



大学英语六级综合能力训练

听 / 说 / 读 / 写 / 译 / 综合推进

姜怡 姜欣 主编



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——听·说·读·写·译 综合推进

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前言

《大学英语六级综合能力训练》是《主题英语立交桥》的姊妹篇。它同是一本用于训练提高综合英语能力的自学书籍,适合具备大学英语四级以上水平的读者。本书从我国国情出发,以学生最迫切需要的功能意念为主体设计;以与现实生活紧密联系的主题为内容;以提高实际语言应用能力为目的;以听、说、读、写、译五项技能训练的同步推进为特色,具有广泛的适应面和很强的实用价值。

本书克服了目前许多教材中存在的课文内容分散、各项技能训练相互脱节、主题及功能意念缺乏有机联系的弊端,将接收型技能(听,读)与创造性技能(说,写,译)练习交替进行,充分体现英语各项技能水乳交融的特点,从不同角度反复加强扩大同一主题,使主要功能得以多方运用,重要语言点得以充分体现,主题内容得到透彻的理解,进而达到熟能生巧,听、说、读、写、译各项技能同时提高、巩固和完善的最终目的。

单纯依赖应试技巧只能取得短期成效,若想切实提高英语水平,实现走向世界的理想则必须扎扎实实地学习真本事,本书正是为这样的目的编写的,因此它具有更强的生命力。愿此书能为有志青年在考试获得优异成绩的同时实现更加远大的理想助一臂之力。

本书共分九章,每章由听说读写译五部分组成。其主题所体现的重点语言功能从刻意设计的场景及五个不同技能角度反复出现:“听”到的信息可用于充实“说”的内容;“说”的内容反过来又可提高“听”的技巧;“读”不仅仅进一步巩固加强了“听”与“说”,而且为下一步的“写”打

下基础,而“写”又为“读”的提炼与浓缩;最后一部分的“译”则可被视为对前四部分的提炼概括和总结。在同一章节中,五项技能的训练相辅相成,环环相套,构成了一个完整的综合推进训练体系。全书最后设有一套六级模拟试题。每套试题配有一种不同的新题型,以供读者自我检测之用。此外,为方便读者,本书在每章前都配有热身辅助(Warm-up Aid),以帮助读者熟悉与该主题相关的词、词组及句型。本书听与说部分均配有磁带,由美籍教师录音,上海海文音像出版社录制。

本书由孔庆炎教授精心指导、审定,姜怡、姜欣设计、主编(第一、二、四、六、七章),王慧莉(第八、九章)、牛晓春(第三、五章)、李秀英(模拟试题)共同编写。在此,我们全体编写人员衷心企盼读者对本书提出宝贵的批评和改进建议。

编者

1998年1月

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Unit One

Children Education

Warm-up Aid Useful words and expressions concerning the topic

Parental Influence (父母的影响)

help	帮助
affect	影响
raise	哺育
bring up	养育
feed	喂养
nourish	哺乳, 喂养
rear	培养, 哺育
nurse	照料, 护理
encourage	鼓励
provide security	提供/保证安全
soothe fear/pain	安抚, 减轻恐惧/痛苦
relieve the distress	解除烦恼
give loving care	给予爱抚
put pressure on...	向……施加压力
expect	期望, 期待
treat	对待
educate	教育, 提供教育
reward	回报, 奖励
do harm to	对……有害
spoil	溺爱, 娇惯
ignore	忽视, 无视

Attitudes Towards Children (对待孩子的态度)

kind to	疼爱
supportive	支持的
strict with	严格的
responsible for	负责的
proud of	为……感到自豪的
happy with	高兴的, 乐意的, 满意的
worried about	担心的, 忧虑的
adventurous	冒险的

suspicious	怀疑的
too hard on	过于严格的, 苛刻的
over-expective	期望值过高的

Persons Concerned (有关的人)

parents	父母
nurse	保育员, 护士
babysitter	(临时)照看婴儿的人
caretaker	保育员, 照看孩子的人
teacher	老师
educator	教育工作者
psychologist	心理学家
children	孩子, 儿童
baby	婴儿
infant	幼儿
kid	小孩子
teenage	少年, 十几岁的孩子
youngster	少年, 年轻人

Children Education (孩子的教育)

nursery	托儿所
kindergarten	幼儿园
primary/elementary school	小学
secondary/middle school	中学
orphanage	孤儿院
nourishment	哺育, 喂养
moral education	道德教育
cooperative learning	合作学习, 学习配合
traditional model	传统模式
discipline	纪律
positive values	正面价值
universal values	共同的、一致的价值 (观)

2. What did the mother do as she got the explanation from her daughter?

3. How was the school getting on later?

4. What did the narrator receive as a reward from these children's parents?

5. Did the narrator like the ballet class or not?

6. What was the ballet teacher's explanation to the girl's question?

7. How many times did the girl go to the ballet class altogether?

8. What adjectives did the narrator use to describe her mother's spirit?

9. What is the narrator's attitude towards the so-called education many parents try to give their children?

10. What is the main idea of the short passage?

Part II Speaking: A Teacher's View on Parents' Attitude to Children

Directions: *Imagine you are a primary school teacher and you don't quite agree with some parents in the way their children are treated. Make a short speech to illustrate your view. The following patterns and expressions are provided as a guide. You may also go back to the Listening Part for reference. Practice the speech several times and then compare your speech with the one on the tape.*

Patterns and expressions:

1. As teachers, we... (educate children that parents send off to school).
2. But have you ever wondered... (what goes through a teacher's mind as he or she tries to teach your kids)?
3. Have you ever thought about... (what the teacher expects of you, the parents)?
4. Parents can be... (supportive or suspicious).
5. They can be... (helpful to the teacher, or be in need of help themselves).
6. Sometimes, I think... (parents are too hard on their children).
7. I often have the problem of... (parents coming in and telling me how they really treat

- their kids).
8. They tell me that... (they usually stand over their kids when they do their homework. They check their work and make a big fuss over the grades).
 9. My response usually is... (well, he is really a good kid).
 10. We want parents to realize the fact that... (teachers are professional at working with children).
 11. Because of... (their specialized training, teachers can be realistic about children).
 12. Teachers know that... (parents want their children to do well and to behave well).
 13. But teachers know better... (what children should be able to do at different ages and stages).
 14. They don't expect... (the 8-year-olds to do the work that can only be done by the 12-year-olds).
 15. Parents, on the contrary, often expect... (their children to do what is usually beyond their age and ability).
 16. Obviously, this may... (do great harm to the children's development).

Part III Reading: Children Education

Passage A THE CULTIVATION OF BABY LOVE

At the base of an infant's social life is its first experience of love. During the first two years, infants normally acquire a basic sense of attachment. By attachment, we mean a feeling of dependence, trust, and the desire to be physically close to the major caregiver, usually the mother. Developmentalists such as Erik Erikson believe that the basic trust formed during this period provides the foundation for all other social and emotional development.

We do not know how quickly infants develop attachment. Psychologists had once believed that infants in the first few weeks of life were not yet able to distinguish their mother from other people, but recent research indicates that they are able to. By six months or so, they have clearly developed attachment. One indication of this is that many infants will cry if their mothers disappear from sight. Also, children often will show fear and distress in the presence of a stranger. The presence of a caretaker will soothe them.

What is the basis of the infant's attachment to its mother? Some learning theorists believe that the attachment between mother and child develops because of the child's ability to cry and smile. Crying and smiling are innate responses in infants; these responses reflect the child's need states, which the child communicates in a primitive way to parents. The child cries when in distress, and the parent relieves the distress. At this point, the child smiles (which in a sense rewards the parent's actions). The behaviors of parents and infants

are mutually reinforcing—the infant provides smiles and the parent provides food and care—so both parties become attached.

For some time psychologists thought that the nourishment provided by the parent was the principal reinforcer for infants, but research suggests that the physical comfort provided by parents may be even more important. Harry and Margaret Harlow conducted several experiments on infant monkeys who were separated from their mothers at birth and reared with surrogate, or substitute, mothers. In some cases the surrogate mother was made of wire with a wooden block for a head. This was not a very cozy mother to cuddle up to. In other cases, the surrogate mother had a soft, cuddly, terrycloth body. In one experiment, the infant monkeys were raised in a cage with both the terrycloth “mother” and the wire “mother.” However, only the wire mother was equipped with a milk bottle, so nourishment came from the wire mother alone.

The Harlows and their associates observed the behavior of the infants and discovered an important tendency. The infant monkey had become attached to the terrycloth mother, even though the wire mother provided the food. If an infant monkey was frightened (by sounds, lights, or a new object), it would seek the security of the terrycloth mother. It would feed from the wire mother’s bottle, but it spent most of its time with the cloth-covered mother. Also, when an infant monkey proceeded to investigate the case, it would keep one foot on the terrycloth mother and would return and cling to this surrogate mother whenever frightened. These results suggest that contact comfort is in many ways more important for attachment than nourishment.

Even though the terrycloth mothers provided the infant monkeys with security, these monkeys did not develop into normal adults. While they were less disturbed than monkeys raised only with wire mothers, as adults they exhibited disturbed behavior. They constantly rocked, sucked on themselves, and behaved in an aggressive manner when released into a group of monkeys. This behavior lasted through their adult lives.

Obviously, the terrycloth and wire mothers were not enough. Attachment to real monkeys seemed important for the young monkeys to develop into proper adults. But need the mother be present for this to occur? Harry Harlow looked at this question as well. He found that infant monkeys that were separated from their mothers and raised with other infants showed more clinging behavior and tended to be more timid as adults than normally reared monkeys. These infants showed some negative effects of being raised without a mother, but they were not so badly affected as infants who were raised completely isolated from other monkeys.

Of course, you may have doubts about generalizing to humans from experiments with monkeys. This is a reasonable doubt. But we should note that apes and monkeys are our closest nonhuman relatives. Thus, we may suspect that some similarities might exist. Also, studies of children brought up in orphanages show that those who are not given the

opportunity to form strong attachments to caregivers suffer from social and emotional difficulties.

Harlow also tested whether or not the effects of early isolation could be reversed. In one study, he placed young monkeys who had not been isolated with older monkeys that had been isolated. The younger monkeys showed a lot of clinging behavior, and very little aggressive behavior. The usual response of the younger monkeys was to cling and attach themselves to the older monkeys. Over time, the isolates reciprocated this behavior, and after six months the isolates behaved much like the younger monkeys. The younger monkeys apparently provided nonthreatening models to the isolates.

Studies of young children in orphanages have shown that giving loving attention and care to formerly neglected babies improves their lives significantly. Listless, dull babies became lively, normal youngsters when they were lovingly cared for. In one study, the children who did not receive loving care became mentally retarded and remained institutionalized all of their lives, while the others who were cared for developed into normal adults living in the community. We should point out that this series of studies merely observed some orphanages; it was not an experiment. It would appear that the effects of the early experience of isolation may be correctable. Recently, a review of twenty studies on early separation of mothers from their children indicated that children do not usually suffer permanent harm from this experience. What seems to matter is that someone should give loving care to the infants.

We have emphasized attachment to the principal caretaker, but typically by one year of age children extend their attachments to others, such as the father, grandparents, and other caretakers. Also at this time the fear of strangers, which peaks around eight months, begins to decrease, and will be reduced markedly by the time the child is eighteen months old. The attachment to others provides the foundation for future social relationships.

Task I *Choose the best answer from the four supplied options according to the passage.*

1. Which sentence best expresses the central point of the selection?

- A) Infant nourishment is relatively unimportant.
- B) Strong parental attachment in the infancy appears to form the foundation for normal social development.
- C) Physical comfort from a fake parent was insufficient for normal development.
- D) Loving care can overcome some of the disadvantages of early neglect.

2. The main idea of paragraphs 4 and 5 is _____.

- A) expressed in the last sentence of paragraph 3
- B) expressed in the first sentence of paragraph 4 and the last sentence of paragraph 5
- C) expressed in the second sentence of paragraph 4 and the first sentence of paragraph 5
- D) not openly stated but only implied

3. Which of the following best expresses the implied main idea of paragraph 9?
 - A) Harlow tested whether or not the effects of early isolation could be reversed.
 - B) The young monkeys in Harlow's experiment showed a lot of clinging behavior and very little aggressive behavior.
 - C) One of Harlow's experiments suggests that it is possible to overcome the effects of early isolation.
 - D) One of Harlow's experiments suggests that the young monkeys generally make good models for older monkeys.
4. The word "listless" in paragraph 10 means _____.
 - A) inactive
 - B) unfriendly
 - C) deformed
 - D) disabled
5. Some learning theorists believe that infants and mothers form attachment to each other _____.
 - A) in all situations
 - B) when the child is in distress
 - C) because the mother provides smiles
 - D) because their behaviors reinforce one another
6. In forming an attachment, _____.
 - A) touch appears to be more important than food
 - B) isolation is best of all
 - C) monkeys prefer wire mothers to terrycloth mothers
 - D) food seems to be of no importance at all

Task II Give a brief answer to each of the following questions.

1. How is the word "attachment" defined?

2. What function does the presence of a caretaker have for children in fear and distress?

3. What is the "mutual reinforcement" between an infant and its mother?

4. Why wasn't the "wire mother" in Harlow's experiment a cozy mother to cuddle up to?

5. Did infant monkeys raised with terrycloth mothers develop into normal adults?

6. What reasons did the author give to persuade you to believe Harlow's experiments?

7. What can be learned from the studies of young children in orphanages?

8. At one-year old, whom may the children extend their attachments to?

Passage B THE NEW MORAL CLASSROOM

A second-grade teacher gathers her students around her and asks, "What is share?" When no one responds, she picks up a hand puppet and says, "Okay, let's see what 'share' means." She designates the children on her left as the "sharing group" and asks them to show the others how to share the puppet. A little girl plays with it briefly, then hands it to the boy next to her. He tries it on, then, giggling, turns it over to the boy next to him, and so on.

"Good!" the teacher exclaims. "That's sharing. Now look at their faces," she says, pointing to the smiling children on her left. "Are they happy or sad when they share?" "Happy!" the children exclaim.

This is an example of the many approaches being used to teach morals to children in hundreds of classrooms around the nation. But such approaches stir passions among those who oppose any discussion of values in the schools. Some argue that children come from so many different cultural, ethnic and religious backgrounds that it is difficult to agree on which values to teach. Others say that even if they could agree on values, they don't know how to teach ethics outside of a framework provided by religion.

Mary Ellen Saterlie of Maryland's Baltimore County describes how her large, diverse school district developed its approach to moral education. First, a district-wide task force made up of educators, parents and other representatives from the black, middle-class white, Jewish and elderly communities met to examine how the county was already handling the teaching of values. They worked out a long list of values to include in a more deliberate program.

"We concluded that no one wants to be told what their values are or what they should teach," Saterlie says. "So we decided to base our list of values on those found in the Constitution," she says. Eventually, the group came up with 24 "core values," including compassion, courtesy, freedom of thought and action, honesty, human worth and dignity, respect for other's rights, responsible citizenship, rule of law, and tolerance.

Cooperative learning, a hot trend in education, involves small groups of children working on a common, usually academic task to promote cooperation, problem-solving skills and the ability to see other points of view. "We think it's important for kids to know there are these values—caring, fairness, helpfulness, concern for others and individual responsibility—and that they are widely and deeply shared within the culture," explains Eric Schaps, a social psychologist. "But we think it's also important to provide kids with the direct experience of those values."

Despite the advent of new approaches to moral education, most educators and communities today, however, eventually center on the traditional model of character development. This strategy attempts to develop a student's character through direct instruction in positive social values, coherent school policies, a recognition system for students and schools that demonstrate good citizenship, and a consistent and firmly enforced system of discipline.

Character development is part of the "great tradition" that originated in ancient and primitive cultures, explains University of Illinois education professor Edward Wynne. How students act from day to day is more important than their ability to reason through a moral problem. The mundane specifics range from being polite to telling the truth when it's easier to lie as George Washington did in the cherry tree fable.

After a generation of dissension and confusion, schools have turned their attention back to the moral fiber of their young charges. The high costs of neglect have become unbearable. There would be less materialism and greed, which are the driving forces behind the public scandals. People would be able to take responsibility for their actions, such as accepting blame when they make mistakes. Employees wouldn't steal so much from their employers, students would cheat less. People would have more self-respect and would abuse drugs and alcohol less; people would feel less alienated. There would be less violence and greater participation in the democratic government.

As support for moral education grows, more schools will join the movement. They have no choice. "There is a hunger for morality in the land," says Thomas Lickona, a developmental psychologist. "People really do want to create a society where they can count on their neighbors to be decent human beings. The schools can't ignore them and the families know they can't do it alone"

Task III Are the following statements true (T) or false (F) according to the passage?

1. Many children of the '60s and '70s grew up holding the belief that there were no universal values. ()
2. Some people object to moral instruction in schools because they cannot agree on which values to teach. ()
3. Moral education programs are being developed only for upper-class schools.