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大学英语六级 经典范文 200篇

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亮点词汇及短语归纳



100 Topics for CET6 Writing

Graham Paterson / 著

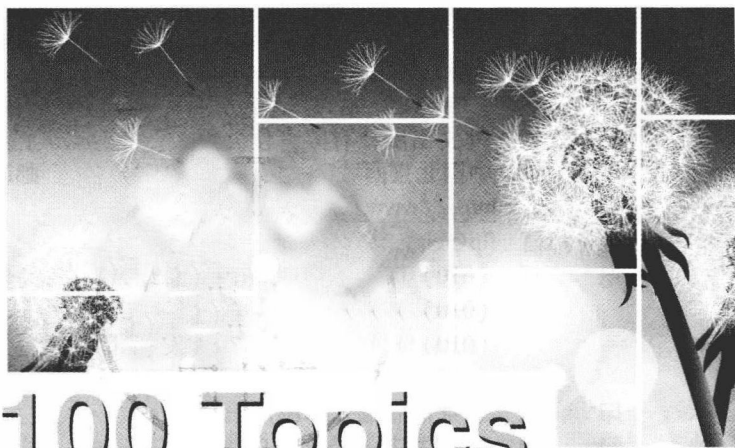
编译/韦美璇 潘爱琳 李海英 马晓燕

编审/林学明

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前言

要写出好作文，最现实的办法是多背、多读经典范文。这本书包含的大量文章素材和写作思路，不仅让你平时的写作得心应手，而且能帮助你考试获取高分。

本书 100 个主题涵盖大学英语六级考试易考话题——大学教育、校园生活、工作与事业、身心健康、热点话题、社会生活、实用技能、个人修养、实用书信。100 个题目是在历年真题的基础上归纳、总结、预测出来的，体现真题出题规律，具有较高的针对性和仿真度。

100 篇外教原创经典范文、100 篇名篇选读涉及近年来最受关注的社会事件、现象、争论焦点，可以让你接触到最新的写作素材、参考多样的写作思路、吸收新颖的写作论点。每篇的“思路点拨”让你知其所以然，逐渐形成快速有效的写作思路。书后附亮点词汇及短语，为文章增光添彩。

作者是在中国高校教过英语写作的外教。每篇范文都按照考题要求和评分标准来写，既有同学们喜闻乐见的“套路”、“模板”，也有新颖的角度和地道鲜活的语言。本书不仅通过外教原创的范文让你学到真正的英语，还提供更多有用的例句让你的表达更加丰富。

总之，这本经典范文集最有价值之处就在于真实和原创。如果你能把书中精彩的表达方式据为己有，高分一定属于你！

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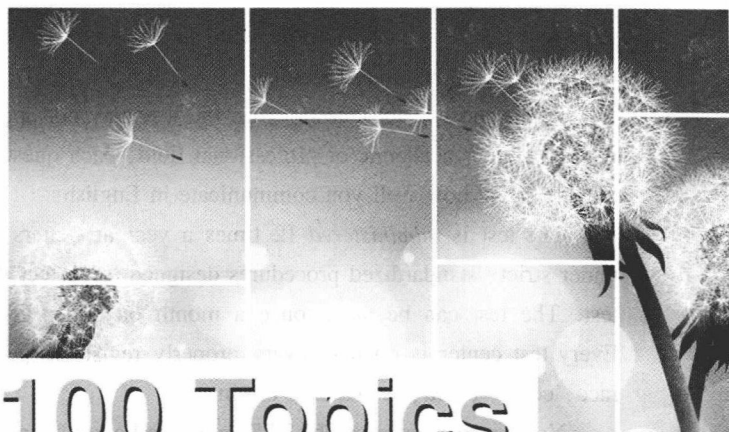
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The Test of Spoken English

口语测试

名篇选读

The Test of Spoken English (TSE) is a standardized test that measures the ability of nonnative speakers of English to communicate orally in North American English.

The test requires examinee to demonstrate your ability to communicate in English by responding orally under timed conditions to a variety of printed and recorded information.

The test is approximately 20 minutes long and is delivered via audio-recording equipment. A recorded interviewer will ask examinee questions. Some of the questions will be printed in the test book, and the time you will have to answer each one is printed in parentheses after the questions. The examinee's responses are recorded.

While most of the questions on the test may not appear to be directly related to your academic or professional field, each question is designed to tell the raters how well you communicate in English.

The test is *administered* 12 times a year at centers around the world under strict, standardized procedures designed to protect the security of the test. The test can be taken once a month on either Friday or Saturday. Every test center is open to every properly registered person regardless of race, color, *creed*, or national origin.

Your performance on the TSE indicates how your oral language ability might affect your ability to communicate successfully in an academic or professional environment. TSE scores are used by many intensive English programs and North American institutions of higher education to select international teaching assistants. The scores also are used for selecting and certifying education professionals, such as bilingual teachers and overseas beginning teachers of English, as well as health professionals, such as physicians, nurses, *pharmacists*, physical therapists, and *veterinarians*.

The best way to prepare for the Test of Spoken English is to familiarize

yourself with the format of the test, the time frames, and the type of questions that are asked. It is important to speak clearly and to answer all the questions as completely as possible since the raters of the speech sample will need to evaluate the proficiency level based on what is recorded.

原文来源: Ottawa's Best ESL Schools — © — <http://www.eslottawa.com>

口语测试(TSE)是考查非英语学习者使用北美英语口语交流能力的标准化测试。

测试要求应试者在规定时间内对各种印刷和录音材料进行口头回答,以此来展示其英语交流能力。

测试大约持续 20 分钟时间,通过听力—录音设备进行。录音中的考官会问一些问题,有些问题会印在试卷里,你可以用来回答题的时间会印在每道题后面的括号里。应试者的回答会被录音。

大多数考试问题可能与你所学的学术或专业领域关系不大,但所有问题的设计都是为了向评分员展示你运用英语交流的能力。

全球各地的考试中心每年进行 12 次口语测试。出于安全性的考虑,考试按照严格的标准化程序进行。考试可以每月进行一次,时间是周五或周六。每一个考试中心对所有正确注册的不同种族、肤色、信仰和国籍的考生开放。

你的口语测试成绩能说明你的口语能力如何影响你在学术和工作中顺利沟通的能力。很多英语集训项目和北美高校把口语测试成绩作为选择国际助教的标准。该成绩同时也被作为选择和认证教师和保健专业人士的标准,比如双语教师和海外英语初级教师、医生、护士、药剂师、物理治疗师和兽医等。

准备口语测试的最好方式是熟悉考试题型、时间安排和测试问题的类型。重要的是考试时说话要清晰,要尽量完整地回答所有的问题,因为评分员要依据录音对测试者的语言水平进行评估。

生词和词组

- administer *vt.* 管理, 执行
- creed *n.* 信条, 教义
- pharmacist *n.* 药剂师
- veterinarian *n.* 兽医

作文练习

For this part, you are allowed 30 minutes to write a composition on the topic “Is a Test of Spoken English Necessary?”. The first sentence has already been written for you. You should write at least 150 words.

- 很多人认为有必要进行英语口语考试，理由是……
- 但也有不同的观点；
- 我的观点和计划。

范文

A test of spoken English will be included as an optional component of the College and it will be interesting to see how many students take up the option. Many people think it is necessary to hold the spoken tests and one of the reasons is, because it demonstrates a person's ability to hold a rational conversation.

There are a number of different opinions about this approach, mainly because, it is seen as a way some students will get extra marks. Most classes do not practice much oral work and, for many students, there is little opportunity to use English outside of the classroom. Students can read and listen to English conversation but, unless they actually practice conversation, their oral ability will remain low.

From my point of view and the limited need I foresee in speaking English, I have no plans to sit for the oral test. I know enough about English grammar and have a sufficiently good vocabulary to get a high pass mark in the normal English exam.

在大学里应该任由学生选择是否参加英语口语，看看到底有多少学生选择，那将很有趣。很多人认为有必要举行英语口语，原因之一是可以展示学生在交际中的能力。/很多人不同意举行英语口语，主要原因是选择口试的学生将会得到附加分。很多课堂并没有进行大量的口语练习，对大多数学生来说，他们很少有机会在课堂外用英语交流。学生能够读和听英语会话，但不给他们机会实际操练口语的话，他们的口头表达能力还是会很低。/在我看来，英语口语有局限性，我不打算参加口试。我的语法知识还算丰富，词汇量也足够应付通过一般的英语考试了。

更多有用的句子

- ① If anyone wants to become reasonably competent in English they have to be able to speak the language.
 如果想在英语方面出色，就得说好英语。
- ② Knowing all about the linguistic aspects of English is a necessary for passing written exams.
 要想通过笔试，就得通晓方方面面的英语语言学知识。
- ③ Speaking and listening are essential elements in being able to use English hence, it makes sense there should be oral tests to confirm a student's ability. 听说能力在英语运用中极为重要，因此用口语来检测学生的英语能力还是很有意义的。
- ④ If students do not anticipate using English in their careers then, their only motivation to study English is to pass the exams. 如果学生不打算在工作中使用英语，那么他们学英语的动机也就是为了应付考试。
- ⑤ Communication is a basic reason for learning English and speaking English is a major factor in communicating. 交流是学习英语的基本原因，而讲英语又是交流的主要组成部分。

词汇及表达法

- demonstrates 示范；展示；演示
- rational 合乎情理的；理智的
- optional component 可选择的(课程)
- vocabulary 词汇
- essential elements 必要因素
- anticipate 预期；期待
- motivation 动机
- reasonably competent 出色的；能胜任的
- linguistic aspects 语言学的方方面面
- a necessary requisite 必需品；必要因素

思路点拨

首段先提出观点：应由学生选择是否参加英语口语。第二段从三个方面阐述不同意参加口试的原因：第一，选择口试的学生将得到附加分；第二，课堂教学中没有足够的口语练习；第三，学生在课外没有适当机会操练口语。末段中表明作者的立场：认为英语口语有局限性。

名篇选读

While literacy takes center stage in classrooms across the country with federal grants such as No Child Left Behind, classroom teachers in all subject areas are responsible for encouraging students to become readers. But what, if anything, are these educators reading? This study was initiated to explore the question of the reading preferences of future educators using data taken over an eight-year period in the University of Montevallo's College of Education. Undergraduates and Alternative Fifth-Year students were informally surveyed in classes from 1994 until 2002, and their responses have been broken into subject area *genres*. These include: fiction (realistic, historical, folklore, fantasy, science), nonfiction (informational), nonfiction (biography, *autobiography*), and poetry.

The study was conducted over a period of eight years. Two hundred and forty-seven titles were included. From analysis of the 421 surveys in this study, the majority of students in the teacher preparation course read fiction books (46%). Nonfiction readers composed 33%, biography/autobiography composed 16%, and readers of poetry only made up 5% of the classes.

Jenkins classified readers into three groups: the sponge reader (absorbing what he reads), the *sieve* reader (reads best sellers constantly in order to impress others), and the duck-back reader (reads to keep busy; usually chooses newspapers and magazines). From our study of college students and their reading preferences, this has changed little in 75 years.

In conclusion, with the implementation of No Child Left Behind and the push for extremely qualified teachers, every factor in the training of future educators is important. The selections of what future educators read in their auxiliary time may impact their performance in the classroom. Reading preferences of teachers may create bias and alter the teaching and scoring of written assignments for students. On the contrary, it may inspire teachers to *incorporate* new methods or ideas into their lessons. Additionally, reading may encourage a teacher to share their literary choices with their classes, thus

modeling the importance of reading and personal growth.

原文来源: Rachel Fowler "The implications of reading preferences of future educators". College Student Journal. FindArticles.com. 25 Mar, 2012.

在联邦拨款的“一个孩子都不能落下”等项目的支持下, 全国的学校都开始把文化教育作为课堂教学的中心任务。在这种情况下, 所有教师, 不论他们所教的课程是什么, 都有责任鼓励学生去读书, 成为热爱读书的人。但是, 如果这些教师也在读书, 那他们又都读些什么书呢? 此研究的数据来源于 Montevallo 教育学院大学, 研究共搜集了 8 年的数据, 研究的出发点是探讨分析这些未来教师的阅读喜好。从 1994 年到 2002 年期间, 研究者对本科生和非传统教育的大学五年年级学生进行了非正式的调查, 并按照主题范围的类别对他们的回答进行了分类。主要分类是小说(现实主义小说、历史小说、民间故事、奇幻文学、科幻小说)、非小说类(报告文学)、非小说类(传记、自传), 以及诗歌。

调查历时 8 年, 调查了 247 个项目。通过对 421 个调查的分析来看, 大多数参加师资培训的学生(46%)喜欢读小说, 读非小说的学生占 33%, 读传记和自传的占 16%, 而读诗歌的只占 5%。

詹金斯(Jenkins)把读者分为三组: 海绵读者(读什么吸收什么)、筛子读者(经常读畅销书以给他人留下深刻印象)、鸭背读者(通过阅读来保持忙碌, 通常选择报纸和杂志)。从我们对大学生和他们的阅读偏好的研究来看, 这种情况在 75 年间几乎没有什么改变。

研究结论: 随着“一个孩子都不能落下”这项政策的实施和对合格教师的强烈需求, 每一个与培训未来教师息息相关的因素都是至关重要的。未来的教育工作者在业余生活中的阅读选择可能会影响他们在课堂上的表现。教师的阅读喜好可能造成偏见、改变教学方式和影响学生的作业得分。但反过来看, 也可能会激发教师将新方法或新想法融入课堂教学。此外, 阅读也可以让老师乐于与学生分享他的阅读喜好, 从而更好地示范阅读的重要性和阅读对个人成长的重要作用。

生词和词组

- genre *n.* 类型, 流派
- sieve *n.* 筛子
- autobiography *n.* 自传
- incorporate *v.* 合并, 混合

作文练习

For this part, you are allowed 30 minutes to write a composition on the topic “Reading Preferences”. You should write at least 150 words, and base your composition on the table and the outline given below:

Categories of Books	Percentage of Book Circulation in the Library
Popular Fiction	65.9%
General Nonfiction	18.2%
Science/Technology/Education	10.8%
Art/Literature/Poetry	5.1%

图表是关于2002年一所美国大学图书馆的图书流动量,给出了各类图书的流动比例,请说明原因,并说明你自己喜欢阅读什么样的书。

参考范文

The reading preferences of students in an American University in 2002 were subject to a comprehensive survey. The survey used four categories of books and calculated the library circulation for each category.

Popular fiction was shown to have a much higher preference than any of the other categories. At 65.9%, it was more than three times higher than the next category of general nonfiction books. Non fiction preference came in at 18.2% followed by science, technology and educational books at 10.8%. The books with the lowest circulation were in the category of art, literature and poetry which were preferred by only 5.1% of the students.

If there is any conclusion to be drawn from this survey, it shows that the library is used more for recreational reading than for study purposes. The implication of this is that the library needs to focus on the area of most interest but, not at the expense of the academic categories.

2002 年在美国一所大学的学生中广泛调查了他们的阅读偏好。调查中把书分为四类,并统计了图书馆中每类书的流动量。/调查显示流行小说最受学生青睐,占到了65.9%,是排在第二位的非小说类写实文学的三倍多。非小说类写实文学占到18.2%,排第三的是科技和教育类,占10.8%,流动量最小的是艺术、文学和诗歌类,仅有5.1%的学生喜欢。/如果要下结论的话,不难看出学生们在图书馆看书更多

地是为了休闲娱乐，而很少用来学习。这说明图书馆应该以大多数学生的兴趣为主，但前提是减少学术类书籍。

更多有用的句子

- ① A comprehensive survey of student reading preference was conducted at an American University in 2002.
2002 年美国一所大学进行了一次广泛的学生阅读喜好调查。
- ② The stock of library books was divided into four categories for the survey and the circulation statistics for each category were tabulated.
调查中图书馆的藏书被分成四类，每一类图书的流通量数据都制成了表。
- ③ The most preferred category of books was shown to be in popular fiction, thus implying the library is mostly used for recreational reading. 图中显示最受学生青睐的书是流行小说，因此这表明学生在图书馆大多是读休闲娱乐书。
- ④ The academic books are frequently used and must remain an essential resource of the library.
学术类书籍很常用，仍然是图书馆不可或缺的资源。
- ⑤ The survey was based on circulation figures, which is probably, the best indicator for assessing student preferences. 流通量数据最有可能体现学生的阅读偏好，本调查正是基于这一数据。

词汇及表达法

- comprehensive 广泛的；全面的
- to be drawn 得出(结论)
- implication 暗示
- academic categories 学术类
- stock of books 藏书
- circulation statistics 流通量数据
- tabulated 制成表的
- recreational reading 休闲娱乐阅读
- an essential resource 必要资源
- the best indicator 最好的体现

思路点拨

首段简明介绍美国一所大学对学生进行阅读喜好的调查。第二段通过列举数字和举例对学生阅读喜好进行排序，分别为：流行小说、非小说散文文学、科技和教育类、艺术、文学和诗歌类。第三段对第二段的排名进行分析，得出结论：学生在图书馆更多地是为了读休闲娱乐的书籍，因此图书馆应以大多数学生的兴趣为主导。

名篇选读

A tutor provides *expertise*, experience, and encouragement. They do not provide “answers,” but rather assist in problem solving, in getting answers. There are many potential roles for the tutor, here’s three of the most important:

The tutor as subject expert

One of the roles for the tutor is to supplement self-study materials — filling in any gaps, clarifying any misunderstandings and pointing learners to sources of information. This role is not *dissimilar* to the traditional teacher, lecturer or instructor.

The tutor as coach

The second main role is to act as coach, mentor or counselor. These terms may have unique definitions but they also have a lot in common. The coach is responsible for helping the learner to achieve their learning goals by challenging, encouraging and providing constructive feedback. This role is especially important in an online environment where learners may be working for long periods on their own initiative. For most learners, recognition will be the most powerful incentive — and luckily this costs absolutely nothing. Other learners will be motivated by achieving a pass, overcoming a perceived weakness, stimulating their intellect or developing their skills.

The tutor as assessor

In many cases the tutor also has to act as assessor, checking to ensure that learners have achieved the learning objectives. Assessment is integral to the self-study materials and no “human” *intervention* is necessary. In other cases this may be neither possible nor desirable and the tutor will be required to conduct an assessment of the nature and extent of the learner’s knowledge and skills.

One of the tasks for the tutor is to get to know the learners for whom they are going to be responsible. One way of establishing the relationship between tutor and learner is to agree a “learning contract,” defining the *parameters* for the way you work together. The contract could include the