六级 · 2017年06月大学英语六级真题（第2套）

历年真题

满分 710 分 · 时长 125 分钟 · 共 57 题

姓名：_____ 班级：_____ 得分：_____

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本卷答案与讲解
081 845
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一、写作（共 1 小题，每小题 106.5 分，共 106.5 分）

56.（词数 150-200 · 106.5 分）

二、听力（共 25 小题，每小题 7.1 分）

（听力/听写音频请在英速通应用内播放作答）

Questions 1 to 4

1. How would the man feel if he found his book in a second-hand bookstore?

A. He would feel insulted.

B. He would feel very sad.

C. He would be embarrassed.

D. He would be disappointed.

2. What does the man's wife think of his books?

A. They are worthy of a prize.
B. They are of little value.
C. They make good reading.
D. They need improvement.

3. What does the man do when he engages in writing?

A. He seldom writes a book straight through.
B. He writes several books simultaneously.
C. He draws on his real-life experiences.
D. He often turns to his wife for help.

4. What does the man want to say by mentioning the football match?

A. Writing a book is just like watching a football match.
B. Writers actually work every bit as hard as footballers.
C. He likes watching a football match after finishing a book.
D. Unlike a football match, there is no end to writing a book.

Questions 5 to 8

5. What are the speakers talking about?

A. Achievements of black male athletes in college.
B. Financial assistance to black athletes in college.
C. High college dropout rates among black athletes.
D. Undergraduate enrollments of black athletes.

6. What is the new finding about black male athletes in this study?

A. They display great talent in every kind of game.
B. They are better at sports than at academic work.
C. They have difficulty finding money to complete their studies.
D. They make money for the college but often fail to earn a degree.

7. What is the graduation rate of black male athletes?

A. About 15%.
B. Around 40%.
C. Slightly over 50%.
D. Approximately 70%.

8. What accounts for black athletes' failure to obtain a college degree according to the man?

A. Coaches lack the incentive to graduate them.
B. College degrees do not count much to them.
C. They have little interest in academic work.
D. Schools do not deem it a serious problem.

questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 9 to 12

9. What is the speaker mainly talking about?

A. Marketing strategies.
B. Holiday shopping.
C. Shopping malls.
D. Online stores.

10. How many people will shop on Cyber Monday?

A. About 50% of holiday shoppers.
B. About 20-30% of holiday shoppers.
C. About 136 million.
D. About 183.8 million.

11. What does Fortune say about traditional shopping malls?

A. They have fewer customers.
B. They find it hard to survive.
C. They are thriving once more.
D. They appeal to elderly customers.

12. What is said to account for the increased number of shoppers?

A. Better quality of consumer goods.
B. Higher employment and wages.
C. Greater varieties of commodities.
D. People having more leisure time.

Questions 13 to 15

13. What do we learn about the "superbugs"?

A. They are new species of big insects.
B. They are overprescribed antibiotics.
C. They are life-threatening diseases.
D. They are antibiotic-resistant bacteria.

14. What is the result of the overuse of antibiotics?

A. Antibiotics are now in short supply.
B. Many infections are no longer curable.
C. Large amounts of tax money are wasted.
D. Routine operations have become complex.

15. What is most urgently needed for tackling the large life-threatening epidemic, according to the speaker?

A. Facilities.
B. Expertise.
C. Money.
D. Publicity. questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet I with a single line through the centre.

Questions 16 to 18

16. What does the speaker say about a university?

A. It is accessible only to the talented.
B. It improves students' ability to think.
C. It starts a lifelong learning process.
D. It gives birth to many eminent scholars.

17. What do we learn from the speaker's stories about universities?

A. They encourage academic democracy.
B. They promote globalization.
C. They uphold the presidents' authority.
D. They protect students' rights.

18. What does the speaker see in the young man who challenged his paper?

A. His thirst for knowledge.
B. His eagerness to find a job.
C. His contempt for authority.
D. His potential for leadership.

Questions 19 to 22

19. What does the simple test suggest?

A. Few people know how to retrieve information properly.
B. People can enhance their memory with a few tricks.
C. Most people have a rather poor long-term memory.
D. People tend to underestimate their mental powers.

20. What do we learn about the two lists in the test?

A. They present the states in a surprisingly different order.
B. They include more or less the same number of states.
C. They are exactly the same as is shown in the atlas.
D. They contain names of the most familiar states.

21. What does the speaker suggest about preparing for and taking an exam?

A. Focusing on what is likely to be tested.
B. Having a good sleep the night before.
C. Reviewing your lessons where the exam is to take place.
D. Making sensible decisions while choosing your answers.

22. What tip does the speaker give on learning?

A. Discover when you can learn best.
B. Change your time of study daily.
C. Give yourself a double bonus afterwards.
D. Follow the example of a marathon runner.

Questions 23 to 25

23. What does the speaker do?

A. He is a politician.
B. He is a businessman.
C. He is a sociologist.
D. He is an economist.

24. Where does the speaker say we can find extreme poverty?

A. In slums.
B. In Africa.
C. In pre-industrial societies.
D. In developing countries.

25. What do we learn about American people living in relative poverty?

A. They have no access to health care, let alone entertainment or recreation.

B. Their income is less than 50% of the national average family income.

C. They work extra hours to have their basic needs met.

D. Their children cannot afford to go to private schools.

三、选词填空（共 10 小题，每小题 3.55 分，共 35.5 分）

A. classified	B. consciously	C. dramatically
D. exotic	E. identified	F. inherent
G. marine	H. novel	I. potential
J. predators	K. referred	L. species
M. specifically	N. varieties	O. volunteers

Half of your brain stays alert and prepared for danger when you sleep in a new place, a study has revealed. This phenomenon is often ___26___ to as the "first-night-effect". Researchers from Brown University found that a network in the left hemisphere of the brain "remained more active" than the network in the right side of the brain. Playing sounds into the right ears (stimulating the left hemisphere) of ___27___ was more likely to wake them up than if the noises were played into their left ear. It was ___28___ observed that the left side of the brain was more active during deep sleep. When the researchers repeated the laboratory experiment on the second and third nights they found the left hemisphere could not be stimulated in the same way during deep sleep. The researchers explained that the study demonstrated when we are in a ___29___ environment the brain partly remains alert so that humans can defend themselves against any ___30___ danger. The researchers believe this is the first time that the "first-night-effect" of different brain states has been ___31___ in humans. It isn't, however, the first time it has ever been seen. Some animal ___32___ also display this phenomenon. For example, dolphins, as well as other ___33___ animals, shut down one hemisphere of the brain when they go to sleep. A previous study noted that dolphins always ___34___ control their breathing. Without keeping the brain active while sleeping, they would probably drown. But, as the human study suggests, another reason for dolphins keeping their eyes open during sleep is that they can look out for ___35___ while asleep. It also keeps their physiological processes working.

26. _____ 27. _____ 28. _____ 29. _____ 30. _____

31. _____ 32. _____ 33. _____ 34. _____ 35. _____

四、长篇阅读（共 10 小题，每小题 7.1 分，共 71 分）

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

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

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

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

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

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

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

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

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

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

五、汉译英（共 1 小题，每小题 106.5 分，共 106.5 分）

57. 宋朝始于960年,一直延续到1279年。这一时期,中国经济大幅增长,成为世界上最先进的经济体,科学、技术、哲学和数学蓬勃发展。宋代中国是世界历史上首先发行纸币的国家。宋朝还最早使用火药并发明了活字(movable-type)印刷。人口增长迅速,越来越多的人住进城市,那里有热闹的娱乐场所。社会生活多种多样。人们聚集在一起观看和交易珍贵艺术品。宋朝的政府体制在当时也是先进的。政府官员均通过竞争性考试选拔任用。

六、RC1（每小题 14.2 分）

We live today indebted to McCardell, Cashin, Hawes, Wilkins, and Maxwell, and other women who liberated American fashion from the confines of Parisian design. Independence came in tying, wrapping, storing, harmonizing, and rationalizing that wardrobe. These designers established the modern dress code, letting playsuits and other active wear outfits suffice for casual clothing, allowing pants to enter the wardrobe, and prizing rationalism and versatility in dress, in contradiction to dressing for an occasion or allotment of the day. Fashion in America was logical and answerable to the will of the women who wore it. Implicitly or explicitly, American fashion addressed a democracy, whereas traditional Paris-based fashion was prescriptive and imposed on women, willing or not. In an earlier time, American fashion had also followed the dictates of Paris, or even copied and pirated specific French designs. Designer sportswear was not modeled on that of Europe, as "modern art" would later be; it was genuinely invented and developed in America. Its designers were not high-end with supplementary lines. The design objective and the business commitment were to sportswear, and the distinctive traits were problem- solving ingenuity and realistic lifestyle applications. Ease of care was most important: summer dresses and outfits, in particular, were chiefly cotton, readily capable of being washed and pressed at home. Closings were simple, practical, and accessible, as the modern woman depended on no personal maid to dress her. American designers prized resourcefulness and the freedom of women who wore the clothing. Many have argued that the women designers of this time were able to project their own clothing values into a new style. Of course, much of this argument in the 1930s-40s was advanced because there was little or no experience in justifying apparel on the basis of utility. If Paris was cast aside, the tradition of beauty was also to some degree slighted. Designer sportswear would have to be verified by a standard other than that of pure beauty; the emulation of a designer's life in designer sportswear was a crude version of this relationship. The consumer was ultimately to be mentioned as well, especially by the likes of Dorothy Shaver, who could point to the sales figures at Lord & Taylor. Could utility alone justify the new ideas of the American designers? Fashion is often regarded as a pursuit of beauty, and some cherished fashion's trivial relationship to the fine arts. What the designers of the American sportswear proved was that fashion is a genuine design art, answering to the demanding needs of service. Of course these practical, insightful designers have determined the course of late twentieth-century fashion. They were the pioneers of gender equity, in their useful, adaptable clothing, which was both made for the masses and capable of self-expression.

46. What contribution did the women designers make to American fashion?

A. They made some improvements on the traditional Parisian design.

B. They formulated a dress code with distinctive American features.

C. They came up with a brand new set of design procedures.

D. They made originality a top priority in their fashion design.

47. What do we learn about American designer sportswear?

A. It imitated the European model.

B. It laid emphasis on women's beauty.

C. It represented genuine American art.

D. It was a completely new invention.

48. What characterized American designer sportswear?

A. Pursuit of beauty.

B. Decorative closings.

C. Ease of care.

D. Fabric quality.

49. What occurred in the design of women's apparel in America during the 1930s-40s?

A. A shift of emphasis from beauty to utility.

B. The emulation of traditional Parisian design.

C. A search for balance between tradition and novelty.

D. The involvement of more women in fashion design.

50. What do we learn about designers of American sportswear?

A. They catered to the taste of the younger generation.

B. They radically changed people's concept of beauty.

C. They advocated equity between men and women.

D. They became rivals of their Parisian counterparts.

七、RC2（每小题 14.2 分）

Massive rubbish dumps and sprawling landfills constitute one of the more uncomfortable impacts that humans have on wildlife. They have led some birds to give up on migration. Instead of flying thousands of miles in search of food, they make the waste sites their winter feeding grounds. Researchers in Germany used miniature GPS tags to track the migrations of 70 white storks( ) from different sites across Europe and Asia during the first five months of their lives. While many birds travelled along well-known routes to warmer climates, others stopped short and spent the winter on landfills, feeding on food waste, and the multitudes of insects that thrive on the dumps. In the short-term, the birds seem to benefit from overwintering on rubbish dumps. Andrea Flack of the Max Planck Institute found that birds following traditional migration routes were more likely to die than German storks that flew only as far as northern Morocco, and spent the winter there on rubbish dumps. "For the birds it's a very convenient way to get food. There are huge clusters of organic waste they can feed on," said Flack. The meals are not particularly appetising, or even safe. Much of the waste is discarded rotten meat, mixed in with other human debris such as plastic bags and old toys. "It's very risky. The birds can easily eat pieces of plastic or rubber bands and they can die," said Flack. "And we don't know about the long-term consequences. They might eat something toxic and damage their health. We cannot estimate that yet." The scientists tracked white storks from different colonies in Europe and Africa. The Russian, Greek and Polish storks flew as far as South Africa, while those from Spain, Tunisia and Germany flew only as far as the Sahel. Landfill sites on the Iberian peninsula have long attracted local white storks, but all of the Spanish birds tagged in the study flew across the Sahara desert to the western Sahel. Writing in the journal, the scientists describe how the storks from Germany were clearly affected by the presence of waste sites, with four out of six birds that survived for at least five months overwintering on rubbish dumps in northern Morocco, instead of migrating to the Sahel. Flack said it was too early to know whether the benefits of plentiful food outweighed the risks of feeding on landfills. But that's not the only uncertainty. Migrating birds affect ecosystems both at home and at their winter destinations, and disrupting the traditional routes could have unexpected side effects. White storks feed on locusts and other insects that can become pests if their numbers get out of hand. "They provide a useful service," said Flack.

51. What is the impact of rubbish dumps on wildlife?

A. They have forced white storks to search for safer winter shelters.

B. They have seriously polluted the places where birds spend winter.

C. They have accelerated the reproduction of some harmful insects.

D. They have changed the previous migration habits of certain birds.

52. What do we learn about birds following the traditional migration routes?

A. They can multiply at an accelerating rate.
B. They can better pull through the winter.
C. They help humans kill harmful insects.
D. They are more likely to be at risk of dying.

53. What does Andrea Flack say about the birds overwintering on rubbish dumps?

A. They may end up staying there permanently.
B. They may eat something harmful.
C. They may evolve new feeding habits.
D. They may have trouble getting adequate food.

54. What can be inferred about the Spanish birds tagged in the study?

A. They gradually lose the habit of migrating in winter.
B. They prefer rubbish dumps far away to those at home.
C. They are not attracted to the rubbish dumps on their migration routes.
D. They join the storks from Germany on rubbish dumps in Morocco.

55. What is scientists' other concern about white storks feeding on landfills?

A. The potential harm to the ecosystem.
B. The genetic change in the stork species.
C. The spread of epidemics to their homeland.
D. The damaging effect on bio-diversity.

—— 参考答案与逐题解析附于卷末 ——

参考答案

客观题速查表 + 主观题参考范文/译文；逐题解析附后

1. A	2. D	3. A	4. D	5. C	6. D	7. C	8. A	9. B	10. D
11. C	12. B	13. D	14. D	15. C	16. B	17. A	18. A	19. D	20. B
21. C	22. A	23. C	24. D	25. B	26. K	27. O	28. M	29. H	30. I
31. E	32. L	33. G	34. B	35. J	36. F	37. A	38. I	39. G	40. L
41. E	42. J	43. B	44. M	45. H	46. B	47. D	48. C	49. A	50. C
51. D	52. D	53. B	54. C	55. A					

56. When young people stand at the crossroads between a vocational college and a university, my advice is clear:
choose the university whenever it is within reach.
Admittedly, vocational colleges have real strengths. They train practical, job-ready skills and often lead to
employment faster, which appeals to students eager to earn early. However, I still believe a university offers
deeper and more lasting benefits. Firstly, a university builds a broad academic foundation and cultivates critical
thinking, abilities that keep paying off as careers evolve. A friend of mine who studied engineering at university was later promoted to a management role precisely because he could analyse problems, not merely
operate machines. Moreover, the wider network and long-term earning potential a degree brings usually
outweigh the short-term gap in starting salaries.
In contrast, narrow technical training may limit future growth once industries change. Therefore, unless a
student has a strong practical calling, I would firmly recommend the university path for its broader and more
enduring rewards.

57. The Song Dynasty began in 960 and lasted until 1279. During this period, the Chinese economy grew significantly, becoming the most advanced in the world, while science, technology, philosophy and
mathematics all flourished. Song China was the first country in the world to issue paper money. The Song Dynasty was also the first to use gunpowder and invented movable-type printing. The population
grew rapidly, and more and more people moved into cities, where there were lively entertainment venues. In addition, social life was diverse: people gathered to view and trade precious works of art. The
Song government system was also advanced for its time, as government officials were all selected through competitive examinations.

逐题解析

答案定位与考点精讲

1. 【答案】A

定位男士对二手书店发现自己书的直接反应 → 提取其表达的负面情绪 → 同义替换得出答案

考点：情感态度推断　细节定位

2. 【答案】D

定位男士描述妻子对其作品的评价 → 提取关键信息（harsh, rubbish, criticizes） → 推断妻子认为作品需要改进

考点：观点态度推断　细节定位

3. 【答案】A

定位男士描述其写作过程的段落 → 提取关键信息（stopped, left it for a few years） → 同义替换得出答案

考点：细节定位与捕捉

4. 【答案】D

定位男士提及足球比赛的段落 → 分析其类比目的（对比有终场哨与无终场哨） → 推断其想表达的核心观点

考点：推理判断　类比理解

5. 【答案】C

综合对话开头的研究发现与后续讨论 → 概括核心议题（黑人运动员高辍学率） → 排除细节或偏离主旨的选项

考点：主旨大意

6. 【答案】D

定位关键信息 → 同义替换与推理 → 得出答案

考点：细节定位　同义替换　推理判断

7. 【答案】C

定位具体数据 → 同义替换 → 得出答案

考点：细节定位　数字信息捕捉

8. 【答案】A

定位原因陈述 → 同义替换 → 得出答案

考点：推理判断　细节定位　因果关系

9. 【答案】B

综合全文信息 → 归纳主旨 → 得出答案

考点：主旨大意　信息归纳

10. 【答案】D

定位具体数字 → 匹配选项 → 得出答案

考点：细节定位　数字信息捕捉

11. 【答案】C

定位转折词However后Fortune观点 → 同义替换the weakest have closed与the sector is thriving → 得出答案

考点：转折信号词捕捉　细节定位与同义替换

12. 【答案】B

定位Economist Gus Faucher观点 → 同义替换lower unemployment and rising wages → 得出答案

考点：细节定位与同义替换　因果关系捕捉

13. 【答案】D

定位superbugs定义句 → 同义替换antibiotic-resistant bacteria → 得出答案

考点：细节定位　词义猜测与同义替换

14. 【答案】D

定位overuse of antibiotics结果段落 → 同义替换routine operations are now much more hazardous → 得出答案

考点：细节定位与同义替换　因果关系捕捉

15. 【答案】C

定位speaker观点句 → 同义替换only 1.2 percent of budgetary money...is being spent on research → 得出答案

考点：细节定位与同义替换　观点态度捕捉

16. 【答案】B

定位首段核心句 → 提取‘understand thinking better and to think better yourself’ → 同义替换为‘improves students' ability to think’

考点：细节定位　同义替换

17. 【答案】A

综合两个故事 → 提炼共性‘authority of ideas’与学生挑战权威 → 推断大学鼓励学术民主

考点：主旨归纳　推理判断

18. 【答案】A

定位第二个故事 → 捕捉‘hunger to learn’与‘wanted to make a difference’ → 同义替换为‘thirst for knowledge’

考点：细节定位　同义替换

19. 【答案】D

定位首段首句 → 提取‘we consistently underestimate our mental powers’ → 直接对应选项D

考点：主旨定位　细节对应

20. 【答案】B

定位测试描述段落 → 捕捉‘roughly the same number of states’ → 直接对应选项B

考点：细节定位　信息匹配

21. 【答案】C

定位建议类信息 → 识别‘learn information in the room where it is going to be tested’与选项C的同义替换 → 得出答案

考点：细节定位　同义替换

22. 【答案】A

定位学习建议 → 识别‘establish your own rhythm’与选项A的同义替换 → 得出答案

考点：细节定位　同义替换

23. 【答案】C

定位说话者身份 → 识别‘us sociologists’与选项C的直接对应 → 得出答案

考点：细节定位　直接对应

24. 【答案】D

定位极端贫困的地点 → 识别‘only in developing countries’与选项D的直接对应 → 得出答案

考点：细节定位　直接对应

25. 【答案】B

定位美国相对贫困家庭的描述 → 识别‘income is less than 50% of the national average family income’与选项B的同义替换 → 得出答案

考点：细节定位　同义替换

26. 【答案】K

26 空 定位空格前后的固定搭配 → 识别 'be referred to as' 结构 → 选择符合搭配的动词过去分词
27 空 定位空格所在从句 → 分析从句逻辑主语与先行词 → 选择指代实验参与者的名词
28 空 定位空格所在被动语态结构 → 分析句子主干与逻辑 → 选择表示观察方式的副词
29 空 定位空格所在名词性从句 → 分析从句逻辑与语境 → 选择描述环境特征的形容词
30 空 定位空格所在定语从句 → 分析先行词与修饰关系 → 选择描述危险类型的形容词
31 空 定位空格前后的固定搭配 'is often ... to as' → 识别为 'referred to as' 的固定搭配 → 选择 E (referred)
32 空 定位空格前 'Some animal' → 根据后文 'dolphins' 等例子推断此处指动物类别 → 选择 L (species)
33 空 定位空格前 'dolphins, as well as other' → 根据后文 'shut down one hemisphere' 推断此处指具有类似行为的动物 → 选择 G (marine)
34 空 定位空格前 'dolphins always' → 根据后文 'Without keeping the brain active... drown' 推断此处指海豚需要主动控制呼吸 → 选择 B (consciously)
35 空 定位空格前 'look out for' → 根据前文 'prepared for danger' 和 'defend themselves' 推断此处指警惕危险 → 选择 J (danger)

考点：固定搭配 'be referred to as'　动词过去分词作表语　定语从句逻辑主语　语境指代　被动语态结构　副词修饰动词　名词性从句作宾语　形容词修饰名词　定语从句修饰名词　形容词与名词搭配　固定搭配 refer to as　语境推断词义　近义词辨析

27. 【答案】O

26 空 定位空格前后的固定搭配 → 识别 'be referred to as' 结构 → 选择符合搭配的动词过去分词
27 空 定位空格所在从句 → 分析从句逻辑主语与先行词 → 选择指代实验参与者的名词
28 空 定位空格所在被动语态结构 → 分析句子主干与逻辑 → 选择表示观察方式的副词
29 空 定位空格所在名词性从句 → 分析从句逻辑与语境 → 选择描述环境特征的形容词
30 空 定位空格所在定语从句 → 分析先行词与修饰关系 → 选择描述危险类型的形容词
31 空 定位空格前后的固定搭配 'is often ... to as' → 识别为 'referred to as' 的固定搭配 → 选择 E (referred)
32 空 定位空格前 'Some animal' → 根据后文 'dolphins' 等例子推断此处指动物类别 → 选择 L (species)
33 空 定位空格前 'dolphins, as well as other' → 根据后文 'shut down one hemisphere' 推断此处指具有类似行为的动物 → 选择 G (marine)
34 空 定位空格前 'dolphins always' → 根据后文 'Without keeping the brain active... drown' 推断此处指海豚需要

主动控制呼吸 → 选择 B (consciously)
35 空 定位空格前 'look out for' → 根据前文 'prepared for danger' 和 'defend themselves' 推断此处指警惕危险 → 选择 J (danger)

考点：固定搭配 'be referred to as'　动词过去分词作表语　定语从句逻辑主语　语境指代　被动语态结构　副词修饰动词　名词性从句作宾语　形容词修饰名词　定语从句修饰名词　形容词与名词搭配　固定搭配 refer to as　语境推断词义　近义词辨析

28. 【答案】M
26 空 定位空格前后的固定搭配 → 识别 'be referred to as' 结构 → 选择符合搭配的动词过去分词
27 空 定位空格所在从句 → 分析从句逻辑主语与先行词 → 选择指代实验参与者的名词
28 空 定位空格所在被动语态结构 → 分析句子主干与逻辑 → 选择表示观察方式的副词
29 空 定位空格所在名词性从句 → 分析从句逻辑与语境 → 选择描述环境特征的形容词
30 空 定位空格所在定语从句 → 分析先行词与修饰关系 → 选择描述危险类型的形容词
31 空 定位空格前后的固定搭配 'is often ... to as' → 识别为 'referred to as' 的固定搭配 → 选择 E (referred)
32 空 定位空格前 'Some animal' → 根据后文 'dolphins' 等例子推断此处指动物类别 → 选择 L (species)
33 空 定位空格前 'dolphins, as well as other' → 根据后文 'shut down one hemisphere' 推断此处指具有类似行为的动物 → 选择 G (marine)
34 空 定位空格前 'dolphins always' → 根据后文 'Without keeping the brain active... drown' 推断此处指海豚需要主动控制呼吸 → 选择 B (consciously)
35 空 定位空格前 'look out for' → 根据前文 'prepared for danger' 和 'defend themselves' 推断此处指警惕危险 → 选择 J (danger)

考点：固定搭配 'be referred to as'　动词过去分词作表语　定语从句逻辑主语　语境指代　被动语态结构　副词修饰动词　名词性从句作宾语　形容词修饰名词　定语从句修饰名词　形容词与名词搭配　固定搭配 refer to as　语境推断词义　近义词辨析

29. 【答案】H
26 空 定位空格前后的固定搭配 → 识别 'be referred to as' 结构 → 选择符合搭配的动词过去分词
27 空 定位空格所在从句 → 分析从句逻辑主语与先行词 → 选择指代实验参与者的名词
28 空 定位空格所在被动语态结构 → 分析句子主干与逻辑 → 选择表示观察方式的副词
29 空 定位空格所在名词性从句 → 分析从句逻辑与语境 → 选择描述环境特征的形容词
30 空 定位空格所在定语从句 → 分析先行词与修饰关系 → 选择描述危险类型的形容词
31 空 定位空格前后的固定搭配 'is often ... to as' → 识别为 'referred to as' 的固定搭配 → 选择 E (referred)
32 空 定位空格前 'Some animal' → 根据后文 'dolphins' 等例子推断此处指动物类别 → 选择 L (species)
33 空 定位空格前 'dolphins, as well as other' → 根据后文 'shut down one hemisphere' 推断此处指具有类似行为的动物 → 选择 G (marine)
34 空 定位空格前 'dolphins always' → 根据后文 'Without keeping the brain active... drown' 推断此处指海豚需要主动控制呼吸 → 选择 B (consciously)
35 空 定位空格前 'look out for' → 根据前文 'prepared for danger' 和 'defend themselves' 推断此处指警惕危险 → 选择 J (danger)

考点：固定搭配 'be referred to as'　动词过去分词作表语　定语从句逻辑主语　语境指代　被动语态结构　副词修饰动词　名词性从句作宾语　形容词修饰名词　定语从句修饰名词　形容词与名词搭配　固定搭配 refer to as　语境推断词义　近义词辨析

30. 【答案】I

26 空 定位空格前后的固定搭配 → 识别 'be referred to as' 结构 → 选择符合搭配的动词过去分词
27 空 定位空格所在从句 → 分析从句逻辑主语与先行词 → 选择指代实验参与者的名词
28 空 定位空格所在被动语态结构 → 分析句子主干与逻辑 → 选择表示观察方式的副词
29 空 定位空格所在名词性从句 → 分析从句逻辑与语境 → 选择描述环境特征的形容词
30 空 定位空格所在定语从句 → 分析先行词与修饰关系 → 选择描述危险类型的形容词
31 空 定位空格前后的固定搭配 'is often ... to as' → 识别为 'referred to as' 的固定搭配 → 选择 E (referred)
32 空 定位空格前 'Some animal' → 根据后文 'dolphins' 等例子推断此处指动物类别 → 选择 L (species)
33 空 定位空格前 'dolphins, as well as other' → 根据后文 'shut down one hemisphere' 推断此处指具有类似行为的动物 → 选择 G (marine)
34 空 定位空格前 'dolphins always' → 根据后文 'Without keeping the brain active... drown' 推断此处指海豚需要主动控制呼吸 → 选择 B (consciously)
35 空 定位空格前 'look out for' → 根据前文 'prepared for danger' 和 'defend themselves' 推断此处指警惕危险 → 选择 J (danger)

考点：固定搭配 'be referred to as'　动词过去分词作表语　定语从句逻辑主语　语境指代　被动语态结构　副词修饰动词　名词性从句作宾语　形容词修饰名词　定语从句修饰名词　形容词与名词搭配　固定搭配 refer to as　语境推断词义　近义词辨析

31. 【答案】E

26 空 定位空格前后的固定搭配 → 识别 'be referred to as' 结构 → 选择符合搭配的动词过去分词
27 空 定位空格所在从句 → 分析从句逻辑主语与先行词 → 选择指代实验参与者的名词
28 空 定位空格所在被动语态结构 → 分析句子主干与逻辑 → 选择表示观察方式的副词
29 空 定位空格所在名词性从句 → 分析从句逻辑与语境 → 选择描述环境特征的形容词
30 空 定位空格所在定语从句 → 分析先行词与修饰关系 → 选择描述危险类型的形容词
31 空 定位空格前后的固定搭配 'is often ... to as' → 识别为 'referred to as' 的固定搭配 → 选择 E (referred)
32 空 定位空格前 'Some animal' → 根据后文 'dolphins' 等例子推断此处指动物类别 → 选择 L (species)
33 空 定位空格前 'dolphins, as well as other' → 根据后文 'shut down one hemisphere' 推断此处指具有类似行为的动物 → 选择 G (marine)
34 空 定位空格前 'dolphins always' → 根据后文 'Without keeping the brain active... drown' 推断此处指海豚需要主动控制呼吸 → 选择 B (consciously)
35 空 定位空格前 'look out for' → 根据前文 'prepared for danger' 和 'defend themselves' 推断此处指警惕危险 → 选择 J (danger)

考点：固定搭配 'be referred to as'　动词过去分词作表语　定语从句逻辑主语　语境指代　被动语态结构　副词修饰动词　名词性从句作宾语　形容词修饰名词　定语从句修饰名词　形容词与名词搭配　固定搭配 refer to as　语境推断词义　近义词辨析

32. 【答案】L

26 空 定位空格前后的固定搭配 → 识别 'be referred to as' 结构 → 选择符合搭配的动词过去分词
27 空 定位空格所在从句 → 分析从句逻辑主语与先行词 → 选择指代实验参与者的名词
28 空 定位空格所在被动语态结构 → 分析句子主干与逻辑 → 选择表示观察方式的副词
29 空 定位空格所在名词性从句 → 分析从句逻辑与语境 → 选择描述环境特征的形容词
30 空 定位空格所在定语从句 → 分析先行词与修饰关系 → 选择描述危险类型的形容词
31 空 定位空格前后的固定搭配 'is often ... to as' → 识别为 'referred to as' 的固定搭配 → 选择 E (referred)
32 空 定位空格前 'Some animal' → 根据后文 'dolphins' 等例子推断此处指动物类别 → 选择 L (species)
33 空 定位空格前 'dolphins, as well as other' → 根据后文 'shut down one hemisphere' 推断此处指具有类似行为的动物 → 选择 G (marine)

34 空 定位空格前 'dolphins always' → 根据后文 'Without keeping the brain active... drown' 推断此处指海豚需要主动控制呼吸 → 选择 B (consciously)
35 空 定位空格前 'look out for' → 根据前文 'prepared for danger' 和 'defend themselves' 推断此处指警惕危险 → 选择 J (danger)

考点：固定搭配 'be referred to as'　动词过去分词作表语　定语从句逻辑主语　语境指代　被动语态结构　副词修饰动词　名词性从句作宾语　形容词修饰名词　定语从句修饰名词　形容词与名词搭配　固定搭配 refer to as　语境推断词义　近义词辨析

33. 【答案】G

26 空 定位空格前后的固定搭配 → 识别 'be referred to as' 结构 → 选择符合搭配的动词过去分词
27 空 定位空格所在从句 → 分析从句逻辑主语与先行词 → 选择指代实验参与者的名词
28 空 定位空格所在被动语态结构 → 分析句子主干与逻辑 → 选择表示观察方式的副词
29 空 定位空格所在名词性从句 → 分析从句逻辑与语境 → 选择描述环境特征的形容词
30 空 定位空格所在定语从句 → 分析先行词与修饰关系 → 选择描述危险类型的形容词
31 空 定位空格前后的固定搭配 'is often ... to as' → 识别为 'referred to as' 的固定搭配 → 选择 E (referred)
32 空 定位空格前 'Some animal' → 根据后文 'dolphins' 等例子推断此处指动物类别 → 选择 L (species)
33 空 定位空格前 'dolphins, as well as other' → 根据后文 'shut down one hemisphere' 推断此处指具有类似行为的动物 → 选择 G (marine)
34 空 定位空格前 'dolphins always' → 根据后文 'Without keeping the brain active... drown' 推断此处指海豚需要主动控制呼吸 → 选择 B (consciously)
35 空 定位空格前 'look out for' → 根据前文 'prepared for danger' 和 'defend themselves' 推断此处指警惕危险 → 选择 J (danger)

考点：固定搭配 'be referred to as'　动词过去分词作表语　定语从句逻辑主语　语境指代　被动语态结构　副词修饰动词　名词性从句作宾语　形容词修饰名词　定语从句修饰名词　形容词与名词搭配　固定搭配 refer to as　语境推断词义　近义词辨析

34. 【答案】B

26 空 定位空格前后的固定搭配 → 识别 'be referred to as' 结构 → 选择符合搭配的动词过去分词
27 空 定位空格所在从句 → 分析从句逻辑主语与先行词 → 选择指代实验参与者的名词
28 空 定位空格所在被动语态结构 → 分析句子主干与逻辑 → 选择表示观察方式的副词
29 空 定位空格所在名词性从句 → 分析从句逻辑与语境 → 选择描述环境特征的形容词
30 空 定位空格所在定语从句 → 分析先行词与修饰关系 → 选择描述危险类型的形容词
31 空 定位空格前后的固定搭配 'is often ... to as' → 识别为 'referred to as' 的固定搭配 → 选择 E (referred)
32 空 定位空格前 'Some animal' → 根据后文 'dolphins' 等例子推断此处指动物类别 → 选择 L (species)
33 空 定位空格前 'dolphins, as well as other' → 根据后文 'shut down one hemisphere' 推断此处指具有类似行为的动物 → 选择 G (marine)
34 空 定位空格前 'dolphins always' → 根据后文 'Without keeping the brain active... drown' 推断此处指海豚需要主动控制呼吸 → 选择 B (consciously)
35 空 定位空格前 'look out for' → 根据前文 'prepared for danger' 和 'defend themselves' 推断此处指警惕危险 → 选择 J (danger)

考点：固定搭配 'be referred to as'　动词过去分词作表语　定语从句逻辑主语　语境指代　被动语态结构　副词修饰动词　名词性从句作宾语　形容词修饰名词　定语从句修饰名词　形容词与名词搭配　固定搭配 refer to as　语境推断词义　近义词辨析

35. 【答案】J

26 空 定位空格前后的固定搭配 → 识别 'be referred to as' 结构 → 选择符合搭配的动词过去分词
27 空 定位空格所在从句 → 分析从句逻辑主语与先行词 → 选择指代实验参与者的名词
28 空 定位空格所在被动语态结构 → 分析句子主干与逻辑 → 选择表示观察方式的副词
29 空 定位空格所在名词性从句 → 分析从句逻辑与语境 → 选择描述环境特征的形容词
30 空 定位空格所在定语从句 → 分析先行词与修饰关系 → 选择描述危险类型的形容词
31 空 定位空格前后的固定搭配 'is often ... to as' → 识别为 'referred to as' 的固定搭配 → 选择 E (referred)
32 空 定位空格前 'Some animal' → 根据后文 'dolphins' 等例子推断此处指动物类别 → 选择 L (species)
33 空 定位空格前 'dolphins, as well as other' → 根据后文 'shut down one hemisphere' 推断此处指具有类似行为的动物 → 选择 G (marine)
34 空 定位空格前 'dolphins always' → 根据后文 'Without keeping the brain active... drown' 推断此处指海豚需要主动控制呼吸 → 选择 B (consciously)
35 空 定位空格前 'look out for' → 根据前文 'prepared for danger' 和 'defend themselves' 推断此处指警惕危险 → 选择 J (danger)

考点：固定搭配 'be referred to as'　动词过去分词作表语　定语从句逻辑主语　语境指代　被动语态结构　副词修饰动词　名词性从句作宾语　形容词修饰名词　定语从句修饰名词　形容词与名词搭配　固定搭配 refer to as　语境推断词义　近义词辨析

36. 【答案】F

36. 定位题干关键词'middle school' → 在段落[E]中找到'Math Counts'项目描述其为高中竞赛的主要输送渠道 → 同义替换'crucial period'与'feeders' → 得出答案
37. 定位题干关键词'elite high school math competitions'与'more interest' → 在段落[A]中找到'Interest...has grown in recent years' → 同义替换'attracting more interest'与'grown' → 得出答案
38. 定位题干关键词'math circles'与'university professors' → 在段落[D]中找到'university-based math circles' → 注意原文仅说明其为训练场所，未提及'由大学教授提供' → 选项[I]包含此信息，需结合全文判断其合理性 → 得出答案
39. 定位题干关键词'online resources'与'solve math problems' → 在段落[D]中找到'online forums and classes' → 同义替换'online resources'与'online forums and classes'，'learn to solve math problems'与'prepare for the competitions' → 得出答案
40. 定位题干关键词'summer program'、'nonprofit organization'与'underserved students' → 在提供的段落中未找到直接匹配信息 → 需结合全文推断，段落[B]提及'efforts are in place to expose more black, Hispanic, and low-income students'，段落[D]提及'summer camps' → 选项[L]可能综合了这些信息 → 得出答案
41. 定位题干关键词 'local contests' 和 'national math competition' → 在段落E中找到 'Math Counts' 项目及其 'national game-show-style contest' → 匹配题干描述
42. 定位题干核心信息 'schools don't place... at the top of their priority list' → 在段落D中找到 'Most of the training... happens outside the confines of the normal school day' → 推断学校未将竞赛训练置于优先地位
43. 定位题干关键词 'mostly Asian and white students from well-off families' → 在段落B中找到 'overwhelmingly dominated by Asian and white students from middle-class and affluent families' → 直接匹配
44. 定位题干核心信息 'training programs' 和 'focus on raising... scores' → 在段落D中找到 'training for advanced-math competitions' 和 'prepare for the competitions' → 推断训练目标是竞赛而非分数
45. 定位题干关键词 'intensive summer programs' 和 'expensive but... provide scholarships' → 在段落D中找到 'summer camps' 作为训练形式之一 → 结合段落B中 'efforts are in place to expose more... low-income students' 推断存在奖学金等资助措施

考点：细节定位　同义替换　信息推断　信息综合推断　细节推断　同义改写　原词复现　目的辨析　信息综合

37. 【答案】A

36. 定位题干关键词'middle school' → 在段落[E]中找到'Math Counts'项目描述其为高中竞赛的主要输送渠道 → 同义替换'crucial period'与'feeders' → 得出答案

37. 定位题干关键词'elite high school math competitions'与'more interest' → 在段落[A]中找到'Interest...has grown in recent years' → 同义替换'attracting more interest'与'grown' → 得出答案

38. 定位题干关键词'math circles'与'university professors' → 在段落[D]中找到'university-based math circles' → 注意原文仅说明其为训练场所，未提及'由大学教授提供' → 选项[I]包含此信息，需结合全文判断其合理性 → 得出答案

39. 定位题干关键词'online resources'与'solve math problems' → 在段落[D]中找到'online forums and classes' → 同义替换'online resources'与'online forums and classes'，'learn to solve math problems'与'prepare for the competitions' → 得出答案

40. 定位题干关键词'summer program'、'nonprofit organization'与'underserved students' → 在提供的段落中未找到直接匹配信息 → 需结合全文推断，段落[B]提及'efforts are in place to expose more black, Hispanic, and low-income students'，段落[D]提及'summer camps' → 选项[L]可能综合了这些信息 → 得出答案

41. 定位题干关键词 'local contests' 和 'national math competition' → 在段落E中找到 'Math Counts' 项目及其 'national game-show-style contest' → 匹配题干描述

42. 定位题干核心信息 'schools don't place... at the top of their priority list' → 在段落D中找到 'Most of the training... happens outside the confines of the normal school day' → 推断学校未将竞赛训练置于优先地位

43. 定位题干关键词 'mostly Asian and white students from well-off families' → 在段落B中找到 'overwhelmingly dominated by Asian and white students from middle-class and affluent families' → 直接匹配

44. 定位题干核心信息 'training programs' 和 'focus on raising... scores' → 在段落D中找到 'training for advanced-math competitions' 和 'prepare for the competitions' → 推断训练目标是竞赛而非分数

45. 定位题干关键词 'intensive summer programs' 和 'expensive but... provide scholarships' → 在段落D中找到 'summer camps' 作为训练形式之一 → 结合段落B中 'efforts are in place to expose more... low-income students' 推断存在奖学金等资助措施

考点：细节定位　同义替换　信息推断　信息综合推断　细节推断　同义改写　原词复现　目的辨析　信息综合

38. 【答案】I

36. 定位题干关键词'middle school' → 在段落[E]中找到'Math Counts'项目描述其为高中竞赛的主要输送渠道 → 同义替换'crucial period'与'feeders' → 得出答案

37. 定位题干关键词'elite high school math competitions'与'more interest' → 在段落[A]中找到'Interest...has grown in recent years' → 同义替换'attracting more interest'与'grown' → 得出答案

38. 定位题干关键词'math circles'与'university professors' → 在段落[D]中找到'university-based math circles' → 注意原文仅说明其为训练场所，未提及'由大学教授提供' → 选项[I]包含此信息，需结合全文判断其合理性 → 得出答案

39. 定位题干关键词'online resources'与'solve math problems' → 在段落[D]中找到'online forums and classes' → 同义替换'online resources'与'online forums and classes'，'learn to solve math problems'与'prepare for the competitions' → 得出答案

40. 定位题干关键词'summer program'、'nonprofit organization'与'underserved students' → 在提供的段落中未找到直接匹配信息 → 需结合全文推断，段落[B]提及'efforts are in place to expose more black, Hispanic, and low-income students'，段落[D]提及'summer camps' → 选项[L]可能综合了这些信息 → 得出答案

41. 定位题干关键词 'local contests' 和 'national math competition' → 在段落E中找到 'Math Counts' 项目及其 'national game-show-style contest' → 匹配题干描述

42. 定位题干核心信息 'schools don't place... at the top of their priority list' → 在段落D中找到 'Most of the training... happens outside the confines of the normal school day' → 推断学校未将竞赛训练置于优先地位

43. 定位题干关键词 'mostly Asian and white students from well-off families' → 在段落B中找到 'overwhelmingly dominated by Asian and white students from middle-class and affluent families' → 直接匹配
44. 定位题干核心信息 'training programs' 和 'focus on raising... scores' → 在段落D中找到 'training for advanced-math competitions' 和 'prepare for the competitions' → 推断训练目标是竞赛而非分数
45. 定位题干关键词 'intensive summer programs' 和 'expensive but... provide scholarships' → 在段落D中找到 'summer camps' 作为训练形式之一 → 结合段落B中 'efforts are in place to expose more... low-income students' 推断存在奖学金等资助措施

考点：细节定位 同义替换 信息推断 信息综合推断 细节推断 同义改写 原词复现 目的辨析 信息综合

39. 【答案】G

36. 定位题干关键词'middle school' → 在段落[E]中找到'Math Counts'项目描述其为高中竞赛的主要输送渠道 → 同义替换'crucial period'与'feeders' → 得出答案
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38. 定位题干关键词'math circles'与'university professors' → 在段落[D]中找到'university-based math circles' → 注意原文仅说明其为训练场所，未提及'由大学教授提供' → 选项[I]包含此信息，需结合全文判断其合理性 → 得出答案
39. 定位题干关键词'online resources'与'solve math problems' → 在段落[D]中找到'online forums and classes' → 同义替换'online resources'与'online forums and classes'，'learn to solve math problems'与'prepare for the competitions' → 得出答案
40. 定位题干关键词'summer program'、'nonprofit organization'与'underserved students' → 在提供的段落中未找到直接匹配信息 → 需结合全文推断，段落[B]提及'efforts are in place to expose more black, Hispanic, and low-income students'，段落[D]提及'summer camps' → 选项[L]可能综合了这些信息 → 得出答案
41. 定位题干关键词 'local contests' 和 'national math competition' → 在段落E中找到 'Math Counts' 项目及其 'national game-show-style contest' → 匹配题干描述
42. 定位题干核心信息 'schools don't place... at the top of their priority list' → 在段落D中找到 'Most of the training... happens outside the confines of the normal school day' → 推断学校未将竞赛训练置于优先地位
43. 定位题干关键词 'mostly Asian and white students from well-off families' → 在段落B中找到 'overwhelmingly dominated by Asian and white students from middle-class and affluent families' → 直接匹配
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45. 定位题干关键词 'intensive summer programs' 和 'expensive but... provide scholarships' → 在段落D中找到 'summer camps' 作为训练形式之一 → 结合段落B中 'efforts are in place to expose more... low-income students' 推断存在奖学金等资助措施

考点：细节定位 同义替换 信息推断 信息综合推断 细节推断 同义改写 原词复现 目的辨析 信息综合

40. 【答案】L

36. 定位题干关键词'middle school' → 在段落[E]中找到'Math Counts'项目描述其为高中竞赛的主要输送渠道 → 同义替换'crucial period'与'feeders' → 得出答案
37. 定位题干关键词'elite high school math competitions'与'more interest' → 在段落[A]中找到'Interest...has grown in recent years' → 同义替换'attracting more interest'与'grown' → 得出答案
38. 定位题干关键词'math circles'与'university professors' → 在段落[D]中找到'university-based math circles' → 注意原文仅说明其为训练场所，未提及'由大学教授提供' → 选项[I]包含此信息，需结合全文判断其合理性 → 得出答案
39. 定位题干关键词'online resources'与'solve math problems' → 在段落[D]中找到'online forums and classes'

→ 同义替换'online resources'与'online forums and classes'，'learn to solve math problems'与'prepare for the competitions' → 得出答案
40. 定位题干关键词'summer program'、'nonprofit organization'与'underserved students' → 在提供的段落中未找到直接匹配信息 → 需结合全文推断，段落[B]提及'efforts are in place to expose more black, Hispanic, and low-income students'，段落[D]提及'summer camps' → 选项[L]可能综合了这些信息 → 得出答案
41. 定位题干关键词 'local contests' 和 'national math competition' → 在段落E中找到 'Math Counts' 项目及其 'national game-show-style contest' → 匹配题干描述
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考点：细节定位　同义替换　信息推断　信息综合推断　细节推断　同义改写　原词复现　目的辨析　信息综合

41. 【答案】E

36. 定位题干关键词'middle school' → 在段落[E]中找到'Math Counts'项目描述其为高中竞赛的主要输送渠道 → 同义替换'crucial period'与'feeders' → 得出答案
37. 定位题干关键词'elite high school math competitions'与'more interest' → 在段落[A]中找到'Interest...has grown in recent years' → 同义替换'attracting more interest'与'grown' → 得出答案
38. 定位题干关键词'math circles'与'university professors' → 在段落[D]中找到'university-based math circles' → 注意原文仅说明其为训练场所，未提及'由大学教授提供' → 选项[I]包含此信息，需结合全文判断其合理性 → 得出答案
39. 定位题干关键词'online resources'与'solve math problems' → 在段落[D]中找到'online forums and classes' → 同义替换'online resources'与'online forums and classes'，'learn to solve math problems'与'prepare for the competitions' → 得出答案
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42. 【答案】J

36. 定位题干关键词'middle school' → 在段落[E]中找到'Math Counts'项目描述其为高中竞赛的主要输送渠道 → 同义替换'crucial period'与'feeders' → 得出答案

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39. 定位题干关键词'online resources'与'solve math problems' → 在段落[D]中找到'online forums and classes' → 同义替换'online resources'与'online forums and classes'，'learn to solve math problems'与'prepare for the competitions' → 得出答案

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41. 定位题干关键词 'local contests' 和 'national math competition' → 在段落E中找到 'Math Counts' 项目及其 'national game-show-style contest' → 匹配题干描述

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43. 【答案】B

36. 定位题干关键词'middle school' → 在段落[E]中找到'Math Counts'项目描述其为高中竞赛的主要输送渠道 → 同义替换'crucial period'与'feeders' → 得出答案

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39. 定位题干关键词'online resources'与'solve math problems' → 在段落[D]中找到'online forums and classes' → 同义替换'online resources'与'online forums and classes'，'learn to solve math problems'与'prepare for the competitions' → 得出答案

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44. 【答案】M

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39. 定位题干关键词'online resources'与'solve math problems' → 在段落[D]中找到'online forums and classes' → 同义替换'online resources'与'online forums and classes'，'learn to solve math problems'与'prepare for the competitions' → 得出答案
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42. 定位题干核心信息 'schools don't place... at the top of their priority list' → 在段落D中找到 'Most of the training... happens outside the confines of the normal school day' → 推断学校未将竞赛训练置于优先地位
43. 定位题干关键词 'mostly Asian and white students from well-off families' → 在段落B中找到 'overwhelmingly dominated by Asian and white students from middle-class and affluent families' → 直接匹配
44. 定位题干核心信息 'training programs' 和 'focus on raising... scores' → 在段落D中找到 'training for advanced-math competitions' 和 'prepare for the competitions' → 推断训练目标是竞赛而非分数
45. 定位题干关键词 'intensive summer programs' 和 'expensive but... provide scholarships' → 在段落D中找到 'summer camps' 作为训练形式之一 → 结合段落B中 'efforts are in place to expose more... low-income students' 推断存在奖学金等资助措施

考点：细节定位 同义替换 信息推断 信息综合推断 细节推断 同义改写 原词复现 目的辨析 信息综合

45. 【答案】H

36. 定位题干关键词'middle school' → 在段落[E]中找到'Math Counts'项目描述其为高中竞赛的主要输送渠道 → 同义替换'crucial period'与'feeders' → 得出答案
37. 定位题干关键词'elite high school math competitions'与'more interest' → 在段落[A]中找到'Interest...has grown in recent years' → 同义替换'attracting more interest'与'grown' → 得出答案
38. 定位题干关键词'math circles'与'university professors' → 在段落[D]中找到'university-based math circles' → 注意原文仅说明其为训练场所，未提及'由大学教授提供' → 选项[I]包含此信息，需结合全文判断其合理性 → 得出答案
39. 定位题干关键词'online resources'与'solve math problems' → 在段落[D]中找到'online forums and classes'

→ 同义替换'online resources'与'online forums and classes'，'learn to solve math problems'与'prepare for the competitions' → 得出答案
40. 定位题干关键词'summer program'、'nonprofit organization'与'underserved students' → 在提供的段落中未找到直接匹配信息 → 需结合全文推断，段落[B]提及'efforts are in place to expose more black, Hispanic, and low-income students'，段落[D]提及'summer camps' → 选项[L]可能综合了这些信息 → 得出答案
41. 定位题干关键词 'local contests' 和 'national math competition' → 在段落E中找到 'Math Counts' 项目及其 'national game-show-style contest' → 匹配题干描述
42. 定位题干核心信息 'schools don't place... at the top of their priority list' → 在段落D中找到 'Most of the training... happens outside the confines of the normal school day' → 推断学校未将竞赛训练置于优先地位
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45. 定位题干关键词 'intensive summer programs' 和 'expensive but... provide scholarships' → 在段落D中找到 'summer camps' 作为训练形式之一 → 结合段落B中 'efforts are in place to expose more... low-income students' 推断存在奖学金等资助措施

考点：细节定位　同义替换　信息推断　信息综合推断　细节推断　同义改写　原词复现　目的辨析　信息综合

46. 【答案】B
定位首段对女性设计师贡献的概括 → 提取‘established the modern dress code’及具体表现 → 同义替换为‘formulated a dress code with distinctive American features’

考点：established the modern dress code　addressed a democracy　genuinely invented and developed in America

47. 【答案】D
定位描述‘designer sportswear’的段落 → 提取‘genuinely invented and developed in America’ → 同义替换为‘a completely new invention’

考点：genuinely invented and developed in America　not modeled on that of Europe

48. 【答案】C
定位描述‘distinctive traits’的句子 → 直接匹配‘Ease of care was most important’ → 得出答案

考点：distinctive traits were problem-solving ingenuity and realistic lifestyle applications　Ease of care was most important

49. 【答案】A
定位提及‘1930s-40s’的段落 → 提取‘justifying apparel on the basis of utility’及‘tradition of beauty was also to some degree slighted’ → 推理出强调重点从美转向实用

考点：justifying apparel on the basis of utility　tradition of beauty was also to some degree slighted

50. 【答案】C
定位描述设计师理念的段落 → 提取‘addressed a democracy’及‘freedom of women’ → 推理出倡导男女平等

考点：addressed a democracy　prized resourcefulness and the freedom of women

51. 【答案】D
定位首段核心句 → 提取‘led some birds to give up on migration’ → 同义替换为‘changed migration habits’

考点：细节定位　同义替换

52. 【答案】D

定位‘birds following traditional migration routes were more likely to die’ → 同义替换为‘more likely to be at risk of dying’

考点：细节定位　同义替换

53. 【答案】B

定位Andrea Flack的直接引语 → 提取‘They might eat something toxic and damage their health’ → 同义替换为‘eat something harmful’

考点：细节定位　同义替换

54. 【答案】C

定位关于西班牙鸟的描述 → 提取‘all of the Spanish birds...flew across the Sahara desert to the western Sahel’ → 推断其未被迁徙路线上的垃圾场吸引

考点：细节定位　推理判断

55. 【答案】A

定位科学家对垃圾场喂食的担忧 → 提取‘risky’、‘eat plastic/rubber’、‘toxic’、‘damage health’ → 归纳为对生态系统的潜在危害

考点：细节归纳　推理判断

56. 【答案】When young people stand at the crossroads…

考生需围绕‘选择职业院校还是大学’这一主题，构建清晰的议论文结构（引言-论点-论据-结论），并运用多样的句式和词汇表达观点。

考点：谋篇布局　SVO主干句　句式变化与复杂句构建

57. 【答案】The Song Dynasty began in 960 and lasted…

将中文长句拆解为多个英文简单句与复合句，并运用定语从句、固定搭配等语法结构进行准确、连贯的翻译。

考点：定语从句（如 where there were...）　固定搭配（如 take on, start in, continue to）　句式变化（如并列句、分词短语作状语）