

中国顶尖的六级老师——考天下名师团 编

格林 主编

大学英语六级考试

赢在真题

通过真题记单词

历年真题精准译文，解题速成技巧全面揭秘

 NO.1

中国石化出版社

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前 言

本书是一本与众不同又能给你带来最大回报的六级单词记忆书，使你在历年六级真题真实生动的语境中轻松快乐地记住六级英语单词，同时掌握它的用法和考试点，增强你的阅读能力、听力能力、翻译能力，教会你作文句式。

词汇在英语学习中的重要性，好比砖石之于大厦，词汇量的不足会严重制约听、说、读、写、译等诸多能力的提高，也阻碍学生在考试中取得理想的成绩。但是记忆词汇之艰难于我们都有同感。著名英语教育家、语言学家许国璋先生曾说过：“最好的记生词的办法不能只是背单词，我认为最好的办法莫过于通过词句或文章来记，这样就学得活，就记得牢。”

如果你已经厌倦了从 A 到 Z 的枯燥繁琐而且效果甚微的记忆方法，又觉得许多的语境记忆书籍太浪费时间（一大段的语境只能帮助记住少数的几个英语单词）；如果你想真正地高效率记住英语单词，提高英语水平和六级考试应试能力，本书将是你最好的选择。

本书具有如下的几个特点：

1. 精选六级真题阅读理解、听力理解两个部分，使你在真实生动的语境中轻松快乐地记住六级英语单词，熟悉六级考试语境，掌握单词的考点和用法。

2. 每篇文章后都有相应的精彩译文，在记忆单词的同时增强你的阅读能力、听力能力、翻译能力、写作能力。

3. 每篇文章后的词汇都有相应的助记、用法以及英美报刊例句，触类旁通，拓宽眼界。

编者希望本书能使您在六级备考中辛苦的付出能有最大的回报——提升您的六级考试成绩，也希望您在本书中所得到的“砖块”能让您在构建英语学习的“大厦”中一生受用！最后感谢您对本书的支持！

编 者

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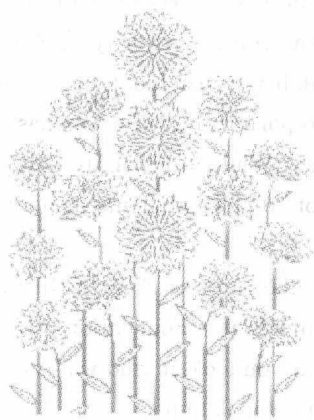
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真·善·美

第一部分

阅读理解





Minority Report 少数派报告



真题·共赏

American universities are accepting more minorities than ever. Graduating them is another matter.

Barry Mills, the president of Bowdoin College, was justifiably proud of Bowdoin's efforts to recruit minority students. Since 2003 the small, elite liberal arts school in Brunswick, Maine, has boosted the proportion of so-called under-represented minority students in entering freshman classes from 8% to 13%. "It is our responsibility to reach out and attract students to come to our kinds of places," he told a NEWSWEEK reporter. But Bowdoin has not done quite as well when it comes to actually graduating minorities. While 9 out of 10 white students routinely get their diplomas within six years, only 7 out of 10 black students made it to graduation day in several recent classes.

"If you look at who enters college, it now looks like America," says Hilary Pennington, director of postsecondary programs for the Bill & Melinda Gates Foundation, which has closely studied enrollment patterns in higher education. "But if you look at who walks across the stage for a diploma, it's still largely the white, upper-income population."

The United States once had the highest graduation rate of any nation. Now it stands 10th. For the first time in American history, there is the risk that the rising generation will be less well educated than the previous one. The graduation rate among 25- to 34-year-olds is no better than the rate for the 55- to 64-year-olds who were going to college more than 30 years ago. Studies show that more and more poor and non-white students want to graduate from college, but their graduation rates fall far short of their dreams. The graduation rates for blacks, Latinos, and Native Americans lag far behind the graduation rates for whites and Asians. As the minority population grows in the United States, low college graduation rates become a threat to national prosperity.

The problem is pronounced at public universities. In 2007 the University of Wisconsin-Madison—one of the top five or so prestigious public universities—graduated 81% of its white students within six years, but only 56% of its blacks. At less-selective state schools, the numbers get worse. During the same time frame, the University of Northern Iowa graduated 67% of its white students, but only 39% of its blacks. Community colleges have low graduation rates generally—but rock-bottom rates for minorities. A recent review of California community colleges found that while a third of the Asian students picked up their degrees, only 15% of African-Americans did so as well.

Private colleges and universities generally do better, partly because they offer smaller classes and more personal attention. But when it comes to a significant graduation gap, Bowdoin has company. Nearby Colby College logged an 18-point difference between white and black graduates in 2007 and 25 points in 2006. Middlebury College in Vermont, another top school, had a 19-point gap in 2007 and a 22-point gap in 2006. The most selective private schools—Harvard, Yale, and Princeton—show almost no gap between black and white graduation rates. But that may have more to do with their ability to select the best students. According to data gathered by Harvard Law School professor Lani Guinier, the most selective schools are more likely to choose blacks who have at least one immigrant parent from Africa or the Caribbean than black students who are descendants of American slaves.

“Higher education has been able to duck this issue for years, particularly the more selective schools, by saying the responsibility is on the individual student,” says Pennington of the Gates Foundation. “If they fail, it’s their fault.” Some critics blame affirmative action—students admitted with lower test scores and grades from shaky high schools often struggle at elite schools. But a bigger problem may be that poor high schools often send their students to colleges for which they are “undermatched”: they could get into more elite, richer schools, but instead go to community colleges and low-rated state schools that lack the resources to help them. Some schools out for profit cynically increase tuitions and count on student loans and federal aid to foot the bill—knowing full well that the students won’t make it. “The school keeps the money, but the kid leaves with loads of debt and no degree and no ability to get a better job. Colleges are not holding up their end,” says Amy Wilkins of the Education Trust.

A college education is getting ever more expensive. Since 1982 tuitions have been rising at roughly twice the rate of inflation. In 2008 the net cost of attending a four-year public university—after financial aid—equaled 28% of *median* (中间的) family income, while a four-year private university cost 76% of median family income. More and more scholarships are based on merit, not need. Poorer students are not always the best-informed consumers. Often they wind up deeply in debt or simply unable to pay after a year or two and must drop out.

There once was a time when universities took pride in their dropout rates. Professors would begin the year by saying, “Look to the right and look to the left. One of you is not going to be here by the end of the year.” But such a Darwinian spirit is beginning to give way as at least a few colleges face up to the graduation gap. At the University of Wisconsin-Madison, the gap has been roughly halved over the last three years. The university has poured resources into peer counseling to help students from inner-city schools adjust to the *rigor* (严格要求) and faster pace of a university classroom—and also to help minority students overcome the stereotype that they are less qualified. Wisconsin has a “laserlike focus” on building up student skills in the first three months, according to vice *provost* (教务长) Damon Williams.

State and federal governments could sharpen that focus everywhere by broadly publishing minority graduation rates. For years private colleges such as Princeton and MIT have had success bringing minorities onto campus in the summer before freshman year to give them some preparatory courses. The newer trend is to start recruiting poor and non-white students as early as the seventh grade, using innovative tools to identify kids with sophisticated verbal

skills. Such programs can be expensive, of course, but cheap compared with the millions already invested in scholarships and grants for kids who have little chance to graduate without special support.

With effort and money, the graduation gap can be closed. Washington and Lee is a small, selective school in Lexington, Va. Its student body is less than 5% black and less than 2% Latino. While the school usually graduated about 90% of its whites, the graduation rate of its blacks and Latinos had dipped to 63% by 2007. "We went through a dramatic shift," says Dawn Watkins, the vice president for student affairs. The school aggressively pushed *mentoring* (辅导) of minorities by other students and "partnering" with parents at a special pre-enrollment session. The school had its first-ever black homecoming. Last spring the school graduated the same proportion of minorities as it did whites. If the United States wants to keep up in the global economic race, it will have to pay systematic attention to graduating minorities, not just enrolling them. (2011年6月真题)



参考·译文

美国少数民族报道大学正在接收前所未有的更多少数民族学生。让他们毕业就是另一回事了。

巴瑞·米尔,保顿大学的校长,理所当然地对这个大学为招募少数民族学生而做出的努力感到自豪骄傲。自2003年起,这个位于缅因州布伦斯威克的小而精的自由艺术学校促进了所谓的代表不足的少数民族学生在进入大一新生班级中的比例,该百分比从8%升到了13%。在回答《新闻周刊》记者时,他说道:“向外延伸并吸引学生加入我们这类的地方是我们的职责。”但是谈到真正让少数民族学生毕业,保顿大学这方面并没有做的很好。尽管9/10的白人学生能惯例性地在六年内获得他们的学位证书,但是在近期的几个班级中,只有7/10的黑人学生能顺利呆到毕业那天。

“如果你看看进入大学的都是些什么人,现在似乎是美国人。”边宁顿希拉里如是说。他是比尔和梅林达·盖茨基金会的成人教育项目负责人,该基金会已仔细研究高等教育的招生方式。“但是,如果你仔细看看是谁在讲台上领取文凭证,它仍然主要是白种人和高收入人群。”

美国曾经取得比任何一个国家都高的毕业率,现在它排到了第10。现在存在这样一种危险,那就是即将出现的下一代人接受的教育将可能不如上一代人好,这在美国历史上是第一次。在25~34岁之间的毕业率并不比那些30年前上大学、年龄在55~64之间的高。研究表明越来越多的贫穷且不是白人的学生想要从大学毕业,但是他们的毕业率远远低于他们所梦想的那样。黑人,拉美裔和印第安人的毕业率远远落后于白人和亚洲人的毕业率。由于少数民族人口在美国增长,低大学毕业率构成了对国家繁荣的威胁。

这个问题已经在公立学校被公布了。在2007年,威斯康星大学麦迪逊分校的一大学——前五名左右的著名公共大学,六年内81%的毕业生为白人学生,但其中只有56%的黑人。在较低等的选择性公立学校,这些数字变得更糟。在同一时间内,北爱荷华大学毕业生中,67%的是白人学生,但只有39%的黑人学生。社区学院的毕业率一般都很低,但是少数民族学生的毕业率是最低的。一个加州社区学院最近进行的检讨发现,尽管三分之一的亚洲学生获得了他们的学位,但看只有15%非裔美国人也做到了。

民办高校一般做的更好,一部分原因是他们提供更小的班级和给予更多的个人关注。但是,当涉及到一个重要的毕业差距时,鲍登的情况无独有偶。附近的科尔比学院记录了在2007年白人和黑人之间的毕业生存在18分的差距;在2006年差距为25分。在佛蒙特州明德学院,另一个顶级学校,在2007年有19分的差距,而在2006年有22分的差距。最具选择

性的私立学校——哈佛、耶鲁、普林斯顿，表明黑人学生与白人学生之间几乎没有毕业率差距。但是，这可能更多地与他们自己有能力来选择最优秀的学生有关联。根据哈佛大学法学院教授拉尼厄尼厄收集的数据，最具选择性的学校更倾向于选择那些父母中至少有一个来自非洲或加勒比移民的黑人而不是那些美国奴隶后裔的黑人学生。

“高等教育数年来已经能够解决这个问题，特别是更具选择性的学校，推说责任在于个别学生自己。”盖茨基金会的彭宁顿如是说。“假如他们失败了，这是他们的错。”一些批评者指责那些表演类学生，他们招收进来时有着较低的考试成绩而且毕业于那些在优等学校行列中摇晃不定的学校。但更大的问题可能是贫困高中经常派学生到那些他们不合要求的大学。他们本可以进入更加优秀，更加富有的学校，然而他们去了社区大学和缺乏资源帮助他们的低等国有学校。有些学校以盈利为目的，玩世不恭地增加学费，并依靠助学贷款和联邦援助来买单，充分认识到学生不会做它。“学校保持了钱，但学生带着债务负担而离开，没有学位，没有能力找到更好的工作。大学没有保持他们的终极目标，”教育信托的艾米·威尔金斯说道。大学教育变得前所未有的昂贵。自1982年以来，一直上涨的学费大约两倍于通货膨胀率。2008年，进入一个为期四年的公共大学净成本在获得金融援助后，相当于中间家庭收入的28%，而四年制私立大学的费用为中等家庭收入的76%。越来越多的奖学金，以成绩而非需求为依据。较差的学生并不总是最知情的消费者。他们经常深入清盘债务或一两年后根本无法支付而导致必须退学。

曾经有一段时间，大学为他们的辍学率感到自豪。教授们会这样开始新的一学年，“向右看，然后向左看。你们当中的一个年底时将不会再在这里。”“但这种达尔文精神开始被让位，由于至少有几个高校面对毕业差距。在威斯康星—麦迪逊大学，差距在过去三年已经大致减半。该大学已经灌入朋辈辅导资源，以帮助市内学校的学生调整到一所大学的课堂中严格的要求和更快的步伐，并帮助少数民族学生克服他们不太合格的刻板印象。根据副教务长达蒙·威廉姆斯，威斯康星州有一个在头三个月培养学生技能的“laserlike 重点”。

州政府和联邦政府可能激化这个重点，通过广泛发布各地少数民族的毕业率。多年来，如普林斯顿大学和麻省理工学院的民办高校已经成功在今年夏天之前给少数民族学生在新学期开学前提供一些预备课程。较新的趋势是开始招募七年级的穷人和非白人学生，用创新的工具来识别有很高级的口头表达能力的孩子。当然，这些计划是昂贵的，但与已经在奖学金上的资金投入和对那些没有特别支持补助的孩子就很少有机会毕业的数百万投资进相比，那就显得便宜了。

有了努力和投资，毕业差距就可以消除。在弗吉尼亚州的莱克星顿，华盛顿和李是小而选择性的学校，其学生主体不到5%黑人和不到2%的拉丁美洲人。虽然学校毕业生通常达到约90%的白人，其黑人和拉美裔毕业率下降至63%，到2007年，“我们通过了一个戏剧性的转变，”道恩·沃特金斯，负责学生事务的副总裁说道。学校积极推动其他少数民族学生辅导和与在一个特殊的预注册会议的父母“合作”。学校有它的第一次黑色衣锦还乡。去年春天，学校毕业的少数民族生和白人比例相同。如果美国希望保持在全球经济的竞争力，它将不得不系统地关注少数民族毕业生，而不仅仅是招收。

核心·词汇

individual /ˌɪndɪˈvɪdʒuəl, ˌɪndɪˈvɪdʒuəl/ *adj.* *n.* 个人, 个体 (频率为32次)
个人的, 个体的, 独特的, 个别的, 个性的; **economic** /ˌiːkəˈnɒmɪk/ *adj.* 经济学的, 经济

的,节省的(of or about financial matters or issues),便宜的 (☞频率为17次)

【报刊例句】China's economic reform program has continued its momentum, with gratifying progress made in the field of circulation. 中国经济改革计划的推行继续保持势头,在流通领域的改革中取得了可喜的进展。

community /kə'mju:niti/ *n.* 【生】群落;(由同住一地区或一国人所构成的)社会、社区;团体 (☞频率为17次)

【助记】commune(公共的)+ity→公共状态→社会,社区

【报刊例句】Pakistan may still be weeks away from default, but in India sanctions imposed by the world community are starting to bite. 也许再过几个星期,巴基斯坦履行国际社会条件的最后期限才到期,但是在印度,国际社会的制裁措施已经生效。

likely /'laikli/ *adj.* 可能的,有希望的;适合的;*adv.* 可能 (☞频率为17次)

【用法】be likely to do /It is likely that 表示“很可能”。The train is likely to be late. 这趟火车很可能晚点。/It is very likely that he will not consent. 很可能他不会同意。

【报刊例句】Anwar Ibrahim of Malaysia is

his country's man of the moment-and most likely of the future. 马来西亚的安瓦尔·易卜拉辛眼下是他祖国的新闻人物——将来十之八九也是如此。

global /'gləubəl/ *adj.* 普遍的,通用的,全世界的,全球的,综合的,球形的

(☞频率为12次)

【助记】来自 globe(球体)

【报刊例句】The charismatic Mother Teresa battled faceless bureaucrats and the Mandarins promoting global development to preach the demographics of the dispossessed.

rate /reit/ *n.* 捐钱,收费,率,工资;费率;比率;速度;等级,流;*vt.* 评估,估计

(☞频率为12次)

【词组】rates of decay 衰变率

【报刊例句】Warning signals were flashing in board rooms across the country as interest rates soared. 利率直线上升,全国所有公司董事会都发出了警报。

minority /mi'nɔriti, mai'nɔriti/ *n.* 未成年,少数,少数民族;少数派;*adj.* 少数的

(☞频率为12次)

【助记】minor(小,少)+ity→少的状态→少数

2 | Learn to say "No" 学会说“不”

真题·共赏

How good are you at saying “no”? For many, it's surprisingly difficult. This is especially true of editors, who by nature tend to be eager and engaged participants in everything they do. Consider these scenarios:

It's late in the day. That front-page package you've been working on is nearly complete; one last edit and it's finished. Enter the executive editor, who makes a suggestion requiring a more-than-modest rearrangement of the design and the addition of an information box. You want to scream: “No! It's done!” What do you do?

The first rule of saying no to the boss is don't say no. She probably has something in mind when she makes suggestions, and it's up to you to find out what. The second rule is don't raise the stakes by challenging her authority. That issue is already decided. The third rule is to be ready to cite options and consequences. The boss's suggestions might be appropriate, but there are always consequences. She might not know about the pages backing up that need attention, or about the designer who had to go home sick. Tell her she can have what she wants, but explain the consequences. Understand what she's trying to accomplish and propose a Plan B that will make it happen without destroying what you've done so far.

Here's another case. Your least-favorite reporter suggests a dumb story idea. This one should be easy, but it's not. If you say no, even politely, you risk inhibiting further ideas, not just from that reporter, but from others who heard that you turned down the idea. This scenario is common in newsrooms that lack a systematic way to filter story suggestions.

Two steps are necessary. First, you need a system for how stories are proposed and reviewed. Reporters can tolerate rejection of their ideas if they believe they were given a fair hearing. Your gut *reaction* (本能反应) and dismissive rejection, even of a worthless idea, might not qualify as systematic or fair.

Second, the people you work with need to negotiate a "What if . . . ?" agreement covering "What if my idea is turned down?" How are people expected to react? Is there an appeal process? Can they refine the idea and resubmit it? By anticipating "What if . . . ?" situations before they happen, you can reach understanding that will help ease you out of confrontations.

(2011年6月真题)



参考·译文

你擅长说“不”吗？对许多人来说，这种困难是令人惊讶的。尤其是现实生活中的编辑们，对于他们从事所做的每件事自然会热心参与。参考这些情景：在这一天晚些的时候。你前面的头版安排工作已近完成编辑；最后的编辑也快完成了。进入执行编辑，需要设计提出具体建议的重新设计和增加一个信息框。你想要尖叫：“不！这个已经完成了！”这时你怎么办？

第一个规则就是对老板不要说不。当她提出建议时她的脑海中其实已经有了一些想法，这就需要你决定并。第二个规则是不要赌气来挑战她的权威。因为问题已经被决定了。第三个规则是要做好准备来引用选择以及由此带来的后果。老板的建议可能是合适的，但是也是有后果的。她可能不知道页面备份时需要注意什么，或者是设计师生病不得不回家。告诉她她可以有自己想要的，但是也要说明这个后果。让她的努力可以达到目标，同时提出一个B计划让在不破坏你目前所作的一切的基础上达成目标。

这是另一个案例。你不喜欢的记者提出了一个愚蠢的故事的想法。这个应该很容易，但事实并不是这样。如果你说不，甚至礼貌地去说，你应该抑制这种想法的产生，不仅仅是因为那个记者，而是其他人会听说你拒绝了这个想法。这种缺少系统的过滤建议的做法在新闻编辑部是常见的，

有两个步骤是必要的。首先，你需要提纲来说出提出的故事是怎么构成的和它的可查性。如果他们相信他们被给予一个公平申诉的机会，记者是可以容忍拒绝他们的想法的。你的直觉和不屑拒绝，甚至是一个毫无价值的想法，也不可能有资格作为系统的或公平的。



第二,你的工作伙伴,需要协商“如果……?”协议覆盖“如果我的想法被拒绝怎么办?”人们预期会有什么反应呢?是否会有一个上诉的程序?他们可以总结想法并重新提出么?通过预测“如果……?”情况下,你可以在事情发生前就达成谅解,这将有助于缓解你们之间的对质。



核心·词汇

system /'sɪstəm/ *n.* 系统,体系;(地层的)系,大洋中脊系;中央海岭 (☞频率为 47 次)

【派生】**systematic** *adj.* 系统的,体系的(同) *ordered, methodical*

【报刊例句】Enabled by a new law, churches are stepping into the gap left by the imploding of the welfare system. 根据一项新法律的授权,教会正在填补福利系统萎缩成的空缺。

executive /ɪg'zekjutɪv/ *n.* 经理,主管级人员;行政人员,行政部门; *adj.* 行政的,行政部门的;执行的,有执行权的,实施的,经营管理的 (☞频率为 20 次)

【报刊例句】Companies are looking for motivated executives who are dynamic self-starters. 各公司都在寻找朝气蓬勃、积极主动、深谋远虑的经理。

tend /tend/ *vi.* 易于,往往会;趋向,倾向;

vt. 照管,护理 (☞频率为 12 次)

【报刊例句】Japanese prime ministers tend to have a short shelf life and a weak brand image. 日本历届首相往往是上台不久就下台,而且品牌形象也欠佳。

range /reɪndʒ/ *n.* 一系列;幅度,范围;射程,距离;(山)脉;靶场,射击场; *vi.* (在某范围内)变动,变化;(over)论及,涉及;漫游,来回行动,四处搜索; *vt.* 使排列成行(频率为 12 次)

issue /'ɪʃjuː, 'ɪsjuː/ *n.* 问题,争论之点;出版,发行,发表;(报刊的)期;结果,后果;出口; *v.* 发射,发行;流出;进行辩护,造成……结果 (☞频率为 11 次)

【报刊例句】“The future of the arts may lie with cross-cultural groups exploring common issues.” “艺术的未来,也许要由致力于探索共同问题的跨文化组织来铸造。”



Illegal immigrants

非法移民



真题·共赏

At the heart of the debate over illegal immigration lies one key question: are immigrants good or bad for the economy? The American public overwhelmingly thinks they're bad. Yet the consensus among most economists is that immigration, both legal and illegal, provides a small net boost to the economy. Immigrants provide cheap labor, lower the prices of everything from farm produce to new homes, and leave consumers with a little more money in their pockets. So why is there such a discrepancy between the perception of immigrants' impact on the economy and the reality?

There are a number of familiar theories. Some argue that people are anxious and feel threatened by an inflow of new workers. Others highlight the strain that undocumented immigrants place on public services, like schools, hospitals, and jails. Still others emphasize the role of race, arguing that foreigners add to the nation's fears and insecurities. There's some truth to all these explanations, but they aren't quite sufficient.

To get a better understanding of what's going on, consider the way immigration's impact is felt. Though its overall effect may be positive, its costs and benefits are distributed unevenly. David Card, an economist at UC Berkeley, notes that the ones who profit most directly from immigrants' low-cost labor are businesses and employers—meatpacking plants in Nebraska, for instance, or agricultural businesses in California. Granted, these producers' savings probably translate into lower prices at the grocery store, but how many consumers make that mental connection at the checkout counter? As for the drawbacks of illegal immigration, these, too, are concentrated. Native low-skilled workers suffer most from the competition of foreign labor. According to a study by George Borjas, a Harvard economist, immigration reduced the wages of American high-school dropouts by 9% between 1980-2000.

Among high-skilled, better-educated employees, however, opposition was strongest in states with both high numbers of immigrants and relatively generous social services. What worried them most, in other words, was the *fiscal* (财政的) burden of immigration. That conclusion was reinforced by another finding: that their opposition appeared to soften when that fiscal burden decreased, as occurred with welfare reform in the 1990s, which curbed immigrants' access to certain benefits.

The irony is that for all the overexcited debate, the net effect of immigration is minimal. Even for those most acutely affected—say, low-skilled workers, or California residents—the impact isn't all that dramatic. “The unpleasant voices have tended to dominate our perceptions,” says Daniel Tichenor, a political science professor at the University of Oregon, “But when all those factors are put together and the economists calculate the numbers, it ends up being a net positive, but a small one.” Too bad most people don't realize it. (2011年6月真题)



参考·译文

对于非法移民所争论的核心有一个关键的问题就是：移民对于经济是好的还是坏的呢？美国大众压倒性的认为他们是不好的。然而，大多数经济学家一致认为合法的和非法的移民都同时形成了一个圈，促进了经济发展。移民带来了廉价的劳动力，降低了从农场产品到新房子很多东西的价格，离开了消费者就只能有少量的钱放在自己的口袋里。那么为什么会有移民对经济和现实所产生的影响是好是坏这样的矛盾呢？

有很多相似的理论。一些人认为，随着新的劳动力的流入人们是焦虑和感觉受到威胁的。其他经济学家则强调非法移民地方所承受的压力是在公共服务方面，如学校、医院、监狱。还有一些人则强调那些角色之间的竞争，他们认为外国人的增加使得人民感到恐惧和不安。有几分道理，但他们所有这些解释还不太充分的。

为了能进一步的了解将会发生什么事情，考虑到移民带来的影响的感受。尽管它的整体效果可能是正面的，然而其成本和效益分布的也不均匀。大卫卡是伯克利分校的经济学家，他指出那些廉价劳动力给商业和内布拉斯加州的动植物类包装商带来了的最直接的利润，还

有在加利福尼亚农业企业。理所当然,这些生产商的存款也许会在杂货店变成较低的价格,但是有多少消费者将这种精神和收银台连接在一起呢?对于非法移民的缺点这些也都很集中。本土技能低的工人受到的竞争大部分来自国外劳力。根据哈佛大学的一位经济学家 George Borjas 的研究发现,移民使得美国高中辍学生的工资在 1980~2000 之间减少了 9%。

在那些受过良好教育的高技能的员工中,那些反对高数量的移民和相对慷慨的社会服务的人是占大多数的。什么是最令他们感到担心,换句话说,也就是移民带来的财政负担。另外一个发现也强有力的支持了这一结论:当财政负担降低时得到了强烈的反对,这个发生在 1980 年的财政改革,这项改革在遏制移民方面获得了一定的利益。

具有讽刺意味的是所有这些激烈的辩论,移民的净影响是最小的。即使是对那些影响最严重的群体而言,如低技术工人或加州居民,影响也不是完全戏剧性的。“令人不悦的声音往往主宰我们的看法,”一俄勒冈大学政治学教授 Daniel Tichenor 说,“但是,当所有这些因素都搁在一起,经济学家们来计算这些数字,最终的结果却是正面的,虽然非常小。”糟糕的是大多数人没有意识到这一点。

核心·词汇

social /'səʊʃəl/ *adj.* 社会的,群居的,社交的,爱交际的;*n.* 联欢会

(☞ 频率为 44 次)

【报刊例句】The World Bank has urged China to reform its retirement insurance system to overcome the social and economic pressures expected to result from the rising life expectancy rate. 世界银行敦促中国改革它的养老保险制度,从而克服人口预期寿命比不断提高可望造成的社会、经济压力。

economy /i'kɒnəmi/ *n.* 经济;节约,节省;*adj.* 经济实惠

(☞ 频率为 21 次)

【词组】economy of scale 规模经济

competition /ˌkɒmpɪ'tɪʃən/ *n.* 竞争,比赛,比赛会

(☞ 频率为 15 次)

【报刊例句】As a result of a free-for-all for prices since deregulation, airlines have been engaged in cut-throat competition with each other. 受解除物价控制以来自由定价政策的推动,各航空公司之间展开了你死我活的竞争。

profit /'prɒfɪt/ *n.* 利益,利润

(☞ 频率为 12 次)

【词组】profit-and-loss ratio 损益比率

legal /'li:ɡəl/ *adj.* 合法的,法律的,正当的,法定的

(☞ 频率为 11 次)

【词组】legal court 法院

4 Choose the MBA candidates 选择 MBA 的候选人

真题·共赏

Picture a typical MBA lecture theatre twenty years ago. In it the majority of students will have conformed to the standard model of the time: male, middle class and Western. Walk into