did! Didn't I tell you? She said she was very sorry she couldn't come for dinner, but hoped to be able to next time she came to town.
- Q: What did the man say about Kathy?
5. W: Well, you cleaned up the refrigerator this time. You must have been very hungry.
- M: All I did was fix a snack. There weren't many left-overs from yesterday.
- Q: What did the man do according to the conversation?
6. W: I'll make your flight reservations by phone now and then write out the ticket for you.
- M: That's fine. Can you please tell me the departure time again?
- Q: What's the woman doing?
7. W: Here is what's delivered this morning. I just wonder what's inside such a heavy envelope.
- M: Inside was a letter from Bob, a thank-you note from Susan and a picture of all of the faculty.
- Q: What do you learn from the conversation?
8. M: All you need to open a savings account is \$20. But in order to earn reasonable interest you should maintain a balance of at least \$2 000.
- W: Well, I only have \$200 but I will open an account anyway.
- Q: What information does the man give the woman?

Conversation One

- W: Hello, John, you must be pleased. After all, how many students are lucky enough to be accepted at the first and second choices?
- M: Not many I know. But I am not sure yet which one to choose.
- W: You seem to have doubts about the State University. But its biology department has good facilities all the biology majors want.
- M: Yeah. They also have internship for seniors. But a friend told me that for the first two years some lectures have a hundred and fifty students. You probably wouldn't get to know any of your teachers.
- W: Well, you might actually because those classes also have small discussion sections twice a week which have no more than twenty students.
- M: I know. But I've heard they were usually taught by graduate students. At White Stone College all classes are taught by professors.

- W: What about studying? Do you prefer a small town like White Stone or a bigger place like the state capital?
- M: That doesn't matter to me. What I do care about is getting individual attention from the faculty and making friends.
- W: Look. I've known you for four years now, and you seem to be a pretty out-going person. I don't think you'll have any trouble making friends at State University. It sounds to me like you are leaning toward White Stone though.
- M: I am. The only problem is that the White Stone's tuition fees are really high and I'm not sure I can afford them.
- W: You could still apply for a student loan or sign up for a work-study program.
- M: Yeah, I think I'll look into that.

Questions 9 to 12 are based on the conversation you have just heard.

9. Why did the man go to see the woman?
10. What doubts did the man have about the State University?
11. What did the man consider to be an advantage of White Stone College?
12. What should the man probably do if he applies to White Stone College?

Conversation Two

- W: Your survey sounds very good. How many people filled it in?
- M: I gave out 120 copies and I got 70 back.
- W: That's a very high rate of return. Who did you give your questionnaires to?
- M: I gave a copy to every student in my hall of residence and a few to friends from other colleges.
- W: Don't you think that this will influence your results?
- M: What do you mean?
- W: The people in your hall of residence will all be about the same age. They are all students, most of them studying similar subjects and from similar backgrounds. Therefore, it is likely that they will have similar opinions. Your results represent student opinion, not public opinion.
- M: So how are you going to do your research?
- W: I'm going to interview my respondents in the shopping hall. What I'll do is to ask people if they have five minutes to spare to answer a few questions. If they agree I will ask them some multiple choice questions and tick off their answers on my sheet. That way I can select people of all ages and attitudes, so my sample people should be reasonably representative.
- M: Isn't it very difficult to ask meaningful questions using multiple choices?
- W: Yes, it is. I suppose your survey has the advantage of more detailed information. However, in most cases people won't bother to give answers that require too much effort on their part. The secret to writing a successful survey is to write simple choice questions that target the information you are looking for. Therefore, it is better to write a lot of short specific questions than longer general ones.

M: So that's why it is taking you so long to write.

W: Yeah, but I hope I will be ready to start interviewing at the coming weekend.

Questions 13 to 15 are based on the conversation you have just heard.

13. What kind of people was questioned in the man's survey?

14. What kind of question form does the woman recommend?

15. What's the good of the man's survey according to the woman?

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Passage One

Between 1815 and 1915, more than 30 million immigrants arrived in the United States. These were people from other countries who came to make the United States their home.

Immigrants came for many reasons. Some were driven away from home by hardships such as hunger, poverty, overpopulation, or political and religious troubles. Some were attracted to the United States by the promise of a better life. They had heard stories about cheap land, high wages, and even about streets paved with gold. Some came because of the promise of greater freedom in this new nation.

There were two periods when immigrants came in greater numbers than usual. Between 1815 and 1860, large numbers of people came from northern Europe. The largest groups were Irish and Germans. Some Asians, mostly Chinese, also came during this time.

Most Irish immigrants landed in Northern port cities such as Boston, New York, and Philadelphia. They did not have enough money to buy farms. Most settled in the poorest areas of these cities. Irish people got the worst jobs and lowest pay.

The gold rush of 1849 brought many Chinese to California. In 1850 alone, 25 000 young Chinese arrived in California. The Chinese worked in the gold mines. They helped build the first railroad to cross the nation, which was finished in 1869.

The second great wave of immigrants came mostly from eastern and southern Europe between 1890 and 1910. Giant factories and businesses in the United States needed more and more workers. After 1900, as many as 15 000 people would arrive in one day.

Life in the United States was very difficult for almost all the new immigrants. And yet, many found some of their dreams coming true.

Questions 16 to 18 are based on the passage you have just heard.

16. What is NOT mentioned as the reason of the early immigration to the U.S.?

17. When did many Chinese come to the U.S.?

18. Which of the following statements is the best description of the early immigrants in the U.S.?

Passage Two

To understand the marketing concept, it is only necessary to understand the difference between marketing and selling. Not too many years ago, most industries concentrated primarily on the efficient production of goods, and then relied on “persuasive salesmanship” to move as much of these goods as possible. Such production and selling focused on the needs of the seller to produce goods and then convert them into money.

Marketing, on the other hand, focuses on the wants of customers. It begins with first analyzing the preferences and demands of customers and then producing goods that will satisfy them. This eye-on-the-consumer approach is known as the marketing concept, which simply means that instead of trying to sell whatever is easiest to produce or buy for resale, the makers and dealers first try to find out what the customer wants to buy and then go about making it according to consumer demand.

This concept does not imply that consumer satisfaction is given priority over profit in a company. There are always two sides to every business activity — the firm and the customer — and each must be satisfied before trade occurs. Successful merchants and producers, however, recognize that the surest route to profit is through understanding customers. This concept has been recognized in such slogans as “Have It Your Way” and “You’re the Boss”. A good example of the importance of satisfying the consumer presented itself in mid-1985, when Cola Cola changed the flavor of its drink. The non-acceptance of the new flavor by a significant portion of the public brought about a quick restoration of the Classic Coke, which was then marketed alongside the new. King Customer ruled!

Questions 19 to 21 are based on the passage you have just heard.

19. What did most industries focus on not too many years ago?
20. What’s the very core of marketing?
21. What’s the relationship of profit and satisfaction in a successful business activity?

Passage Three

I will never forget the greeting that my family received in Iran in the spring of 1986. My father, Iranian by birth, took my mother, a native Washingtonian, my two brothers and me, aged two, four, and five respectively, to live in Tehran where he had just accepted employment. Showers of hugs and kisses descended upon us from relatives whom I had never met.

During our time in Iran, we spent a great deal of time with our relatives and friends. The family unit forms a significant part of Iran life, perhaps because there were so few material possessions for most of them. Through my relatives, I experienced overwhelming affection, true caring, and unceasing generosity. Although their homes were small and their work was burdensome, there was always time to prepare enormous meals and the space to make all their relatives comfortable. To them nothing was more important than being surrounded by the people they loved and who loved them. Because of my youth in Iran, as a young woman about to leave home to go to college I can now appreciate the support system with which my family