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马骏 编著

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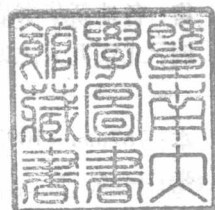
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P 前言 Preface

本书主要为考生提供新托福独立写作以及综合写作的范文。其中独立写作的范文按照话题类别划分，共分为十五类，共计六十六篇，综合写作的范文共含有真题范文十六篇以及 TPO 范文十八篇，旨在帮助考生拓展写作思路并丰富写作语言。

现阶段，托福考生面临的写作难题可以简单地概括为以下三点：

文思枯竭：找不出文章的思路。面对托福写作题目的时候，大多数考生往往无从下手，不知道应当采用什么分论点来展开文章，也就是通俗意义上的找不到支撑观点的三个原因；

论据苍白：找不出合适的例子来深入论证分论点。在展开分论点的过程中，考生既不能采用蜻蜓点水的方式列举数例，以例子数量取胜，也不能就一个例子深入详细阐述，以例子质量取胜；

语句贫乏：找不到合适的语句正确、清晰地表意。

针对以上问题，托福写作范文就成为了考生们最青睐的写作备考资源之一。市面上类似的范文类备考书籍繁多，而本书与其他范文类参考书相比，其最大的特色和优势如下：

➤ 独立写作：

特色：范文采用托福机经真题，按照话题类别对文章进行分类，同时对于优秀语句进行了详细标注和解释；

优势：利于考生掌握同一类文章思路的共同点，并帮助考生掌握同类话题语言表达中的共同点。

➤ 综合写作：

特色：提供阅读与听力材料的结构分析及要点总结，同时标注出文章的模板性语句；

优势：利于考生掌握阅读和听力材料的结构共同点，并帮助考生记忆、积累综合写作的模板。

同时，本书为每篇独立写作范文提供了详细的结构分析及参考译文，最大限度地帮助考生记忆和积累。

本书建议的使用方法是：

1. 阅读题目；
2. 针对题目自己写出思路与文章结构（论点、分论点、例子等）；
3. 阅读范文结构，同时对照自己拟定的思路与结构，从整体上掌握范文的思路；
4. 反复阅读范文直至掌握文章大意，并摘抄好词、句、段落等；
5. 对照范文结构，完成文章写作，写作过程中尽量采用范文中的表达；
6. 对照范文，修改文章，规范表达。

本书秉承小马团队出品托福备考书籍的一贯特色——小马出品，必属精品。范文由具有多年托福写作授课经验的老师亲自执笔完成，实属广大考生备考之最佳伴侣。

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独立写作范文



第一类 教育

1 Do you agree or disagree with the following statement? A teacher who is serious and strict is more effective than a teacher who is humorous and easy-going. (2008-8-23 北美, 2008-8-24)

对待学生严肃严格的老师比幽默好相处的老师教学更有效果。同意与否?

结构

不同意该观点。也许就“记住老师说的东西”而言,是更有效率,然而就教育本身的效果而言却是低效,因为学生失去了思考的机会。

1. 严肃又严格的老师所在的课堂里,学生的主动性降低,气氛过于紧张,不利于他们的思考。而幽默轻松的环境里学生的思维活跃,对所学内容印象也深;
2. 有的老师严格要求学生记住所学的内容,这无形中建立了老师和学生的教条关系,不利于学生的主动学习。教学应该是启发求知欲的产生,使得学生产生自己去探索的欲望;
3. 幽默和容易相处固然能活跃气氛,使学生更舒服,但作为老师,对学生还是应该保持一些必要的影响,在他们犯错误的时候纠正他们,使其信服。

范文

339 words

I could not agree with the statement that strict teachers are more effective than easy-going ones because when evaluating efficiency, it is the improvement of students' capabilities that should be considered rather than how much contents of what teachers have taught they memorize.

In the class of a strict and serious teacher, the students are passively forced to study in a stressful **atmosphere** which is harmful for the activity of their minds. Learning is hence not enjoyable at all, but a terrible, imperative, sometimes even dangerous labor when naughty students get punished. On the contrary, a humorous and easy-going teacher could firstly, make the class interesting, and secondly, make students feel **unstressed** to think and ask. Because of the more active role that students play with such a teacher, the content of teaching becomes more impressive.

Strictness builds a **dogmatic** relationship between the teacher and his/her students, through the rules the teacher requires his/her students to obey and the contents he/she asks them to memorize with **endless tests and disciplines**. Many educationists **expostulated** with

atmosphere *n.* 气氛, 氛围

dogmatic *adj.* 教条式的; **dogma** *n.* 教条; **dogmatize** *v.* 武断地提出; **dogmatization** *n.* 教条化

expostulate with sb. about sth. 告/劝诫某人某事(不同于警告,而是有规劝之意,尤其用于先人对后人,长辈对晚辈)

teachers about dogmatization. According to Lytton, a British politician, "The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself." Similarly, Socrates once said, "I cannot teach anybody anything, I can only make them think." In this sense, humorous and easy-going teachers who at least allow the activity of thinking and questioning, are more qualified teachers.

Sense of humor plus affability, as is mentioned above, can make students more comfortable and active in classes. However, as a teacher, one still needs to notice that he/she maintains his/her necessary influence on the students, which makes a teacher convincing, persuasive and trustable. Being easy-going should never be equal to leaving anyone that has made mistakes unwarned.

"Teaching is not a lost art, but the regard of it is a lost tradition." Facing the increasing attention to standardized test scores and the education regard to those tests in the modern world, teachers can never emphasize the inspiring teaching too much.

affability n. 亲切,和蔼

leave sb. unwarned 不去告诫/警告某人,置之不理

standardized tests 标准化考试。指那些分数并非原始分数,而是经过整体分数的调整后而得到最终分数的考试,如 GRE, iBT 等

参 考 译 文

我不同意严格的老师比幽默的老师更有效率的说法,因为在衡量“效率”的时候,我们应该考虑的是学生能力的提高,而不是他们记住了多少老师教的内容。

在一个严肃又严厉的老师的课堂上,学生们在紧张的气氛下被迫学习,这对他们精神的活跃性是十分有害的。这样学习一点也不愉快,反而是可怕的、强制性的,有时甚至是危险的劳动——淘气的学生会被惩罚。与此相反,幽默又和蔼的老师能把课堂变得有趣,也能使学生在无压力的情况下思考和提问。正因为学生扮演着更为主动的角色,这样的老师所教的内容令人印象深刻。

严格使老师和学生之间建立一种教条式的关系,老师一味地要求学生服从其规定,为了无数的考试和练习而记忆课本内容。许多教育家都曾规劝教师们放弃教条式的教学方式。用英国政治家 Lytton 的话说:“最优秀的教师是建议者而不是教条式的人,他们启发听众,使其产生自学的愿望”。无独有偶,苏格拉底也曾说过:“我不会教任何人任何东西,我只能让他们思考。”从这个意义上来说,幽默亲切的老师至少允许学生思考和提问,因此是更合格的老师。

正如以上所提到的那样,幽默感和亲切和蔼能够使学生感到更舒服,在课堂上也更活跃。然而,作为一个老师,应该注意,保持他/她对学生一定的影响是必要的,这使得老师能够令人信服并被学生所信任。容易相处永远都不能等同于把所有错误都置之不理。

“教学并不是一门失传的艺术,而对教学的重视却是逝去的传统。”面对当今世界越来越被看重的标准化考试的分数以及那些针对这些考试的教育,教师们再怎么强调启发式教学也不为过了。

2 Do you agree or disagree with the following statement? A teacher's ability to relate well to the students is more important than to know the subject well. (2006-2-11)

老师与学生建立良好关系的能力比他/她对专业知识的熟练程度更重要。同意与否?

结构

同意该观点。

1. 老师同学生关系好,能使学生更好地学习课程内容,让他们主动思考、提问;
2. 老师与学生建立良好的关系能使学生受到老师更深刻的影响:老师有说服力,得到学生的信任。课程内容只是学习的一小部分,更重要的是方法;
3. 强调学科知识,尤其是强调学科知识上老师的权威性是很有害的。授课也是一个学习的过程,承认了绝对真理的垄断也就是思想止步不前。

范文

352 words

Having gone through years of schooling, many agree that the most popular teachers have basically two qualities: on one hand, they give a lot of useful lessons of his/her subject; on the other, they relate well with students. If there has to be one left, I believe the latter one is a preferred choice.

Firstly, students can learn more effectively in class if they relate well with their teacher. Knowing well of the teacher, students will not hesitate to ask stupid questions and express their own opinions regardless of the correctness. To them, teacher is more like a friend rather than a lecturer, whom they are afraid to irritate and obey out of fear. Those teachers who have been trying to implant the knowledge into his/her pupils' minds are usually not successful. Furthermore, teachers who relate well with their students know that different students are with different qualities, which is a prerequisite in the "individualized teaching" brought up by Confucius, an ancient Chinese educationist.

By relating well with students, teachers can also have beneficial influences on their students of what is besides the subject. The subject is merely a small part that matters: the methodology of learning, the moral compass, and the philosophy of life are also what a teacher needs to teach, explicitly or implicitly. These lectures are hard to give, and harder to accept, but a teacher knowing his/her students well understands that mutual trust exerts a lot in such expostulation with the students.

Besides, it is harmful to overemphasize the "subject knowledge", especially the teacher's authority of the knowledge. As an old proverb goes, "To teach is to learn twice." The teacher is only superior to his/her pupils in the well-settled knowledge, not necessarily in the ability of discovering the new. Once the existence and monopoly of absolute truth is acknowledged, it is impossible to make progress in thoughts.

To be good at a subject is indeed a requirement of a teacher. The significance of knowledge should nonetheless be carefully, limitedly emphasized. Teaching, as any of the other forms of art, is much deeper

preferred *adj.* 偏爱的,更喜欢的。相当于 favored

out of sth. 出于某种原因。常修饰动作

implant sth. into sb./sth. 向某人/物灌输……

merely *adv.* 仅仅地。书面上用来替换 only

moral compass 道德准则

mutual *adj.* 互相的。相当于 reciprocating (往来的,互相的)/reciprocal (互惠的,有来往的)

exert *v.* 运用(力);施加(影响);发挥(品质)

As an old proverb/saying goes, "..." 如一句古谚所说:"……"。学习引用名言的多种开头: words, quote, quotation

monopoly *n.* 1. 垄断,专卖,专营服务;被垄断的商品(或服务);2. 垄断权,专利权,独占;专利;专利品。monopolize *v.* 垄断经营,独占

than knowing the facts.

参 考 译 文

根据多年上学的经验,很多人都认为最受欢迎的老师有两个基本特点:一是他们在所教科目上讲的课很有用;二是他们和学生关系很好。若二者只能选择一个,我认为后者更加重要。

首先,若师生关系融洽,学生可以在课堂上更有效地学习。由于了解他们的老师,学生们不会担心问的问题太低级,也不会犹豫去表达自己的想法,正确与否先放一边。对他们来说,老师更像一个朋友而不是一个授课者;对于后者他们总是很怕激怒,出于恐惧而服从。那些一直试图把知识植入学生脑子里的老师通常无法达到目的。此外,和学生关系融洽的老师了解不同学生资质方面的区别,这正是古代中国教育家孔子提出的“因材施教”的先决条件。

通过和学生建立融洽的关系,老师们还能在所教科目以外对学生产生有益的影响。一个科目本身只是重要内容的一小部分:学习方法、道德原则以及人生哲学也是教学的必要内容,不论是显性的还是隐含的。这些说教是很难进行的,接受上更难,但一个非常了解学生的老师往往知道:相互间的信任对于规劝他们大有帮助。

除此以外,过分强调“学科知识”,尤其是强调老师对于知识的权威是有害的。一句古话说得好:“教学是第二次学习”。教师跟学生相比,只是在现有的知识上稍有优势而已,其发现新知识的能力不一定强于学生。一旦承认了绝对真理的存在和垄断,思想便止步不前。

诚然,擅长于所教科目是当一名教师的要求之一,然而强调知识的重要性还是应该谨慎地控制在一定限度之内。教学,正如其他艺术一样,比了解一些事实要深刻得多。

3

Do you agree or disagree with the following statement? All high-school students should take basic economic courses. (2010-2-27 北美)

所有高中生都应当上基础经济学课程。同意与否?

结 构

同意该观点。经济学是重要的社会科学之一,对于普通人群,它和自然科学具有一样,甚至更大的作用。

1. 经济学知识能够让高中生懂得基本经济规律和国家经济政策,使他们开始学习个人理财、投资等,让他们提早培养此意识;
2. 经济学是对于自然科学的有效补充,因为其思想方法与之有所差异;
3. 对于高中生来说,学习基础经济学完全没有问题。

范 文

328 words

The tradition of emphasis on basic natural science education has extended for centuries, especially that on mathematics and physics. However, the basics of the social sciences are beneficial to know, since they play a role more closely related to the daily life. I support that all high school students should take a very general course of economics, one of the most important social sciences born in modern history.

Economics is the social science that analyzes the production, distribution, and consumption of goods and services, which involves, in general, the knowledge of the commercial aspect of life. To be more

extend for 延续(时间)

basics n. 基础。相当于 fundamentals。或用 elementary (adj.) 来作一门学科的定义

specific, people could understand how price fluctuates according to the law of supply and demand and therefore make rational decisions of personal investment. Understanding fiscal policies helps them to decide who to support in the elections, while understanding monetary policies helps them know something about inflation. In this way the investment of the general public could be increased more healthily, their consumption behavior regulated more rationally, and their political right exercised more properly. Therefore, it could be recommended to take a course for basics in economics in high school, when students are at the stage of most aspiration to knowledge.

inflation *n.* 通货膨胀

aspiration to knowledge 求知欲。相当于 *thirst/curiosity/appetite/craving for knowledge* 或者 *inquisitiveness*

Secondly, economics is a perfect complementation to natural sciences which are compulsory courses in high school, since it involves different methodologies. To study economics, one needs to notice that no single ideal model can represent the reality for good, while in natural science, objects move according to merely formulas. It is useful for high school students to know that real problems need solutions, which are commonly quick-and-dirty answers rather than perfect but unsolvable equations.

quick-and-dirty *adj.* 快但粗劣的。这是十分常用的词!

However, the feasibility to popularize the economics education in high school needs to be examined. To carry it out means the employment of more teachers and the increase of credit hours to students. Meanwhile, schools should be aware that a proper course design for high school level is necessary.

feasibility *n.* 可行性

参 考 译 文

人类强调基础自然科学教育的传统已经延续了许多个世纪,尤其是对数学和物理学。然而,社会科学的基础知识也是很有益的,因为它们更接近于日常生活。我支持所有高中生应该上一门基础经济学课程,它是现代历史上最重要的社会科学之一。

经济学是一门分析商品和服务的生产、分配以及消费的科学,它涉及生活中的商业方面的知识。举例来说,人们能够通过供求规律理解价格浮动,也就能在个人投资时做出理性的决定。懂得财政政策帮助人们在选举中做出支持谁的决策,而了解货币政策帮助他们了解通货膨胀方面的信息。在这种意义上全民投资会健康地增长,消费行为可以得到理性的调节,人们的政治权利也能得以更充分地发挥。因此,应该推荐高中生学习经济学的基础知识,因为此时学生的求知欲也是最旺盛的。

其次,经济学是对高中生必须学的自然科学的有效补充,因为它涉及到完全不同的方法。学习经济学必须注意没有一个理想模型可以永远代表现实情况,然而在自然科学中,物体是只按公式运动的。高中生知道这点是有用的:真实的问题需要解决,常常需要迅速但粗浅的答案,而不是完美但无解的方程。

然而,在高中推广经济学教育的可行性还需要仔细调研,因为推行它意味着要雇佣更多的老师,还导致学生学时的增加。与此同时,学校必须注意课程需要为高中生特别设计。