

新托福考试备考丛书

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总 序

经过近两年的精心筹划和紧张有序的编写工作,本套根据美国教育考试服务中心(ETS)惟一授权给泰德时代集团的新托福考试专用备考课件 LanguEdge™ 及备考资料编写而成的《新托福考试备考丛书》终于付梓出版了。2005年9月ETS在美国率先正式开考新一代托福考试(TOEFL iBT,以下简称“新托福”),我国各种层次的新托福教师培训计划以及考生复习和备考课程也是呼之欲出,这势必带动在新的外语学习理念引导下的新一轮英语学习热潮。传统的托福考试历经40年,很大程度上有效地测试出莘莘学子的英语知识能力和应用水平,为他们的事业成长铺平道路,可谓功不可没。但随着社会的发展,时代的进步,北美英语国家高校对国际学生英语运用能力有了进一步要求,而传统的托福考试从设计理念和实际操作上都显得相对滞后,暴露出不太切合语言实际应用的语言教学观念以及测试形式和手段的一些不足之处。在此状况下,新托福总结得失,改弦易辙,应运而生,将成功地完成推陈出新的使命。

新事物的产生必定要适应新的社会需求,必定建立在人们对事物新的认识基础上。具体说来,我们认为有必要就以下几个方面的特点做出概括性的思考,相信这对新托福考试的广大应试者是大有裨益的。

我们认为,ETS对传统托福考试进行改革,研制推出新托福考试,这首先是时代和社会发展的需要。随着全球经济与政治一体化的进程,国际间文化交流日趋频繁,英语作为国际通用语言,其应用范围不断扩大,话语权愈发突出。美国历来是实用主义盛行的移民国家,其教育体制中对语言的工具性特征一直十分地强调。在这样的文化语境中,高等院校受教育者在北美大学学业语境中使用英语进行实际的交流,更成为他们成功地完成学业的必要条件。我们知道,托福考试的目的是测试非英语国家学生的英语语言能力,使他们能够在北美英语国家的高等院校中顺利完成学业。经历了过去几十年的应试培训和考试实践,人们发现,传统的托福考试注重应试者对英语语言知识的系统把握和理解,在很大程度上割裂了各种单项语言技能之间在语义和文化上的循环联系,不利于准确地测试出考生综合应用英语进行大学校园学业和生活交际的能力,同时考试形式也逐渐程式化,容易使应试者产生语言理解以外的意识活动,考试结果也就不能满足高等院校在新的时代和社会境遇中对考生的英语综合应用水平的期待。因而,改革托福考试,推出新一代的托福考试,限定语言应用的社会语境范围,增加难度,综合测评,就成了势在必行的任务。认识到这一点对备考新托福的考生有很大好处,他们可以扩大学习视野,在自己职业生涯的较高层次上策划安排自己的英语学习和应试计划,从而摆脱对应试技巧的过分依赖和幻想,脚踏实地地不断提高自己的英语综合应用能力和学业语言交际水平。

其次,新托福考试利用计算机考试的优势,尽可能全面地测试应试者听、说、读、写各种技能的综合理解与应用能力,表现了对语言的认识和语言教学理念的一次重大更新。说明确一些,就是用交际语言教学理念替代认知型的结构主义语言教学理念。传统

的托福考试依托的语言测试理念认为,语言整体是由不同独立的语言要素和成分构成,可以通过设计有针对性的测试项目加以分别测试。显然,这样的思路首先把语言视为可认知的知识形式,把语言当作某种知识客体,当作分析和掌握的对象,这势必导致对语言各项技能的分门别类的测试模式,阻断了语言的输入和输出在语义和文化统筹下的有机循环过程,使语言学习停留在记忆、理解和判断正误的阶段,难以进入语言的交际和应用领域。这样,应试者的高分在很大程度上表现出来的是对语言结构和形式的认知能力和理解能力 (linguistic competence),而不是语言的表达和交际能力 (communicative competence)。而新托福考试的语言教学理念注重的正是后者。语言的表达和交际能力不仅表现为语言的形式能力 (formal competence) 和理解能力,而更重要的是体现在语言应用者的社会文化能力 (sociocultural competence),篇章能力 (discourse competence) 和交际策略能力 (strategic competence) 方面。而且,这些能力都是表现在有意义的语言输出过程中的。基于此认识,新托福考试在题型方面的最大变化就是实现听、说、读、写四项技能在同一主题意义的统筹下真正的有机综合循环的测试。关于具体的题型解说,读者可进入到本套丛书的具体章节中寻求深入的了解。这里对新托福考试的语言教学理念做出扼要的阐释,目的在于使广大应试者在打好语言基础和集中备考过程中能够及时转变自己的语言学习观念,在日常学习中特别注重对听说能力和书面归纳能力的培养,自觉地锻炼由点带面,由文化内容带动语言形式,由语句段落到篇章,由语言输入到语言输出,由形式认知到应用交际的英语综合应用能力。

另一方面,我们高兴地注意到,新托福考试反映的语言教学理念和题型变化与当前我国正进行的大学英语教学改革方向是完全一致的。国家教育部2003年颁布试行的《大学英语课程教学要求》明确规定:“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面信息交流。”实际上,在我国社会英语学习日趋深入,水平逐渐提高的今天,这个目标突出语言的实际综合运用能力,也是各种不同层次、不同目的、不同领域的英语学习者努力的方向。新托福考试注重综合技能整体成长的指导思想中所蕴含的正是这样一种教学的理念:以学生对主题意义认知为指导,由有声模仿,形式记忆,内容认知,输出巩固,文化习得,社会交际运用等学习活动组成的反复循环递进的过程。这要求英语学习者避免把语言学习过程知识化和结构化,尽量在听、说、读、写各种语言技能有意义的互动过程中完成学习任务,形成语言交际能力,达到文化建构。这是英语学习的正确途径。须知,以语言运用为目的,通过各种语言技能综合动态的学习过程真正锻炼培养出英语的实际综合运用能力,这才是新托福考试胜算的真正保证。

本套《新托福考试备考丛书》从“基础训练系列”、“专项突破系列”和“考前冲刺系列”三个层面展开。除应试者必读的《新托福考试指南及模拟试题》外,每个层面都分别按新托福考试中听、说、读、写四个种类的题型提供有针对性的辅导、示范和解说。其中,“基础训练系列”着重应试者语言基础的培养,同时在章节的安排和材料的选用方面都有意识针对新托福考试可能要求掌握的基础的语言知识和技能,使应试者既能够加宽和巩固基础的英语实用能力,同时又增强信心,看到自己备考新托福考试的努力方向。“专项突破系列”贴近新托福考试,围绕听、说、读、写四个必考专项提供原创模拟考试材料,辅以简明扼要的辅导和解说,

目的在于使应试者通过大量的模拟试题实践，充分熟悉新托福考试的形式和内容范围，做到心中有数，同时借此大幅度提高自己的英语综合运用能力和应试能力。“考前冲刺系列”提供系列仿真题供考生预先测试自己的应试能力并估计自己的得分区域，以便找出弱项，实施有的放矢的强化和调整。备考过程中，不同英语水平层次的应试者可根据自己的情况决定起点，采用不同层面的备考材料。

编写此类大型丛书绝非易事，况且，这项工作关系到千千万万有志出国深造的年轻学子，对此我们不敢有丝毫的马虎和倦怠。在编写过程中，我们得到来自各个方面，特别是美国教育考试服务中心(ETS)的大力协助和支持。自2001年ETS与泰德时代集团确定战略合作(在中国大陆及港澳地区)关系以来，ETS独家授权泰德时代集团出版和发行了《托福全真试题集》(2003年9月)、《托福历年全真试题(1996-2003)》(2004年6月)、《新GRE官方指南及全真试题》(2004年1月)以及《TSE全真试题》(2004年10月)，填补了中国市场的空白；ETS还将新托福考试专用备考课件LanguEdge和大量的备考资料授权给泰德时代集团，多次派出专家到泰德时代集团进行访问、交流和培训，使我们不但掌握备考工具和大量的第一手资料，同时，对于新托福考试所倡导和引领的新的教学理念和测评方法有了深入的了解、理解和正确的把握，并在本丛书的编写过程中进行准确和恰当的应用。为此，我们向ETS表示衷心的感谢。我们要特别感谢各位“基础训练系列”分册的主编，他们认真负责的工作态度和辛勤劳动保证了各分册的编写质量，使其后的工作得以为继。泰德时代集团组织外国专家编写了模拟试题的有关材料并录音，我们在此向这些外国专家深表谢意。

最后，我们向出版本书的出版社表示衷心的感谢，他们出色的编辑和认真细致的文字工作为本套丛书增添了光彩，使之最终得以及时顺利地出版。

总策划



2005年12月

于北京亚运村泰德时代集团总部

总主编



2005年12月

于北京大学燕北园

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1. Reading/Listening/Writing

Directions

For this task, you will first have 3 minutes to read a passage about an academic topic. You may take notes on the passage if you wish. The passage will then be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes.

You will then have 20 minutes to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. You will be able to see the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, you may click on **Next** to go on to the second writing task.

Now you will see the reading passage for 3 minutes. Remember it will be available to you again when you write. Immediately after the reading time ends, the lecture will begin, so keep your headset on until the lecture is over.

Reading Passage

Some economists are sure that happiness can be measured, at least on a comparative basis, and that these measurements provide a basis for policy. This view is based on opinion surveys, which have been belatedly discovered by economists with all the thrill of "the shock of the new". A good summary is provided by two Swiss economists, Bruno Frey and Alois Stutzer.

International comparisons produce some weird results. Austria is rated as the least happy western country with an index of 6.51 and Denmark the happiest with an index of 8.16. Nigeria comes out above Austria. Despite these offbeat examples, reported well-being does vary with income — but only up to a point. People living in poor countries become happier with increasing average per capita income. Within a single developed country, better-off people report themselves as being more satisfied with life than poorer citizens. Nevertheless, among the richer nations, increases in average income

contribute little to well-being. Well-being peaked in the US in the late 1960s, despite a large subsequent increase in real incomes.

Some economists have used these results as egalitarian debating points. If, below a certain level, people's well-being reflects their relative position, why not redistribute incomes so that those in the middle or at the bottom no longer feel such intense "relative deprivation"?

A new result reported by Frey is that federalism and direct democracy contribute to personal happiness. The idea is that people enjoy being able to determine policies directly through referenda and small-scale government.

Narrator

Now listen to part of a lecture on the topic you just read about.

Question

Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

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参考范文 一

It's believed that you will never feel happy if you spend a lot of time thinking about how to obtain it. Happiness is like economic growth and will be obtained when you are open-minded and not obsessive with it.

Although some economists have reached the conclusion "that happiness can be measured, at least on a comparative basis, and that these measurements provide a basis for policy", the speaker puts forward his doubt from several aspects.

To begin with, the speaker believes opinion surveys aren't quite reliable. They're usually based on questions such as "Taking all things together, would you say that you are very happy, pretty happy or not too happy?" The speaker thinks that it's quite doubtful whether these questions could be effective or even valid.

Second, as for the opinion of redistributing incomes so that those people in the middle or at the bottom could also feel happy, the speaker holds that the median citizens might suffer from the loss of self-esteem despite their incomes increase.

Third, according to the speaker, the reason why the Swiss economists could reach the conclusion that "federalism and direct democracy contribute to personal happiness" is that it's based on a regional study.

Finally, the speaker cites the novel by Huxley as an example to show the author is just as unrealistic as these economists in searching for happiness.

参考范文 二

The professor doesn't believe happiness is something that can be measured through opinion surveys, as happiness studies of this kind are usually based on very general questions like "Taking all things together, would you say that you are very happy, pretty happy or not too happy?", which cannot be trusted to lead to accurate conclusions.

He also doubts that the results of opinion surveys can be used for egalitarian arguments. Egalitarianism may bring happiness to the poor, but the situation of the median citizens becomes rather tricky. They will feel happier as the richer are made as "poor" as they; however, at the same time they will suffer loss in their happiness as the poorer become equally rich. And it's hard to prove that the gain to their happiness could offset the loss to their own self-esteem.

Neither is he convinced that federalism and direct democracy can promote personal happiness. The conclusions are drawn by some Swiss economists through a cantonal study, and it's doubtful to what extent the conclusions can be representative.

In the professor's opinion, happiness studies of this kind cannot be taken serious. Some serious efforts have been made by Aldous Huxley in happiness research, which makes the professor believe that there are no happiness drugs without any side-effects.

★
点评

★ 本题探讨的是幸福能否测量的问题。在阅读篇章中，一些经济学家根据他们所做的问卷调查，提出幸福是可以测量的，至少相对而言是可以测量的。他们认为这些测量值能够为制定策略提供基础，一些经济学家甚至提出用重新分配收入的方法减少那些收入最低或处于中间部分的人“被剥削”的感觉。此外，弗雷做的一个新研究显示联邦制度和直接民主政治有助于提高人们的幸福感。听力篇章对阅读篇章提出的观点表示了质疑，演讲者主要从三个方面表达了自己的不同观点：一、问卷调查的研究方法并不可靠；二、中产者不会因为自己的生活水平和底层人们的生活水平拉平而感到幸福；三、研究是小范围的，所以得出的结论是有局限性的。最后演讲者用 Aldous Huxley 为例再次表明世界上不会有没有副作用的“幸福药”。题目要求：总结听力部分的观点，解释听力部分如何对阅读部分提出的观点表达质疑的。

写这种题型的作文需要调动考生全方位的能力。考生首先要在三分钟内快速读完阅读篇章。本单元的阅读篇章脉络比较清晰，第一段开篇点出整篇的观点、论题，后面几段是基于这一观点的延伸。文章中每段表达一个中心，论述一件事情。写作中阅读篇章还会出现，一开始考生的主要任务就是抓住文章的主要观点和大的结构框架，为听做好准备。在听的过程中，考生应当边听边记，记下主要的观点和一些典型的例证等等。

本单元的两篇范文均从三个主要方面进行了总结，即：问卷调查的研究方法并不可靠；中产者不会因为自己的生活水平和底层人们的生活水平拉平而感到幸福；研究是小范围的，所以得出的结论是有局限性的。第一篇范文首先在第一、二段摆出了阅读篇章的主要观点，然后从三个方面摆明听力篇章对其的驳斥，最后用 Aldous Huxley 的例子结篇。第二篇范文则开门见山，一开始就摆明听力篇章对阅读篇章主要观点的驳斥。

两篇范文都采用了恰当的衔接手段，如第一篇采用了总分结构，第二段最后一句以...the speaker puts forward his doubt from several aspects. 总起，后面三、四、五、六段分别以 to begin with、second、third、finally 开篇，使整篇文章浑然一体；第二篇则使用一些副词使全文形成连贯，如：第二段中的 also，第三段中的 neither 等。

从语言方面来讲，这两篇范文也符合题目要求，使用作者自己的语言将阅读篇章和听力篇章中的观点流畅地表达了出来。

Listening script

✓ Professor

Are you happy? The odds are that if you spend a lot of time pondering this question, you are not. Happiness, like economic growth, is best achieved by not aiming obsessively for it.

This world-wise view has recently been challenged by some economists who are sure that happiness can be measured, at least on a comparative basis. Although I welcome the addition of opinion survey to the all too limited toolbox of applied economics, I still question whether these happiness studies show what they are supposed to. Surveys are normally based on questions such as "Taking all things together, would you say that you are very happy, pretty happy or not too happy?"

Some economists have used these results as egalitarian debating points. However, as far as I know, no one has demonstrated that the gains to the median citizen from soaking the rich would offset any loss to his or her own self-esteem from leveling up the poor. One researcher also reported that federalism and direct democracy contribute to personal happiness. It is hardly surprising that the Swiss economists should come to such conclusions, which are based on a cantonal study.

If we take the happiness research seriously, we shall have to go all the way towards Brave New World. This was a novel by Aldous Huxley, published in 1932. The people in his New World take a drug, "soma" at any sign of waning happiness. Throughout his life Huxley was looking for drugs that could bring on delightful feelings without an unfortunate kickback. He ended up by recommending mescaline. But to the best of my knowledge there are still no happiness drugs devoid of side-effects.

2. Independent Writing

Directions

For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have 30 minutes to plan, write, and revise your essay.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

If you finish your essay before time is up, you may click on **Next** to end this section.

When you are ready to continue, click on the **Next** icon.

Read the question below. You have 30 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 300 words.

Question

Different people may prefer different learning styles when they attend class. While someone learns best in an entertaining and enjoyable way, others learn best in a serious and formal way. Which of these two learning styles do you prefer? Give specific reasons to support your answer.

参考范文

In any college or university, attending classes is a very essential way for students to obtain knowledge and get educated. They make progresses with the process of classroom importation. Classes, which can be presented in two different styles, respectively speaking, the serious way and the entertaining way, assume to produce sharply different results. Personally, I strongly support an entertaining and enjoyable style, even though I have been educated in the former system from the very beginning of my school.

The weak points of the serious style of learning are very obvious. Teachers dominate the whole period of the class from the beginning till the end, and students are discouraged to put forward their opinions whether they agree or disagree with what the teachers say. In some cases, when a few braver students do want to stand up and present their views, they need a long time of pre-meditation to gather up enough courage so as to break the quiet atmosphere and cut the teachers short. Even though they do stand up, all these pre-efforts have significantly weakened the effect, and for good reasons, the extreme constraint prevents them from expressing their opinion freely and clearly. Actually, different opinions are not welcomed in this class. Students are only expected to take in what the teacher teaches, and they are not expected to participate in the class actively.

Things are quite different in the other class learning style. The enjoyable class encourages participation and usually provides students more than what they've expected. A joke may inspire students' interest and enthusiasm and as a result what they learn may impress them more deeply.

A drastic debate may prompt them to learn from one another. In this kind of class students are motivated by the pleasure of study. Not only can students learn the knowledge in books, but they can also be encouraged and inspired by the enjoyable and entertaining classroom atmosphere. A light heart is always helpful.

参考范文 二

I prefer entertaining and enjoyable classes in which I can definitely learn better. Enjoyable classes can hold my attention on the subject and make me really interested in what the teacher has to say. I will be following the teacher voluntarily, thinking about things he/she has said and giving responses. In a word, I will be much more actively involved in the class. Points made in such classes will be more impressive; besides, I am more willing to learn. I may have internalized the messages without even being aware of it. Serious and formal classes, on the other hand, easily get me bored. Even if I try really hard, I won't be able to concentrate my mind. Then I will feel guilty and frustrated. I'll lose interest in the subject and confidence in myself. In entertaining classes I will also feel much more relaxed, which I believe is the best mental state for receiving new information. It's also easier for me to be elicited and inspired. Serious and formal classes nevertheless make me nervous and easily tired out.

In entertaining classes the teacher will be doing a better job as he/she as well will feel more relaxed, interested and confident. He/she will be eager to convey his/her messages and will find better ways of doing it. Most of the other students, I believe, will feel the same, who also play an important role in my learning process in class. Their active participation will be a great boost to my enthusiasm, and vice versa. Thus a positive interaction mechanism will be formed between teacher and students and among students themselves. What happens in serious and formal classes? The teacher feels awkward as he/she knows the class is boring and the students are not listening. And the class will be an ordeal to the students. As the class ends, both sides end up feeling frustrated.

I will never be late for entertaining classes while I'll always be finding excuses for not attending a serious class. I learn far better in enjoyable classes in which I can really enjoy.

参考范文 三

Different people may prefer different learning styles when they attend class. While some learn best in an entertaining and enjoyable way, others learn best in a serious or formal way. Some can learn best by using several methods simultaneously. But many will have a preferred way.

Take language learning for example. Some people like to see the written word, and remember the sound from what they see. Others like to hear a phrase spoken in context and remember from the context. Others like to analyze the grammar of a language and can best acquire their skills

through a grammatical approach. Most will select a method and then write down the key or important words and phrases on paper in order to help and prompt the memory.

My own preference is for a very informal approach. As a language teacher, it has been a regular experience that spoken language learning is the key to development, grammar and spelling are important, but confidence in speaking is the skill which opens the most doors. One of my clear experiences has been when talking to a student in the bar, restaurant, bus or underground subway, their ability in the language is far superior to their ability to speak in the classroom. This leads me to conclude that the most relaxed and casual atmosphere is likely to bring the best results. So instead of staying in the classroom, I usually take my students to some place where the relaxed and casual atmosphere exists such as the playground in the school or the park when I guide them to practise their oral English. If for some reason, I cannot take them out of the classroom, I will try to create the most relaxed and casual atmosphere to ask the students to talk in English.

The disadvantage of the informal approach is that it may create confusion in those who have particularly ordered minds, and insist on being taught. This is particularly true in highly ordered societies. An example is a situation where some teachers using an informal approach will invite other teachers or parents to attend their teaching period. The result can be that the visitors can observe the students have a lot of fun, but be very concerned that there has not been any visible or structured lesson. It can even lead to conflict between course designers, colleagues and parents and such conflict will leave the student confused.

However, on balance, I prefer the informal and entertaining approach. This may not satisfy some institutional needs, but it generally meets the needs of the student in my opinion.

点评

作文题目谈到：不同的人喜欢不同的课堂学习方法，有些人在轻松愉快的课堂上学习效果好，而有些人在严肃、正式的课堂上才能更好地学习，你更喜欢哪种方式？给出具体的理由来支持你的观点。这属于“二选一”式的独立写作题目。考生在就该类型的题目写作时，首先要明确自己的立场，然后用充分的理由去说明其中一个方面的种种优势，批驳另一方面的种种劣势，或者在承认另一方面有一定的优势的同时，指出自己所赞成的这一方面具有更多的优势。三篇范文都支持轻松愉快的学习方式。第一篇范文先摆出了严肃课堂的种种劣势，然后论述轻松课堂的种种优势。第二篇范文则是将支持一方面和批驳另一方面融合在一起，分别从自己的角度、老师同学互动的角度来展开论述。第三篇范文则是先说明两种学习方式，然后谈到愉快课堂的优势和劣势，最后总结、摆明自己的立场。

从篇章的角度看，第一篇范文的开始段采用的是“提出问题、摆出论点”的开篇方法。先说明课堂学习在大学学习中意义重大，同时指出课堂学习有两种方式：严肃课堂和愉快课堂；接着摆出作者的观点：*Personally, I strongly support an entertaining and enjoyable style, even though I have been educated in the former system from the very beginning of my school.* 文章第二段说明了严肃课堂的特征，指出了它的缺点，认为在严肃课堂上，学生主要听老师讲，无法积极地参与其中，或者说这种课堂不欢迎学生积极参与。第二段主要采用了说理论证的方法。第三段论述了愉快课堂的优势，认为愉快课堂气氛轻松、形式多样，寓教于乐，学生能够学得更好。作者在论述的时候也以说理论证为主。第三段最后一句话概括出了愉快课堂的优

势所在,再次揭示主题,强调自己的观点。文章整体结构清晰、合理,在对比两种课堂方式的优劣所在的同时,论证了自己的观点。对比点贴切,说理清晰条理。文章段与段之间采用了合理的衔接过渡手段,如第三段第一句话: **Things are quite different in the other class learning style.** 将文章第二、三段紧密、自然地连接在一起,观点过渡水到渠成。同时,各个段落本身也采用了多种衔接过渡性词语,使各自的论证浑然一体。文章第二、三段的第一句话分别是各自段落的主题句,引领各自的段落,同时各段落所表达的观点、中心思想都密切相关,共同阐明、论证文章的中心论点。

第二篇范文开门见山,第一段第一句话: **I prefer entertaining and enjoyable classes in which I can definitely learn better.** 既表明了作者的观点,又作为第一段的主题句引领全段。作者在第一段主要从自身角度出发,认为愉快课堂能够吸引自己的注意力、引发自己的兴趣,使自己能更加自发地去接受、吸收知识。而严肃课堂则会使自己厌烦,无法集中注意力,还会使自己因此产生罪恶感,到头来只能使自己失去兴趣、失去信心。同时愉快课堂气氛轻松有助于学习,而严肃课堂只能使人紧张、疲乏。第二段作者主要从老师、其他同学和自己的互动关系这个方面展开论述。作者认为在愉快课堂上老师自己也会感到放松、自信、兴致盎然、渴望以更好的方式和学生交流,同学们也会乐于积极参与课堂活动,这样就形成了良好的师生互动关系,同时会激发作者自己的学习热情。而在严肃课堂上老师和学生都会感到厌倦、乏味,课堂成了对他们的折磨。文章第三段作者以自己对严肃课堂和愉快课堂的不同对待态度再次重申了自己的立场。文章主要采用了说理论证的方法,并且使用了合理的衔接手段。如:第一段中的 **in a word**、**besides**、**then** 等,第二段中的 **thus**、**and** 等等。

第三篇范文第一段和第二段都是从中立的角度说明两种学习方法,第三段从作者自己的经验出发分析了愉快课堂的优势,第四段则列举了它的劣势,文章最后一段总结,然后表明了作者的立场: **I prefer the informal and entertaining approach.** 文章在论证过程中采用了举例、说理和对比的方法,同时使用了有效的衔接手段。

从语言角度来看,三篇范文均选词得当,采用了丰富的句式。此外,三位作者在写作时没有受到传统的“主谓宾”句式的约束,句子开头多样化。以第一篇范文第二段为例:第一句是简单句,句子长度适中;第二句是 **and** 连接的并列句,同时在第二个分句中又包含着复合句,句子较长;第三句是含有时间状语从句的复合句,主句中又含有比较长的原因状语,句子较长;第四句是让步状语从句,句子较长;第五句是简单句,句子较短;第六句是并列句,句长适中。三篇范文的句子均达到了有表现力的句子的要求和标准,体现了作者对英语语言良好的驾驭能力。