



College English

3

From Practice to Proficiency

大学英语精练

◎总主编 杨勇坚 徐志英

◎主 编 邓 彬



重庆大学出版社

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序

大学英语教学的功能和宗旨,不仅仅是培养学生的英语综合应用能力和自主学习能力,更为重要的是通过课程教学拓宽学生的文化视野,培养学生跨文化交际的能力,提高学生的综合文化素养。大学英语教学是高校推进素质教育不可或缺的重要组成部分,惟其在提高学生素质中的重要性,因而云南大学高度重视大学英语课程教学的改革和建设。

我校自 20 世纪 90 年代以来,大学英语课程先后进行了三次大的改革,以改革促创新,以改革强建设,以改革提质量,取得了比较显著的成效。2003 年,我校开始尝试新的网络教学模式,自主研发了网络教学平台,并于 2005 年初,正式投入使用。新系统运行顺畅,较好地实现了基本教学应用与网络化考试功能。

2007 年,适逢教育部进一步推进全国大学英语教学改革,我校有幸入选第二批国家大学英语教学改革示范点点项目,随之推动我校大学英语教学改革进入了更高层次。

由于我分管教学工作,又是“示范点”项目负责人,几年来,我亲历并见证了我校大学英语教学部的领导和教师们转变教学观念,以改革为动力,在贯彻“以学生为主体,以教师为主导”的理念、实施基于“课堂+多媒体网络”的新型教学模式、构建大学英语课程体系、加强课程内涵建设和专业化教师队伍建设等方面做了大量富有成效的工作,为不断推进大学英语教学改革和建设,提高教学质量作出了积极贡献。

在“大学英语教学改革示范点”项目的建设过程中,我校大学英语教师们在教学中不断实践、不断总结,集腋成裘。今天,他们编写的《大学英语精练》(1—5 册)即将付梓。这套书是他们含辛茹苦、辛勤耕耘,从教学改革实践中提炼出来的结晶,也是我校作为“全国大学英语教学改革示范点”项目建设的主要成果之一。

《大学英语精练》以教育部《大学英语课程教学要求》的精神为指导,编写新颖、构思精巧、语言地道,是一套集知识性、趣味性、可读性为一体的辅助教材。相信这套教材的出版有助于进一步提高大学英语教学质量,有助于发挥“大学英语教学改革示范点”的示范、辐射作用。

大学外语教学部教师们勇于创新、求真务实的精神令我感动!故欣然为序。

云南大学副校长 武建国

2011 年 3 月

前言

《大学英语精练》是在大学英语教学改革实践中诞生的一套与现代信息技术相结合的多功能、多用途的大学英语辅助教材,旨在配合大学英语主干教材,拓展学习者的学习空间,进一步丰富他们的文化背景知识,加强语言技能训练,以提高他们的英语综合运用能力。

本套书的编者们在多年的大学英语教学实践中,积累了丰富的语料、试题素材,经过加工、提炼,运用于教学实践,又结合实际使用中的反馈意见,进行反复修改、完善,编写了《大学英语精练》1—5册。

一、指导思想

教育部2007年7月颁发了《大学英语课程教学要求》(以下简称《课程要求》)进一步明确新形势下大学英语的教学性质和教学目标。我们正是以《课程要求》的精神为指导思想,“以外语教学理论为指导、以英语语言知识与应用技能、跨文化交际和学习策略”为主要内容,以“培养学生的英语综合应用能力和自主学习能力”,同时提高他们的“综合文化素养,以适应我国社会发展和国际交流的需要”为目标,来进行这套书的设计、编写工作。

《课程要求》指出,“教师不再仅仅是知识传授者”,而应当“是教学过程的组织者、自主学习的指导者、教学活动的督促者;学生应当选择适合自己的材料和方法,成为学习的主体,从而提高独立思考和自主学习的能力。”《大学英语精练》的编写体例体现了教师的组织作用和指导作用,并促使学生开动脑筋自主学习。

二、编写特色

1. 精讲多练,强化语言实践

语言只有在实践中才能发挥出其交际作用,而不断的练习和在语境中实践才能使学习者更好地理解语言知识,形成良好的语言习惯。因此,语言实践是学习语言最主要、也是最重要的手段。

本套书针对学生在大学英语学习中的重点、难点以及易混、易错点进行简要的归纳、辨析、讲解,并配以形式多样的语言实践练习题,让学生在实践中巩固所学知识。

2. 介绍背景知识,拓展文化视野

语言是文化的载体,而文化对准确理解语言起着至关重要的作用。所以,在传授英语语言知识的过程中,适时地介绍相应的文化背景知识,有利于拓展学生的视野,培养他们的跨文化交际能力。

本套书针对主干教材各单元的主题,提供图文并茂的文化背景知识,并配有相应的理解练

习题,以加深学生对这些知识的了解。

3. 涵盖听说读写译,五位一体

交际能力是一种综合运用语言的能力。培养学生的交际能力,其实质就是要培养他们听、说、读、写、译几个方面的综合能力。听说读写译,是五位一体的,他们相互依存,相得益彰。

本套书既有选自英语新闻广播节目的实况录音及配套练习,多种类型的阅读训练,词汇和结构知识及其专项练习,英语幽默与修辞的欣赏及练习,也有英汉互译、口头和书面表达训练,能让学习者得到全方位的语言训练。

鉴于《大学英语精练》的上述特点,它既可以用作大学英语主干教材的配套教材,也可以单独作为集听、说、读、写、译为一体的综合教材使用,还可以作为英语学习者的自学教材。

三、编写队伍

《大学英语精练》(1—5册)的总设计、总负责人兼总主编,各册主编、副主编,直至所有参与编写的人员队伍,由资深大学英语教授、副教授和中青年骨干教师组成;另外,还有英美专家参与审定。

本套书从构思、编写到最后成型整个过程得到了许多领导、专家的支持,特别是教育部高等学校大学外语教学指导委员会委员、原云南省大学外语教学与考试指导委员会主任,现任顾问梁育全教授的指导与支持。在此向他们表示感谢。

《大学英语精练》的编写,是一个不小的工程,囿于编者的水平与经验,书中难免存在疏漏和不妥之处,恳请专家、学者们不吝赐教,以期再版时,认真勘正。

编者

2011年3月

使用说明

《大学英语精练》以听说领先,并兼顾听、说、读、写、译等英语语言应用能力的全面训练,词语注释准确,易混词辨析简明扼要。因此,本教程既可作为主干教材的辅助教材使用,也可作为独立教材使用;同时,由于所有练习都配有参考答案,也适合广大的英语爱好者自学使用。

为了提高学习效率,使用者务必按照书中每部分的指令和步骤学习。

每单元的第一部分(Part A)开胃品(Appetizer)中,听力内容(II. Global Listening and Reading)的生词注释,对动词、名词采取实用注释方式,即完全按照动词或名词在句子中使用情况(即时、体、人称单复数等结构性质)注音、释义、并标出词性,而不是单词原形的注释。这样有利于学习者在语境中领悟词语的用法。

全书注释所用的缩略语如下:

- | | |
|--|---|
| <i>a.</i> = <i>adj.</i> = adjective (形容词); | <i>ad.</i> = <i>adv.</i> = adverb (副词); |
| <i>AmE</i> = American English (美国语); | <i>BrE</i> = British English (英国语); |
| <i>collql.</i> = colloquialism (口头语) | <i>e. g.</i> = for example (例如); |
| <i>esp.</i> = especially (特别); | <i>fm.</i> = formal (正式用法); |
| <i>ger.</i> = gerund (动名词); | <i>i. e.</i> = that is / namely (即,那就是); |
| <i>n.</i> = noun (名词); | <i>num.</i> = numeral (数词); |
| <i>oft.</i> = often (常常); | <i>phr. a.</i> = phrasal adjective (形容词短语); |
| <i>phr. ad.</i> = phrasal adverb (副词短语); | <i>phr. n.</i> = phrasal noun (名词短语); |
| <i>phr. prep.</i> = phrasal preposition (介词短语); | |
| <i>poss. form.</i> = possessive form (所有格形式); | |
| <i>pr. n.</i> = <i>pro. n.</i> = proper name (专有名词); | |
| <i>phr. v.</i> = phrasal verb (动词短语); | <i>pl.</i> = plural (复数形式); |
| <i>p. p.</i> = past participle (过去分词); | <i>pr. p.</i> = present participle (现在分词); |
| <i>p. t.</i> = present tense (现在时); | <i>p. t.</i> = past tense (过去时); |
| <i>sb.</i> = somebody / someone (某人); | <i>sing.</i> = singular (单数形式); |
| <i>sl.</i> = slang (俚语); | <i>sth.</i> = something (某物,某事); |
| <i>vi.</i> = verb intransitive (不及物动词); | <i>vt.</i> = verb transitive (及物动词); |
| <i>usu.</i> = usually (通常) | ~ (代指被解释的词) |



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Unit 1

Universal Love

Part A Appetizer



I. Try to Find the Gems (TFG)

You might have learned of the saying, “The purest love is that of children.” Please fill in the blanks with proper words to make the following sentences meaningful as well as grammatical.

1. If nobody loves you, most probably it is your own problems. fault fault
2. Love can turn the cottage into a golden house palace
3. Love is a flower of which love is the honey.



II. Global Listening and Reading (GLR)

Please take the following **FOUR** steps to learn effectively. 积极地

Step One

Listen to each of the passages and then read the ten statements and questions following it.

For Statements 1-8, write on the line before each statement;

T (for True) if the statement agrees with the information given in the passage;

F (for False) if the statement contradicts the information given in the passage;

NG (for Not Given) if the statement is not given in the passage.

For Questions 9-10, write the answers on the lines according to the passage you have just listened to.

Step Two

If the passage proves to be too difficult for you to understand by the first listening, then look at the list of the new words and read them aloud before listening to the passage again.

Step Three

If you still have difficulty in understanding some parts of it by the second listening, then read the audio script in detail to improve your understanding. And check your answers to the ten statements and questions. 写下来

Step Four

Now if you can understand the material well by reading, listen to the record again for consolidation of listening comprehension without glancing at the audio script. 再听



Passage 1 Confucius

⇒ Statements and Questions

- ___ 1. Confucius was the founder of the humanistic school of philosophy known as Confucianism.

- ___ 2. Confucius' social ideas originated from a talk between Lao Tzu and him.
- ___ 3. Confucius wrote most of the books attributed to him
- ___ 4. Shortly before Confucius' death his disciples compiled *Lun Yü*.
- ___ 5. The primary emphasis of *Lun Yü* is on morality.
- ___ 6. Confucius believed that a rigid legal system was the best way of maintaining order in society.
- ___ 7. The most important aspects of Confucian philosophy are benevolence, propriety, and ritual.
- ___ 8. The word "chün-tzu (君子)" originally meant "the educated man of virtue".
9. When did Confucius' theories become the basis of the state ideology in Ancient China?
10. Confucius was basically a _____ and one of the greatest teachers in Chinese history.

◆ *New Words to Learn before Listening to the Passage Again* ◆

1. Confucius [kən'fju:ʃjəs]	pro. n.	孔子
2. Confucianism [kən'fju:ʃjənizəm]	pro. n.	孔子学说;儒家思想
3. benevolence [bi'nevələns]	n.	仁慈;善行
4. ritual ['ritjuəl]	n. / a.	仪式(的);惯例(的);礼制(的)
5. propriety [prəu'praɪəti]	n.	适当;礼节;得体
6. disintegrate [dis'intigreɪt]	v.	瓦解;碎裂;衰变
7. confederation [kən'fedə'reɪʃən]	n.	联盟;邦联;同盟
8. imperial [im'piəriəl]	a.	皇帝的;威严的
9. pawn [pɔ:n]	n.	抵押物;人质
10. depicted [di'pɪktɪd]	p. p.	描述/描绘
11. integrity [in'tegrəti]	n.	诚实;廉正
12. obscure [əb'skjʊə]	a.	无名/微贱的
13. reviving [ri'vaɪvɪŋ]	ger.	复兴;复活
14. sages ['seɪdʒɪz]	n. (pl.)	贤人;哲人
15. profound [prəu'faʊnd]	a.	深厚/深远的
16. dominant ['dɒmɪnənt]	a.	占优势的;统治的;显性的
17. disciples [di'saɪplz]	n. (pl.)	门徒
18. analects ['ænələkts]	n. (pl.)	文选;论集
19. rampant ['ræmpənt]	a.	猖獗的;蔓延的
20. immorality [imə'ræləti]	n.	不道德/伤风败俗的行为
21. amorality [aɪmə'ræləti]	n.	超道德,非道德
22. compliance [kəm'plaɪəns]	n.	顺从,服从
23. aristocrat ['ærɪstəkræt]	n.	贵族
24. decorum [di'kɔ:rəm]	n.	礼仪;礼貌;得体
25. inclination [ɪn'kli'neɪʃən]	n.	倾向,爱好
26. humanist ['hju:mənɪst]	n.	人道主义者;人文主义者
27. expound [ɪk'spaʊnd]	vt.	解释;详细说明

- F 2. The last two mice ran away immediately after they squeezed out of the hole.
F 3. One of the last two mice was too old to run fast.
T 4. Everyone who witnessed what happened was speechless until meal time.
F 5. A Rome official said the relationship between the two mice was mother and son.
T 6. A smart Israeli thought the relationship between the two mice was husband and wife.
F 7. A Chinese said the relationship between the two mice was emperor and minister.
NG 8. The two mice were captured and sent to a royal zoo.

9. What question did a pure-minded Samaritan ask?

Why does did those two mice have to have a certain relationship.

10. In fact, true love is not established on benefit, friendship and loyalty or blood relationship.

Instead, it is based on no relationship.

❖ New Words to Learn before Listening to the Passage Again ❖

1. Israel ['izreɪəl]	n.	以色列; 以色列人	8. countenance ['kauntənəns]	n.	面容, 表情
2. barn [bɑ:n]	n.	谷仓; 畜棚; 车库	9. humility [hju:'mɪləti]	n.	谦卑, 谦逊
3. exit ['ekzɪt]	n.	出口, 通道; 退场	10. Samaritan [sə'mærɪtn]	n.	撒马利亚人; 乐善好施者
4. endeavor [ɪn'devə]	n.	努力; 尽力	11. stupefied ['stju:pɪfaɪd]	a.	目瞪口呆的; 呆若木鸡的
5. arrogance ['ærəgəns]	n.	自大; 傲慢态度			
6. superciliously [su:pə'sɪliəsli]	ad.	傲慢地			
7. Israeli [ɪz'reɪli]	n.	以色列人			

⇒ Audio Script for Further Understanding



The following story took place long ago in **Israel**¹. One day when government officials were rebuilding a **barn**², they found a mouse hole in a corner and used smoke to force the mice inside the hole to come out. A while later they indeed saw mice running out, one after another. Then, everyone thought that all the mice had escaped. But just as they were about to start to clean up, they saw two mice squeezing out at the **exit**³ of the hole. After some **endeavor**⁴, the mice finally got out. The strange thing was that after they came out of the hole, they did not run away immediately. Instead, one chased after the other near the exit of the hole. It seemed that one was trying to bite the tail of the other. Everyone was puzzled, so they stepped closer to take a look. They realized that one of the mice was blind and could not see anything, and the other one was trying to allow the blind mouse to bite on his tail so he could pull the blind one with him to escape.

After witnessing what happened, everyone was speechless and lost in thought. During meal time, the group of people sat down in a circle and started to chat about what happened to the two mice. One serious Rome official said: "I think the relationship between those two mice was that of emperor and minister." The others thought for a while and said: "That was why!" Thus the Rome official showed his **arrogance**⁵ **superciliously**⁶. A smart **Israeli**⁷ said: "I think the relationship between those two mice was husband and wife." Again the others thought for a while, and all felt it made sense; so they expressed assent. Therefore, the Israeli's **countenance**⁸ showed self-satisfaction. A Chinese, who was accustomed to the firm tradition of loyalty to parents, said: "I think the relationship between those two mice was that of mother and son." Once again the others thought for a while, and felt this was more reasonable. So they expressed assent yet another time. Therefore, the face of the Chinese conveyed professional **humility**⁹.

At that moment, one pure-minded **Samaritan**¹⁰ who was squatting on the ground resting his chin in his palms, bewilderedly looked at other people, and asked: "Why did those two mice have to have a certain relationship?" Suddenly, the atmosphere froze. **Stupefied**¹¹, the group looked back at the Samaritan and remained speechless. The Rome official, the Israeli and the Chinese who had spoken earlier all lowered their heads in shame, and did not dare to respond.

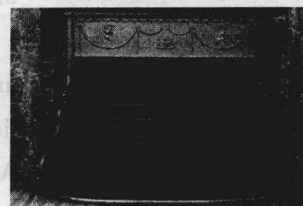
In fact, true love is not established on benefit, friendship and loyalty or blood relationship. Instead, it is based on no relationship. (453 Words)



III. Information Related to the Text (IRT)

1 Franklin Stove

A Franklin stove, named after its inventor, Benjamin Franklin, is a metal-lined fireplace. It was made in 1742 and has baffles (挡板) in the rear to improve the airflow, providing more heat and less smoke than an ordinary open fireplace. It is also known as a circulating stove. Although in current usage the term "stove" implies a closed firebox, the front of a Franklin stove is open to the room.



While Benjamin Franklin is often credited with its invention, some historians believe the circulating stove was actually invented 70 years prior to Franklin's experimentation with stoves. The metallurgy (冶金术) at the time, however, required that it be made of cast iron (铸铁), which cracked when fired. This caused smoke to pass through the cracks and into the room; as a result, the original inventors did not patent or sell their device. Franklin designed a similar stove with more advanced metallurgy and was successful in making it work — at some point in 1742, according to his own account.

In Franklin's original design the opening to the flue (behind the baffles) was in the floor of the stove, requiring the hot exhaust gases to flow downward before going up the chimney. However, others soon improved the design and Franklin himself made a much improved version some time in the 1770s, with better fume extraction and a provision for the use of coal.

Franklin placed the design in the public domain (领域), as he did with all of his other inventions, and refused offers by others to obtain patents for him. He clearly indicated in his Autobiography his preference in such matters: "As we enjoy great advantages from the inventions of others, we should be glad of an opportunity to serve others by any invention of ours; and this we should do freely and generously."

Tales of the origins of the stove mention Franklin's desire to attain a greater degree of domestic comfort, open fireplaces having then too many inconveniences. At the time, Philadelphia, where Franklin lived, was the biggest city in British North America and wood was becoming scarce and costly, given the ever rising demand and the high cost of transporting it. His stove was described by his contemporaries as giving off twice the amount of heat as a normal fireplace for a third of the wood consumed. The stove became very popular and gradually replaced open fireplaces. To this day, most American fireplaces are box-shaped, similar to the Franklin stove. The exception is the Rumford fireplace, developed by Benjamin Thompson. (436words)

- A. restrained B. prevented C. avoided D. refrained
3. She took his words as ~~B~~ promises.
A. empty B. vacant C. practical D. bad
4. The two groups reached different conclusions in their D researches.
A. respected B. respectable C. respectful D. respective
5. In terms of skills and experience, the two players are not B.
A. compared B. comparable C. comparative D. comparing
6. He refused to shake hands with his enemy.
A. quiver B. shake C. tremble D. move
7. He aspired to forge the biggest car company in the region.
A. aspired B. inspired C. dreamed D. promoted
8. Oil prices stopped dropping away last week.
A. out B. on C. away D. off
9. Could you pass the news to all your colleagues?
A. out B. away C. down D. on
10. Measures have been taken to prevent the epidemic from breaking out.
A. down B. through C. out D. off

Part B Main Dishes



I. Fast Reading (FR)

In this part, you will have 10 minutes to go over one or two passages quickly and then read ten statements following it. For statements 1-10, write:

T (for **True**) if the statement agrees with the information given in the passages;

F (for **False**) if the statement contradicts the information given in the passages;

NG (for **Not Given**) if the statement is not given in the passages.

◀ Passage 1 ▶ Parenting for a Better World

A few years ago I was speaking to a friend who had just had a vasectomy (输精管切除术). I asked him why he took such a drastic measure and he indicated that, "He just couldn't bring another child into this world; it's just a horrible place."

When pressed he elaborated, "The wars, violence, dishonesty, look at the news every night, I just couldn't do it." He then asked me if my wife and I were planning to have more than the three children we had at the time. I told him yes. Then I told him that I agreed that the world was sometimes very unpleasant, but that I could not think of a better way to improve the world than to bring perfect, innocent children into the world and raise them up to be the kind of people that would have a positive impact on the world. Granted, this is a tall order. Especially now, some 10 years since that discussion took place, with the world in a seemingly worse state, new forms of media telling our children what they should look like and act like.

As a parent, I feel it is my responsibility to raise my children up so that they can think for themselves. To teach them right from wrong. To help them know that they can make a difference by being a good person, and by being willing to stand up for what they believe to be true. I can also teach them how to be polite, to treat others as they would have others treat them. I can teach them how to be compassionate (有同情心的) and how to serve their fellow men. I can teach them how to serve their community and their country. Not only can I teach them these things, but also I must teach them these things.

The old phrase, "Actions speak louder than words" is very relevant to my ability as a parent to do this teaching. I am always reminding my older children, that no matter what, they are an example to their younger brothers and sisters. Their choice is to either be a good example or a bad example. As I am reminding my children of this, I think about whether I am being a good or bad example at that moment, or what I was being earlier in the day.

My Father taught me many important lessons while I was growing up, in particular, he taught me the value of "Acting" rather than "Re-acting". In today's vernacular (通俗语), he would have told me to be "Pro-active." Thinking about this while I was growing up, and still today, helps me weather the trials and challenges I face. This was like "teaching me to fish" rather than "feeding me for a day". Instilling (灌输) these fundamental values and virtues in our children is our challenge and opportunity. If we can accomplish this, if we can help our children set a course that will lead them to being caring, compassionate, thinking, acting individuals this world will be a better place, and it will continue to get better as they instill their values and virtues in their children, and on and on.

Parenting is the most "activist" thing that I or any of us can do. For us to have the kind of impact I have been describing, we must realize that parenting is what we are doing 24 hours a day. It is not something that we do when we get home from work, or on the weekends. Once you are a parent you are constantly teaching by your example. In all aspects of our life, our actions teach our children, religious, work, home, leisure. The choices we make minute-to-minute will translate into behaviors in our children. What an awesome responsibility, and what a wonderful opportunity.

I truly believe that I can make the world a better place by being a good parent. I believe that all parents can make the world a better place. Think about your priorities, think about your choices, think about the kind of example you are setting for your children. If you determine, as I have, that you really do have an impact, make sure that the choices you are making will have the result that you sincerely desire. (737 words)

⇒ Statements

- 1 1. My friend had a vasectomy because he didn't want to have another kid.
- 2 2. I had three children ten years ago.
- 3 3. I believe it is the responsibility of the mass media to teach children what is right and what is wrong.
- 4 4. I asked my older children to be good examples to the younger ones.
- 5 5. My father taught me the value of "Re-acting".
- 6 6. The value of "Pro-active" is more widely accepted in today's society.

- I 7. It is easy to instill virtues in our children nowadays.
- I 8. Only at home do parents teach their children.
- I 9. Choices made by parents will influence their children's behavior.
- I 10. By being a good parent, I can make the world better.

◀ Passage 2 ▶ When a Parent's "I Love You" Means "Do as I Say"

More than 50 years ago, the psychologist Carl Rogers suggested that simply loving our children wasn't enough. We have to love them unconditionally, he said — for who they are, not for what they do.

As a father, I know this is a tall order, but it becomes even more challenging now that so much of the advice we are given amounts to exactly the opposite. In effect, we're given tips in conditional parenting, which comes in two flavors: turn up the affection when they're good, withhold affection when they're not.

Thus, the talk show host Phil McGraw tells us in his book "Family First" that what children need or enjoy should be offered contingently (依条件而定地), turned into rewards to be doled (发放) out or withheld so they "behave according to your wishes". And "one of the most powerful currencies for a child," he adds, "is the parents' acceptance and approval."

Likewise, Jo Frost of "Supernanny," in her book of the same name, says, "The best rewards are attention, praise and love," and these should be held back "when the child behaves badly until she says she is sorry," at which point the love is turned back on.

Conditional parenting isn't limited to old-school authoritarians (独裁主义者). Some people who wouldn't dream of spanking (一顿揍) choose instead to discipline their young children by forcibly isolating them, a tactic (策略) we prefer to call "time out". Conversely, "positive reinforcement" teaches children that they are loved, and lovable, only when they do whatever we decide is a "good job".

This raises the intriguing (引人入胜的) possibility that the problem with praise isn't that it is done the wrong way — or handed out too easily, as social conservatives insist. Rather, it might be just another method of control, analogous (相似的) to punishment. The primary message of all types of conditional parenting is that children must earn a parent's love. A steady diet of that, Rogers warned, and children might eventually need a therapist to provide the unconditional acceptance they didn't get when it counted.

But was Rogers right? Before we toss out mainstream discipline, it would be nice to have some evidence. And now we do.

In 2004, two Israeli researchers, Avi Assor and Guy Roth, joined Edward L. Deci, a leading American expert on the psychology of motivation, in asking more than 100 college students whether the love they had received from their parents had seemed to depend on whether they had succeeded in school, practiced hard for sports, been considerate toward others or suppressed emotions like anger and fear.

It turned out that children who received conditional approval were indeed somewhat more likely to act as the parent wanted. But compliance (顺从) came at a steep price. First, these children

- T 5. The 2004 study revealed that conditional approval had negative effects on children.
F 6. In the companion study, researchers found that mothers who had received conditional parenting refused to use conditional affection with their own children.
NG 7. 120 ninth graders became the subjects in the two replications and extensions of the 2004 study.
T 8. According to the studies, positive conditional parenting may result in the unhealthy feelings of "internal compulsion" despite its possible benefits.
F 9. The child psychologist Bruno Bettelheim criticized "time-out", because it did no good to children.
T 10. Data suggest that love withdrawal works effectively to help parents gain children's obedience as well as promote their moral development.



II. Reading in Depth (RD)

In this part, there are two passages with ten blanks respectively. Please select one word for each blank from the word bank following each passage. You may not use any of the words in the bank more than once.

◀ Passage 1 ▶

Unconditional love is loving without limitations, conditions or reservations. It is 1 ^H on an attitude of complete acceptance which means you decide to love other people and yourself too, of course — by being happy with them just as they are, without needing to change them in any way, allowing them to grow, to be all that they want to be for themselves, even if this does not include you or fit with your plans.

This is the ultimate 2 ^{FG} of all our work, at the very centre of everything, if you can truly love and accept yourself, then your life experience has no limits.

When we were babies, we knew unconditional love, but over time, as we grow up, our thoughts become 3 ^{FG} by the world around us. We learn the behaviors that work to 4 [✓], we learn whether we are good or bad, what is acceptable and what is not. Deep down don't we all crave (渴望) this love, though it often feels lost to us?

So often we seek or demand love from others, but are completely 5 ^J to give it.

The 6 ^K is that if we do not hold this love for ourselves, we will not be able to give it to others or expect others to feel that way about us. It's harsh, but how can we 7 ^{AE} others to love us unconditionally if we cannot?

I am 8 ^I loving, I am a wonderful miracle of life.

Most people could do with building or nurturing their self-love. Many of the exercises and processes you will do for this program will help 9 ^{AA} the barriers to your self approval. It will however be your affirmations (证实) that we will use for countering all your negative self-talk and revitalize (重振) your self-approval with powerful 10 ^P messages. (329 words)

- | | | | | |
|----------------|-------------|------------|-------------|--------------|
| A. remove | B. able | C. basis | D. positive | E. expect |
| F. conditioned | G. focus | H. based | I. worth | J. unable |
| K. fact | L. negative | M. deserve | N. survive | O. confirmed |

◀ Passage 2 ▶

Attachment (依恋) theory is an interdisciplinary (跨学科的) study 1 relationships between humans. Its most important tenet (信条) is that an infant needs to develop a relationship with at least one primary caregiver for social and emotional development to 2 normally.

The theory was 3 by psychiatrist (精神病学家) and psychoanalyst (心理分析学家) John Bowlby. Within attachment theory, infant behavior associated with attachment is primarily the 4 of proximity (亲近) to an attachment figure — the caregiver — in stressful situations. Infants become attached to adults who are sensitive and responsive in social 5 with them, and who remain as consistent caregivers for some months during the period from about six months to two years of age. During the latter part of this period, children begin to use attachment figures (familiar people) as a secure 6 to explore from and return to. Parental responses lead to the development of patterns of attachment; these, in 7, lead to internal working models which will guide the individual's feelings, thoughts and expectations in later relationships. Separation anxiety or grief following the loss of an attachment figure is 8 to be a normal and adaptive response for an attached infant. These 9 may have evolved because they increase the probability of survival of the child. Research by developmental psychologist Mary Ainsworth in the 1960s and 1970s underpinned (巩固) the basic concepts, introduced the 10 of the “secure base” and developed a theory of a number of attachment patterns in infants: secure attachment, avoidant attachment and anxious attachment. (298words)

A. concerned	B. seeking	C. behaviors	D. concept	E. return
F. formulated	G. concerning	H. regarded	I. contract	J. interactions
K. actions	L. base	M. occur	N. considered	O. turn



III. Traditional Passage Reading (TPR)

There are four passages in this part. Each passage is followed by some questions or unfinished statements. Please choose the best answer and circle the corresponding letter.

(1)

Age, cognitive (认知能力的) growth and continued social experience advance the development and complexity of the internal working model. Attachment-related behaviors lose some characteristics typical of the infant-toddler period and take on age-related tendencies. The preschool period involves the use of negotiation and bargaining. For example, four-year-olds are not distressed by separation if they and their caregiver have already negotiated a shared plan for the separation and reunion.

Ideally, these social skills become incorporated (合并) into the internal working model to be used with other children and later with adult peers. As children move into the school years at about six years old, most develop a goal-corrected partnership with parents, in which each partner is willing to compromise in order to maintain a satisfactory relationship. By middle childhood, the goal of the attachment behavioral system has changed from proximity (亲近) to the attachment figure to

availability. Generally, a child is content with longer separations, provided contact — or the possibility of physically reuniting, if needed — is available. Attachment behaviors such as clinging and following decline and self-reliance increases. By middle childhood, there may be a shift towards mutual (共同的) co-regulation of secure-base contact in which caregiver and child negotiate methods of maintaining communication and supervision as the child moves towards a greater degree of independence.

In early childhood, parental figures remain the centre of a child's social world, even if they spend substantial periods of time in alternative (轮换的) care. This gradually lessens, particularly during the child's entrance into formal schooling. The attachment models of young children are typically assessed in relation to particular figures, such as parents or other caregivers. There appear to be limitations in their thinking that restrict their ability to integrate relationship experiences into a single general model. Children usually begin to develop a single general model of attachment relationships during adolescence (青春期), although this may occur in middle childhood.

Relationships with peers have an influence on the child that is distinct from that of parent-child relationships, though the latter can influence the peer relationships children form. Although peers become important in middle childhood, the evidence suggests peers do not become attachment figures, though children may direct attachment behaviors at peers if parental figures are unavailable. Attachments to peers tend to emerge in adolescence, although parents continue to be attachment figures. With adolescents, the role of the parental figures is to be available when needed while the adolescent makes excursions (远足) into the outside world. (434 words)

1. What is this passage mainly about?
 - A. Changes in attachment during childhood.
 - B. Changes in attachment during middle childhood.
 - C. Changes in attachment during adolescence.
 - D. Changes in attachment during childhood and adolescence.
2. Which of the following attachment behavior will increase in middle childhood?
 - A. Clinging.
 - B. Following.
 - C. Separating.
 - D. Self-reliance.
3. What is true about middle childhood?
 - A. Schools become important.
 - B. Teachers become important.
 - C. Parents become important.
 - D. Other children's influence becomes important.
4. A single general model of attachment relationships is usually developed during _____.
 - A. the infant period
 - B. early childhood
 - C. middle childhood
 - D. adolescence
5. What is TRUE about adolescence?
 - A. Parents are no longer attachment figures.
 - B. Peers become attachment figures.
 - C. Attachment to peers emerges.
 - D. Attachment to teachers emerges.

(2)

I went to the high school to get some papers signed by the counselor. My son just had surgery and was unable to attend. My son sent me to a specific counselor that he felt comfortable with. As I talked with the counselor we realized that we grew up in the same little town. I asked him if he knew