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## GRE 官方写作题库 13-46-70-102-112-140

Universities should require every student to take a variety of courses outside the student's field of study.

## 范文

I strongly disagree what the argument that university students should take various courses outside their field of study. In the first place, the fact that every student has distinctive personality of his or her own that should not be ignored. So several questions emerge. Is it suitable for some students who have deep enthusiasm on their field of study to take various courses? Are they willing to take such courses? What is the scope of the various courses? From a practical perspective, is it necessary to add to the already heavy burdens of specialized students? Unless these questions can be addressed, the argument is a poor one.

	内容	详细条目
段落	此段结构	文章首段,第一句话作者直截了当表达了其观点——不同意题目的主
		张。作者首先提出,每个人的个性是不同的,由此针对题目中的说法
		就产生了很多问题。有围绕个人个性的,也有围绕教育和课程的,而
		这两点就是题中的两个关键概念。
	此段功能	首段先提出观点,再分析题目,为下文的论述做好准备。

Before considering what course content to include in an education, one should first consider what education is. Socrates theory of education, for example, claimed that one should look into oneself and find the spark of truth that God has put into every heart. This spark of truth could be kindled into a flame. Despite theological ideology undertones, this says a lot about education—the individual is an important subject to consider when preparing education. It is not useful to insist that everyone take a variety of courses but that a variety of courses are offered to everybody. More specifically, it is important to offer not just a variety of courses, but a track of diverse courses that are diverse in that they lend a better overall understanding in an area of study but not so diverse that they distract from one another. In short, one should consider quality over quantity.

	内容	详细条目
段落	此段结构	第二段与题目中的两个关键概念相呼应,先论述了教育是什么。如果
		题目中主张大学要求学生学习专业之外的多种课程,那么则需要看这
		种行为是否符合教育的本质,是否能达到教育的目的,因此明确 what
		education is 是必要的。作者选取苏格拉底对教育的定义作为例证,简
		述了教育对个人应是怎样的体验。随后作者论述了学生个体的个性是
		需要遵循的,也就是不赞成题中所说的让 every student 学习专业外的
		多种课程。



此段功能 全文一共三段,这段承载了全部论点和论据。作者围绕教育性质和学 生个体个性两个方面进行了论述。

No educational policy should be set in place that is counterproductive and so, in conclusion, one must first consider true education. When the spirit of education is in mind, one must consider the natural inclination of the individual. When these two matters are taken into account, then a set of subjects can be offered for study—not mandated—for the benefit of the individual.

	内容	详细条目
段落	此段结构	第三段使用分总结构为全文作了总结。第一句提到了教育的意义是考量
		本题观点成立与否的一个方面;第二句告诉读者学生个体的特质和倾向
		是需要考虑的另一个方面;第三句总结道前两者结合起来才可以用来决
		定学习哪些课程。
	此段功能	全文总结,各用一句话涵盖论述的两个要点,最后一句话做出总结,重
		申作者观点。

# 满分要素剖析

#### 语言表达

本文行文流畅, 语法准确, 选取的词汇丰富, 句型变化较多, 能够无障碍地表达作者的意思。

Is it suitab<u>le for some students who have deep enthusiasm on their field of study to take various courses</u>? 这一句是基于一个 it 作形式主语的句子的一般疑问句。形式主语 it 代表的真正主语是句末的不定式 to take various courses。句中还嵌套了一个 who 引导的定语从句修饰先行词 students。形式主语和定语从句的使用使整句的平衡感得到保证。文中还有多处句子用到 it 引导 的 形式 主 语 , 可 注 意 观 察 。

It is not useful to insist that everyone take a variety of courses but that a variety of courses are offered to everybody. 除了和上一句一样使用了 it 作为形式主语外,这句话的 insist 有命令、要求之意,其后的 that 引导的宾语从句需要使用虚拟语气,多为 should+动词原形,但 should 通常省略,于是直接加动词原形,即此处的 take。

### 逻辑结构

与很多有五、六自然段的文章不同,这篇文章只有三段,因此也是文章逻辑结构显而易见。 首段提出观点,分析问题;中间段论述;尾段总结。作者认识到题中的两个关键概念是 every student 和 a variety of courses outside one's field of study。因此在首段分析问题时,分析了这两 者在教育过程中的关联。中间段即围绕这两者展开,先说了教育的精神(是否需要学习专业



之外的诸多课程),后谈到学生个体的倾向。最后一段将关于二者的论述整合在一起,得出作者的观点。文中苏格拉底的素材作为论述支持是个不错的选择,表现了作者是一个关注思想研究的人,比较成熟。



