



北京市高等教育精品教材立项项目

# 教育英语

# English 文献选读

# *Readings*

# in Education

■ 李孔珍 编



高等教育出版社  
HIGHER EDUCATION PRESS



# 教育英语 English 文献选读 *Readings* in Education

■ 李孔珍 编



高等教育出版社  
HIGHER EDUCATION PRESS



### 图书在版编目(CIP)数据

教育英语文献选读 / 李孔珍主编. — 北京: 高等教育出版社, 2009.4

ISBN 978-7-04-026701-3

I. 教… II. 李… III. 英语-教育学-师范大学-教材  
IV. H319

中国版本图书馆 CIP 数据核字 (2009) 第 047457 号

策划编辑 徐艳梅

责任编辑 张维华

封面设计 王凌波

版式设计 刘 艳

责任校对 张维华

责任印制 尤 静

出版发行 高等教育出版社

社 址 北京市西城区德外大街 4 号

邮政编码 100120

总 机 010-58581000

经 销 蓝色畅想图书发行有限公司

印 刷 北京东光印刷厂

开 本 787×1092 1/16

印 张 13.75

字 数 364 000

购书热线 010-58581118

免费咨询 800-810-0598

网 址 <http://www.hep.edu.cn>

<http://www.hep.com.cn>

网上订购 <http://www.landaco.com>

<http://www.landaco.com.cn>

畅想教育 <http://www.widedu.com>

版 次 2009 年 4 月第 1 版

印 次 2009 年 4 月第 1 次印刷

定 价 21.00 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 26701-00



# 前言

我们已经在四个班级教过教育专业英语这门课程，但是始终没有找到适合的教材以供选用：首先国内没有这门课程的教材，其次国外的教材不适合我们的学生，因为他们的教材是为英语本族语学生或者是将英语作为第二语言的学生而编写的，对于我们把英语作为外语的学生来说很明显是有缺陷的。因此我们一直希望有一本合适的教材。

编写一本好教材首先需要了解学习这本教材的学生的相关情况，就本科学生的英语水平而言，经过几轮的教学发现，由于学生平时非常重视英语学习，他们基本上达到了大学英语四级水平，不少学生已经通过了大学英语六级考试，有相当一部分学生听说能力也比较强，但是对于英美文化、风俗习惯等了解并不多；就他们在教育领域的知识面而言，由于二年级学生已有一年半学习教育专业的经历，所以虽然他们对于教育理论和实践了解不多，但是已经具有了基本的知识。这样，在了解了学生的英语水平和对于教育专业知识掌握的情况后，我们在选择材料时就有了一定的针对性，把每一届学生对于所选的学习材料的看法和意见积累起来，保留学生们喜欢的篇章，删去对学生适合度低的材料，到现在为止，已经收集了相当可观的不同类型的资料；另外，在教授教育专业英语这门课程的过程中，编者一直记录着不同的教学方法以及学生的练习方式及其对于学生学习兴趣和学习效果的影响，以积累经验。

有了上述关于学生水平、教材文本和教学手段的准备，编写一本以学生为本、实用性强的教材的念头便越来越强烈。由于教育专业英语教材是一门教育学科和英语学科交叉学科的教材，同时又是一门需要以英语作为主要教学语言来教授和学习的教材，属于双语教学教材，于是我们开始查阅其他学科专业英语教材的编写情况和我国近年来英汉双语教学资料，再加上我们自己对于教育专业英语课程的认识，便形成了以下几点看法：

一、教育专业英语课程的目标定位。该课程不仅要注重打好语言基础，注重多元文化意识，培养学生实际使用英语进行涉外交际的能力，同时使学生具有坚实的教育专业基础理论，对教育专业的信息能够采用符合国际惯例的方式进行处理和交流。实际上，该课程属于教育管理领域的内容，是从教育国际交流的角度培养学生的基本素质的一门课程。也就是说，英语不仅是学习的内容，而且是学习的工具，这就要求该课程要用双语教学。

二、教材文本选择的依据。课程目标和学生的特征及需求是教材文本选择的主要依据：（1）课程目标决定了该教材不仅仅是让学生学会一定的英语和教育知识，更重要的是要通过知识的教学和训练培养学生的国际视野和在教育



领域的涉外交往能力。这就决定了教材要在文本形式上多样化,以使學生能够熟练掌握英语各种文体的写法;决定了教育学科内容即主题要具有实用性、时代性和国际性;同时也决定了教学过程中实践环节的重要性,使學生学过后就能运用,并且尽量给予學生实际体验教育领域涉外交往的过程,让他们感到學有所用的乐趣,同时找到自己的不足。在教学过程中,我们曾经安排學生与南加州大学罗斯教育学院的学生进行面对面交流,并鼓励他们通过电子邮件或者MSN等保持联系,所学文体为他们提供了语言交流方式,所学内容为他们提供了交流的主题,事实证明这种实际交往对他们的学习是有益的。(2)教材文本选择的基本原则是以學生为本。學生的学习兴趣、英语听、说、读、写、译的水平以及关于教育的基本知识,是决定教材文本的内容和形式的重要因素。为了激发學生的学习兴趣,在选材和练习形式上就要摸索哪些是大学本科二年级學生喜闻乐道,同时又具有积极的教育意义;为了加强學生的学习效果,就要发现學生的“最近发展区”在什么位置,以使选材對於學生来说既不是太简单而使學生感到没有意义,又不是太困难而不容易学会。就學生英语水平而言,通过大学英语四级的學生在语法上基本上没有问题,问题主要是词汇和运用英语的水平,因此在每轮教学过程中,我们总是事先让學生把自己不会的单词和教育学科特殊的专业表述词汇标注出来,同时在最初的几节课上通过各种方式了解學生听、说、读、写、译的水平,这样对學生词汇的掌握程度和运用英语的水平就有了一定的了解,教学用语和练习设计的难度就有了针对性。就學生教育专业水平而言,因为这个阶段的學生上过的教育专业课程基本上是固定的,因此选材注重在學生已有的教育知识的基础上再扩展到更广泛的领域。(3)编者的学术背景和经历在教材文本选择的过程中也起着重要作用。在阅读选材文本时,或者在教学过程中,常常会发现不管是教师还是學生对一些单词的意思了解得很清楚,但是当把它们组合在一起时就不知道具体意思是什么了,这就对教师提出了更高的要求,就是必须了解教育文本发生的背景,不仅要读懂文本的表面意思,还要领会其深层内涵。因此,在选择文本的过程中,由于注重了文本内容的时代性、前沿性,注重了教育的最新研究和进展状况,所以我们从翻译的文献中就难以找到相关的解释,这就要求教师有了阅读大量原文背景资料的基础才能选择某一篇文章本,这也就意味着在每一篇所选的文本背后,是编者阅读过的大量的相关文本,是对相关专家的请教,是亲身经历过相关事务,并在文本中给予的充分解释,只有这样其他教授此教材的教师和学习此教材的學生才容易理解。当然,这并不意味着只要阅读过、请教过或者经历过的就可以选进教材,还需要以學生为本、以课程目标的实现为依据,挑选出其中最適合學生学习、运用和发展的文本。

基于上述两点认识,本着“教育要面向现代化,面向世界,面向未来”的指导思想,本教材在内容上遵循了教育理论与实践探索和英语学习相结合,实用性与学术性相结合,时代性和国际性相结合,循序渐进与培养兴趣相结合的原则。教材共分三部分,第一部分是多种文体的实用英语;第二部分是国内外教育理论和实践;第三部分是关于世界性教育问题的报告和论文。

第一部分,即多种文体的实用英语,其编写的核心思想是实用和基础性。该部分有四个单元,第一单元包括四篇,第一篇是电视节目主持人对何其莘教授(原北京外国语大学副校长)和Donald Holder(北大附中外籍教师)关于



中外教育比较的采访。本篇内容既体现了一些英语口语的常用方法,又意在使学生了解中外教育观念和教育实践的差异和不同的文化根基。第二篇是学生们经常谈论的话题——校园抄袭现象。这篇内容涉及国外学生的校园生活状况,一方面学生们比较感兴趣,另一方面也对学生进行诚信教育有着积极的意义。第三篇是美国学生的日常生活,对于了解美国学生的生活习惯有一定的帮助。第四篇通过一个故事讲述了教师对于学生的影响有时候具有决定性的作用。第二单元是讲话和演讲。讲话和演讲是一种公开发表观点的活动,其方式与日常会话和一般写作有着明显的区别。学会这种方式的表达对于国际交流有着重要作用。本单元包括三篇文献,三篇文献因其发生场合不同而形式各异,各有其独特性。例如,第一篇是中国教育科学研究所与经济合作与发展组织(OECD)合作召开的一次关于“高等教育的使命、财政和管理”的国际会议的开幕式发言。通过学习,学生不仅可以了解这种发言方式,而且可以对我国重要教育研究机构有所了解,学到不少常用的专有名词的表达方法。第三单元是正式和非正式书信文体,有日常交往书信和建立合作关系的书信以及国际会议准备阶段的来往信函。这些信函均为国外教育领域的专家与编者往来的信函,语言地道,有助于学生通过信函了解和从事国际交往。第四单元是关于大学的介绍性文体。我们认为一份好的介绍对于一个组织的声誉和影响会起到一定的作用,所以使学生读懂对于一个组织的介绍和学会介绍一个组织非常重要。

第二部分是近年来国内外教育理论和实践。本部分注重了前沿性、时代性和国际性,包括第五单元和第六单元。第五单元是国内教育发展概况,包括基础教育和高等教育的发展历程以及现状。这部分内容有助于学生了解我国教育实践和教育发展状况,是学生进行国际交流必备的知识,只有了解了本国的情况和对于教育的基本政策,才更容易了解国外的情况并且在交流时找到双方共同感兴趣的话题。第六单元是国外教育理论和实践。包括目前教育界非常重视的校本管理、行动研究和终身学习等内容。这些不仅是近年来世界各国都非常注重的理论思潮,也是重要的教育教学实践形式;不仅在国外倍受青睐,在国内也深有影响。

第三部分是关于教育问题的报告和论文。本部分强调了学术性和时代性,包括一篇关于目前英国校长专业发展的国家标准和相关培训与研究的讲稿和两篇论文。两篇论文均来自世界一流期刊。第一篇是一篇人类学研究,研究了我国改革开放后教育领域的一系列变化,分析了教育与经济发展和制度的关系以及受教育程度的提高对个人的多方面的影响,编者不仅对其中的主人公有较多的了解,而且与作者一直保持着紧密的联系,编者对于此内容曾经阅读过不少相关背景资料。第二篇是一篇质性研究,探讨了如何通过为低收入少数民族学生提供学习项目促进其学习成就的问题。本部分还有一个重要目的,就是使学生了解国际上报告和论文的书写方式,注重学术规范,以便为将来正式的国际交流打下基础。

本教材可以用作教育专业本科生的专业英语教材,在教授过程中每个单元可选择一篇课文作为精读材料,其余用作学生泛读材料。本教材也可用作教育专业研究生专业英语课程的泛读材料。每篇课文中的黑体字部分是学生要着重掌握的常用短语、习惯用语或者单词。有的词汇或者短语后面增加了汉语释



义，这有助于学生在阅读过程中减少查阅词典的麻烦。

教材的编写得到了国内外教育专家和英语教育专家的指点，2007 年成为北京市高等教育精品教材立项的一个项目，高等教育出版社对本教材的出版给予了极大的支持，在此对他们表示真挚的感谢！

虽然我们为之付出了很多努力，但是由于我国学科专业外语和英汉双语教学的研究和实践尚处于个体试点和少量的群体试验阶段，还没有形成成熟的教学模式，更没有完备的理论成果，加上受不同学科特点的限制，所以可供借鉴的资料十分有限。我们的尝试一定还存在不少缺陷，我们愿在同行的批评指正中继续努力，争取将来做得更好。





# 鸣谢

本教材的编写得到了美国南加州大学罗斯教育学院 Alexander Jun 教授的大力支持，他在 2008 年 6 月份作为美国南加州大学罗斯教育学院高校学生事务管理学科方向的负责人 [ Director of the Postsecondary Administration and Student Affairs (PASA) Program ] 带领其研究生在北京大学和首都师范大学与师生交流期间，不畏劳苦，抽出宝贵的时间对教材所有的提示语和练习题进行了审阅和修改，并经过课文原作者的同意，对部分课文进行了文字的修饰，使其更加符合讲英语国家运用英语的习惯，在此深表谢忱！从产生编写教材的想法直到最后定稿的所有编写过程中，我始终得到首都师范大学谢福之教授的支持和帮助。他德高望重，一直管理并从事大学本科和研究生的英语教学工作，如果没有他的帮助、鼓励和支持，也许本教材的编写依然只是一个想法。我所要感谢的还有广东外语外贸大学欧阳护华教授，他同时是英国剑桥大学的兼职博士生导师、英国利兹大学的兼职硕士生导师，是《现代外语》、*Linguistics and Education*、《亚洲英语教学》、国际应用语言学学会亚太地区特聘审稿人，多次作为特邀嘉宾在国际学术大会上做主题报告，在 10 多个国际学术会议上宣读过论文。他对本教材的编写寄予了厚望，并对最终完稿提出了出色的建议。北京师范大学教育管理学院教育管理专业的博士生导师洪成文教授（长期从事教育领域的外事实践活动，并且从事教育专业研究生的英语教学工作）他以自己多年的教授该课程的经验，一直支持我出版这样的教材，并且在选材和练习设计上为我提供出宝贵建议。感谢首都师范大学教育科学学院孟繁华院长、康丽颖副院长、谭斌副教授、严冷博士和英国沃尔夫汉普顿大学（University of Wolverhampton）的 Mike Lambert 教授，他们给予了真诚的支持和鼓励。另外，本教材的最终完稿离不开几届首都师范大学教育科学学院教育系本科生和研究生的配合与帮助，如果没有他们关于选材和练习设计的想法和认真完成作业，本教材对于学生的适合度将会大打折扣。本教材选用了许多国内外学者的成果，对所参阅的资料一般都作了注明，但可能有疏漏，在此一并表示感谢！感谢所有授权本教材选用选材的个人和出版社，他们的支持使得本教材获得了比较理想的选材。感谢高等教育出版社徐艳梅、张维华等相关人员的大力帮助和支持！



# 目 录

前言 / 1

鸣谢 / 5

## 第一部分 教育领域实用英语 (Practical English in Education) / 8

### Unit One

#### Dialogue and Stories of Family and School Education / 9

Lesson 1 Teen Education / 10

Lesson 2 Put the Heat on Campus Cheats / 13

Lesson 3 A Day in the Life of an American Student / 16

Lesson 4 The Difference A Teacher Can Make / 18

### Unit Two

#### Speeches on Education to Open a Conference or to Advocate Ideas / 21

Lesson 5 Strengthening and Enhancing the Research and Development of Higher Education / 22

Lesson 6 A Speech at an Education Improvement Conference / 26

Lesson 7 Making Britain the Best Place in the World for Children to Grow Up / 32

### Unit Three

#### Letters Written to Build Up Cooperative Relationship and for International Conferences / 39

Lesson 8 Ordinary Letters / 40

Lesson 9 International Conference Information and Formal Letters / 51

### Unit Four

#### Introduction of Universities in China and Other Countries / 57

Lesson 10 Peking University / 58

Lesson 11 Tsinghua University / 62

Lesson 12 Stanford University School of Education / 63

Lesson 13 Northwestern University, School of Education and Social Policy / 67

Lesson 14 Harvard Graduate School of Education / 70

Lesson 15 University of London Institute of Education / 73



## 第二部分 国内外教育发展理论与实践 (Theories and Practices of Educational Development in China and Other Countries) / 76

### Unit Five

#### Findings and Surveys of Education in China / 77

- Lesson **16** Abstracts of Articles from Journals in China / 78
- Lesson **17** The Present State of Education / 80
- Lesson **18** A Survey of the Development of Basic Education / 86
- Lesson **19** Higher Education in China / 93

### Unit Six

#### Educational Theories and Policies in Other Countries / 98

- Lesson **20** Action Research / 99
- Lesson **21** Lifelong Learning / 106
- Lesson **22** Key Elements of a Successful School-Based Management Strategy / 118
- Lesson **23** Working Together for Inclusion? / 136

## 第三部分 关于教育问题的报告和论文 (Research Reports and Papers on Education) / 146

### Unit Seven

#### Research Reports and Papers on Education / 147

- Lesson **24** Headteacher Professional Development and Training in England / 148
- Lesson **25** One Way Ticket: A Seven-Year Reform Journey of a Middle School Teacher / 162
- Lesson **26** College Preparation Programs for Low-Income Urban Minority Youth / 190



## 第一部分

### 教育领域实用英语

# Part One

## Practical English in Education



## Unit One

# Dialogue and Stories of Family and School Education

### Learning Objectives:

1. Learn new terms and expressions (highlighted in bold) in this unit.
2. Compare differences between Eastern and Western family education.
3. Describe a typical day in your life to your deskmate.
4. Think about what education means to the students.
5. Think about what education is.



# Lesson 1

## Teen Education<sup>①</sup>

Y: 杨锐 (中央电视台英语频道“对话”节目主持人)

H: 何其莘教授 (原北京外国语大学副校长)

D: Donald Holder (北大附中外籍教师)

Y: What do Eastern and Western family education share in shaping a child's mind and character?

H: **Parental guidance** is probably the first thing. Both the east and west emphasize the quality of family life. Usually parents are the first teachers for a child. A child very often imitates the parents and he is likely to **regard whatever the parents do as positive**.

D: I agree with Prof. He. It seems that in both families whether it's east or west, the child is the center and becomes the focus of the parents' hopes and dreams. And on both sides we also have this idea of **putting pressure on** the child. Especially in China, that pressure becomes even more apparent. Americans ... sometimes it's a little more subtle (轻微) in this side. But both sides share that **a child is what carries the family to next generation** and is the base for the improvement of a family.

Y: Prof. He, you have said that another main difference between eastern and western education is that Asian teaching method is much more test-oriented. A student's future may be determined by the result of one test after he or she graduated from high school. So are you questioning the current national entrance exam for entering universities?

H: This is what's in my mind. I understand the difficulty of **conducting** (进行) **national entrance exams** more than once in such a large country like China, but I think we probably should learn from our American colleagues, especially in their

① Teen Education. English Language Learning. Jan.2001. Vol.1.pp.13-15.



SAT (Scholastic Assessment Test 学业能力倾向测验) system, to provide more chances for children to **take part in the exams**.

**Y:** How many **national tests** do you have or do you have any national tests for entering universities?

**D:** There are two national exams for entering college: the SAT and the ACT (American College Test 美国大学测验). But we have to emphasize here that these exams are optional (非强制性的). They are not required by every school in America, and in fact most state schools (公立学校) don't require them at all if you live in the United States. So when you're at your last year of high school, the question is not whether you like to enter a college or the exams will let you enter a college, the question is "Do you want to go to college?" And that **takes a lot of pressure off** the child and **gives more room to** the child to grow as a learner, knowing that the exams are important but they don't decide who you are and what kind of student you are. I think this is one of the biggest differences between Chinese education and American education.

**Y:** Asian students usually **score the highest in** math and science in the world. **What comments do you have on this?**

**H:** This **reminds me of** one TV program, a special report on Asian students in American universities by NBC (National Broadcasting Company 美国全国广播公司) in 1996. After citing (引用) a few examples to illustrate (说明) the excellent performance of Asian students in American universities, the anchorman (节目主持人) concluded by saying: "There has been a saying in many top American universities lately, if you see so many Asian faces in your class on the first day of the semester, drop it (别上这个班)." I think in a way this is a good summary of the excellent academic performance of Asian students. But at the same time, we have to admit that Asian students do not do an equally good job in their laboratories. I think this is partly because too much **emphasis has been placed on test result** instead of their ability of using their hands. So I think if we start giving more emphasis on the ability of doing things, I think they can probably do a better job not only in tests but also in their abilities.

**D:** The problem is that if you don't balance that by taking knowledge from head and putting it on hands and use it, I won't need that person for a job market. This person will be a scholar and will know much, but he can't do anything. **Let me be very honest with you.** We praise our Asian students in our colleges, but in fact they never ever get to the top. They are always the best assistants, the best researchers if I give them a task, but they are never the team leaders



## Part One

### Practical English in Education

and they are never the managers. They are always the workers. I think that reflects the exam-memorization side of the education system. They know how to memorize and learn it, but they don't know how to creatively take it out of their heads and do things on their own. That is something that needs to be looked at carefully in the education system here.

**Y:** Now more and more Chinese parents are sending their children abroad for secondary schooling (上中学). Do you think they do so simply to let their children to have a taste of western life and education? Or is it because of a very **practical concern**, Prof. He?

**H:** The reasons behind that vary. Some of the parents are thinking of providing a proper college education for the child, because the competition of entering a Chinese college is still fierce **at this moment**. And some are thinking of providing a well paying job for their children in the future. And some are probably thinking of sending their children abroad as the first step of **immigrating into** a foreign country themselves.

**Y:** But how do we look at this, many Asian Ph.D. students **are roaming the streets** even looking for Jobs?

**D:** Well, the Ph.D. only tells me you have studied. If I want to be a university professor or a science researcher, definitely Ph.D. is important because I need to be in the top of my field of research. But if I were the president of the company and I need to hire creative work staff, I'm going to look what you've done and I don't care how much you've studied.

**Y:** Now a question for each of you before we end this interview. What should we as parents and teachers do to let children be more creative and innovative?

**D:** I would **encourage them to question** and always **be supportive to** them. You should take the time to make the child be interested in the world around them and question everything they know and to seek their own truth as well. So be there as a listener, but at the same time, be a guide that can show them how to find the answers themselves.

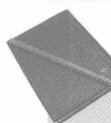
**H:** I think we should have more **discussion classes**, both at the primary and secondary levels. The debates in the classes will encourage the students to think more creatively. And they will become **thinkers instead of followers of the instructions of teachers**.





## Comprehension Exercise:

According to this dialogue, what are the main differences between eastern and western education?



## Discussion Exercises:

1. Do you agree with them? Why or why not?
2. Discuss what the purpose of education in each country is.
3. If you were a president of a company, what types of graduates would you want to employ?

## Lesson

# 2

## Put the Heat on Campus Cheats<sup>①</sup>

James Taylor **was astonished** (震惊) **at** the rampant (猖狂的) cheating taking place in his history class at the University of Arizona (亚利桑那州). Students looked over each other's shoulders, devised coughing codes to communicate to friends, and flashed answers on the backs of their hands while pretending to stretch<sup>②</sup>.

He once caught one student using his cell phone to send answers to a friend's pager<sup>③</sup>. The code "54\*2", for instance, meant the answer to question 54 was B. Taylor kicked **them out of his classroom** and gave **both an F** (不及格).

At small Morningside College in Sioux City, Iowa, philosophy

① Stephen Barr. Put the Heat on Campus Cheats. English Language Learning. Jan.2001. Vol.1. pp.16-17. 校园作弊大发烧。  
② 发明了以咳嗽为暗号向同伙发送信息的方法, 或者将答案写在手背上, 假装伸懒腰, 迅速地发出信号。  
③ 他曾经逮着一个学生, 用手机往同伙的寻呼机上发送答案信息。



professor Heather Reid discovered cheating in her **introductory** ethics class (基础伦理课). Two students turned in homework assignments that were almost **identical** (一模一样). Reid reported the incident to the academic dean (教务主任), leading to an investigation (调查). One student **was suspended** (因违规而停学) and given an F for the course.

Incidents such as these are all too common. In recent years many colleges and universities have reported a **surge in** plagiarism (抄袭), unauthorized collusion (共谋) on assignments and **cheating on test**.

In research conducted at 31 schools over the past decade, Rutgers University professor Donald McCabe has found that nearly 70 percent of students admit to cheating at some point (场所) during college, with over 15 percent reporting that they were, **in McCabe's words**, "serious, repetitive (重复) cheaters."

While this surge (潮流) has been blamed on many factors, including a declining (下降的) emphasis on **moral values** in the home and school, without question it's never been easier to cheat<sup>①</sup>. With the Internet, students have access to a treasure-trove of information they can pinch without proper attribution<sup>②</sup>. "There's a cowboy feeling (无赖心理) about the Internet that the information is out there for everybody to use as they see fit," says Michele Goldfarb, director of the Office of Student Conduct at the University of Pennsylvania.

In a composition class, University of Texas instructor Sharan Daniel asked students to write an evaluative argument, which could include reviewing a contemporary film. One student chose a Bruce Willis<sup>③</sup> movie.

Daniel **suspected plagiarism** when the paper turned in was different in style from the student's previous work. She did a search on the Internet and found the review the student had lifted (偷小东西) **in its entirety** (全部照搬下来).

There are hundreds of websites, with names like schoolsucks.com and College TermPapers.com, which offer **ready-made essays** on topics ranging from anthropology (人类学) to zoology. Some sites are free, as long as you contribute a paper of your own, while others charge anything from a modest (低廉的) membership fee to over \$100 a paper.

Students also get papers directly from their peers. **As the semester-end approached, the online message boards** (网上公告栏) and **chat rooms** (聊天室) on many websites fill with requests for papers from desperate (不顾一切的) students.

① 毫无疑问, 现在要作弊比以往任何时候都要容易的。

② 利用因特网, 学生们可以进入一个信息的宝库, 随心所欲地各取所需而不说明出处。

③ 好莱坞著名影星。