

● 李学军 王焜 等 编著

710分

六级 考前强化 模拟训练

分项突破 步步为赢
练模结合 挑战高分



中国水利水电出版社
www.waterpub.com.cn

● 李学军 王焯 等 编著

710分

六级 考前强化 模拟训练



中国水利水电出版社

www.waterpub.com.cn

内 容 提 要

本书严格按照全国大学英语六级考试改革方案及试点考试样卷编写,立足应试,紧扣六级考试的最近动向。本书精选了最新六级考试的真题和10套全真模拟题,不但分析了历年考试的命题规律以及应试技巧,使考生在最短的时间内掌握解题方法,准确地抓住重点、难点,有针对性地进行复习,而且通过大量的考前模拟强化,使考生充分进入临考状态,真正做到“知己知彼,百战不殆”,帮助考生全面熟悉六级考试新题型,做到胸有成竹,顺利通过六级考试。

本书适合参加大学英语六级考试的考生阅读使用。

图书在版编目(CIP)数据

710分六级考前强化模拟训练 / 李学军, 王焯等编著

— 北京: 中国水利水电出版社, 2011.9

ISBN 978-7-5084-8948-3

I. ①7… II. ①李… ②王… III. ①大学英语水平考试—习题集 IV. ①H319.6

中国版本图书馆CIP数据核字(2011)第177239号

书 名	710分六级考前强化模拟训练
作 者	李学军 王焯 等 编著
出版发行	中国水利水电出版社 (北京市海淀区玉渊潭南路1号D座 100038) 网址: www.waterpub.com.cn E-mail: sales@waterpub.com.cn 电话:(010) 68367658 (发行部)
经 售	北京科水图书销售中心(零售) 电话:(010) 88383994、63202643 全国各地新华书店和相关出版物销售网点
排 版	贵艺图文设计中心
印 刷	北京市兴怀印刷厂
规 格	145mm×210mm 32开本 10印张 342千字
版 次	2011年9月第1版 2011年9月第1次印刷
印 数	0001—4000册
定 价	29.80元(附光盘1张)

凡购买我社图书,如有缺页、倒页、脱页的,本社发行部负责调换

版权所有·侵权必究

Preface

前 言

英语六级考试是国家教育部主管的一项全国性的教学考试，是用来测评大学生英文能力的一项非常重要的指标。全面正式实施改革后的六级考试，无论是考试侧重点还是考试形式都呈现出新的特点，而隐含其后的则是整个测试思路的转变。

“710分单项技能突破”系列就是在此新形势下精心策划与编写的一套考试辅导用书。本书是考前强化模拟训练分册，旨在帮助考生做临考前的自我测试和强化。本书严格遵照《全国大学英语四、六级考试改革方案（试行）》的精神，在题型设置上与考试新题型完全一致，在设置难度上与真题基本一致。具体内容包括真题自测和模拟练习两部分，其中，真题自测部分给出了最近的大学英语六级考试真题，目的是让考生提前进入考试状态，更好地掌握真题难度和熟悉题型；模拟练习部分为考生提供了10套全真模拟试题，每套题都完全按照六级考试新题型的要求设计，并在参考答案与解析部分提供了详细解答。

本书内容编排与取舍深入大纲思想，强调考试重点和难点的考核。具体来说，有以下几方面的特色。

1. 以最新大学英语六级考试大纲作为命题基础。
2. 对大学英语六级考试的考点、重点和难点做到了全面覆盖和准确把握。
3. 题型、题量、难易程度和卷面设置等同真题。
4. 试卷中各题都附有翔实的分析解答。

我们希望考生能在深入了解新题型，并且掌握了各个专项训练

的重点以及技巧后，能够顺利完成 10 套模拟测试题。测试结束后，要总结自己的知识、能力的不足，然后再进行针对性的复习，并及时巩固和不断提高，在备战六级的征程中取得长足的进步，信心百倍地应对考试。

本书由李学军、王焜等编著，马云秀、王建军、王海娜、王越、白云飞、刘梅、张世华、张红燕、张娟娟、张静、李光全、李良、李翔、李楚、陈仕奇、罗勇军、姜文琪、梁媛、董敏、蒋卫华等参与了本书的编写工作，在此一并向他们表示感谢。

由于时间仓促，编者水平有限，书中的不足之处恳请读者批评指正。

编者

2011 年 1 月

全国大学英语四、六级考试改革方案（试行）

大学英语教学改革是“高等学校教学质量与教学改革工程”的一项重要内容，2004年，教育部组织制定了《大学英语课程教学要求（试行）》。大学英语四、六级考试（以下简称四、六级考试）改革是大学英语教学改革的重要组成部分。全国大学英语四、六级考试委员会（以下简称考委会）和大学英语四、六级考试改革项目组在广泛听取多方意见的基础上，经过近一年的研究和论证，根据《大学英语课程教学要求（试行）》，制定本方案。

一、四、六级考试改革的指导思想、目标和原则

四、六级考试是为教学服务的标准化考试。考试改革的指导思想是在保持科学性、客观性和公正性的同时，使考试最大限度地对大学英语教学产生正面的导向作用，即通过改革，引导师生正确处理教学与考试的关系，更合理地使用四、六级考试，使考试更好地为教学服务。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，尤其是英语听说能力，以体现社会改革开放对我国大学生英语综合应用能力的要求。改革要按照前瞻性与可行性相结合、分步实施的原则进行，既有近期改革目标，又有中长期规划。

二、四、六级考试改革的措施

（一）全面改革计分体制和成绩报导方式

自2005年6月起，面向所有考生，四、六级考试成绩将采用满分为710分的计分体制，不设及格线；成绩报导方式由考试合格证书改为成绩报告单，即考后向每位考生发放成绩报告单，报导内容包括总分、单项分等；为使学校理解考试分数的含义并根据各校的实际合理使用情况合理使用考试测量的结果，四、六级考委会将向学校提供四、六级考试分数的解释。

（二）考试内容改革

按照《大学英语课程教学要求（试行）》修订考试大纲，开发新

题型，加大听力理解部分的题量和分值比例，增加快速阅读理解测试，增加非选择性试题的题量和分值比例。试行阶段的四、六级考试内容四部分构成：听力理解、阅读理解、综合测试和写作测试。听力理解部分的比例提高到 35%，其中听力对话占 15%，听力短文占 20%。听力对话部分包括短对话和长对话的听力理解；听力短文部分包括短文听写和选择题型的短文理解；听力题材选用对话、讲座、广播电视节目等更具真实性的材料。阅读理解部分比例调整为 35%，其中仔细阅读部分（Careful Reading）占 25%，快速阅读部分（Fast Reading）占 10%。仔细阅读部分除测试篇章阅读理解外，还包括对篇章语境中的词汇理解的测试；快速阅读部分测试各种快速阅读技能。综合测试比例为 15%，由两部分构成。第一部分为完形填空或改错，占 10%；第二部分为短句问答或翻译，占 5%。写作能力测试部分比例为 15%，体裁包括议论文、说明文、应用文等。试行阶段四、六级考试各部分测试内容、题型和所占分值比例如下表所示。

试卷构成	测试内容		测试题型	比例
第一部分： 听力理解	听力对话	短对话	多项选择	35%
		长对话	多项选择	
	听力短文	短文理解	多项选择	
		短文听写	复合式听写	
第二部分： 阅读理解	仔细阅读理解	篇章阅读理解	多项选择	35%
		篇章词汇理解	选词填空	
	快速阅读理解		是非判断 + 句子 填空或其他	
第三部分： 综合测试	完形填空或改错		多项选择	15%
			错误辨认并改正	
	篇章问答或句子翻译		简短回答	
中译英				
第四部分： 写作测试	写作		短文写作	15%

近期内，四、六级考试口语考试仍将与笔试分开实施，继续采用已经实施了五年的面试型的四、六级口语考试（CET-SET）。同时，考委会将积极研究开发计算机化口语测试，以进一步扩大口语

考试规模，推动大学英语口语教学。

（三）考务管理体制改革

2005年6月起，教育部考试中心将启用新的四、六级考试报名和考务管理系统，严格认定考生报名资格，加强对考场组织和考风考纪的管理，切实做好考试保密工作。从2006年1月的考试起，逐步将参加考试的考生范围尽可能限制在高等学校内部。有关报名要求等考务管理方面的事宜由教育部考试中心另行通知。

（四）改革工作进程

1. 2005年6月的考试内容不变，所有考生仍采用旧题型进行考试。

2. 自2006年1月的考试开始，参加大学英语教学改革试点的学生，以自愿为原则，试行新题型的四级考试，自2006年6月开始以同等方式试行新的六级考试；在此期间，非试点考生仍采用旧题型进行考试。

3. 初步定于2007年1月全面实施改革后的四级考试，2007年6月全面实施改革后的六级考试。

考委会按照《大学英语课程教学要求（试行）》制定新的四、六级考试大纲和样题，并将及时向教师和学生公布。

三、四、六级考试中、长期改革规划

四、六级考试经过17年的发展历程证明，任何一项大规模标准化考试的发展都是一个不断改进和完善的过程。国家改革开放对我国大学生的英语交际能力不断提出更高的要求，因此，四、六级考试中长期改革任务仍十分艰巨。考委会将不断研究开发适合四、六级考试的新题型，研究改革后的四、六级考试对教学的后效；同时，充分利用高科技手段，完善考务管理系统，实现四、六级考试网上阅卷（CET-Online Marking），研究计算机化的四、六级考试（CET-CBT），争取在一定考生范围内或在某种能力测试中实现四、六级机考。

四、六级考试还将进一步完善其考试系列，更好地适应不同层次学校的需要，更有利于分层管理、分类指导。考委会将根据对目前国内、国际语言测试理论和实践的研究和分析，制定以中国英语

学习者对象，能与国际接轨的英语语言能力等级量表，以更准确地描述我国大学生的英语能力。同时，研究开发入学水平考试（CET-Placement Test），用以测量大学生入学时的英语水平，为学校制定切实可行的教学目标提供依据。采用“平均级点分”等统计手段，更准确地反映教学水平的提高幅度，以调动广大师生的教与学的积极性。此外，还将研究开发高端考试（CET-Advanced Level），用于测试学生是否达到《大学英语课程教学要求（试行）》中“更高要求”所规定的英语综合应用能力，即能以英语为工具，直接参与国际学术会议、国际学术交流等。

四、六级考试改革是一项复杂的系统工程。要加大宣传力度，使教师和学生了解改革的目的是和举措，并通过教师培训等手段使改革思想融入教学。要密切关注改革后效，跟踪改革对教学所产生的影响，及时调整改革措施，使四、六级考试更好地为教学服务。

Contents

目 录

前 言

全国大学英语四、六级考试改革方案（试行）

真题自测	1
2010年6月英语六级考试真题	1
大学英语六级考试模拟试题	21
Model Test 1	21
Model Test 2	40
Model Test 3	60
Model Test 4	78
Model Test 5	98
Model Test 6	118
Model Test 7	138
Model Test 8	157
参考答案与解析	174
2010年6月英语六级考试答案	174
Key to Model Test 1	189
Key to Model Test 2	204
Key to Model Test 3	218
Key to Model Test 4	233
Key to Model Test 5	248
Key to Model Test 6	264
Key to Model Test 7	279
Key to Model Test 8	296

真题自测

2010年6月英语六级考试真题

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay on the topic of *Due Attention Should Be Given to the Study of Chinese*. You should write at least 150 words following the outline given below.

1. 近年来在学生中出现了忽视中文学习的现象;
2. 出现这种现象的原因和后果;
3. 我认为……

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.

Obama's success isn't all good news for black Americans

As Erin White watched the election results head towards victory for Barack Obama, she felt a burden lifting from her shoulders. "In that one second, it was a validation for my whole race," she recalls.

"I've always been an achiever," says White, who is studying for an MBA at Vanderbilt University in Nashville, Tennessee. "But there had

always been these things in the back of my mind questioning whether I really can be who I want. It was like a shadow, following me around saying you can only go so far. Now it's like a barrier has been let down."

White's experience is what many psychologists had expected — that Obama would prove to be a powerful role model for African Americans. Some hoped his rise to prominence would have a big impact on white Americans, too, challenging those who still harbor racist sentiments. "The traits that characterize him are very contradictory to the racial stereotypes that black people are aggressive and uneducated," says Ashby Plant of Florida State University. "He's very intelligent and eloquent."

Sting in the tail

Ashby Plant is one of a number of psychologists who seized on Obama's candidacy to test hypotheses about the power of role models. Their work is already starting to reveal how the "Obama effect" is changing people's views and behavior. Perhaps surprisingly, it is not all good news: there is a sting in the tail of the Obama effect.

But first the good news. Barack Obama really is a positive role model for African Americans, and he was making an impact even before he got to the White House. Indeed, the Obama effect can be surprisingly immediate and powerful, as Ray Friedman of Vanderbilt University and his colleagues discovered.

They tested four separate groups at four key stages of Obama's presidential campaign. Each group consisted of around 120 adults of similar age and education, and the test assessed their language skills. At two of these stages, when Obama's success was less than certain, the tests showed a clear difference between the scores of the white and black participants — an average of 12.1 out of 20, compared to 8.8, for example. When the Obama fever was at its height, however, the black participants performed much better. Those who had watched Obama's acceptance speech as the Democrats' presidential candidate performed just as well, on average, as the white subjects. After his election victory, this was true of all the black participants.

Dramatic shift

What can explain this dramatic shift? At the start of the test, the participants had to declare their race and were told their results would be used to assess their strengths and weaknesses. This should have primed the subjects with “stereotype threat” — an anxiety that their results will confirm negative stereotypes, which has been shown to damage the performance of African Americans.

Obama’s successes seemed to act as a shield against this. “We suspect they felt inspired and energized by his victory, so the stereotype threat wouldn’t prove a distraction,” says Friedman.

Lingering racism

If the Obama effect is positive for African Americans, how is it affecting their white compatriots (同胞)? Is the experience of having a charismatic (有魅力的) black president modifying lingering racist attitudes? There is no easy way to measure racism directly; instead psychologists assess what is known as “implicit bias”, using a computer-based test that measures how quickly people associate positive and negative words — such as “love” or “evil” — with photos of black or white faces. A similar test can also measure how quickly subjects associate stereotypical traits — such as athletic skills or mental ability — with a particular group.

In a study that will appear in the *Journal of Experimental Social Psychology*, Plant’s team tested 229 students during the height of the Obama fever. They found that implicit bias has fallen by as much as 90% compared with the level found in a similar study in 2006. “That’s an unusually large drop,” Plant says.

While the team can’t be sure their results are due solely to Obama, they also showed that those with the lowest bias were likely to subconsciously associate black skin colour with political words such as “government” or “president”. This suggests that Obama was strongly on their mind, says Plant.

Drop in bias

Brian Nosek of the University of Virginia in Charlottesville, who runs a website that measures implicit bias using similar test, has also observed a small drop in bias in the 700,000 visitors to the site since January 2007, which might be explained by Obama's rise to popularity. However, his preliminary results suggest that change will be much slower coming than Plant's results suggest.

Talking honestly

"People now have the opportunity of expressing support for Obama every day," says Daniel Effron at Stanford University in California. "Our research arouses the concern that people may now be more likely to raise negative views of African Americans." On the other hand, he says, it may just encourage people to talk more honestly about their feelings regarding race issues, which may not be such a bad thing.

Another part of the study suggests far more is at stake than the mere expression of views. The Obama effect may have a negative side. Just one week after Obama was elected president, participants were less ready to support policies designed to address racial inequality than they had been two weeks before the election.

Huge obstacles

It could, of course, also be that Obama's success helps people to forget that a disproportionate number of black Americans still live in poverty and face huge obstacles when trying to overcome these circumstances. "Barack Obama's family is such a salient (出色的) image, we generalise it and fail to see the larger picture — that there's injustice in every aspect of American life," says Cheryl Kaiser of the University of Washington in Seattle. Those trying to address issues of racial inequality need to constantly remind people of the inequalities that still exist to counteract the Obama's effect, she says.

Though Plant's findings were more positive, she too warns against thinking that racism and racial inequalities are no longer a problem. "The last thing I want is for people to think everything's solved."

These findings do not only apply to Obama, or even just to race. They should hold for any role model in any country. “There’s no reason we wouldn’t have seen the same effect on our views of women if Hillary Clinton or Sarah Palin had been elected,” says Effron. So the election of a female leader might have a downside for other women.

Beyond race

We also don’t yet know how long the Obama effect — both its good side and its bad — will last. Political sentiment is notoriously changeable: What if things begin to go wrong for Obama, and his popularity slumps?

And what if Americans become so familiar with having Obama as their president that they stop considering his race altogether? “Over time he might become his own entity,” says Plant. This might seem like the ultimate defeat for racism, but ignoring the race of certain select individuals — a phenomenon that psychologists call subtyping — also has an insidious (隱伏的) side. “We think it happens to help people preserve their beliefs, so they can still hold on to the previous stereotypes.” That could turn out to be the cruelest of all the twists to the Obama effect.

注意：此部分试题请在答题卡1上作答。

- How did Erin White feel upon seeing Barack Obama’s victory in the election?
A) Excited. B) Victorious. C) Anxious. D) Relieved.
- Before the election, Erin White has been haunted by the question of whether _____.
A) she could obtain her MBA degree
B) she could go as far as she wanted in life
C) she was overshadowed by her white peers
D) she was really an achiever as a student
- What is the focus of Ashby Plant’s study?
A) Racist sentiments in America.
B) The power of role models.

- C) Personality traits of successful blacks.
D) The dual character of African Americans.
4. In their experiments, Ray Friedman and his colleagues found that _____.
- A) blacks and whites behaved differently during the election
B) whites' attitude towards blacks has dramatically changed
C) Obama's election has eliminated the prejudice against blacks
D) Obama's success impacted blacks' performance in language tests
5. What do Brian Nosek's preliminary results suggest?
- A) The change in bias against blacks is slow in coming.
B) Bias against blacks has experienced an unusual drop.
C) Website visitor's opinions are far from being reliable.
D) Obama's popularity may decline as time passes by.
6. A negative side of the Obama effect is that _____.
- A) more people have started to criticise President Obama's racial policies
B) relations between whites and African Americans may become tense again
C) people are now less ready to support policies addressing racial inequality
D) white people are likely to become more critical of African Americans
7. Cheryl Kaiser holds that people should be constantly reminded that _____.
- A) Obama's success is sound proof of black's potential
B) Obama is but a rare example of black's excellence
C) racial inequality still persists in American society
D) blacks still face obstacles in political participation
8. According to Effron, if Hillary Clinton or Sarah Palin had been elected, there would also have been a negative effect on _____.
9. It is possible that the Obama effect will be short-lived if there is a change in people's _____.
10. The worst possible aspect of the Obama effect is that people could

ignore his race altogether and continue to hold on to their old racial

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 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 2 with a single line through the centre.*

注意：此部分试题请在答题卡2上作答。

11. A) The man failed to keep his promise.
B) The woman has a poor memory.
C) The man borrowed the book from the library.
D) The woman does not need the book any more.
12. A) The woman is making too big a fuss about her condition.
B) Fatigue is a typical symptom of lack of exercise.
C) The woman should spend more time outdoors.
D) People tend to work longer hours with artificial lighting.
13. A) The printing on her T-shirt has faded.
B) It is not in fashion to have a logo on a T-shirt.
C) She regrets having bought one of the T-shirts.
D) It is not a good idea to buy the T-shirt.
14. A) He regrets having published the article.
B) Most readers do not share his viewpoints.
C) Not many people have read his article.
D) The woman is only trying to console him.
15. A) Leave Daisy alone for the time being.
B) Go see Daisy immediately.