

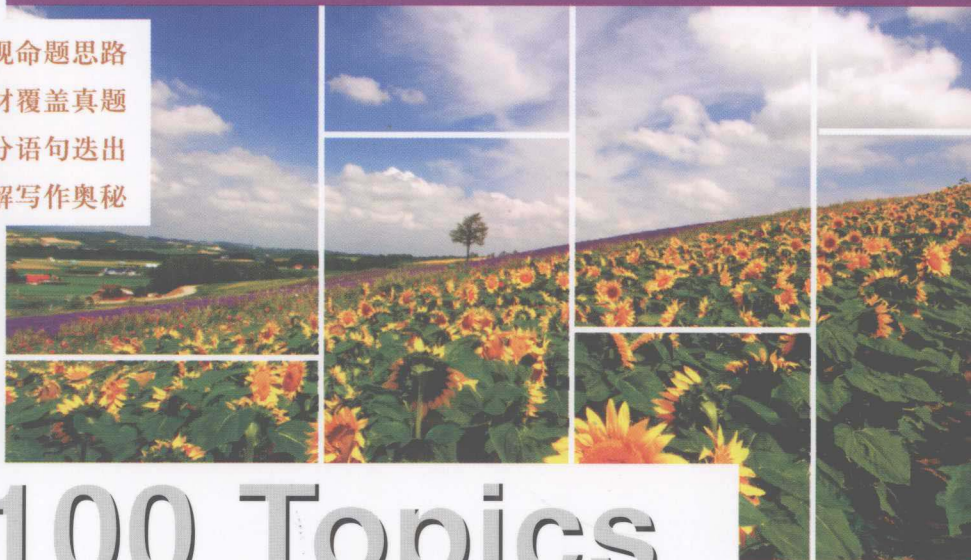
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背最好的范文

英语专业八级考试 精品范文100篇

本书100个题目是在归纳历年真题的基础上预测出来的，体现考试命题规律，具有较高的针对性和仿真度。范文严格按照评分标准创作，既有应急的模板，也有新颖的角度和高分亮点语言。“思路点拨”有助于形成快速有效的写作思路。

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100 Topics for TEM8 Writing

Matthew Trueman 葛欣 著

 外文出版社
FOREIGN LANGUAGES PRESS

图书在版编目 (CIP) 数据

英语专业八级考试精品范文 100 篇 / (加) 杜鲁门
(Trueman, M.) 著. —北京: 外文出版社, 2008
(背最好的范文)
ISBN 978-7-119-05575-6

I. 英… II. 杜… III. 英语-写作-高等学校-水平考
试-自学参考资料 IV. H315

中国版本图书馆 CIP 数据核字 (2008) 第 194516 号

选题策划 蔡 箐
责任编辑 葛 欣
装帧设计 红十月设计室
印刷监制 冯 浩

背最好的范文

英语专业八级考试精品范文 100 篇

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© 外文出版社

出版发行 外文出版社

地 址 中国北京西城区百万庄大街 24 号 邮政编码 100037

网 址 <http://www.flp.com.cn>

电 话 (010) 68995964/68995883 (编辑室)

(010) 68320579/68996067 (总编室)

(010) 68995844/68995852 (发行部/门市邮购)

(010) 68327750/68996164 (版权部)

制 版 贵艺图文设计中心

印 制 北京佳信达欣艺术印刷有限公司

经 销 新华书店 / 外文书店

开 本 787mm × 1092mm 1/16 印 张 13

装 别 平 字 数 250 千字

版 次 2009 年第 1 版第 1 次印刷

书 号 ISBN 978-7-119-05575-6

定 价 22.00 元

上架建议: 英语写作 专八考试

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——本书的侧重点是语言。对中国学生来说，作文的范式容易掌握，但语言却是个不可一蹴而就的大难题。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。

——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。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。

——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。

总之，这本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！

祝你好运！

作者

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背最好的范文

英语专业八级考试 精品范文100篇



1 / Optional Courses at University 大学选修课

题 目

Directions: Most university students take a combination of mandatory and optional courses during their undergraduate studies. How important a role do you think optional courses should play in students' education? Provide reasons to support your opinion.

参考范文

The Role of Optional Courses

University students are at the age when they are aware of their academic interests and able to make many decisions **on their own**. **In light of** this fact, it is reasonable that they should be given the freedom to take optional courses both within and outside their major area of study. Nevertheless, the central importance of core or requisite courses cannot be **understated**, and students should be careful not to **spread themselves too thin**.

By the time students have finished high school, they have often narrowed their academic interests. Upon entering university, for example, a student might decide to major in English, psychology or economics. However, students are likely to have other interests outside the **scope** of their field of major. Allowing them to take non-major courses will offer two important benefits. First, it will **engender** a more meaningful academic experience. Second, it will **cultivate** students who are **well-rounded** and bring a variety of skills into the workplace upon graduation. For these reasons, university students should be given the opportunity, and even encouraged, to take courses outside their major.

In addition to taking noncompulsory courses outside of their major, university students are also generally allowed to take elective courses within, or relevant to, their academic major. An undergraduate student majoring in economics, for instance, would typically be required to **take core courses** such as microeconomics, macroeconomics and econometrics, among others. Courses such as industrial economics, environmental economics and labor economics, however, may be offered on an optional basis. This allows students to develop an **area of specialization** within their major that can better prepare them for employment or graduate studies.

From the foregoing discussion, **it is evident that** optional courses offer students a variety of benefits. However, it would be a **disservice** to students if universities allowed them to take too many optional courses, especially ones

outside of their academic major. If an engineering major graduated having completed a variety of coursework in sociology and anthropology but only two or three engineering courses, it is unlikely that he would have attained enough expertise in his field to be well-trained professionally or to qualify for postgraduate work. **It is critical that** students avoid becoming a “**jack of all trades and a master of none**”.

In my opinion, students should be encouraged to pursue their unique and potentially diverse academic interests. To this end, optional courses are an essential part of higher education. However, too many optional courses would **thwart** students' ability to develop a single main area of expertise, with **detrimental** consequences to their future careers.

范文翻译

大学生已经能够了解自己的专业兴趣,并且能够自己做决定。因此,他们有在自己专业内外选择选修课的自由。但是基础课和必修课的重要性绝不可忽视,而且学生们也要注意不能参与太多活动。/学生到高中毕业的时候,专业兴趣已经变得比较狭窄。一进入大学,学生们可能就选了英语、计算机或者经济专业,但是学生可能在本专业外还有其它的兴趣。让这些学生上非专业的课程会有两个重要的好处:一是会增加一种更有意义的学术体验;二是能培养学生全面发展,在毕业后能将各种技能运用到工作中去,所以应该给学生们提供机会、鼓励学生选修本专业以外的课程。/除了选上本专业以外的非必修课程,也可以让学生选修本专业领域内的或者和自己专业相关的课程,比如,一名经济学专业的本科生一般都要求学微观经济学、宏观经济学、经济计量学等课程,但是像产业经济学、环境经济学、劳动经济学这样的课程也要作为选修课提供给学生。这能使学生们在本专业内发展自己的专长,能为他们的就业或者研究生的学习做好充分的准备。/从上述的讨论中可以很明显的看出选修课能够给学生带来许多的好处。但是如果高校让学生选过多的选修课,尤其是过多地选修本专业以外的课程,也会对学生产生不利的影响。比如一个工程专业的学生完成了很多社会学和人类学的课程,而本专业的课程只选了二三门,这就很可能造成他的专业技能不精,也无法胜任研究生课程的学习。学生要避免成为涉猎众多却没专长的毕业生这也是至关重要的。/在我看来,应该鼓励学生培养独特的、潜在的、多种多样的专业兴趣。为了实现这一目标,选修课应成为高等教育不可缺少的一部分。但是过多的选修课会限制学生在某一领域中形成自己的专长,对学生长远的职业发展会产生不利的影响。

思路点拨

作者首段直接切入主题,提出有保留的赞成观点:学生有权选择选修课,但不能忽视基础课的学习。随后两段详细论述了选修非专业课程和本专业课程的好处。第四段从相反角度论述过多选修课也会对学生产生不利的影响。全文主要采用举事例和讲道理相结合的方法进行论证。末段作者再次强调论点、总结全文。

2 Teacher-centered versus Student-centered Classes

以老师为中心的课堂和以学生为中心的课堂

题 目

Directions: Some people argue that the teacher is the source of knowledge while students are merely passive followers of the teacher. Others hold that students can learn substantially from interaction with one other. In your opinion, should classes be teacher-oriented or student-oriented?

参考范文

Teacher-centered versus Student-centered Classes

Over the past few decades, teaching styles have changed significantly. Many teachers no longer feel satisfied with lecture-style, teacher-centered learning. A student-centered teaching style has been shown to have **substantial** benefits for both teachers and students.

Student-centered learning can help students take an active interest in their education. Attendance is a problem in today's universities and colleges. Some students fail to attend classes, while others sleep or **socialize** during class time. Students who are forced or at least encouraged to **participate in** discussions and answer questions aloud are more likely to pay attention. Studies have shown that answering questions aloud improves understanding and **retention**. In addition, students' participation may help them realize that going to class is more effective than simply reading the textbook on their own, without the aid of a teacher.

At first glance, student-centered learning seems to make teaching a more difficult task. It requires instructors to think of ways to **engage** their students and make sure that each one is participating. In reality, however, student-centered learning is of great benefit to teachers. When students are forced to express their opinions and answer questions **on the spot**, it is easy for the instructor to see where students are having trouble. This type of communication between teachers and students can greatly enhance a teacher's understanding of what the students have learned or missed.

Another advantage of student-centered learning is that it can enable students to improve their **social skills**. Under a teacher-centered **mode** of instruction, students have little or no opportunity to **interact with their peers**. **As a result**, opportunities to build communication and teamwork skills may be severely limited.

One of the important functions of higher education, including in-class learning, should be to prepare students for a **smooth transition** into society and the workplace. **Only by** encouraging student participation and interaction can universities **foster** students' ability to make this transition smoothly and effectively.

Student-centered learning helps teachers do a better job of planning what material they are going to teach and how best to present it to their students. Students find this type of learning not only more enjoyable, but also much more effective than teacher-centered learning.

范文翻译

在过去的几十年中,教学方式已经有了巨大的改观。许多老师不再满足于以老师为中心的讲课方式。以学生为中心的教学方式无论对老师还是对学生都显示出了很大的优势。/以学生为中心的教学能够帮助学生对学习产生积极的兴趣。在当今的本专科高校中出席率是个问题,很多学生逃课,还有一些学生在上课时间睡觉或者参与社交。而被老师要求、至少是鼓励参与课堂讨论、并且大声回答问题的学生更可能精力集中。研究表明大声回答问题能够提高学生的理解力和记忆力。除此之外,学生的课堂参与能够帮助学生意识到去上课比没有老师帮助、只是自己读教科书更有成效。/初看上去,以学生为中心的学习似乎给教学出了个难题,它要求教师要想方设法让学生参加并且确保每名学生都能参与进来,但事实上,以学生为中心的教学使老师受益匪浅。在老师当场让学生表达观点、回答问题时,老师很容易看到学生在哪些地方还存在不足。师生之间的互动交流能够使教师对于学生掌握了哪些知识、哪些地方还有疏漏的情况了如指掌。/以学生为中心的教学的另外一个好处就是能够提高学生的社交能力。在以教师为中心的教学模式下,学生很少有机会与同学交流。结果,培养交流能力和团队合作的机会极其有限。高等教育包括课堂学习的一个重要作用就是要为学生走向社会和工作岗位的平稳过渡做好准备。高校只有通过鼓励学生课堂的参与和互动才能培养学生的能力,使学生平稳地有效地做好这个过渡。/以学生为中心的教学帮助了教师更好地设计授课材料,更好地讲演给学生;学生也觉得这种教学方式较之以教师为中心的课堂更加愉悦,更加有效。

思路点拨

作者首段针对教学模式近年发生的变化,提出论点:以学生为中心的教学对老师和学生益处颇多。下文作者用三个自然段详细论述这种教学模式的好处:1. 能够帮助学生产生学习的兴趣;2. 能够帮助老师了解学生掌握知识的程度;3. 能够提高学生的社交能力。文章主要运用了对比的论证方法。最后作者重述全文观点。

Theoretical Courses and Practical Courses

3

理论课程和实践课程

题 目

Directions: Some courses (such as mathematics, economics and philosophy) are regarded as theoretical or fundamental courses, while others (such as computer programming, accounting and English conversation) are viewed as practical courses. Do you think that one type of course is more valuable or important than the other? Why or why not?

参考范文

Theoretical Courses versus Practical Courses

While scholars and **academics** might argue for the importance of fundamental or theoretical courses, career advisors are more likely to contend that practical courses are **of the essence**. **With respect to this debate**, I would prefer to adopt a “middle-of-the-road” position. In other words, I do not believe that fundamental courses are more important than practical courses, or vice versa, but rather that each type of course serves its own distinct purpose.

Just as a high-rise building cannot be **erected without a solid foundation** and sound framework, students must first acquire foundational knowledge in order to learn practical skills. Medical students have to learn about biochemical processes before they can understand the etiology of diseases and how to treat them. It would be unfeasible for a student to **bypass** a biochemistry course and study pathology or oncology. In the same vein, courses in physiology, while not having any “practical” application per se, offer a necessary foundation for students pursuing careers in pharmacology or toxicology. **Given** that theory **lays the foundation for** practice, the importance of fundamental courses in higher education cannot be underestimated.

Although some students move on to pursue postgraduate or even doctoral studies, most undergrads enter the **job market** at the end of their four-year degree. In general, students attend college in order to acquire the skills they need to succeed in their careers. **With intense domestic and global competition** in the job market, students must learn skills that will enable them to fill a need in society once they have finished their post-secondary studies. Practical courses, which enable students to solve real-world problems, are **superior to** theoretical courses in preparing students for the job market and should thus form an important part of the curriculum.

While the value of theoretical and practical courses has already been amply demonstrated above, **it is worth noting** that not all courses fit neatly into either of these broad categories. For instance, although an introductory economics course may generally be regarded as a fundamental course, it also offers practical

applications. Theoretical economic concepts such as opportunity cost and comparative advantage can easily be applied to everyday life and even business decisions. While statistics may seem like a theoretical course, it has direct applications for **data analysts**, **actuaries** and statisticians. Even philosophy courses can offer practical value for students wishing to become professional or academic philosophers.

In sum, both theoretical and practical courses have their own intrinsic value. While the former are **vital** to helping students develop foundational knowledge and problem-solving skills, the latter can assist students as they **embark on** their careers. Finally, as the preceding analysis indicates, the distinction between these two types of courses is not **cut and dried**, and may depend on a student's major and career goals.

范文翻译

当学者和学术界人士可能为基础课或理论课的重要性而争论的时候,职业设计者更倾向于认为实践课程才是最关键的。对于这个争论,我更倾向于“中庸之道”。换句话说,我既不认为基础课更重要,也不认为实践课更关键,我认为每一类课程都有它独特的作用。/正如高层建筑没有地基和坚实的框架就不能拔地而起一样,学生也必须首先学会基础知识才能去学实践技巧。医学专业的学生必须先了解生化过程,才能理解疾病的病因学 and 如何治疗疾病。让一个学生绕过生物化学的学习而直接去学病理学和肿瘤学,是不现实的。同样,生理学的课程,本身并没有任何实践上的应用,但给学生提供了坚实的基础,使学生能够从事与药理学和毒物学相关的职业。鉴于理论为实践奠定基础,所以基础课程在高等教育中的重要性是不可低估的。/尽管一些学生会继续读研或读博,但是大多数本科生在大四的最后阶段走向了就业市场。总的来说,学生进入大学的目的就是要学会技能以便在未来职业生涯中取得成功。随着国内和国际就业市场竞争的日趋激烈,学生们一旦结束了高等教育的学习,就必须学会技能以使自己能够满足社会的需要。实践课程能够帮助学生解决现实生活中的问题,在为学生就业做准备方面优于理论课程,因此也是学生课程重要的组成部分。/理论课程和实践课程的价值上面已经充分地论述了,值得注意的是:不是所有的课程都十分适合这两大分类。比如,尽管经济学概述课程一般来讲会被认为是基础课程,但它也提供了实践上的应用。理论的经济学概念比如机会成本和相对优势都会简便地应用于日常生活中甚至是商业决定。尽管统计学似乎是理论课程,但它对数据分析员、保险统计员、统计学家来说都有直接的应用。甚至是哲学课程对于想成为职业的或者学术的哲学家来说也能提供实际的价值。/总而言之,理论课程和实践课程都有他们各自独特的价值。前者有助于学生学会基础知识和解决问题的技能,后者能够辅助学生走上职业道路。最后,正如上述分析,这两种课程的区别不是固定的,它根据学生的专业和职业目标而会有所不同。

思路点拨

作者首段通过引申题目问题,提出论点:理论课程和实践课程各有独特的价值。第二段作者采用列举事例和正反对比的方法论证了理论课程的价值:它是实践课程的基础。第三段通过理论分析论证了实践课程的价值:有利于学生就业和解决工作中的实际问题。第四段作者指出两者的分类需要注意的问题。末段作者重申观点、总结全文。

4 Non-academic Subjects in the Curriculum

课程中的非学术科目

题目

Directions: Universities and colleges should teach only “academic” subjects, while “non-academic” subjects (such as physical education, music and art) should be removed from the course calendar. Do you agree with the above proposition? Why or why not?

参考范文

Non-academic Subjects in the Curriculum

It is sometimes argued that institutions of higher learning should offer only “academic” courses to students and exclude all courses that are **deemed** “non-academic.” This argument, however, is flawed and without merit. The diverse selection of subjects offered at universities and colleges across China reflects the **diversity** of Chinese society itself. **Attempts to draw an artificial line** between academic and non-academic courses would not only limit students’ choices, but also **stifle** the rich diversity that is vital for society to thrive **as a whole**.

One important reason for maintaining “non-academic” subjects in the **curriculum** is that the distinction between academic and non-academic subjects is itself **subjective**. Certain subjects, including mathematics, science and English, are often regarded as “academic”, while subjects such as **physical education**, music and art are disparagingly viewed as “non-academic”. While this distinction may appear to be valid **on the surface**, it is actually **fallacious**. The word “academic” itself refers to anything that is related to school, especially one of higher learning. It follows, therefore, that any body of structured learning established as a post-secondary course can and should be described as “academic”.

Subjects that are sometimes labeled as “non-academic” have their own **intrinsic value** in both academia and society in general. If subjects such as music, art and physical education were **shunned** by colleges and universities, society would face a gradual **stagnation** of talented musicians, actors and athletes. Countless artists have **honed** their skills during their college studies and subsequently **risen to stardom**. American actors Ben Affleck and Matt Damon, for instance, scripted the movie *Good Will Hunting* while studying film and theater, a traditionally “non-academic” subject, at Harvard University.

The movie went on to win an Oscar for Best Original Screenplay.

The inclusion into the curriculum of so-called “non-academic” subjects does not mean that traditional “academic” subjects will not continue to play a central role in post-secondary education. Indeed, courses like mathematics, science and English will always remain at the **cornerstone** of college education. Finally, all varieties of subjects, including both those regarded as “academic” and others that are deemed “non-academic”, have a rightful place in the **halls of academia**.

范文翻译

时常有人争论说高等教育机构应该只给学生提供具有学术价值的课程，排除一切没有学术价值的课程。但是这种论断是错误的，没有任何可取之处。高等教育给学生提供的各种各样的选择反应了社会生活的多样性。试图给学术和非学术划条界限不仅限制了学生的选择也抑制了社会的丰富性和多样性，而多样性对于社会的整体繁荣发展是至关重要的。/在课程中保留非学术课程的一个重要原因是学术和非学术课程的区分本身是一种主观的判断。某些课程，包括数学、自然科学、英语常常被认为是学术的，而像体育、音乐、艺术被轻蔑地认为是非学术的。这种区分表面上是正确的，实际上是谬误。学术本身是指和学校有关的一切专业，尤其是高等教育院校。因此教学体系做为高等教育课程的任何科目都能够而且应该认为是学术的。/一些专业往往被标为非学术的课程无论在学术界还是对整个社会都有他们自己内在的价值。如果像音乐、艺术、体育这样的学科被大学取消的话，社会上有才华的音乐家、演员和运动员就会越来越少。无数的艺术家们都是在大学学习期间磨练技能后来逐步地成为了明星。比如美国演员本·阿弗莱克和马特·达蒙就是在哈佛大学学习一个传统上被认为是非学术的科目——电影和戏剧时写了《心灵捕手》的电影剧本。这部电影获得了奥斯卡最佳原创电影剧本奖。/整体课程中包含所谓的非学术课程不意味着传统的学术课程在高等教育中就起不到核心的作用。事实上，像数学、自然科学和英语永远都是大学教育的基础。最后，多种多样的课程，包括被认为是学术的课程和非学术的课程在学术的殿堂中都会有一个公正的位置。

思路点拨

作者开篇通过分析与驳斥题目中的观点提出自己的立场：反对取消“非学术”课程。下文两个自然段阐述了两点理由：1. 学术与非学术的区分纯粹是主观的判断，并不科学；2. 所谓的“非学术”课程有其自身学术价值和社会价值。本文主要采用了列举事实的论证方法。最后作者概括全文并提出展望。

The Use of Multimedia Teaching Protocols

5

多媒体教学的使用

题 目

Directions: Multimedia can be seen as offering an alternative or complement to traditional teaching. To what extent do you think multimedia should be incorporated in the classroom? Provide evidence to back up your assertions.

参考范文

The Use of Multimedia Teaching Protocols

In recent years, **great technological advances** have been made. New technology has **changed the face of** homes and workplaces all over the world. One place where technology's role is still uncertain is the classroom. In my opinion, multimedia may be used as a **supplement** to lessons and classroom activities, but it should not be used to replace traditional teaching methods.

More and more teachers have begun making PowerPoint presentations. PowerPoint technology makes it easier for teachers to plan lessons. It can **save instructors the trouble of constantly writing** on the blackboard, giving them more time to explain the information they are showing their students. Teachers can also include beautiful pictures and short videos in their multimedia presentations, which can help interest students in the topic being presented. Visuals are always an important tool in the classroom, and PowerPoint technology makes **incorporating** photos into a lesson simple and inexpensive. However, teachers must take care not to **overdo** it. Making an entire presentation full of pictures may be easy, but it won't necessarily teach the students anything. **Factual content** is always the most important component of any lesson. Videos, pictures and bright colors can be **distracting** to students and should not form **the bulk of** the lesson.

Some teachers are also beginning to allow their students to do work on computers. This enables each student to work at his or her own pace, and, indeed, the Internet can be an excellent tool for research. Unfortunately, many students **are tempted to do** just about everything but research when they **have access to** the Internet. Students may ask themselves: "Why **bother** doing schoolwork when I can listen to music, watch videos, read the news, and check my email — all at the same time?" It is difficult to force students to use computers responsibly, so unless the teacher is able to carefully **monitor** each student, allowing them to use computers may do more harm than good.

Electronic equipment is expensive and **fragile**. It can break suddenly, so teachers must be careful not to depend on multimedia. Some schools simply do not have the money to pay for **projectors** and computers. Although multimedia can be a valuable tool in the classroom, teachers who only teach in the “old-fashioned” way will not be selling their students short.

范文翻译

近些年, 我们的科技取得了巨大进步。新技术已经改变了世界各地的家庭和工作环境的面貌。而新技术在课堂中要发挥作用还尚待明确。在我看来, 多媒体可以作为课程和课堂活动的补充, 但是它还不应该取代传统的教学方法。越来越多的老师已经开始使用幻灯片给学生授课, 幻灯片技术使教师设计课程变得更加轻松。幻灯片避免了老师在黑板上不停地写板书的麻烦, 而且还可以留下更多的时间为学生讲解老师要传授的知识。教师也可以在多媒体的演示中插入精美的图片和影视短片, 使学生对讲授的话题更有兴趣。图片一直是课堂上很重要的工具, 幻灯片技术使图片融入了课堂中, 而且操作简单、价钱低廉。但是教师一定要当心, 不能过度使用。用大量的图片制作一个完整的讲演可能会很容易, 却不一定能教授学生所有的东西。事实的内容讲解往往是一节课的最重要的组成部分。影视、图片和明亮的颜色能够使学生分心, 所以不要作为课堂的大部分内容。有些老师也开始让学生在计算机上做作业, 这能够让学生以自己的速度去工作。而且事实上, 互联网是做研究的特别好的工具。可惜的是, 当学生能够上网的时候, 许多学生利用互联网做一切事情就是不用它来做科研。有些同学可能会自问, “当我能在网上同时听音乐、看电影、读新闻、查邮件时, 为什么还要用它做作业呢?” 所以强迫学生能够负责任地使用计算机是比较困难的, 除非老师能够认真地监控每一位学生, 否则学生们可能就会用计算机做更多的坏事而不是好事。电子设备价钱昂贵而且易于损坏。它可能突然就坏了, 所以老师必须注意, 不能完全依赖于多媒体教学。一些学校目前还没有足够的资金购置放映机和电脑。尽管多媒体是课堂教学有益的工具, 但是通过传统教学方式的老师教出来的学生不会比其他学生差的。

思路点拨

作者开篇从谈论科技迅速发展引入主题, 提出全文观点: 多媒体教学是传统教学有益的补充, 但还不能取代传统教学。第二段作者详细阐述了课堂运用幻灯片教学的诸多好处, 同时也点出需注意的事项。第三段论述了计算机运用在教学中的好处与弊端。全文主要运用了举例与说理相结合的论证方法。末段作者指出多媒体设备还未能普及也还需完善, 教学效果的优势还未完全显现。

6 Self-education 自学

题 目

Directions: *Self-directed learning, also known as self-education, refers to teaching oneself, as opposed to learning in a school setting or from a tutor. Do you think that self-directed learning can replace traditional university education? Support your argument with appropriate details.*

参考范文

The Flaws and Merits of Self-Education

Not every student chooses to or has the ability to attend university. Some high school graduates may **opt to** seek a job, start their own business, or pursue other interests. However, for young people wishing to further their academic careers, **self-education** is **no substitute for** university studies.

One major shortcoming of self-education is its inherent lack of a well-defined structure. Universities and their professors offer **pedagogical** expertise and provide curricula based on appropriate learning goals, realistic expectations, and ongoing evaluation. It would be difficult, if not impossible, for young people to **duplicate** this kind of structure, **short of** having attended teacher's college themselves. Another advantage of structure is the discipline and motivation it promotes. Without tests, assignments or exams, **self-learners** may lack the **incentive** to stay on track with their studies. **Furthermore**, they would lack the essential feedback that comes from instructors' evaluation.

Another flaw of self-education is that it does not provide an environment in which the learner can interact with others and engage in social intercourse. In addition to providing a structured education, university studies **endow** students with a dynamic social environment. This not only provides an excellent opportunity to make lifelong friendships, but also enables students to enhance their communication, leadership and teamwork skills. **All else being equal**, a **self-taught** learner is less likely to develop skills such as these that become critical as young people enter society and the job market.

Despite the fact that it is not a **viable** replacement for post-secondary education, self-directed learning can still **coexist alongside** university studies. If an English major is interested in child psychology but does not have the option or desire to take it as an elective course at university, he or she might decide to purchase books on the subject or learn about it on the Internet. In addition, many useful skills, such as basic **website design**, can be learned simply through