

2017年6月·第2套 英语六级长篇阅读（信息匹配） 第1篇·36-45 题 答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2017年6月·第2套 英语六级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 15 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第2套(2017-06)·六级

Part III Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Elite Math Competitions Struggle to Diversify Their Talent Pool

A) Interest in elite high school math competitions has grown in recent years, and in light of last summer's U.S. win at the International Math Olympiad (IMO)—the first for an American team in more than two decades—the trend is likely to continue.

近年来，人们对精英高中数学竞赛的兴趣日益增长，鉴于去年夏天美国队在国际数学奥林匹克竞赛(IMO)中获胜——这是美国队二十多年来的首次胜利——这一趋势很可能会持续下去。

B) But will such contests, which are overwhelmingly dominated by Asian and white students from middle-class and affluent families, become any more diverse? Many social and cultural factors play roles in determining which promising students get on the path toward international math recognition. But efforts are in place to expose more black, Hispanic, and low-income students to advanced math, in the hope that the demographic pool of high-level contenders will eventually begin to shift and become less exclusive.

但是，这些竞赛会变得更加多元化吗？目前这些竞赛绝大多数由来自中产阶级和富裕家庭的亚裔和白人学生主导。许多社会和文化因素在决定哪些有前途的学生走上国际数学认可之路方面发挥着作用。但目前正在努力让更多黑人、西班牙裔和低收入家庭学生接触高等数学，希望高水平竞争者的人口构成最终能开始转变，变得不那么排他。

C) "The challenge is if certain types of people are doing something, it's difficult for other people to break into it," said Po-Shen Loh, the head coach of last year's winning U.S. Math Olympiad team.

Participation grows through friends and networks and if "you realize that's how they're growing, you can start to take action" and bring in other students, he said.

去年获胜的美国数学奥林匹克队主教练罗博深说:"挑战在于,如果某些类型的人在做某事,其他人就很难打入其中。"参与度通过朋友和网络增长,如果"你意识到他们就是这样增长的,你就可以开始采取行动"并引入其他学生,他说。

- D) Most of the training for advanced-math competitions happens outside the confines of the normal school day. Students attend after-school clubs, summer camps, online forums and classes, and university-based "math circles", to prepare for the competitions.

大多数高等数学竞赛的训练都发生在正常上学日之外。学生们参加课后俱乐部、夏令营、在线论坛和课程,以及大学的"数学圈",为竞赛做准备。

- E) One of the largest feeders for high school math competitions—including those that eventually lead to the IMO—is a middle school program called Math Counts. About 100,000 students around the country participate in the program's competition series, which culminates in a national game-show-style contest held each May. The most recent one took place last week in Washington, D.C. Students join a team through their schools, which provide a volunteer coach and pay a nominal fee to send students to regional and state competitions. The 224 students who make it to the national competition get an all-expenses-paid trip.

高中数学竞赛——包括那些最终通向IMO的竞赛——最大的生源之一是一个名为Math Counts的初中项目。全国约有10万名学生参加该项目的系列竞赛,竞赛在每年五月举行的一场全国游戏节目式比赛中达到高潮。最近的一场比赛上周在华盛顿特区举行。学生通过学校加入一个团队,学校提供志愿教练并支付少量费用将学生送往地区和州级竞赛。进入全国竞赛的224名学生可获得全额报销的旅行。

- F) Nearly all members of last year's winning U.S. IMO team took part in Math Counts as middle school students, as did Loh, the coach. "Middle school is an important age because students have enough math capability to solve advanced problems, but they haven't really decided what they want to do with their lives," said Loh. "They often get hooked then."

去年获胜的美国IMO队的几乎所有成员在初中时都参加过Math Counts,教练罗博深也是如此。"初中是一个重要的年龄段,因为学生有足够的数学能力解决高难度问题,但他们还没有真正决定要如何度过一生,"罗博深说。"他们往往在那时被吸引住。"

- G) Another influential feeder for advanced-math students is an online school called Art of Problem Solving, which began about 13 years ago and now has 15,000 users. Students use forums to chat, play games, and solve problems together at no cost, or they can pay a few hundred dollars to take courses with trained teachers. According to Richard Rusczyk, the company founder, the six U.S. team members who competed at the IMO last year collectively took more than 40 courses on the site. Parents of advanced-math students and Math Counts coaches say the children are on the website constantly.

另一个对高等数学学生有影响力的生源是一所名为Art of Problem Solving的在线学校,该校始于约13年前,现在有1.5万名用户。学生使用论坛免费聊天、玩游戏和一起解决问题,或者他们可以支付几百美元与受过培训的教师一起上课。据公司创始人Richard Rusczyk说,去年在IMO参赛的六名美国队成员在该网站上总共学习了40多门课程。高等数学学生的家长和Math Counts教练说,孩子们一直在这个网站上。

- H) There are also dozens of summer camps—many attached to universities—that aim to prepare elite math students. Some are pricey—a three-week intensive program can cost \$4,500 or more—but most offer scholarships. The Math Olympiad Summer Training Program is a three-week math camp held by the Mathematical Association of America that leads straight to the international championship and is free for those who make it. Only about 50 students are invited based on their performance on written tests and at the USA Math Olympiad.

还有数十个夏令营——其中许多附属于大学——旨在培养精英数学学生。有些价格昂贵——一个为期三周的强化项目可能花费4500美元或更多——但大多数提供奖学金。数学奥林匹克夏季培训项目是由美国数学协会举办的为期三周的数学夏令营,直接通向国际锦标赛,对于入选者免费。只有约50名学生根据他们在笔试和美国数学奥林匹克竞赛中的表现受邀参加。

- I) Students in university towns may also have access to another lever for involvement in accelerated math: math circles. In these groups, which came out of an Eastern European tradition of developing young talent, professors teach promising K-12 students advanced mathematics for several hours after school or on weekends. The Los Angeles Math Circle, held at the University of California, Los Angeles, began in 2007 with 20 students and now has more than 250. "These math circles cost nothing, or they're very cheap for students to get involved in, but you have to know about them," said Rusczyk. "Most people would love to get students from more underserved populations, but they just can't get them in the door. Part of it is communication; part of it is transportation."

大学城的学生也可能有另一个参与加速数学的途径:数学圈。在这些小组中,教授在放学后或周末向有前途的K-12学生教授高等数学数小时,这源于东欧培养年轻人才的传统。位于加州大学洛杉矶分校的洛杉矶数学圈于2007年开始时有20名学生,现在有250多名。"这些数学圈不花钱,或者学生参与的成本非常低,但你必须了解它们,"Rusczyk说。"大多数人都希望从更缺乏服务的人群中招收学生,但他们就是无法让他们进门。部分原因是沟通;部分原因是交通。"

- J) It's no secret in the advanced-math community that diversity is a problem. According to Mark Saul, the director of competitions for the Mathematical Association of America, not a single African-American or Hispanic student—and only a handful of girls—has ever made it to the Math Olympiad team in its 50 years of existence. Many schools simply don't prioritize academic competitions. "Do you know who we have to beat?" asked Saul. "The football team, the basketball team—that's our competition for resources, student time, attention, school dollars, parent efforts, school enthusiasm."

在高等数学界,多样性是一个问题已不是什么秘密。据美国数学协会竞赛主任Mark Saul说,在数学奥林匹克队存在的50年里,没有一个非裔美国人或西班牙裔学生——只有少数女孩——进入过该队。许多学校根本不优先考虑学术竞赛。"你知道我们必须击败谁吗?"Saul问道。"足球队、篮球队——那是我们在资源、学生时间、注意力、学校资金、家长努力、学校热情方面的竞争对手。"

- K) Teachers in low-income urban and rural areas with no history of participating in math competitions may not know about advanced-math opportunities like Math Counts—and those who do may not have support or feel trained to lead them.

在没有参加数学竞赛历史的低收入城市和农村地区的教师可能不了解像Math Counts这样的高等数学机会——即使了解的人也可能没有支持或感觉没有受过培训来领导它们。

- L) But there are initiatives in place to try to get more underrepresented students involved in accelerated math. A New York City-based nonprofit called Bridge to Enter Mathematics runs a residential summer program aimed at getting underserved students, mostly black and Hispanic, working toward math and science careers. The summer after 7th grade, students spend three weeks on a college

campus studying advanced math for seven hours a day. Over the next five years, the group helps the students get into other elite summer math programs, high-performing high schools, and eventually college. About 250 students so far have gone through the program, which receives funding from the Jack Kent Cooke Foundation.

但是,已有举措试图让更多代表性不足的学生参与加速数学。一个名为Bridge to Enter Mathematics的纽约市非营利组织运营一个住宿暑期项目,旨在让缺乏服务的学生(主要是黑人和西班牙裔)朝着数学和科学职业努力。在七年级后的暑假,学生在大学校园里度过三周,每天学习七小时的高等数学。在接下来的五年里,该组织帮助学生进入其他精英暑期数学项目、高水平高中,最终进入大学。到目前为止,约有250名学生完成了该项目,该项目获得Jack Kent Cooke基金会的资助。

- M) "If you look at a lot of low-income communities in the United States, there are programs that are serving them, but they're primarily centered around 'Let's get these kids' grades up', and not around 'Let's get these kids access to the same kinds of opportunities as more-affluent kids,'" said Daniel Zaharopol, the founder and executive director of the program. "We're trying to create that pathway." Students apply to the program directly through their schools. "We want to reach parents who are not plugged into the system," said Zaharopol.

"如果你看看美国许多低收入社区,有一些项目在为他们服务,但这些项目主要围绕'让我们提高这些孩子的成绩',而不是'让我们让这些孩子获得与更富裕的孩子相同的机会', "该项目创始人兼执行董事Daniel Zaharopol说。"我们正在努力创造那条道路。"学生直接通过学校申请该项目。"我们想接触那些没有融入体系的家长,"Zaharopol说。

- N) In the past few years, Math Counts added two new middle school programs to try to diversify its participant pool—the National Math Club and the Math Video Challenge. Schools or teachers who sign up for the National Math Club receive a kit full of activities and resources, but there's no special teacher training and no competition attached.

在过去几年中,Math Counts增加了两个新的初中项目,试图使其参与者群体多样化——全国数学俱乐部和数学视频挑战赛。报名参加全国数学俱乐部的学校或教师会收到一个装满活动和资源的工具包,但没有特殊的教师培训,也没有附带竞赛。

- O) The Math Video Challenge is a competition, but a collaborative one. Teams of four students make a video illustrating a math problem and its real-world application. After the high-pressure Countdown round at this year's national Math Counts competition, in which the top 12 students went head to head solving complex problems in rapid fire, the finalists for the Math Video Challenge took the stage to show their videos. The demographics of that group looked quite different from those in the competition round—of the 16 video finalists, 13 were girls and eight were African-American students. The video challenge does not put individual students on the hot seat—so it's less intimidating by design. It also adds the element of artistic creativity to attract a new pool of students who may not see themselves as "math people".

数学视频挑战赛是一场竞赛,但是一场协作性竞赛。四名学生组成的团队制作一个视频,展示一个数学问题及其现实世界应用。在今年全国Math Counts竞赛的高压倒计时环节之后(前12名学生快速解决复杂问题进行正面交锋),数学视频挑战赛的决赛选手登台展示他们的视频。该组的人口构成与竞赛环节中的看起来大不相同——在16名视频决赛选手中,13名是女孩,8名是非裔美国学生。视频挑战赛不会让个别学生处于被审查的境地——所以从设计上来说不那么令人生畏。它还增加了艺术创造力的元素,以吸引可能不认为自己是"数学人"的新学生群体。

陈述句与逐句解析

36. Middle school is a crucial period when students may become keenly interested in advanced mathematics.

中学是学生可能对高等数学产生浓厚兴趣的关键时期。

【答案】 **F** 段 (强锚点)

【锚点】 Middle school + advanced mathematics

【定位】 "Middle school is an important age because students have enough math capability to solve advanced problems, but they haven't really decided what they want to do with their lives," said Loh. "They often get hooked then."

Loh 说: "中学是一个很重要的年龄段, 因为学生已经具备解决高阶数学问题的能力, 但他们还没真正决定将来要做什么。" "他们往往就在这时候被迷住。"

【改写】 Middle school is a crucial period ↔ **Middle school is an important age**
crucial = important, period ≈ age

students may become keenly interested in advanced mathematics ↔ **They often get hooked then**
get hooked = 被迷住 = keenly interested

37. Elite high school math competitions are attracting more interest throughout the United States.

精英高中数学竞赛正在美国各地吸引越来越多的关注。

【答案】 **A** 段 (强锚点)

【锚点】 Elite high school math competitions 关注度上升

【定位】 Interest in elite high school math competitions has grown in recent years, and in light of last summer's U.S. win at the International Math Olympiad (IMO)—the first for an American team in more than two decades—the trend is likely to continue.

近年来, 人们对精英高中数学竞赛的兴趣不断上升; 考虑到去年夏天美国队在国际数学奥林匹克竞赛 (IMO) 夺冠——这是美国队二十多年来的首胜——这一趋势很可能会延续下去。

【改写】 Elite high school math competitions are attracting more interest ↔

Interest in elite high school math competitions has grown in recent years

兴趣增长 = 吸引更多兴趣 (主被动换装)

throughout the United States ↔ **last summer's U.S. win at the International Math Olympiad**
U.S. = throughout the United States

38. Math circles provide students with access to advanced-math training by university professors.

数学圈为学生提供了接受大学教授高等数学培训的机会。

【答案】 **I** 段 (强锚点)

【锚点】 Math circles + university professors

【定位】 In these groups, which came out of an Eastern European tradition of developing young talent, professors teach promising K-12 students advanced mathematics for several hours after school or on weekends.

在这些（数学圈）小组里——它们源自东欧培养年轻人才的传统——教授们在放学后或周末给有潜力的 K-12 学生讲授数小时的高阶数学。

【改写】 Math circles provide students with access to advanced-math training ↔

professors teach promising K-12 students advanced mathematics for several hours after school or on weekends

professors teach ... advanced mathematics = provide access to advanced-math training

by university professors ↔ **professors teach promising K-12 students**

professors 来源是大学（上下文已点明）

39. Students may take advantage of online resources to learn to solve math problems.

学生可以利用在线资源学习解决数学问题。

【答案】 G 段（强锚点）

【锚点】 online resources 学解题

【定位】 Another influential feeder for advanced-math students is an online school called Art of Problem Solving, which began about 13 years ago and now has 15,000 users. Students use forums to chat, play games, and solve problems together at no cost, or they can pay a few hundred dollars to take courses with trained teachers.

另一条对高阶数学学生很有影响的输送渠道是一所名为 Art of Problem Solving 的网络学校，它创立大约 13 年、目前有 1.5 万名用户。学生可以免费在论坛上聊天、玩游戏并共同解题，也可以花几百美元选修受过培训的教师所开的课程。

【改写】 online resources ↔ **an online school called Art of Problem Solving**

在线学校属于在线资源

learn to solve math problems ↔ **solve problems together**

solve problems = 学解数学题

【辨邻】 D online forums and classes 只是 D 段课外训练形式清单中的一项，并未具体描述“学生借此学解题”，与 learn to solve math problems 的事件层面对不上；G 段才真正展开了“在论坛上一起解题”的具体场景。

Students attend after-school clubs, summer camps, online forums and classes, and university-based "math circles", to prepare for the competitions

40. The summer program run by a nonprofit organization has helped many underserved students learn advanced math.

由一个非营利组织运营的暑期项目帮助许多缺乏服务的学生学习了高等数学。

【答案】 L 段 (强锚点)

【锚点】 nonprofit organization 的暑期项目 + underserved students

【定位】 A New York City-based nonprofit called Bridge to Enter Mathematics runs a residential summer program aimed at getting underserved students, mostly black and Hispanic, working toward math and science careers.

一家总部在纽约市、名为 Bridge to Enter Mathematics 的非营利组织开办了一个住宿式暑期项目，目标是帮助以黑人和西裔为主的弱势学生走向数学和科学领域的职业道路。

【改写】 The summer program run by a nonprofit organization ↔

A New York City-based nonprofit called Bridge to Enter Mathematics runs a residential summer program

summer program run by a nonprofit = 非营利组织开办的暑期项目

helped many underserved students learn advanced math ↔

residential summer program aimed at getting underserved students, mostly black and Hispanic, working toward math and science careers

underserved students 原样复现 + advanced math 由后文具体活动支撑

【辨邻】 H held by the Mathematical Association of America 这种学会主办与陈述句要求的 nonprofit organization 不是一回事；H 段的入选标准是 performance on written tests and at the USA Math Olympiad，受众是顶尖选手，而非 underserved students。

The Math Olympiad Summer Training Program is a three-week math camp held by the Mathematical Association of America that leads straight to the international championship and is free for those who make it.

M said Daniel Zaharopol, the founder and executive director of the program 表明 M 段只是 L 段项目的创始人接着发表观点，has helped many underserved students learn advanced math 这一事实本身仍记在 L 段。

said Daniel Zaharopol, the founder and executive director of the program

41. Winners of local contests will participate in the national math competition for free.

地方竞赛的获胜者将免费参加全国数学竞赛。

【答案】 E 段 (强锚点)

【锚点】 local contests 胜出者免费参加全国赛

【定位】 Students join a team through their schools, which provide a volunteer coach and pay a nominal fee to send students to regional and state competitions. The 224 students who make it to the national competition get an all-expenses-paid trip.

学生通过学校加入参赛队，学校提供志愿教练并交一笔象征性费用，把学生送去参加地区和州的比赛。最终晋级全国总决赛的 224 名学生获得全程免费的差旅。

【改写】 Winners of local contests ↔ **The 224 students who make it to the national competition**

晋级到全国赛者 = 地方赛胜出者

participate in the national math competition for free ↔ **get an all-expenses-paid trip**

all-expenses-paid = for free

【辨邻】 **H** The Math Olympiad Summer Training Program...and is free for those who make it 中 free 适用的是暑期训练营，而非 national math competition；选拔标准 performance on written tests and at the USA Math Olympiad 也与陈述句的"地方赛胜出"对不上。

Only about 50 students are invited based on their performance on written tests and at the USA Math Olympiad.

42. Many schools don't place academic competitions at the top of their priority list.

许多学校没有将学术竞赛列为优先事项。

【答案】 **J** 段（弱锚点）

【锚点】 schools 不把学术竞赛列为优先

【定位】 Many schools simply don't prioritize academic competitions.

很多学校根本就不把学术竞赛放在优先位置。

【改写】 Many schools don't place academic competitions at the top of their priority list ↔

Many schools simply don't prioritize academic competitions

don't prioritize = don't place at the top of priority list（动名互换）

【辨邻】 **K** Teachers...may not know about advanced-math opportunities like Math Counts —and those who do may not have support or feel trained to lead them 主语是 Teachers、判断是"不知道/没受过训练"，与陈述句要求的"Many schools 不把学术竞赛列入优先"在主体和判断维度都不同。

Teachers in low-income urban and rural areas with no history of participating in math competitions may not know about advanced-math opportunities like Math Counts

43. Contestants of elite high school math competitions are mostly Asian and white students from well-off families.

精英高中数学竞赛的参赛者大多是来自富裕家庭的亚裔和白人学生。

【答案】 **B** 段（强锚点）

【锚点】 选手主体为亚裔白人富裕家庭

【定位】 But will such contests, which are overwhelmingly dominated by Asian and white students from middle-class and affluent families, become any more diverse?

但是，这些被亚裔和白人、来自中产与富裕家庭的学生压倒性主导的竞赛，会不会变得更加多元？

【改写】 Contestants of elite high school math competitions are mostly Asian and white students ↔

such contests, which are overwhelmingly dominated by Asian and white students

overwhelmingly dominated by = mostly are

from well-off families ↔ **from middle-class and affluent families**

middle-class and affluent → well-off (具体并列概括为上位词)

44. Some math training programs primarily focus on raising students' math scores.

一些数学培训项目主要侧重于提高学生的数学成绩。

【答案】 **M** 段 (强锚点)

【锚点】 math training programs 主要为了提分

【定位】 "If you look at a lot of low-income communities in the United States, there are programs that are serving them, but they're primarily centered around 'Let's get these kids' grades up', and not around 'Let's get these kids access to the same kinds of opportunities as more-affluent kids,'" said Daniel Zaharopol, the founder and executive director of the program.

项目创始人兼执行主任 Daniel Zaharopol 说: "在美国很多低收入社区，确实有一些服务于这些孩子的项目，但它们的重心主要是把这些孩子的成绩提上来，而不是让他们享有和富裕家庭孩子同样的机会。"

【改写】 Some math training programs ↔ **there are programs that are serving them**

服务低收入社区的程序 = some math training programs

primarily focus on raising students' math scores ↔

they're primarily centered around 'Let's get these kids' grades up'

primarily centered around = primarily focus on; get grades up = raise math scores

【辨邻】 **L** L 段写的是 Bridge to Enter Mathematics 项目的自身做法，而陈述句 Some math training programs primarily focus on raising students' math scores 是对"其他项目"现状的批评式立场判断，源头在 M 段。

About 250 students so far have gone through the program, which receives funding from the Jack Kent Cooke Foundation.

45. Some intensive summer programs are very expensive but most of them provide scholarships.

一些密集的暑期项目非常昂贵,但其中大多数提供奖学金。

【答案】 **H** 段 (强锚点)

【锚点】 intensive summer programs 贵但多有奖学金

【定位】 Some are pricey—a three-week intensive program can cost \$4,500 or more—but most offer scholarships.

有些营很贵——一个为期三周的强化营可能要花 4500 美元甚至更多——但大多数都提供奖学金。

【改写】 Some intensive summer programs are very expensive ↔

Some are pricey—a three-week intensive program can cost \$4,500 or more

pricey = very expensive

but most of them provide scholarships ↔ but most offer scholarships

offer = provide, 结构对结构

PARAGRAPH MAP • 段落主旨图

15 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

A 总起段：近年精英高中数学竞赛的关注度上升，去年美国队在 IMO 夺冠（二十多年来首次），这股热潮预计延续。

信息指纹 去年美国 IMO 夺冠 + 趋势延续

B 提出问题：精英数学竞赛的参与者以亚裔和白人、中产以上家庭子女为主，缺乏多元化；正在努力让黑人、西裔与低收入学生接触高阶数学。

信息指纹 选手主体是亚裔与白人富裕家庭子女

C 教练 Po-Shen Loh 解释多元化为何难：参与是通过朋友与人脉扩散的，外人很难打入；意识到这一点就可以采取行动。

信息指纹 Loh 谈人脉壁垒

D 概述高阶数学竞赛训练的发生场合：基本都在正常上课时间之外——课后社团、暑期营、网课、大学数学圈。

信息指纹 训练发生在课外

E 介绍最大输送渠道之一 Math Counts：全国约 10 万名学生参与，5 月在华盛顿举行游戏秀风格的全国总决赛，进入决赛的 224 名学生享全程免费行程。

信息指纹 Math Counts + 224 名全国决赛选手全程免费

F 讲中学是关键年龄段：去年美国 IMO 队成员几乎都中学时参加过 Math Counts；Loh 说中学生数学能力够、却还没决定人生方向，常在此时被数学迷住。

信息指纹 中学是被数学迷住的关键期

G 另一大输送渠道是在线学校 Art of Problem Solving：约 13 年前创立、现有 1.5 万用户，免费论坛 + 付费课程；去年美国 IMO 六名队员在该网站累计选修 40 多门课。

信息指纹 在线数学学校 Art of Problem Solving

H 暑期营：很多挂靠大学，三周强化营可达 4500 美元以上，但大多提供奖学金；MOSP 由美国数学协会主办，参营免费，仅约 50 人凭笔试与 USAMO 成绩入选。

信息指纹 三周营 4500 美元但多数有奖学金

I 大学城学生的另一杠杆——数学圈：源自东欧传统，大学教授课后或周末给 K-12 学生上高阶数学；UCLA 的 LA 数学圈从 2007 年的 20 人扩展到 250 余人；成本极低但需要先知道它的存在。

信息指纹 math circles 由教授执教

J 多元化困境是公开秘密：美国数学协会竞赛部主任 Mark Saul 指出，50 年来从未有非裔或西裔学生进入奥数国家队，女生也屈指可数；很多学校并不把学术竞赛放在优先位置，要和橄榄球、篮球队抢资源。

信息指纹 学校不优先学术竞赛 + 50 年无非裔西裔进国家队

K 低收入城乡地区缺竞赛传统的老师可能根本不知道 Math Counts 这类高阶机会；即便知道也未必有支持或受过相应培训。

信息指纹 老师不知道或没能力组织高阶竞赛

L 纽约市非营利组织 Bridge to Enter Mathematics 办住宿暑期项目，专门服务以黑人和西裔为主的弱势学生：七年级后暑假三周大学校园每天七小时学高阶数学，之后五年持续辅导；迄今约 250 人完成项目，由 Jack Kent Cooke 基金会资助。

信息指纹 纽约非营利 Bridge to Enter Mathematics 住宿暑期项目

M 项目创始人 Zaharopol 指出：服务低收入社区的项目大多围绕“把成绩提上来”，而非给弱势孩子“和富裕孩子同样的机会”；他们要打造另一条通道，并直接面向不熟悉系统的家长。

信息指纹 现有项目以提分为中心而非给机会

N Math Counts 近年新增两个面向多元化的中学项目：National Math Club（发资源包但不培训无竞赛）与 Math Video Challenge。

信息指纹 Math Counts 新增 National Math Club 与 Math Video Challenge

O 详写 Math Video Challenge：四人一队拍摄数学视频，今年决赛 16 名入围者中 13 名是女生、8 名是非裔；不让单个学生独自承压，并加入艺术创意要素吸引不自认为是“数学型”的学生。

信息指纹 Math Video Challenge 的四人拍片设计

SENTENCE INSIGHTS • 句子精讲

9 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

But efforts are in place to expose more black, Hispanic, and low-income students to advanced math, in the hope that the demographic pool of high-level contenders will eventually begin to shift and become less exclusive.

B段，第3句

“in the hope that” 引导同位语从句、不定式表目的、并列谓语等都是四六级和考研阅读中的高频句式；整句结构代表了学术写作和新闻报道中常见的‘陈述措施 + 说明目的或期望’模式，具有很强的迁移性。

"The challenge is if certain types of people are doing something, it's difficult for other people to break into it," said Po-Shen Loh, the head coach of last year's winning U.S. Math Olympiad team.

C段，第1句

直接引语加引述动词、条件状语从句、it 作形式主语、同位语修饰，这些都是四六级和考研阅读中的高频句式。整句结构具有很强的代表性，掌握后可以迁移到大量类似长难句的分析中。

Nearly all members of last year's winning U.S. IMO team took part in Math Counts as middle school students, as did Loh, the coach.

F段，第1句

主句包含带多层定语的主语、及物动词短语谓语、宾语和方式状语，成分完整；比较从句展示了倒装结构和承前省略，适合训练学生识别特殊语序和补全省略成分的能力。

"Middle school is an important age because students have enough math capability to solve advanced problems, but they haven't really decided what they want to do with their lives," said Loh.

F段，第2句

成分种类丰富且包含多个训练要点。句中涵盖倒装主句的主谓宾、主系表结构、状语从句、宾语从句、不定式短语作定语、介词短语作状语等，并列与从属关系并存。特别是倒装结构、从句嵌套、疑问词在从句中充当成分(what 作 do 的宾语)等，都是学生易混淆的高频考点，训练价值高

Over the next five years, the group helps the students get into other elite summer math programs, high-performing high schools, and eventually college.

L段，第4句

help sb do sth 句型是四六级和考研阅读中的高频结构，本句将其与时间状语、并列宾补结合，是典型的叙事或说明类长句模式。掌握本句的成分划分方法后，学生可迁移到大量类似句型（如 enable sb to do、allow sb to do 等），实用性强。

About 250 students so far have gone through the program, which receives funding from the Jack Kent Cooke Foundation.

L段，第5句

主句 + 非限制性定语从句是四六级和考研阅读中的高频句式。现在完成时在真题中常用于描述统计数据或累积结果。整体结构具有较强的代表性，掌握后可应用于大量类似句子的理解和写作。

Students apply to the program directly through their schools.

M段，第3句

"主语 + 不及物动词 + 介词短语状语" 是常见句式，apply to 搭配在真题中也时有出现，具有一定代表性，但句子过于简单、缺乏复杂修饰或从句结构，迁移价值中等。

After the high-pressure Countdown round at this year's national Math Counts competition, in which the top 12 students went head to head solving complex problems in rapid fire, the finalists for the Math Video Challenge took the stage to show their videos.

O段，第3句

本句体现了四六级和考研阅读中常见的句式特征:长状语前置、定语从句嵌套修饰、不定式表目的。这种"复杂修饰 + 主句主干"的结构在学术文本和新闻报道中高频出现,掌握后可迁移到大量类似句子的理解中。

Middle school is a crucial period when students may become keenly interested in advanced mathematics.

第36题题干

主系表结构加限制性定语从句是四六级和考研阅读中的常见句式，关系副词"when"修饰时间名词的用法频繁出现，句子结构具有较高的代表性和可迁移性，掌握后可应用于大量类似句型的分析。

HIGH-FREQUENCY • 真题高频词

本篇出现的 104 个英语六级真题高频词

下列单词既在本篇真题中出现，又是 **英语六级** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

advanced

B2

adj. 先进的

本篇7次 · 真题 31 句

elite

C1

n. 精英

本篇6次 · 真题 37 句

challenge B1

n. 挑战

本篇5次·真题 119 句

solve A2

v. 解决 (问题、困难)

本篇4次·真题 54 句

online A2

adj. 在线的

本篇3次·真题 139 句

resource B1

n. 资源

本篇3次·真题 119 句

access B1

n. 进入

本篇3次·真题 101 句

eventually B1

adv. 最终

本篇3次·真题 32 句

participate B1

v. 参加

本篇3次·真题 31 句

less A1

det. 较少的

本篇2次·真题 273 句

accord C1

n. (国家、团体间的) 协议

本篇2次·真题 167 句

community B1

n. 社区

本篇2次·真题 163 句

opportunity B1

n. 机会

本篇2次·真题 115 句

professor B1

n. 教授 (大学教师的最高职称)

本篇2次·真题 112 句

academic B2

adj. 学术的

本篇2次·真题 104 句

united B1

adj. 联合的

本篇2次·真题 97 句

states A1

n. 国家

本篇2次·真题 80 句

attract B1

v. 吸引 (注意力、兴趣)

本篇2次·真题 67 句

mostly B1

adv. 主要地

本篇2次·真题 59 句

aim B1

v. 瞄准

本篇2次·真题 57 句

talent B1

n. 天赋

本篇2次·真题 35 句

association B2

n. 协会

本篇2次·真题 30 句

attach B1

v. 贴上;系上;附上

本篇2次·真题 23 句

primarily B2

adv. 主要地

本篇2次·真题 21 句

founder B2

n. 创始人

本篇2次·真题 18 句

promising B2

adj. 有希望的

本篇2次·真题 15 句

mathematical B2

adj. 数学的

本篇2次·真题 10 句

intensive B2

adj. 密集的

本篇2次·真题 9 句

nonprofit B2

adj. 非营利的

本篇2次·真题 8 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 句

likely A2

adj. 很可能的

本篇1次·真题 228 句

focus B1

n. 重点

本篇1次·真题 200 句

system A2

n. 系统

本篇1次·真题 176 句

local A2

adj. 当地的

本篇1次·真题 143 句

individual B2

adj. 单独的

本篇1次·真题 142 句

base A2

n. 基础

本篇1次·真题 126 句

decade B1

n. 十年

本篇1次·真题 120 句

design B1

n. 设计

本篇1次·真题 119 句

simply B1

adv. 仅仅, 只不过

本篇1次·真题 119 句

factor B1

n. 因素

本篇1次·真题 108 句

career B1

n. 职业

本篇1次·真题 106 句

support A2

v. 支持

本篇1次·真题 103 句

performance B1

n. 表演

本篇1次·真题 98 句

participant B2

n. 参与者

本篇1次·真题 91 句

type A2

n. 类型

本篇1次·真题 84 句

involve B1

v. 包含

本篇1次·真题 82 句

organization B1

n. 组织

本篇1次·真题 73 句

cultural B1

adj. 文化的

本篇1次·真题 68 句

shift B1

v. 移动

本篇1次·真题 65 句

realize B1

v. 意识到, 认识到

本篇1次·真题 64 句

apply A2

v. 申请

本篇1次 · 真题 63 句

trend B1

n. 趋势

本篇1次 · 真题 63 句

determine B2

v. 决定

本篇1次 · 真题 62 句

complex B2

adj. 复杂的, 难懂的

本篇1次 · 真题 61 句

struggle B1

v. 奋斗

本篇1次 · 真题 54 句

network B1

n. 网络

本篇1次 · 真题 53 句

sign A1

n. 标志

本篇1次 · 真题 49 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次 · 真题 46 句

diversity B2

n. 多样性

本篇1次 · 真题 46 句

creativity B2

n. 创造力

本篇1次 · 真题 45 句

user A2

n. 使用者

本篇1次 · 真题 42 句

interested A1

adj. 感兴趣的

本篇1次 · 真题 41 句

campus B1

n. (大学或学院的) 校园

本篇1次 · 真题 40 句

priority B2

n. 优先事项

本篇1次 · 真题 39 句

compete B1

v. 竞争

本篇1次 · 真题 36 句

rural B1

adj. 乡村的, 农村的

本篇1次 · 真题 35 句

site A2

n. 地点

本篇1次·真题 34 句

series B1

n. 系列

本篇1次·真题 33 句

executive B2

n. 主管;经理;管理人员

本篇1次·真题 32 句

funding B2

n. 资金

本篇1次·真题 32 句

constantly B1

adv. 不断地, 持续地

本篇1次·真题 31 句

recognition B2

n. 认可

本篇1次·真题 31 句

stage A2

n. 阶段

本篇1次·真题 31 句

urban B2

adj. 城市的, 都市的

本篇1次·真题 31 句

expose B2

v. 使暴露

本篇1次·真题 30 句

tradition B1

n. 传统

本篇1次·真题 30 句

directly B1

adv. 直接地

本篇1次·真题 29 句

transportation B1

n. 交通运输 (系统)

本篇1次·真题 28 句

application B1

n. 申请

本篇1次·真题 26 句

accelerate B2

v. 加速

本篇1次·真题 25 句

foundation B2

n. 基础;根基

本篇1次·真题 25 句

initiative B2

n. 主动性

本篇1次·真题 25 句

diverse B2

adj. 多种多样的

本篇1次·真题 24 句

element B1

n. 要素

本篇1次·真题 24 句

fee B1

n. 费用

本篇1次·真题 24 句

crucial B2

adj. 至关重要的

本篇1次·真题 21 句

capability B2

n. 能力

本篇1次·真题 20 句

involved B1

adj. 参与的

本篇1次·真题 20 句

prioritize B2

v. 优先处理

本篇1次·真题 19 句

collaborative C1

adj. 合作的

本篇1次·真题 17 句

dominate B2

v. 控制

本篇1次·真题 17 句

existence B2

n. 存在;生存

本篇1次·真题 15 句

illustrate B2

v. 说明

本篇1次·真题 15 句

influential B2

adj. 有影响力的;有权势的

本篇1次·真题 15 句

involvement B2

n. 参与

本篇1次·真题 15 句

artistic B2

adj. 艺术的

本篇1次·真题 14 句

participation B2

n. 参与

本篇1次·真题 13 句

affluent C1

adj. 富裕的, 充足的

本篇1次·真题 12 句

chat

A2

v. 聊天, 闲谈

本篇1次 · 真题 12 句

handful

B1

n. 一把;少量

本篇1次 · 真题 11 句

confine

C1

v. 限制

本篇1次 · 真题 10 句

enthusiasm

B2

n. 热情

本篇1次 · 真题 10 句

lever

B2

n. 杠杆

本篇1次 · 真题 10 句

regional

B2

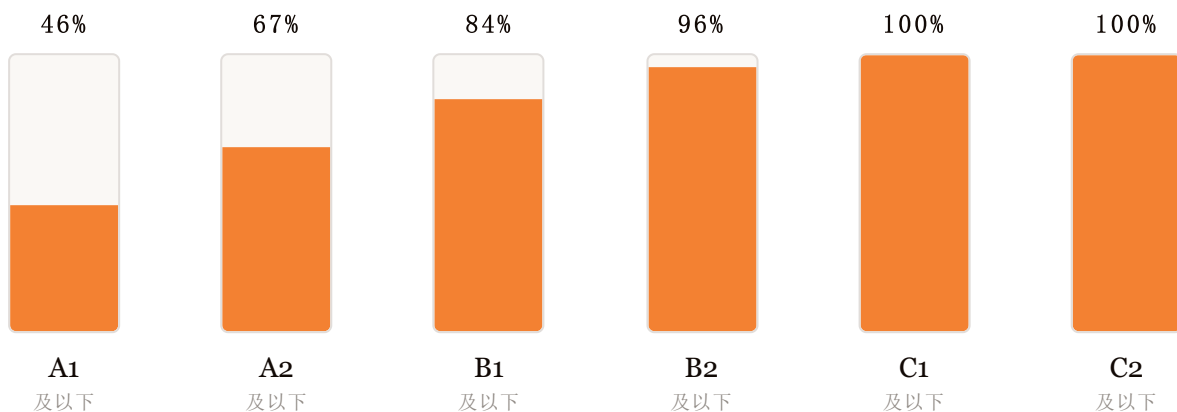
adj. 地区的

本篇1次 · 真题 9 句

VOCABULARY · 词汇难度分布

全文 364 词按 CEFR 难度累积覆盖

全文去重后共 **364** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 14 个 · 约 4%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 364 个 · 末柱为 100%

去重总词数

364

B2 以上难词

4%

B1 及以下覆盖

84%

英语六级 2017年6月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →