



大学英语新六级本领丛书

附赠光盘

第2版

710分

高分攻略

Strategies for Conquering 710 Scores

总主编 李鲁平

本册主编 张彩华



突破450分瓶颈，
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大学英语新六级本领丛书

710 分高分攻略

第2版

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本书依据改革后的大学英语六级考试样卷而编写。在结构上一改其他此类图书从题型概述、做题技巧、例题分析到真题操练的古板模式，整体上采用先试测、然后讲解和练习、最后再测试并模拟考试的形式进行。本书的模拟测试部分内容、题型和难度均力求贴近真题，并在讲解上做到细致、有针对性。随书赠送 MP3 光盘一张，含有试测、再测、专题训练和模拟试题的答案详解、听力录音及原文。

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前言

“大学英语新六级本领丛书”的《710 分高分攻略》是专门为广大六级考生编写的复习应考用书。本书根据最新的六级考试改革方案和样题，以最新颁布的《大学英语课程教学要求》（试行）为指导，参考近年的六级考试试题，由多年从事大学英语教学及四六级考试辅导的老师精心编写。本书具有以下几个特点：

1. 独有的试测与再测设计：本书一改往日备考书的模式，在开讲之前先准备了一份试测试题，使考生明明白白地了解自己的不足之处，从而在复习备考的过程中更有针对性和目的性；在讲解和专题训练结束之后又奉上了一套再测试题，使考生清清楚楚地看到自己的进步，在备考结束进考场之前更加胸有成竹。

2. 独特的词汇训练设计：虽然新的六级考试中不再有词汇和结构测试题，但词汇和句子结构仍是考生取得高分的基础和难点。为此，我们在阅读理解部分之前设计了 10 套词汇练习，并且提供了详细的答案与解析，从而为考生在六级考试中获取高分打下坚实的基础。

3. 详尽的答案解析：每项专题训练之后都有详细的答案解析，使考生知其然，更知其所以然，从而迅速而牢固地掌握那些必考的知识点。

4. 一再强调的重点：每一节后面都有“本节点睛”，将本节中的重点和考点加以总结和强调，以加深考生的印象。

5. 全真的模拟试题：最后还设计了 6 套全真模拟试题，在内容、题型和难度上力求最大限度地贴近真题，并在讲解上做到细致、有针对性，以便考生在备考时时刻检测自己，不断弥补自己的不足，在练习中掌握六级考试的考点和答题规律，在尽可能短的时间内尽快提高应试能力。

6. 内容丰富的光盘：本书还附有一张光盘，听力文件为 MP3 格式，音质优良，同时也便于考生将其拷贝到自己的 MP3 中随时随地收听练习；试测、再测、听力专题训练部分和全真模拟试题的答案详解，以及听力部分的录音原文也在此光盘中，一是为了让考生在备考练习时摆脱依赖答案的不良习惯，

培养独立思考的能力，同时对自己思考的结果印象更加深刻；二是从经济角度考虑，既给考生提供尽可能全面的信息，又最大限度地减少本书的厚度，以降低考生的备考成本。

由于编写时间仓促，疏漏之处在所难免，恳请广大考生谅解，并提出宝贵意见（sunnyrain89@sina.com），我们将在再版时使其更加完善。

编者

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第一章 试测：你已具备的英语水平

知

己知彼方能百战百胜，通过本套试题的检测，你可以清楚地了解自己的软肋所在，以便在今后的备考过程中有针对性地强化和提高。

第一节 试测试题

Part I Writing (30 minutes)

(注意：此部分试题请在答题卡1上作答。)

Directions: For this part, you are allowed thirty minutes to write a composition on the topic *Reduce Stress on Campus*. You should write at least 150 words, and base your composition on the outline given in Chinese below:

1. 大学生所面临的压力 (说明现状)
2. 压力产生的原因
3. 指出正确对待压力的办法

Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1 - 7, choose the best answer from the four choices marked A), B), C) and D). For questions 8 - 10, complete the sentences with the information given in the passage.

Globalization: Threat or Opportunity?

The term "globalization" has acquired considerable emotive force. Some view it as a process that is beneficial — a key to future world economic development — and also inevitable and irreversible. Others regard it with hostility, even fear, believing that it increases inequality within and between nations, threatens employment and living standards and thwarts social progress. This article offers an overview of some aspects of globalization and aims to identify ways in which countries can tap the gains of this process, while remaining realistic about its potential and its risks.

The crises in the emerging markets in the 1990s have made it quite evident that

the opportunities of globalization do not come without risks — risks arising from volatile capital movements and the risks of social, economic, and environmental degradation created by poverty. This is not a reason to reverse direction, but for all concerned — in developing countries, in the advanced countries, and of course investors — to embrace policy changes to build strong economies and a stronger world financial system that will produce more rapid growth and ensure that poverty is reduced.

What Is Globalization?

Economic “globalization” is a historical process, the result of human innovation and technological progress. It refers to the increasing integration of economies around the world, particularly through trade and financial flows. The term sometimes also refers to the movement of people (labor) and knowledge (technology) across international borders.

At its most basic, there is nothing mysterious about globalization. The term has come into common usage since the 1980s, reflecting technological advances that have made it easier and quicker to complete international transactions — both trade and financial flows.

Global markets offer greater opportunity for people to tap into more and larger markets around the world. It means that they can have access to more capital flows, technology, cheaper imports, and larger export markets. But markets do not necessarily ensure that the benefits of increased efficiency are shared by all. Countries must be prepared to embrace the policies needed, and in the case of the poorest countries may need the support of the international community as they do so.

Does Globalization Increase Poverty and Inequality?

During the 20th century, global average per capita income rose strongly, but with considerable variation among countries. It is clear that the income gap between rich and poor countries has been widening for many decades. The most recent *World Economic Outlook* studies 42 countries (representing almost 90 percent of world population) for which data are available for the entire 20th century. It reaches the conclusion that output per capita has risen appreciably but that the distribution of income among countries has become more unequal than at the beginning of the century.

But incomes do not tell the whole story; broader measures of welfare that take account of social conditions show that poorer countries have made considerable progress. For instance, some low-income countries, e.g. Sri Lanka, have quite impressive social indicators. One recent paper finds that if countries are compared

using the UN's Human Development Indicators (HDI), which take education and life expectancy into account, then the picture that emerges is quite different from that suggested by the income data alone.

This has brought new urgency to policies specifically designed to alleviate poverty. Countries with a strong growth record, pursuing the right policies, can expect to see a sustained reduction in poverty, since recent evidence suggests that there exists at least a one-to-one correspondence between growth and poverty reduction. And if strongly pro-poor policies — for instance in well-targeted social expenditure — are pursued then there is a better chance that growth will be amplified into more rapid poverty reduction. This is one compelling reason for all economic policy makers, including the IMF, to pay heed more explicitly to the objective of poverty reduction.

How Can the Poorest Countries Catch Up More Quickly?

Growth in living standards springs from the accumulation of investment and labor, and through advances in technology. Many factors can help or hinder these processes. The experience of the countries that have increased output most rapidly shows the importance of creating conditions that are conducive to long-run per capita income growth. Economic stability, institution building, and structural reform are at least as important for long-term development as financial transfers, important as they are. What matters is the whole package of policies, financial and technical assistance, and debt relief if necessary.

Components of such a package might include:

- Macroeconomic stability to create the right conditions for investment and saving;
- Outward oriented policies to promote efficiency through increased trade and investment;
- Structural reform to encourage domestic competition;
- Strong institutions and an effective government to foster good governance;
- Education, training, and research and development to promote productivity;
- External debt management to ensure adequate resources for sustainable development.

All these policies should be focused on country-owned strategies to reduce poverty by promoting pro-poor policies that are properly budgeted — including health, education, and strong social safety nets. A participatory approach will add greatly to their chances of success.

An Advanced Country Perspective: Does Globalization Harm Workers' Interests?

Anxiety about globalization also exists in advanced economies. How real is the

perceived threat that competition from “low-wage economies” displaces workers from high-wage jobs and decreases the demand for less skilled workers? Are the changes taking place in these economies and societies a direct result of globalization?

Economies are continually evolving and globalization is one among several other continuing trends. One such trend is that as industrial economies mature, they are becoming more service-oriented to meet the changing demands of their population. Another trend is the shift toward more highly skilled jobs. But all the evidence is that these changes would be taking place — not necessarily at the same pace — with or without globalization. In fact, by bringing the benefits of capital flows, technological innovations, and lower import prices, globalization is actually making this process easier and less costly to the economy as a whole. Economic growth, employment and living standards are all higher than they would be in a closed economy.

What is the appropriate policy response? Should governments try to protect particular groups, like low-paid workers or old industries, by restricting trade or capital flows? Such an approach might help some in the short-term, but ultimately it is at the expense of the living standards of the population. Rather, governments should pursue policies that encourage integration into the global economy while putting in place measures to help those adversely affected by the changes. The economy as a whole will prosper more from policies that embrace globalization by promoting an open economy, and, at the same time, squarely address the need to ensure the benefits are widely shared. Government policy should focus on two important areas:

- education and vocational training, to make sure that workers have the opportunity to acquire the right skills in dynamic changing economies; and
- well-targeted social safety nets to assist people who are displaced.

Conclusion

As globalization has progressed, living conditions (particularly when measured by broader indicators of well being) have improved significantly in virtually all countries. However, the strongest gains have been made by the advanced countries and only some of the developing countries.

That the income gap between high-income and low-income countries has grown wider is a matter for concern. And the number of the world's citizens in abject poverty is deeply disturbing. But it is wrong to jump to the conclusion that globalization has caused the divergence, or that nothing can be done to improve the situation. To the contrary: low-income countries have not been able to integrate with the global economy as quickly as others, partly because of their chosen policies

and partly because of factors outside their control. No country, least of all the poorest, can afford to remain isolated from the world economy. Every country should seek to reduce poverty. The international community should try — by strengthening the international financial system, through trade, and through aid — to help the poorest countries integrate into the world economy. That is the way to ensure all people in all countries have access to the benefits of globalization.

(注意：此部分试题请在答题卡 1 上作答。8 - 10 题在答题卡 1 上。)

1. What is the public's opinion towards globalization?
 - A) People think it will be beneficial to the future world economic development.
 - B) People are afraid of the bad consequences of globalization.
 - C) People want to do more research about the potential influences of globalization.
 - D) People hold different views of globalization.
2. What demonstrated to us the fact that globalization comes with risks?
 - A) The crises in the emerging markets in the 1990s.
 - B) Volatile capital movements.
 - C) Poverty.
 - D) Policy changes.
3. What does global market provide for people?
 - A) Elimination of poverty around the world.
 - B) Benefits of increased efficiency.
 - C) Political peace around the globe.
 - D) Opportunity for people to take advantage of more and larger markets.
4. What does the study in the *World Economic Outlook* indicate?
 - A) Global average per capita income rose strongly
 - B) The income gap between rich and poor countries has been narrowed.
 - C) Countries must be prepared to embrace the policies needed.
 - D) The poorest countries need the support of the international community.
5. The inequality in distribution of income calls for policies with a purpose to _____.
 - A) pursue right policies
 - B) sustain economic development
 - C) alleviate poverty
 - D) prolong people's life
6. Factors that contribute to growth in living standards include accumulation of investment and labor, and _____.
 - A) advances in technology
 - B) foreign investment
 - C) peaceful political environment
 - D) economic policies
7. Besides policies that focus on country-owned strategies, poverty will be more

effectively reduced by adding _____.

A) cheaper labor

B) more investment

C) political incentive

D) a participatory approach

8. Globalization would cause the shift towards more skilled jobs to be _____.

9. Governments' policies trying to protect particular groups will cause the reduction of _____.

10. In conclusion, the international community should try to help the poor countries to _____.

Part III Listening Comprehension (35 minutes)



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 question 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 the Answer Sheet 2 with a single line through the center.

(注意：此部分试题请在答题卡2上作答。)

11. A) Writing will not be easy.

B) Writing will be less difficult.

C) Writing has been boring.

D) Writing has been enjoyable.

12. A) Cold is a kind of serious illness.

B) Cold will go away quickly.

C) You should go to see a doctor.

D) You needn't do anything about it.

13. A) There will be a short delay.

B) There will be a long delay.

C) The flight has been canceled.

D) The condition is still uncertain.

14. A) She is forgetful.

B) She is considerate.

C) She is forgiving.

D) She is careless.

15. A) He thinks her choice is good.

B) He thinks her choice is terrible.

C) He doesn't like the colour.

D) He doesn't like the style.

16. A) The working hours were unsuitable. B) The job was not well paid.

C) He had to do a lot of traveling. D) The job was quite difficult.

17. A) Public buses are fast and cheap.

B) Parking is becoming a big problem.

C) Subway trains are even safer than taxis.

D) Taxis are more convenient than buses.

18. A) Fixing the woman's computer.

B) Ordering some new parts by Friday.

on the Answer Sheet 2 with a single line through the center.

(注意：此部分试题请在答题卡2上作答。)

Passage One

Questions 26 to 28 are based on the passage you have just heard.

26. A) The role of immigrants in the construction of American society.
B) The importance of offering diverse courses in European history.
C) The need for greater cultural diversity in the school curriculum.
D) The historic landing of Europeans on the Virginia shore.
27. A) He was wondering if the speaker was used to living in America.
B) He was trying to show friendliness to the speaker.
C) He wanted to keep their conversation going.
D) He believed the speaker was a foreigner.
28. A) The US population doesn't consist of white European descendants only.
B) Asian tourists can speak English as well as native speakers of the language.
C) Colored people are not welcome in the United States.
D) Americans are in need of education in their history.

Passage Two

Questions 29 to 32 are based on the passage you have just heard.

29. A) By making laws.
B) By enforcing discipline.
C) By educating the public.
D) By holding ceremonies.
30. A) It should be raised by soldiers.
B) It should be raised quickly by hand.
C) It should be raised only by Americans.
D) It should be raised by mechanical means.
31. A) It should be attached to the status.
B) It should be hung from the top of the monument.
C) It should be spread over the object to be unveiled.
D) It should be carried high up in the air.
32. A) There has been a lot of controversy over the use of flag.
B) The best athletes can wear uniforms with the design of the flag.
C) There are precise regulations and customs to be followed.
D) Americans can print the flag on their cushions or handkerchiefs.

Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) Punishment by teachers.
B) Poor academic performance.

C) Truancy.

D) Illness.

34. A) The Board of Education.

B) Principals of city schools.

C) Students with good academic records.

D) Students with good attendance records.

35. A) Punishing students who damage school property.

B) Rewarding schools that have decreased the destruction.

C) Promoting teachers who can prevent the destruction.

D) Cutting the budget for repairs and replacements.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.*

(注意：此部分试题在答题卡2上；请在答题卡2上作答。)

The reasons for Disney's success are varied and numerous, but (36) _____ the credit belongs to one person — the man who created the cartoon and built the company from nothing, Walt Disney. (37) _____, he could not draw particularly well. But he was a genius in plenty of other (38) _____. In business, his greatest skills were his (39) _____ and his management ability. After setting himself up in Hollywood, he single-handedly (40) _____ the concepts of branding and merchandising — something his company still does brilliantly today.

But what really (41) _____ Disney was his ability to identify with his (42) _____. Disney always made sure his films championed the “little guy”, and made him feel proud to be American. This he achieved by creating characters that (43) _____ the hopes and fears of ordinary people. Some films, like the *There Little Pigs* and *Snow White and the Seven Dwarves*, (44) _____.

Disney was also regarded as a great patriot. (45) _____. By the time he died in 1966, Walt Disney was an icon like Thomas Edison and the Wright Brothers. (46) _____, the man who represented them all their lives, the man who represented all that was good about America.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)**Section A**

Directions: *In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words on Answer Sheet 2.*

(注意：此部分试题请在答题卡2上作答。)

Questions 47 to 51 are based on the following passage.

I've heard from and talked to many people who described how Mother Nature simplified their lives for them. They'd lost their home and many or all of their possessions through fires, floods, earthquakes, or some other disaster. Losing everything you own under such circumstances can be distressing, but the people I've heard from all saw their loss, ultimately, as a blessing.

"The fire saved us the agony of deciding what to keep and what to get rid of," one woman wrote. And once all those things were no longer there, she and her husband saw how they had weighed them down and complicated their lives.

"There was so much stuff we never used and that was just taking up space. We vowed when we started over, we'd replace only what we needed, and this time we'd do it right. We've kept our promise: we don't have much now, but what we have is exactly what we want."

Though we've never had a catastrophic loss such as that, Gibbs and I did have a close call shortly before we decided to simplify. At that time we lived in a fire zone. One night a firestorm raged through and destroyed over six hundred homes in our community. That tragedy gave us the opportunity to look objectively at the goods we'd accumulated.

We saw that there was so much we could get rid of and not only never miss, but be better off without. Having almost lost it all, we found it much easier to let go of the things we knew we'd never use again.

Obviously, there's a tremendous difference between getting rid of possessions and losing them through a natural disaster without having a say in the matter. And this is not to minimize the tragedy and pain such a loss can generate.

But you might think about how you would approach the acquisition process if you had it to do all over again. Look around your home and make a list of what you would replace.

Make another list of things you wouldn't acquire again no matter what, and in fact would be happy to be rid of.

When you're ready to start unloading some of your stuff, that list will be a good place to start.