

2015

"FLTRP Cup" English Public Speaking Contest

"FLTRP Cup" English Writing Contest

"FLTRP Cup" English Reading Contest

“外研社杯” 全国英语演讲大赛

“外研社杯” 全国英语写作大赛

“外研社杯” 全国英语阅读大赛

章 程

外语教学与研究出版社

二〇一五年五月

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总 则

大赛介绍

“‘外研社杯’全国英语演讲大赛”、“‘外研社杯’全国英语写作大赛”和“‘外研社杯’全国英语阅读大赛”是由外语教学与研究出版社和教育部高等学校大学外语教学指导委员会、教育部高等学校英语专业教学指导分委员会联合举办的公益大赛。

“‘外研社杯’全国英语演讲大赛”于 2002 年创办，在国内外广受关注，已成为全国参赛人数最多、规模最大、水平最高的英语演讲赛事；“‘外研社杯’全国英语写作大赛”于 2012 年启动，旨在推动英语写作教学，提高学生英语写作水平，引领高校外语写作教学的改革与发展；“‘外研社杯’全国英语阅读大赛”于 2015 年全新举办，旨在通过比赛的形式，激发大学生的英语学习热情，为他们提供阅读实践的机会和自我挑战的舞台。三项大赛以高远的立意和创新的理念，汇聚全国优秀学子，竞技英语表达与沟通艺术。同一赛场，三个舞台，既各具特色，又互促互进，为全国大学生提供展示外语能力、沟通能力与思辨能力的综合平台。

英语演讲、写作与阅读能力是国家未来发展对高端人才的基本要求，也是高端人才外语能力、思辨能力、交际能力、创新能力和国际竞争力的综合体现。三项大赛的设置，将以“读”、“说”和“写”三大能力的提高为“驱动力”，全面提升学生的外语综合应用能力。赛题将以国际化人才要求为标准，融入思辨性、拓展性和创造性等关键要素，增强学生的跨文化交际意识，开拓其国际视野，提升其国际素养。

“‘外研社杯’全国英语演讲大赛”、“‘外研社杯’全国英语写作大赛”和“‘外研社杯’全国英语阅读大赛”覆盖面广，选手代表性强；比赛遵循国际规则，赛程科学，赛制严谨，程序规范；评委专业，评判严格，保证公开、公平、公正；奖项设置合理，师生共赢，奖励丰厚。

主办单位

外语教学与研究出版社

合办单位

教育部高等学校大学外语教学指导委员会
教育部高等学校英语专业教学指导分委员会

组织形式

主办单位与合办单位联合全国各省（市、自治区）大学外语教学研究会（指委会）等机构组成2015“‘外研社杯’全国英语演讲大赛”、“‘外研社杯’全国英语写作大赛”与“‘外研社杯’全国英语阅读大赛”组委会，负责制定大赛的章程和赛题。大赛日常工作由组委会秘书处承担。各省（市、自治区）复赛承办单位按照章程要求成立复赛组委会，并报送大赛组委会秘书处备案。

组织机构

一 顾问委员会（以姓氏拼音为序）

- 韩 震（北京外国语大学党委书记）
- 胡文仲（中国英语教学研究会名誉会长）
- 金永健（联合国前副秘书长）
- 李朋义（中国英语教学研究会秘书长）
- 彭 龙（北京外国语大学校长）
- 文秋芳（北京外国语大学学术委员会主任）

二 指导委员会

- 主任** 王守仁（教育部高等学校大学外语教学指导委员会主任委员）
仲伟合（教育部高等学校英语专业教学指导分委员会主任委员）
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何其莘（北京外国语大学教授）
贾国栋（教育部高等学校大学外语教学指导委员会副主任委员）
蒋洪新（教育部高等学校英语专业教学指导分委员会副主任委员）
金 艳（全国大学英语四、六级考试委员会主任委员）
刘黛琳（教育部职业院校外语类专业教学指导委员会主任委员）
石 坚（教育部高等学校英语专业教学指导分委员会副主任委员）
孙有中（教育部高等学校外国语言文学类专业教学指导委员会秘书长）
王海啸（教育部高等学校大学外语教学指导委员会秘书长）
向明友（教育部高等学校大学外语教学指导委员会副主任委员）
杨治中（全国大学外语教学研究会会长）
赵 雯（教育部高等学校大学外语教学指导委员会副主任委员）
Stephen E. Lucas（美国威斯康星大学麦迪逊总校交流艺术学院教授）

三 组织委员会

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副主任 杨治中（全国大学外语教学研究会会长）

徐建中（外语教学与研究出版社总编辑）

“‘外研社杯’
全国英语演讲大赛”

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徐建中（外语教学与研究出版社总编辑）

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全国英语写作大赛”

王文斌（北京外国语大学中国外语教育研究中心主任）

徐建中（外语教学与研究出版社总编辑）

“‘外研社杯’
全国英语阅读大赛”

委员 陈永捷（上海市大学外语教学研究会会长）

陈宗华（海南省大学外语教学指导委员会主任）

崔 敏（吉林省大学外语教学研究会会长）

崔卫成（青海省大学外语教学研究会会长）

樊葳葳（湖北省大学外语教学研究会会长）

何莲珍（浙江省大学外语教学研究会会长）

李霄翔（江苏省高等学校外国语教学研究会会长）

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李正栓（河北省高校外语教学研究会会长）

刘建达（广东省大学英语教学指导委员会主任委员）

刘俊烈（安徽省大学外语教学研究会会长）

卢保江（广西壮族自治区大学外语教学研究会会长）

马占祥（内蒙古自治区大学外语教学研究会会长）

毛思慧（澳门理工学院贝尔英语中心主任）

乔梦铎（黑龙江省大学外语教学研究会会长）

石 坚（四川省大学外语教学研究会会长）

王健芳（贵州省大学外语教学研究会会长）

文 旭（重庆市外文学会会长）

吴松江（福建省大学外语教学研究会会长）

- 吴亚欣（山西省大学外语教学研究会会长）
徐志英（云南省大学外语教学研究会会长）
杨广俊（河南省大学外语教学研究会会长）
杨俊峰（辽宁省高等学校外语教学研究会会长）
杨跃（陕西省大学外语教学研究会会长）
余渭深（重庆市大学外语教学研究会会长）
袁洪庚（甘肃省大学外语教学研究会会长）
臧金兰（山东省大学外语教学研究会会长）
曾凡贵（湖南省高教学会大学外语专业委员会会长）
张国德（新疆维吾尔自治区高校外语教学研究会会长）
张文霞（北京市大学外语教学研究会会长）
赵国杰（江西省大学外语教学研究会会长）
周玉忠（宁夏回族自治区大学外语教学研究会会长）

四 组委会秘书处

- （一）秘书长：常小玲（外语教学与研究出版社副总编辑）
（二）成 员：李会钦 徐一洁 李萍 赵颖
 韩磊 贺娜 周静 何研

五 秘书处联系方式

- 联系地址： 100089 北京市西三环北路 19 号外研社大厦 3506 室
联系电话： （010）88819992 / 9570/ 9471
官方网站： www.unipus.cn

赛制

(一) “‘外研社杯’全国英语演讲大赛” “FLTRP Cup” English Public Speaking Contest

组织形式

2015 “‘外研社杯’全国英语演讲大赛”包括“地面赛场”和“网络赛场”两种形式。“地面赛场”比赛方式与往届相同，每复赛区前3名选手(全国共90名)参加全国决赛。“网络赛场”在大赛官网进行，除通过“地面赛场”获得决赛资格的选手外，所有符合大赛参赛资格的选手均可报名参赛。在“网络赛场”评选中，排名前30的选手(名额不作区域限定)有资格参加全国决赛。主办单位还将邀请港、澳、台选手参赛，与“地面赛场”的90名选手、“网络赛场”的30名选手共同角逐大赛冠、亚、季军。

参赛资格

全国具有高等学历教育招生资格的普通高等学校在校本、专科学生、研究生(不包括在职研究生)，35岁以下，中国国籍。曾获得往届“‘外研社杯’全国英语演讲大赛”、“‘外研社杯’全国英语写作大赛”、“‘外研社杯’全国英语辩论赛”出国及港澳交流奖项的选手不包括在内。

比赛方式

(一) 地面赛场

初赛

组织方式：各参赛学校作为初赛赛点，由本校外语院(系)或大学外语教学部负责组织实施。所在省(市、自治区)大学外语教学研究会可给予协助与支持。

参赛资格：每个初赛赛点应有不少于20人参赛。参赛学校应保证本校符合参赛资格的学生有公平的报名参赛机会。

比赛时间：根据本省(市、自治区)大学外语教学研究会公布的时间安排举办，确保在本省(市、自治区)复赛之前完成初赛。

比赛环节：可包括定题演讲、即兴演讲、回答问题等部分。可参考大赛决赛形式。

演讲题目：定题演讲可参考大赛决赛题目，也可自定。即兴演讲题目自定。

评委组成：评委人数不少于5人（须包含外籍评委）。中国籍评委具有讲师以上职称。比赛前应召开评委会，讨论并贯彻评分标准，以保证比赛的规范性、公平性与公正性。可参考决赛评分标准。

赛场布置：组委会秘书处将提供统一宣传海报模板和赛场背板设计模板（电子版），参赛院校也可自行设计，但必须包含大赛名称（“‘外研社杯’全国英语演讲大赛”）和主办单位名称。

特别提示

- 1 初赛结束后，参赛学校填写《“‘外研社杯’全国英语演讲大赛”初赛信息表》，将相关信息及获奖选手名单报送大赛组委会。
- 2 参赛学校可将比赛资料（照片、报道、感言等）发送至 espeaking@fltrp.com，以便组委会在大赛官方网站（www.unipus.cn）进行宣传。

复赛

组织方式：以省（市、自治区）为单位，由各省（市、自治区）大学外语教学研究会（指委会）组织成立复赛组委会，承办复赛。

参赛资格：复赛组委会至少提前两周将复赛通知发给本省（市、自治区）全部符合参赛资格的院校。各省复赛组委会决定各初赛赛点进入复赛名额的原则，并预先公布。

比赛时间：2015年11月2日前须完成复赛，并将入围决赛的选手名单上报大赛组委会秘书处。

比赛环节：可包括定题演讲、即兴演讲、回答问题等部分。可参考大赛决赛形式。在进入决赛选手（前3名）中有并列名次时，须进行加赛。

演讲题目：定题演讲可参考大赛决赛题目，也可自定。即兴演讲题目由复赛组委会决定，在比赛前应严格保密。

评委组成：评委人数不少于7人（须包含外籍评委）。中国籍评委具有副教授以上职称。每所学校（含复赛承办学校）只能有一人担任评委。

评分标准：评分标准须规范、公平、公正，可参考决赛评分标准。比赛前应召开评委会，讨论并贯彻评分标准。复赛组委会应保存原始评分记录，并接受选手和指导教师的查询。比赛后建议以适当方式安排评委点评，以给予参赛选手与指导教师一定的参赛反馈。

奖项设置：各地复赛奖项与决赛一致，即包括特等奖（3人，赴京参加决赛）、一等奖、二等奖、三等奖。获奖选手的指导教师相应获得指导教师特等奖、指导教师一等奖、指导教师二等奖、指导教师三等奖。

奖励标准：获得各省（市、自治区）复赛第一名的选手和其指导教师将获得资助，赴国外或港澳地区进行教学交流（已获得全国决赛同级或更高级奖励的选手和指导教师不再重复奖励）。鼓励复赛组委会争取当地教育部门和相关企业的支持，加大复赛奖励力度。

赛场布置：组委会秘书处将提供统一宣传海报模板和赛场背板设计模板（电子版），承办单位也可自行设计，但必须包含大赛名称（“‘外研社杯’全国英语演讲大赛”）和主办单位名称。

特别提示

- 1 各地复赛组委会应向本省（市、自治区）所有具有高等学历教育招生资格的普通高等学校发布比赛通知，保证本地区所有院校有公平参赛机会，不建议对选手的院校、年级或专业等进行特别限制。
- 2 各地复赛时间、地点、承办单位联系人确定后，主办单位将在大赛官方网站公布。
- 3 各地复赛赛场相关设计必须包含大赛名称（“‘外研社杯’全国英语演讲大赛”）和主办单位名称。复赛组委会可根据需要将复赛改称为区（省）级决赛。
- 4 各地复赛应遵守大赛章程，保证比赛的公平、公正与公开。主办单位将派员赴各赛区进行观摩。如接到有关复赛的投诉反馈，复赛组委会协同调查。如发现选手有舞弊行为，立即终止其参赛资格。如发现评委有徇私行为，立即终止其评委资格。
- 5 复赛完成后，复赛组委会须及时上报比赛情况，并督促进入决赛的选手向大赛组委会提供个人信息和材料。
- 6 大赛组委会将为复赛承办单位颁发复赛组织奖证书。

（二）网络赛场

注册报名：2015年6月10日至11月2日，选手到大赛官网注册报名。注册成功后，选手注册所用的电子邮箱及手机号将成为登录参赛的重要信息，务必牢记。选手须保证个人资料真实、有效，否则将被取消参赛资格，大赛组委会保留进一步追究责任的权利。

参赛方式：每位参加“网络赛场”的选手须提交一段参赛视频。要求如下：（1）时间要求：9月1日至11月2日；（2）视频内容要求：以大赛组委会公布的定题演讲题目视频为依据，自定小标题进行3分钟英语演讲（定题演讲题目视频请见大赛官网www.unipus.cn）；（3）视频质量要求：图像与声音清晰，无杂音，为一个完整的演讲视频文件，不得进行编辑、裁剪等加工处理；（4）视频格式要求：支持绝大多数视频文件格式，详见官网上传页面的要求；（5）视频大小要求：不超过500M。

选拔程序：（1）视频初审：11月3日至9日，网络赛场组委会邀请专家组成评审团，对视频进行初审；（2）网络投票：11月11日至24日，大赛官网公布初审通过的100名选手视频并进行网络投票；（3）视频提问：11月18日至24日，评委对初审通过的100名选手就参赛视频内容进行视频提问并打分；（4）结果公布：11月25日，组委会根据评审团评定、网络投票与视频提问评选成绩加权得出网络赛场选手成绩，并在大赛官网公示3天。公示期结束后，组委会正式公布晋级全国决赛的30名选手名单。如公示期间发现选手有违反比赛要求的行为，则取消该选手参赛资格。

晋级规则：网络投票得票最高者直接晋级全国决赛。其余晋级选手按照评审团评定、网络投票与视频提问加权成绩从高到低排序产生。

参赛培训：2015年6月-10月，大赛组委会将采用网络直播的形式不定期组织线上培训活动，届时将邀请演讲知名专家及往年优秀选手为广大参赛者指点迷津、分享心得、交流提高。活动详情请关注大赛官网。

评委组成：评审团评委人数不少于5人（须包含外籍评委）。中国籍评委具有副教授以上职称。

评分标准：评分标准须规范、公平、公正，参照决赛评分标准制定。

决赛

参赛资格：各省（市、自治区）复赛前3名（限3人，不得出现并列名次）选手，以及网络赛场前30名选手。主办单位还将邀请香港、澳门、台湾地区的选手参加决赛。

比赛地点：北京

比赛时间：2015年12月5日—11日

抽签规则：决赛选手的选手号和各阶段出场次序均由抽签决定，所抽到的号码或次序为最终结果，不得与任何人交换。

评委组成：评委人数不少于9人，其中外籍评委不少于3人。中国籍评委具有教授职称。比赛前应召开评委会，讨论并贯彻评分标准，以保证比赛的规范性、公平性与公正性。

比赛环节：分四个阶段进行。

第1阶段

比赛时间：2015年12月5-6日

比赛程序:

- 1 **定题演讲:** 以大赛组委会公布的定题演讲题目视频为依据, 自定小标题进行 3 分钟英语演讲 (定题演讲题目视频请见大赛官网 www.unipus.cn);
- 2 **回答问题:** 由提问评委就选手定题演讲内容提两个问题, 选手回答时间为每个问题 1 分钟;
- 3 第一阶段比赛结束后, 排名前 60 名的选手进入第二阶段比赛。

评委评分:

- 1 去掉一个最高分, 去掉一个最低分, 其余评委的平均分为选手得分;
- 2 前 5 位选手的成绩在第 5 位选手结束演讲后, 经评委商议后统一公布; 其余选手演讲结束后当场亮分。

评分标准 (总分 100 分)

Prepared Speech (60%)		Response to Questions (40%)	
Content	20%	Content	15%
Language	20%	Language	15%
Delivery	20%	Delivery	10%

第 2 阶段

第一阶段晋级的 60 位选手抽签决定出场顺序。第一阶段分数不带入第二阶段。

比赛时间: 2015 年 12 月 7 日—8 日上午

比赛程序:

- 1 **即兴演讲:** 赛题保密, 选手上场前 20 分钟抽题, 即兴演讲时间为 3 分钟;
- 2 **回答问题:** 由提问评委针对选手即兴演讲的内容提出两个问题, 选手回答时间为每个问题 1 分钟;
- 3 **综合知识速答:** 赛题保密, 选手比赛时当场回答 4 个问题, 每题必须在题目显示后 5 秒钟内答出。每题 0.25 分, 满分 1 分, 直接记入总分。题目与回答均为英文, 涉及常识、语言知识、历史、文化、时事等;
- 4 第二阶段比赛结束后, 排名前 18 名的选手进入第三阶段比赛。

评委评分:

- 1 去掉一个最高分, 去掉一个最低分, 其余评委的平均分为选手得分;
- 2 前 5 位选手的成绩在第 5 位选手结束演讲后, 经评委商议后统一公布; 其余选手演讲结束后当场亮分。

评分标准（总分 101 分）

Impromptu Speech (60%)		Response to Questions (40%)		Quizzes
Content	20%	Content	15%	1 point
Language	20%	Language	15%	
Delivery	20%	Delivery	10%	

第 3 阶段

第二阶段晋级的 18 位选手分为 6 组，每组 3 人。排名前 6 名的选手被分入 6 个不同小组，其余选手抽签进入各组。每组 3 位选手使用同一道题目，演讲顺序由现场抽签决定。第二阶段分数不带入第三阶段。

比赛时间：2015 年 12 月 10 日

比赛程序：

- 即兴演讲：**赛题保密，每组 3 位选手上场前 30 分钟同时抽题，分开准备；同时上场后按抽签顺序依次演讲；即兴演讲时间为每人 2 分钟；
- 回答问题：**3 位选手全部完成演讲后，按演讲顺序依次接受提问评委的提问，每位选手回答 1 个问题，时长 1 分钟；
- 拓展演讲：**3 位选手逆序依次进行 1 分钟的拓展演讲；
- 抢答：**每组 3 位选手抢答一组知识抢答题（含 5 道小题），每答对 1 小题加 0.2 分，每答错 1 次扣 0.1 分；
- 第三阶段比赛每小组总分最高者（共 6 人）进入第四阶段比赛。
- 在其余 12 位选手中，所有组委会成员投票产生 2 位“复活”选手，进入第四阶段比赛。

评委评分：去掉一个最高分，去掉一个最低分，其余评委的平均分为选手得分。

评分标准（总分 101 分）

	Impromptu Speech (60%)	Response to Question (20%)	Extension Speech (20%)	Group Quiz
Content	20%	10%	10%	1 point
Language	20%	5%	5%	
Delivery	20%	5%	5%	

第 4 阶段 (总决赛)

第三阶段晋级的 8 名选手争夺冠军、亚军和季军。第三阶段分数不带入第四阶段。比赛形式待定，以组委会最终公布为准。

比赛时间：2015 年 12 月 11 日

特别提示

- 1 以上赛制如有变化，以组委会最终公布为准。
- 2 关于抽签：选手在决赛前的抽签仪式上抽取各自选手号，如因特殊原因，选手未能及时到场，必须指定代理人代替本人抽签。代理人须将选手签名的书面委托人委托书交给组委会备案。抽签仪式开始后尚未指定代理人的，视为弃权。各阶段比赛次序的抽签必须由选手本人进行，任何人不得代理。如抽签结束前未到场，则视为弃权，由上一阶段选手顺次替补。
- 3 关于演讲题目：第一阶段定题演讲选手须自定小标题，网络赛场选手在上传视频时提供，地面赛场选手在获得决赛资格、向大赛组委会报送个人信息时提供。一旦确认，不得进行更改。
- 4 关于加赛：决赛第 1、2 阶段晋级最后一名出现并列时，进行加赛。加赛出场顺序由选手现场抽签决定。每位选手抽取一道即兴演讲题目，准备 10 分钟，演讲时间为 2 分钟。所有选手演讲完毕后当场亮分，分数高者进入下一阶段比赛。
- 5 关于颁奖仪式：所有进入决赛的选手必须出席总决赛与颁奖仪式。
- 6 关于大赛证书：大赛决赛获奖证书将在颁奖仪式上颁发，未领取证书者视为放弃奖励，组委会不予补发。大赛复赛获奖证书将按照网上注册实名颁发。
- 7 参赛选手及指导教师的交通费及在京食宿费用自理（组委会统一安排住宿地点）。

奖项设置

参赛选手

- | | |
|------------|---------------------------------------|
| 特等奖 | 8 名，进入决赛第四阶段的选手，设冠军 1 名、亚军 2 名、季军 5 名 |
| 一等奖 | 10 名，进入决赛第三阶段但未进入第四阶段的选手 |
| 二等奖 | 42 名，进入决赛第二阶段但未进入第三阶段的选手 |
| 三等奖 | 进入决赛第一阶段但未进入第二阶段的选手 |
| 单项奖 | 比赛过程中某一方面表现突出的选手 |

指导教师

- 指导教师特等奖** 8名，大赛冠、亚、季军指导教师
- 指导教师一等奖** 10名，大赛一等奖获奖选手指导教师
- 指导教师二等奖** 42名，大赛二等奖获奖选手指导教师
- 指导教师三等奖** 大赛三等奖获奖选手指导教师

奖励方式

参赛选手

特等奖

- 冠军** 获得大赛冠军奖杯及获奖证书，并赴美国 George Mason University 参加文化交流活动（2016年7月）。
- 亚军** 获得大赛亚军获奖证书，并赴美国 George Mason University 参加文化交流活动（2016年7月）。
- 季军** 获得大赛季军获奖证书，并赴韩国首尔 Asian Debate Institute 参加培训和比赛（2016年8月）。
- 一等奖** 获得获奖证书及奖品，并赴国外或港澳地区进行教学交流。
- 二等奖** 获得获奖证书及奖品。
- 三等奖** 获得获奖证书及奖品。
- 单项奖** 获得获奖证书及奖品。

指导教师

指导教师特等奖

冠军指导教师

获得大赛指导特等奖获奖证书，并赴英国参加“国际英语外语教师协会(IATEFL)大会”（2016年3月或4月）。

亚军指导教师

获得大赛指导特等奖获奖证书，并赴英国参加“国际英语外语教师协会(IATEFL)大会”（2016年3月或4月）。

季军指导教师

获得大赛指导特等奖获奖证书，并参加“Asia TEFL International Conference”（2016年8月）。

- 指导教师一等奖** 获得大赛指导一等奖获奖证书及奖品，并赴国外或港澳地区进行教学交流。
- 指导教师二等奖** 获得大赛指导二等奖获奖证书及奖品。
- 指导教师三等奖** 获得大赛指导三等奖获奖证书及奖品。

有关出国及港澳交流奖项的说明

- 1 以上奖项所涉及的国际及港澳交流活动如因活动主办方原因临时调整时间或地点，外研社将及时通知获奖选手及指导教师，或视情况另行安排其他类似活动。
- 2 外研社提供获奖选手及指导教师的往返国际机票、报名注册费和住宿费，其他费用由获奖选手及指导教师自行承担。
- 3 指导教师须是在决赛报到时登记、确认的唯一指导教师，不可由他人代替。
- 4 出国及港澳交流奖项一年内有效。因护照未能在规定时间办理或签证被拒签等非大赛主办单位方面原因而不能参加的人员不再享受奖励。
- 5 在同年“外研社杯”全国英语演讲大赛、写作大赛、阅读大赛及辩论赛中获得出国奖励的选手，只能选择其中一种奖励方式。

日程安排

- 2015年5月13日** 召开大赛启动仪式暨筹备会议，讨论本章程并确定2015年决赛定题演讲题目。
- 2015年6月10日—11月2日** 网络赛场报名。
- 2015年6月30日前** 各省（市、自治区）大学外语教学研究会召开工作会议，确定比赛程序与章程，发布比赛通知。
- 2015年9月30日前** 各省（市、自治区）大学外语教学研究会确定复赛承办单位，发布复赛通知。
- 2015年9月1日—11月2日** 网络赛场提交参赛视频。
- 2015年11月2日前** 各省（市、自治区）完成复赛。
- 2015年11月25日** 网络赛场公布比赛结果。
- 2015年12月5日—11日** 决赛。
- 外研社将在决赛期间举办“第五届全国英语演讲与写作教学研讨会”等活动，请关注大赛官方网站通知。

(二) “‘外研社杯’全国英语写作大赛” “FLTRP Cup” English Writing Contest

参赛资格

全国具有高等学历教育招生资格的普通高等学校在校本科生, 35 岁以下, 中国国籍。曾获得往届“‘外研社杯’全国英语演讲大赛”、“‘外研社杯’全国英语写作大赛”、“‘外研社杯’全国英语辩论赛”出国及港澳交流奖项的选手不包括在内。

参赛方式

初赛: 符合参赛资格的高校学生可直接向本校外语院(系)或大学外语教学部咨询、报名和参加初赛。

复赛: 初赛结束后, 举办初赛的外语院(系)或大学外语教学部向本省(市、自治区)大学外语教学研究会报名参加复赛。每校参赛人数由本省(市、自治区)大学外语教学研究会确定并公布。

决赛: 复赛结束后, 各省(市、自治区)大学外语教学研究会将获得决赛资格的 3 名选手向大赛组委会秘书处报名参加全国决赛。

大赛组委会不接受选手个人直接报名。

参赛注册

大赛官方网站(www.unipus.cn)将于 2015 年 6 月 10 日起开放注册窗口。所有报名参赛的选手必须在大赛官网注册, 填写个人信息。参赛选手在大赛网站注册时所用的电子邮箱及手机号将作为参加复赛和决赛时登录大赛写作系统的重要认证信息。没有注册的选手无法参加复赛。参赛选手注册的个人信息须准确、真实。如经组委会查证与真实情况不符, 将取消其参赛资格。

大赛程序

初赛

组织方式: 各参赛学校作为初赛赛点, 由本校外语院(系)或大学外语教学部负责组织实施, 所在省(市、自治区)大学外语教学研究会给予协助与支持。参赛学校可适当收取报名费, 也可邀请社会各界赞助合作。每个初赛赛点应有不少于 100 人参赛。参赛学校应保证本校符合参赛资格的学生都有公平的报名参赛机会。

比赛时间: 根据本省(市、自治区)大学外语教学研究会公布的时间安排举办, 确保在本省(市、自治区)复赛之前完成初赛, 并将入围复赛的选手名单报送复赛组委会。

比赛题目：各参赛学校自定。可参考大赛组委会公布的决赛样题题型。

比赛方式：现场写作。比赛不允许携带电子设备，不允许使用网络。

评委组成：评委人数根据参赛选手人数而定，但不得少于5人。中国籍评委须具有讲师以上职称，有英语写作教学经验。比赛前应召开评委会，讨论并贯彻评分标准，以保证比赛的规范性、公平性与公正性。

评分标准：评分标准须规范、公平、公正，可参考决赛评分标准。

奖项设置：各参赛学校应设置特等奖和一、二、三等奖。特等奖获奖选手代表本校参加复赛（各校参加复赛人数由各省复赛组委会确定）。一、二、三等奖获奖人数分别占本校参赛选手总数的1%、3%、6%。所有获奖选手将获得由大赛组委会颁发的获奖证书。

赛场布置：组委会秘书处将提供统一宣传海报模板，参赛院校也可自行设计，但必须包含大赛名称（“‘外研社杯’全国英语写作大赛”）和主办单位名称。

特别提示

- 1 各初赛院校须指定初赛网络管理员，负责大赛官网注册系统中本校赛务。初赛网络管理员拥有审核本校选手资料、下载本校选手名单、向本校选手发送初赛通知、公布本校初赛结果、提交本校初赛信息及其他比赛宣传资料等权限，并可通过系统向复赛组委会提交本校进入复赛的选手名单。
- 2 初赛网络管理员的账号和密码由大赛组委会秘书处发放。
- 3 大赛组委会将对网站注册信息以及初赛院校在系统中提交的初赛信息、获奖选手名单及获奖作品电子版进行核实，确认后按数量颁发获奖证书。

复赛

组织方式：以省（市、自治区）为单位，由各省（市、自治区）大学外语教学研究会组织成立复赛组委会，负责确定承办院校、组织实施复赛、安排参赛作品评阅等工作。要求复赛承办院校提供能设置局域网的机房，有一台服务器，并有能满足参赛人数的电脑。

参赛资格：各初赛赛点的特等奖获奖选手进入复赛。复赛组委会至少提前两周将复赛通知发给本省（市、自治区）所有符合参赛资格的院校，并预先公布复赛名单。

比赛时间：大赛指定复赛日期为2015年10月17日、10月24日、10月31日，时间均为9:00-11:00。同一时间比赛的省（市、自治区）采用相同赛题。各省（市、自治区）大学外语教学研究会须在9月30日前确定复赛时间与承办院校，发布复赛通知，同时报送大赛组委会。

- 比赛题目：**由组委会拟定，由专人送到复赛地点，比赛开始时当场公布。比赛题目在比赛前严格保密。复赛赛题为议论文写作1篇、说明文写作1篇，每篇长度为500词左右，写作时间共两小时。
- 比赛方式：**现场写作，使用大赛专用写作评阅系统进行操作。比赛不允许携带电子设备，不允许使用网络。
- 评委组成：**评委人数不少于5人（须包含外籍评委），中国籍评委须具有副教授以上职称，有英语写作教学经验。每所学校（含复赛承办学校）只能有一人担任评委。
- 评分方式：**写作系统评阅、人工评阅。两篇作文分数相加得出每位选手总分。须于比赛当日将所有复赛作品（电子版）提交大赛组委会，并于比赛结束两日内将复赛成绩单和入围决赛的选手名单提交组委会。组委会将对复赛成绩进行复核，并在大赛官方网站公布决赛选手名单。
- 评分标准：**评分标准须规范、公平、公正，可参考决赛评分标准。比赛前应召开评委会，讨论并贯彻评分标准。复赛组委会应保存原始评分记录，并接受选手和指导教师的查询。比赛后建议以适当方式安排评委点评，以给予参赛选手与指导教师一定的参赛反馈。
- 奖项设置：**复赛设置特等奖和一、二、三等奖，其中特等奖3名。特等奖获奖选手代表本省参加决赛。所有获奖选手都将获得由大赛组委会颁发的获奖证书及奖品。获奖选手的指导教师相应获得指导教师特等奖和指导教师一、二、三等奖。
- 赛场布置：**组委会秘书处将提供统一宣传海报模板，承办单位也可自行设计，但必须包含大赛名称（“‘外研社杯’全国英语写作大赛”）和主办单位名称。复赛组委会可根据需要将复赛改称为省（市、自治区）级决赛。

特别提示

- 1 各地复赛组委会应向本省（市、自治区）所有具有高等学历教育招生资格的普通高等学校发布比赛通知，保证本地区所有院校有公平参赛机会，不建议对选手的院校、年级或专业等进行特别限制。
- 2 各地复赛时间、地点、承办单位联系人确定后，主办单位将在大赛官方网站公布。
- 3 各地复赛应遵守大赛章程，保证比赛的公平性、公正性与公开性。主办单位将派员赴赛区进行观摩。如接到有关复赛的投诉反馈，复赛组委会协同调查。如发现选手有舞弊行为，立即终止其参赛资格。如发现评委有徇私行为，立即终止其评委资格。
- 4 各复赛组委会须指定复赛网络管理员，负责大赛官网注册系统中本省（市、自治区）赛务。复赛网络管理员拥有审核本省（市、自治区）内各初赛单位提交的复赛选手资料、下载复赛选手名单、发送复赛通知、公布复赛结果、提交比赛宣传资料等权限，

并可通过系统向大赛组委会提交本省（市、自治区）进入决赛的选手名单。

- 5 复赛网络管理员的账号和密码由大赛组委会秘书处发放。
- 6 复赛获奖证书将按照网上注册实名颁发。同时大赛组委会将为复赛承办单位颁发复赛组织奖证书。

决赛

参赛资格：各省（市、自治区）复赛特等奖获奖选手（限3人）。

比赛地点：北京

比赛时间：2015年12月9日9:00 - 12:00

比赛方式：现场写作，使用大赛专用写作评阅系统进行操作。比赛不允许携带电子设备，不允许使用网络。组委会统一提供词典。

评委组成：评委人数不少于7人，其中外籍评委不少于2人。中国籍评委具有教授职称，有英语写作教学经验。比赛前应召开评委会，讨论并贯彻评分标准，以保证比赛的规范性、公平性与公正性。每位评委须审阅所有参赛作品。

评分方式：写作系统评阅、人工评阅。两篇作文分数相加得出每位选手总分。决赛结果及获奖情况将于12月11日公布。

比赛题目：每年从以下三种写作类型中选择两种。题目比赛现场公布。

类型 1 记叙文写作 (Narrative Writing)

比赛内容：选手完成一篇记叙文写作（600 - 800词）。侧重考查选手的阅读理解、语言运用、细节描写、形象思维、创意构思、人文素养等综合能力。

评分标准（总分10分）：

Content / Ideas	40%
Organization / Development	30%
Language	30%

类型 2 议论文写作 (Argumentative Writing)

比赛内容：选手完成一篇议论文写作（800词左右）。侧重考查选手的文献阅读理解、信息综合处理、判断分析、逻辑思辨、评价论述等能力，展示选手的知识广度、视野维度、思想深度等综合素质。

评分标准（总分10分）：

Content / Ideas	40%
Organization / Development	30%
Language	30%

类型 3 说明文写作 (Expository Writing)

比赛内容：选手完成一篇说明文写作（600 词左右）。侧重考查选手解说事物、阐明事理的能力，以及运用知识、观察理解、梳理分析、提炼总结、跨文化沟通的综合能力。

评分标准（总分10分）：

Content / Ideas	40%
Organization / Development	30%
Language	30%

特别提示

- 1 以上赛制如有变化，以组委会最终公布为准。
- 2 参赛选手应秉持诚信态度，保证作文为本人原创，不得抄袭、作弊。如经组委会查实有抄袭或作弊情况，将永久取消该选手参赛资格。由此给该选手及所在学校带来的不良影响由本人自负。
- 3 颁奖仪式：大赛颁奖仪式与 2015 “‘外研社杯’全国英语演讲大赛”、2015 “‘外研社杯’全国英语阅读大赛” 颁奖仪式同台举行。所有进入决赛的选手必须出席颁奖仪式。
- 4 大赛证书：大赛决赛获奖证书将在颁奖仪式上颁发，未领取证书者视为放弃奖励，组委会不予补发。
- 5 参赛选手及指导教师的交通费及在京食宿费用自理（组委会统一安排住宿地点）。

奖项设置及奖励方式

参赛选手

- 特等奖** 6 名（冠军 1 名、亚军 2 名、季军 3 名），获得获奖证书及奖品，并赴国外或港澳地区进行学习交流。
- 一等奖** 10 名，获得获奖证书及奖品。
- 二等奖** 30 名，获得获奖证书及奖品。
- 三等奖** 未获得上述奖项的其他决赛选手，获得获奖证书及奖品。

单项奖 比赛中某一方面表现突出的选手，获得获奖证书及奖品。

* 获奖选手参赛作品经指导教师辅导修改后由外研社结集出版，每位获奖选手及指导教师将获赠该图书。

指导教师

指导教师特等奖 大赛特等奖获奖选手指导教师，获得大赛指导特等奖获奖证书，并赴国外或港澳地区进行学习交流。

指导教师一等奖 大赛一等奖获奖选手指导教师，获得大赛指导一等奖获奖证书及奖品。

指导教师二等奖 大赛二等奖获奖选手指导教师，获得大赛指导二等奖获奖证书及奖品。

指导教师三等奖 大赛三等奖获奖选手指导教师，获得大赛指导三等奖获奖证书及奖品。

有关出国及港澳交流奖项的说明

- 1 以上奖项所涉及的国际活动如主办方临时调整时间或地点，外研社将及时通知获奖选手及指导教师，或视情况另行安排其他类似活动。
- 2 外研社提供获奖选手及指导教师的往返国际机票、报名注册费和住宿费，其他费用由获奖选手及指导教师自行承担。
- 3 指导教师须是在决赛报到时登记、确认的唯一指导教师，不可由他人代替。
- 4 出国奖项一年内有效。因护照未能在规定时间办理或签证被拒签等非主办单位方面原因而不能出国及港澳交流的人员不再享受奖励。
- 5 在同年“外研社杯”全国英语演讲大赛、写作大赛、阅读大赛及辩论赛中获得出国奖励的选手，只能选择其中一种奖励方式。

日程安排

- 2015年5月13日 召开大赛启动仪式暨筹备会议，讨论本章程。
- 2015年6月30日前 各省（市、自治区）大学外语教学研究会召开工作会议，确定比赛程序与章程，发布比赛通知。
- 2015年9月30日前 各省（市、自治区）大学外语教学研究会确定复赛承办学校，发布复赛通知。
- 2015年11月3日前 各省（市、自治区）完成复赛，提交决赛名单。
- 2015年12月9日 决赛。
- 外研社将在决赛期间举办“第五届全国英语演讲与写作教学研讨会”等活动，请关注大赛官方网站通知。

(三) “‘外研社杯’全国英语阅读大赛” “FLTRP Cup” English Reading Contest

赛题构成

“‘外研社杯’全国英语阅读大赛”比赛内容包含四个环节：

Part I. Read and Know (读以明己) **Part II. Read and Reason (读以察世)**
Part III. Read and Question (读以启思) **Part VI. Read and Create (读以言志)**

说明：一、赛题的具体形式和内容详见“‘外研社杯’全国英语阅读大赛”样题；二、“‘外研社杯’全国英语阅读大赛”的模拟赛、复赛和决赛都将包含样题的四个环节，但各环节的赛题内容和形式会根据不同阶段有所变化，大赛初赛可由参赛学校参考样题内容自行命题，组委会不做统一规定。

参赛资格

全国具有高等学历教育招生资格的普通高等学校在校本、专科学生，35岁以下，中国国籍。曾获得往届“‘外研社杯’全国英语演讲大赛”、“‘外研社杯’全国英语写作大赛”、“‘外研社杯’全国英语辩论赛”出国及港澳交流奖项的选手不包括在内。

参赛注册

大赛官方网站(www.unipus.cn)将于2015年6月10日起开放注册窗口。所有报名参赛的选手必须在大赛官网注册，填写个人信息。参赛选手在大赛网站注册时所用的电子邮箱及手机号将作为参加模拟赛和大赛的复赛、决赛时登录大赛系统的重要认证信息。没有注册的选手无法参加复赛。参赛选手注册的个人信息须准确、真实。如经组委会查证与真实情况不符，将取消其参赛资格。

“‘外研社杯’全国英语阅读大赛”分为“模拟赛”和“大赛”两个阶段。

(一) 模拟赛

在正式比赛前，大赛组委会将举办两次模拟赛，学生自愿报名，在大赛官方网站注册后直接参加模拟赛。模拟赛供选手熟悉大赛题型和比赛内容，以诊断自己的阅读能力与水平。

参赛方式：大赛官方网站将于2015年6月10日起开放注册窗口。符合参赛资格者均可登录大赛官方网站，注册个人真实信息并报名之后按要求参赛。

参赛选手的注册信息(包括电子邮箱及手机号)将作为参加模拟赛和大赛的复赛、决赛时登录大赛系统的重要认证信息。

比赛时间: 模拟赛比赛时间为一个半小时。2015 年度第一次模拟赛日期为 6 月 12 - 14 日,第二次模拟赛将在 9 月举办。(具体比赛时间将在大赛官网 www.unipus.cn 上公布,敬请关注。)

比赛方式: 登录大赛官方网站,在“外研社杯”全国英语阅读大赛赛事系统中线上参赛。每次模拟赛持续三天,选手可以在三天内选择任意时间上网参加模拟赛。(详情见每次模拟赛具体通知。)

评分方式: 机器评阅。

诊断反馈: 模拟赛结束后,大赛组委会将根据参赛者答题情况给予英语阅读诊断评价及能力提高指导建议;模拟赛不公开公布参赛者比赛成绩,只向参赛者个人发送成绩及在比赛中的分数排位。

(二) 大赛

初赛

参赛方式: 各参赛学校作为初赛赛点,由本校外语院(系)或大学外语教学部负责组织实施。参赛学校可适当收取报名费,也可邀请社会各界赞助合作。

比赛时间: 参赛院校根据大赛组委会公布的时间安排举办,确保在本省(市、自治区)复赛之前完成初赛,并将入围复赛的选手名单报送复赛组委会。

比赛方式: 参赛院校自行组织比赛,可参考样题内容自行命题,组委会不做统一规定。

评委组成: 院校在组织初赛时若设置主观题,应组织评委会,讨论并贯彻评分标准,评委人数不得少于 5 人,中籍评委应具有讲师职称,有阅读教学经验。

主观题评分标准:

Content / Ideas	60%
Organization / Development	20%
Language	20%

奖项设置: 各参赛学校应设置特等奖和一、二、三等奖。特等奖获奖选手代表本校参加复赛(每校参加复赛人数由各省确定)。一、二、三等奖获奖人数分别占本校参赛选手总数的 1%、3%、6%。所有获奖选手将获得由大赛组委会颁发的获奖证书。

大赛组委会将为初赛组织工作突出的单位颁发优秀组织奖证书。

特别提示

- 1 各初赛院校须指定初赛网络管理员，负责大赛官网注册系统中本校赛务。初赛网络管理员拥有审核本校选手资料、下载本校选手名单、向本校选手发送初赛通知、公布本校初赛结果、提交本校初赛信息及其他比赛宣传资料等权限，并可通过系统向复赛组委会提交本校进入复赛的选手名单。
- 2 初赛网络管理员的账号和密码由大赛组委会秘书处发放。
- 3 大赛组委会将对网站注册信息以及初赛院校在系统中提交的初赛信息、获奖选手名单及获奖作品电子版进行核实，确认后按数量颁发获奖证书。

复赛

组织方式：以省（市、自治区）为单位，由大赛组委会确定承办院校、组织实施复赛。

参赛资格：各初赛赛点的特等奖获奖选手进入复赛。复赛组委会至少提前两周将复赛通知发给本省（市、自治区）所有符合参赛资格的院校，并预先公布复赛名单。

比赛时间：大赛指定复赛日期为2015年10月17日、10月24日、10月31日，时间均为14:00 - 16:00。同一时间比赛的省（市、自治区）采用相同赛题。大赛组委会在9月30日前确定各地复赛时间与承办院校，发布复赛通知。

比赛方式：登录“外研社杯”全国英语阅读大赛赛事系统，现场线上答题。

评委组成：评委人数不少于5人（须包含外籍评委）。中国籍评委须具有副教授以上职称，有英语阅读教学经验。每所学校（含复赛承办学校）只能有一人担任评委。

评分方式：系统评阅客观题，人工评阅主观题。客观题与主观题分数相加得出每位选手总分。结果于比赛结束两日内公布。组委会将对复赛成绩进行复核，并在大赛官网公布决赛选手名单。

评分原则：比赛前应召开评委会，讨论并贯彻评分标准。复赛组委会应保管好原始评分记录，并提交大赛组委会存档。比赛后建议以适当方式安排评委点评，以给予参赛选手与指导教师一定的参赛反馈。

主观题评分标准：

Content / Ideas	60%
Organization / Development	20%
Language	20%

奖项设置：设置特等奖和一、二、三等奖，其中特等奖3名。特等奖获奖选手代表本省参加决赛。所有获奖选手都将获得由大赛组委会颁发的获奖证书及奖品。

赛场布置：组委会秘书处将提供统一宣传海报模板，承办单位也可自行设计，但必须包含大赛名称（“‘外研社杯’全国英语阅读大赛”）和主办单位名称。复赛组委会可根据需要将复赛改称为省（市、自治区）级决赛。

决赛

参赛资格：各省（市、自治区）复赛特等奖获奖选手（限3人）。

比赛地点：北京。

比赛时间：2015年12月9日。

比赛方式：登录“外研社杯”全国英语阅读大赛赛事系统，现场线上答题。

评委组成：评委人数不少于7人，其中外籍评委不少于2人。中国籍评委具有教授职称，有英语阅读教学经验。比赛前应召开评委会，讨论并贯彻评分标准，以保证比赛的规范性、公平性与公正性。

评分方式：系统评阅客观题、人工评阅主观题。主观题与客观题分数相加得出每位选手总分及排名。决赛结果及获奖情况将于12月11日公布。

主观题评分标准：

Content / Ideas	60%
Organization / Development	20%
Language	20%

特别提示

- 1 以上赛制如有变化，以组委会最终公布为准。
- 2 颁奖仪式：大赛颁奖仪式与2015“‘外研社杯’全国英语演讲大赛”、“‘外研社杯’全国英语写作大赛”颁奖仪式同台举行。所有进入决赛的选手须出席颁奖仪式。
- 3 大赛证书：大赛决赛获奖证书将在颁奖仪式上颁发，未领取证书者视为放弃奖励，组委会不予补发。

奖项设置及奖励方式

特等奖 6名（冠军1名、亚军2名、季军3名），获得获奖证书及奖品，并赴国外或港澳地区进行学习交流。

一等奖 10名，获得获奖证书及奖品；

- 二等奖** 30名，获得获奖证书及奖品；
- 三等奖** 人数待定，获得获奖证书及奖品。

有关出国奖项的说明

1. 以上奖项所涉及的国际活动如因活动主办方原因临时调整时间或地点，外研社将及时通知获奖选手，或视情况另行安排其他类似活动。
2. 外研社提供获奖选手的往返国际机票、报名注册费及住宿费，其他费用由获奖选手自行承担。
3. 出国奖项一年内有效。因护照未能在规定时间办理或签证被拒签等非大赛主办单位方面原因而不能出国的人员不再享受出国奖励。
4. 在同年“外研社杯”全国英语演讲大赛、写作大赛、阅读大赛及辩论赛中获得出国奖励的选手，只能选择其中一种奖励方式。

日程安排

- 2015年5月13日** 召开大赛启动仪式暨筹备会议，讨论本章程。
- 2015年6月12-14日** 举行第一次阅读大赛模拟赛。
- 2015年6月30日前** 各省（市、自治区）大学外语教学研究会召开工作会议，确定比赛程序与章程，发布比赛通知。
- 2015年9月** 举行第二次阅读大赛模拟赛。（具体时间将在官网 www.unipus.cn 公布）
- 2015年9月30日前** 各省（市、自治区）大学外语教学研究会确定复赛承办学校，发布复赛通知。
- 2015年11月3日前** 各省（市、自治区）完成复赛，提交决赛名单。
- 2015年12月11日** 决赛。

外研社将在决赛期间举办“第五届全国英语演讲与写作教学研讨会”等活动，请关注大赛官方网站通知。

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Uchallenge 外研社“大学生英语挑战赛”组委会秘书处
2015年5月



附件一：2015 “‘外研社杯’全国英语写作大赛” 决赛样题及评分细则

类型一 记叙文写作 (Narrative Writing)

比赛内容：选手完成一篇记叙文写作（600 – 800 词）。侧重考查选手的阅读理解、语言运用、细节描写、形象思维、创意构思、人文素养等综合能力。

评分标准：

Narrative Writing	
Content/ Ideas (40%)	<ul style="list-style-type: none"> ■ Theme is strong and well-defined; ■ Setting, characters, and plot are fully fleshed out and connected; ■ Writing uses multiple subplots (if appropriate); ■ Ending is fitting and effective, and provides a sense of completion.
Organization /Development (30%)	<ul style="list-style-type: none"> ■ Flow of action is logical and deliberate; ■ Vivid and imaginative descriptive details are provided; ■ Writing reflects a unique, consistent personal voice; ■ Writing uses appropriate and varied rhetorical devices.
Language (30%)	<ul style="list-style-type: none"> ■ Spelling is accurate; ■ Word choice is inventive, appropriate, and deliberate for illustrating the topic and presenting character(s); ■ Sentence structure is varied and complex, and serves the purpose of writing; ■ Dialogue (when present) is believable, appropriate, and effective.

比赛样题：

Sample task 1

Read the story starter and continue the story. Complete the story in 600-800 words.

The little man came up to me as I was about to enter the telephone box, and asked me whether I had a match.

“I’m sorry,” I said. “I don’t smoke, so I haven’t any. You had better ask someone else.”

He looked rather disappointed, hesitated, and then turned away. I watched him walk slowly down the street before I picked up the telephone directory to look up the number I meant to dial.

I am not used to a public call box so, at my first attempt to get through, the warning pips had stopped before I realized I had to insert a coin.

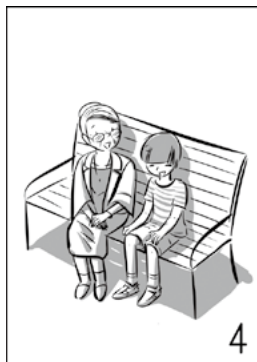
When I was at last able to speak, I was told that the person whom I urgently wanted to give a message to had just that minute gone out.

Swearing slightly under my breath, I emerged from the box and came face to face with the little man, who was looking as pathetic as a stray dog. As he raised his hat again, I could see he was quite bald. A thin line, resembling a duelling scar, crossed one cheek. He spoke nervously.

“Excuse my troubling you again,” he said. “May I walk along with you a little way? I must confide in someone. I need help desperately.”

Sample task 2

Look at the pictures, and write a story that fits the pictures and the sequence. Your story should be 600-800 words.



类型二 议论文写作 (Argumentative Writing)

比赛内容: 选手完成一篇议论文写作 (800 词左右)。侧重考查选手的文献阅读理解、信息综合处理、判断分析、逻辑思辨、评价论述等能力, 展示选手的知识广度、视野维度、思想深度等综合素质。

评分标准:

Argumentative Writing	
Content/ Ideas (40%)	<ul style="list-style-type: none"> ■ Writing effectively addresses the topic and the task; ■ Writing presents an insightful position on the issue; ■ The position is strongly and substantially supported or argued.
Organization/ Development (30%)	<ul style="list-style-type: none"> ■ Writing is well-organized and well-developed, using appropriate rhetorical devices (e.g. exemplifications, classification, analysis, comparison/contrast, etc.) to support the thesis or to illustrate ideas; ■ Writing displays coherence, progression, consistency and unity; ■ Textual elements are well-connected through explicit logical and/or linguistic transitions.
Language (30%)	<ul style="list-style-type: none"> ■ Spelling is accurate; ■ Writing displays consistent facility in use of language; ■ Writing demonstrates appropriate register, syntactic variety, and effective use of vocabulary.

比赛样题:

Sample task 1

Write a passage in response to the report below. You should discuss the extent to which you agree or disagree with the report and explain your reasons for the position you take. In developing and supporting your position, you should consider ways in which the report's opinion might or might not hold true and explain how these considerations shape your position. You should write about 800 words.

Newsweek, the venerable weekly publication that will be remembered for its decades-long efforts for a spot on consumers' coffee tables, has shut down its print edition at the end of 2012, but it lives on in a new digital tablet edition known as *Newsweek Global*. As Tina Brown, the *Newsweek* editor, said, this tablet edition will target a “new highly mobile, opinion-leading audience who want to learn about world events in a sophisticated context.”

The move should not shock. The publication has faced major financial problems in recent years. The numbers tell the tale: *Newsweek's* circulation has fallen in the number of subscribers from 3 million to 1.5 million in the last decade; annual losses were thought to be \$40 million. More broadly, the company faces a more existential problem in that a “weekly news” magazine has become an anachronism in the digital world.

Newsweek is not the only one that has to tackle the challenge in the digital time; other outlets will continue to change their business models for a digital future. With the “imminent death” of print, digital formats come out as an inevitable development that could turn the industry's fortune around.

Sample task 2

Read the following two paragraphs with contradicting views, and write a passage on the issue. You should clearly state your opinion and explain the reasons for your opinion. You should write about 800 words.

Tablets are the ideal system of organization in schools. They are convenient, in which much information is stored in small sizes and kept together in one place, and cheap, as digital information is now becoming more affordable than print. As evolution continues to rock the modern world, digital devices will become more and more reliable. Someday, they will entirely replace print books, and hopefully, that day will come soon.

Many may argue that tablets are much more convenient than paper books. But not everyone shares this preference of tablets or finds them convenient. In fact, in a study conducted by Book Industry Study Group (BISG), it was found that 75% of college students preferred traditional textbooks in which they can highlight the key words and write notes. Also, some may suggest that it is cheaper to invest in tablets than textbooks. In fact, in a 2008 study of public schools in Kentucky it was estimated that the cost of textbooks and supplies totaled around \$44 million. The cost per school was around \$988 for textbooks and supplies. That is roughly the cost of only two tablets. To provide tablets to all the students in a school would be an enormous sum. Therefore, we may conclude that while tablets have their purposes, they should not replace the printed books used in schools.

类型三 说明文写作 (Expository Writing)

比赛内容: 选手完成一篇说明文写作(600 词左右)。侧重考查选手解说事物、阐明事理的能力, 以及运用知识、观察理解、梳理分析、提炼总结、跨文化沟通的综合能力。

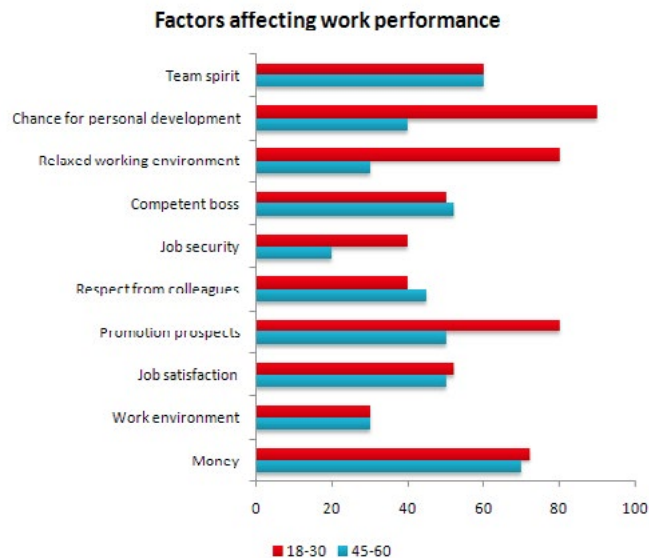
评分标准:

Expository Writing	
Content/Ideas (40%)	<ul style="list-style-type: none"> Writing effectively addresses the topic and the task; Writing presents a clear thesis; Writing maintains a formal style and an objective tone.
Organization/ Development (30%)	<ul style="list-style-type: none"> Writing is well-organized and well-developed, using appropriate development patterns (e.g., definition, illustration, casual analysis, process analysis, classification, comparison/contrast, etc.) to support the thesis or to illustrate ideas; Writing displays coherence, progression, consistency and unity; Textual elements are well-connected through explicit logical and/or linguistic transitions.
Language (30%)	<ul style="list-style-type: none"> Spelling is accurate; Writing displays consistent facility in use of language; Writing demonstrates appropriate register, syntactic variety, and effective use of vocabulary.

比赛样题:

Sample task 1

Write a passage based on the chart below, which shows the influences of various factors on work performance in two age groups. You should summarize the features of the two groups and make comparisons. You should write about 600 words.



Sample task 2

Write a passage to introduce the Chinese Moon Festival to foreigners. You should write about 600 words.

附件二：

2015 “‘外研社杯’全国英语阅读大赛”样题

一、2015年“‘外研社杯’全国英语阅读大赛”比赛内容包含四个环节：

Part I Read and Know（读以明己）

Part II Read and Reason（读以察世）

Part III Read and Question（读以启思）

Part IV Read and Create（读以言志）

二、比赛样题仅为2015年阅读大赛赛题的内容和形式样例，并非完整试卷。

三、大赛的模拟赛、复赛和决赛都将包含样题的四个环节，但各环节的赛题内容和形式会根据不同阶段有所变化。

四、大赛的初赛由参赛学校参考样题内容自行命题，组委会不做硬性规定。

五、“Part I Read and Know（读以明己）”部分不计成绩，根据参赛选手答题情况给予个性化反馈。

六、“Part VI Read and Create（读以言志）”部分，组委会将在赛前公布大赛推荐阅读书单。

比赛样题：

Part I Read and Know

In this part, you will read some questions about your abilities or personalities. Read as fast as you can and choose the answer that you think best describes yourself.

Are You Charismatic?

Charisma is the magnetic power that attracts people to you. It won't affect the quality of your work or provide you with wonderful original ideas, but it remains one of the most vital talents if you want to make it big in life. If people who don't even understand what you're talking about believe that you are a genius, you will have made it. The following test will decide whether you've got what it takes.

- 1) Do people find themselves attracted to you?
 - A. Yes, it can be embarrassing sometimes.
 - B. No, no more than other people.
 - C. I suppose they do a bit.

- 2) Do you find that people agree with you regardless of the quality of your arguments?
 - A. No, never.

- B. Not that often.
C. All the time.
- 3) Would you find it easy to attract followers?
A. No, not at all.
B. Not very easy.
C. Yes, it's really no problem.
- 4) Do you find casual acquaintances open up and tell you their life stories in intimate detail?
A. Occasionally.
B. Never.
C. Happens all the time. Sometimes I just can't get away.
...

Part II Read and Reason

In this part, you will read texts of different forms and genres. Read the instructions carefully and answer the questions based on your comprehension, analysis and inferences of the texts.

1. Among the four statements below, one statement is the main point, and the other three are specific support for the point. Identify the main point with P and the specific support with S.

- A. Hungry bears searching for food often threaten hikers.
 B. Hiking on that mountain trail can be very dangerous.
 C. Severe weather develops quickly, leaving hikers exposed to storms and cold.
 D. When it rains, the trail, which is very steep at some points, becomes slippery.



2. Read the following cartoon. Put a tick by the three statements that are most logically based on the information suggested by it.

- A. Lucy has just criticized the boy, Linus.
 B. Linus feels Lucy's criticism is valid.

- ___C. Lucy feels very guilty that Linus has taken her criticism badly.
- ___D. Lucy doesn't seem to realize that people may accept constructive criticism but reject destructive criticism.
- ___E. The cartoonist believes we should never criticize others.
- ___F. The cartoonist believes it's best to criticize others in a constructive way.

3. Read an extract of an advertisement. Choose the answer which you think fits each question best according to the text.

Young Environmental Journalist Competition

How to Enter:

- If you're aged 16-25, we're looking for original articles of 1,000 words (or less) with an environmental or conservation theme. The closing date for entries is 30 December, 2015.
- Your article should show proof of investigative research, rather than relying solely on information from the Internet and phone interviews. You don't have to go far. A report on pollution in a local stream would be as valid as a piece about the remotest rain forest.
- Your article should show you are passionate and knowledgeable about environmental issues. It should also be objective and accurate, while being creative enough to hold the reader's interest. We are not looking for "think pieces" or opinion columns.
- Your aim should be to advance understanding and awareness of environmental issues. You should be able to convey complex ideas of readers of this general interest magazine in an engaging and authoritative manner.
- Facts or information contained in short-listed articles will be checked.
- Read the rules carefully.

- 1) Before entering for the competition, young people must have _____.
 - A. conducted some relevant research in their local area
 - B. gained a qualification in experimental research
 - C. uncovered some of the evidence in the research by themselves
 - D. consulted a number of specialists on the subject under research
- 2) The articles submitted must _____.
 - A. focus on straightforward concepts
 - B. include a range of views
 - C. be accessible to non-specialist
 - D. reveal the writer's standpoint

4. Read the passage below. Then choose the best answer to each question that follows.

(1) Johnny Appleseed, one of the gentlest and most beloved of American folk heroes, was born in 1774 in Leominster, Massachusetts. (2) His real name was John Chapman. (3) Chapman's early life was full of misfortune. (4) First, his father left home to fight in the Revolutionary War. (5) Then John's mother and baby brother died before John's second birthday. (6) However, John's fortunes

improved when his father returned and remarried, and by the time John was in his teens, he had ten brothers and sisters.

(7) As a young man, John began traveling west on foot, stopping to clear land and plant the apple seeds he always carried with him. (8) Settlers who followed John's path were delighted to find young apple orchards dotting the landscape.

(9) John was a friendly fellow who often stopped to visit with families along his way, entertaining them with stories of his travels. (10) Tales of his exploits followed him through Pennsylvania, Ohio, and Indiana. (11) Many of the stories were true. (12) For instance, John really did travel barefoot through the snow, lived on the friendliest of terms with Indian tribes, and refused to shoot any animal. (13) Other tales about John, however, were exaggerations. (14) Settlers said, for example, that he slept in the treetops and talked to the birds or that he had once been carried off by a giant eagle. (15) Johnny Appleseed never stopped traveling until his death in Fort Wayne, Indiana, in 1845.

- 1) Sentence 1 is a statement of _____.
A. fact
B. opinion
C. fact and opinion
- 2) The details in sentences 4 and 5 support the point or points in _____.
A. sentence 1
B. sentence 2
C. sentence 3
D. sentence 6
- 3) The relationship between sentences 3 and 6 is one of _____.
A. contrast
B. addition
C. cause and effect
D. comparison
- 4) We can conclude that Johnny Appleseed _____.
A. provided apples for numerous settlers
B. was quickly forgotten by the settlers
C. grew wealthy by selling his apple trees
D. left home because of problems with his family
- 5) The passage suggests that Johnny Appleseed _____.
A. grew weary of traveling
B. had great respect for other people and animals
C. lived a very short but rich life
D. planted many trees other than apple trees
- 6) The tone of the passage is _____.
A. pessimistic
B. bitter and impassioned
C. amused and excited
D. straightforward with a touch of admiration

- 7) Which is the most appropriate title for this selection?
- A. The Planting of American Apple Orchards
 - B. Folk Heroes of America
 - C. Settlers Recall Johnny Appleseed
 - D. The Life and Legend of John Chapman

5. Read the passage below. Then choose the best answer to each question that follows.

(1) Television has transformed politics in the United States by changing the way in which information is disseminated, by altering political campaigns, and by changing citizen’s patterns of response to politics. (2) By giving citizens independent access to the candidates, television diminished the role of the political party in the selection of the major party candidates. (3) By centering politics on the person of the candidate, television accelerated the citizen’s focus on character rather than issues.

(4) Television has altered the forms of political communication as well. (5) The messages on which most of us rely are briefer than they once were. (6) The stump speech, a political speech given by traveling politicians and lasting 1½ to 2 hours, which characterized nineteenth-century political discourse, has given way to the 30-second advertisement and the 10 second “sound bite” in broadcast news. (7) Increasingly the audience for speeches is not that standing in front of the politician but rather the viewing audience who will hear and see a snippet of the speech on the news.

(8) In these abbreviated forms, much of what constituted the traditional political discourse of earlier ages has been lost. (9) In 15 or 30 seconds, a speaker cannot establish the historical context that shaped the issue in question, cannot detail the probable causes of the problem, and cannot examine alternative proposals to argue that one is preferable to others. (10) In snippets, politicians assert but do not argue.

(11) Because television is an intimate medium, speaking through it requires a changed political style that was more conversational, personal, and visual than that of the old-style stump speech. (12) Reliance on television means that increasingly our political world contains memorable pictures rather than memorable words. (13) Schools teach us to analyze words and print. (14) However, in a world in which politics is increasingly visual, informed citizenship requires a new set of skills.

(15) Recognizing the power of television’s pictures, politicians craft televisual, staged events, called pseudo-event, designed to attract media coverage. (16) Much of the political activity we see on television news has been crafted by politicians, their speechwriters, and their public relations advisers for televised consumption. (17) Sound bites in news and answers to questions in debates increasingly sound like advertisements.

- 1) What is the main idea of the passage?
 - A. Citizens in the United States are now more informed about political issue because of television coverage.
 - B. Citizens in the United States prefer to see politicians on television instead of in person.
 - C. Politics in the United States has become substantially more controversial since the introduction of television.
 - D. Politics in the United States has been significantly changed by television.

- 2) The word “disseminated” in sentence 1 is closest in meaning to _____.
 - A. analyzed
 - B. discussed
 - C. spread
 - D. stored

- 3) It can be inferred that before the introduction of television, political parties _____.
 - A. had more influence over the selection of political candidates
 - B. spent more money to promote their political candidates
 - C. attracted more members
 - D. received more money

- 4) The author mentions the “stump speech” in sentence 6 as an example of _____.
 - A. an event created by politicians to attract media attention
 - B. an interactive discussion between two politicians
 - C. a kind of political presentation typical of the nineteenth century
 - D. a style of speech common to televised political events

- 5) The word “that” in sentence 7 refers to _____.
 - A. audience
 - B. broadcast news
 - C. politician
 - D. advertisement

- 6) According to the passage, as compared with televised speeches, traditional political discourse was more successful at _____.
 - A. allowing news coverage of political candidates
 - B. placing political issues within a historical context
 - C. making politics seem more intimate to citizens
 - D. providing detailed information about a candidate’s private behavior

- 7) The author states that “politicians assert but do not argue” in sentence 10 in order to suggest that politicians _____.
 - A. make claims without providing reasons for the claims
 - B. take stronger positions on issues than in the past
 - C. enjoy explaining the issue to broadcasters
 - D. dislike having to explain their own positions on issues to citizens

- 8) The purpose of paragraph 4 is to suggest that_____.
- A. politicians will need to learn to become more personal when meeting citizens
 - B. politicians who are considered very attractive are favored by citizens over politicians who are less attractive
 - C. citizens tend to favor a politician who analyzed the issue over one who does not
 - D. citizens will need to learn how to evaluate visual political images in order to become better informed
- 9) Which of the following statements is supported by the passage?
- A. Political presentations today are more like advertisements than in the past.
 - B. Politicians today tend to be more familiar with the views of citizens than in the past.
 - C. Citizens today are less informed about a politician’s character than in the past.
 - D. Political speeches today focus more on details about issues than in the past.

Part III Read and Question

In this part, you will read about related or contradictory views on a variety of issues. You will be required to identify the writer’s position and evaluate the effectiveness of the writer’s arguments.

Read the following two passages and answer the questions.

Passage A

While The origin of Species created a great stir when it was published in 1859, Darwinian thought was almost completely out of vogue by the turn of the twentieth century. It took Ronald Fisher’s “Great Synthesis” of the 1920s, which combined the genetic work of Gregor Mendel with Darwin’s ideas about natural selection, and Theodosius Dobzhansky’s “Modern Synthesis” of the 1930s, which built upon Fisher’s work with genetics within a species by focusing on how genetic variation could cause the origin of a new species, to begin to rehabilitate Darwin.

Yet, what is remarkable is how very prescient Darwin, working without knowledge of the mechanisms of heredity, proved to be. As prominent biologist Ernst Mayr notes, what made Darwinian theory so remarkable was his emphasis on “population thinking.” This contrasts to Jean-Baptiste Lamarck’s theory of evolution, popular throughout the nineteenth century, which posited that individuals changed personal actions and will. Lamarckian theory is often exemplified by a giraffe constantly reaching up to eat leaves off high branches and passing on its lengthened neck to its children.

Such explanations bore a strong resemblance to children’s fables (and indeed Rudyard Kipling’s late nineteenth century Just so Stories build upon Lamarckian theories). Where Darwin differed was his insistence that significant variation was not based within one particular individual, but rather in

the breeding population as a whole. Natural selection was not based on the actions or goals of one individual, but variations in the average character of the species.

Passage B

As Peter Bowler points out in his aptly named *The Non-Darwinian Revolution: Reinterpreting a Historical Myth*, nineteenth century Darwinism was quite different from the Darwinism of today. Thomas Huxley, “Darwin’s Bulldog,” so called because of his tireless public campaigning for Darwinian thought, exemplifies this difference. As a result of his advocacy, by the end of the nineteenth century Huxley was the vehicle for Darwinian thought. Noted science fiction writer H. G. Wells, for instance, garnered all of his information about natural selection and evolution through Huxley’s lectures. Yet Huxley’s theory varied significantly from those of Darwin, focusing on the will of humankind.

In the preface to *Evolution and Ethics*, Huxley wrote that “We cannot do without our inheritance from the forefathers who were the puppets of the cosmic process; the society which renounces it must be destroyed from without. Still less can we do with too much of it; the society in which it dominates must be destroyed from within.” According to Huxley, humankind has moved past physical evolution to the realm of self-directed moral evolution. Huxley, then, acknowledges that humankind has evolved under the pressure of natural selection and must remain aware of the fact or be “destroyed from without,” but he argues that a society that continues in the path that Nature has placed it will be “destroyed from within” because it will no longer be adapted to itself.

- 1) Based on the information in the passage, Rudyard Kipling mostly likely wrote stories _____.
 - A. dedicated to enlightening humans by using animals as positive examples of proper behavior
 - B. based on futuristic worlds which were populated by evolved subjects
 - C. featuring individuals developing variation through the power of their desires
 - D. seeking to exhibit the effects of population thinking in breeding populations
 - E. portraying the effects of parental inheritance through examining the lives of children

- 2) Which of the following best represents Huxley’s beliefs?
 - A. Focusing on physical evolution leaves man as nothing more than a “puppet” of forces beyond his control; to succeed in life it is necessary to reject physical evolution in favor of moral change.
 - B. The ideas of Charles Darwin needed to be carefully delineated through lectures so that his ideas about individual variation could be fully understood.
 - C. By exerting personal will, humankind will be able to enact significant, lasting variation which will be demonstrated through the bodies of the children of those who seek change.
 - D. While humankind is inescapably linked to its physical past and the material conditions of its evolution, it must be wary of being too attached to the path dictated by natural selection.
 - E. Certain elements of Darwin’s theory about evolution had to be discarded so that the public

would be willing to accept the thrust of the theory as a whole.

- 3) Which of the following would the authors of Passage A and Passage B mostly likely agree to be most closely aligned in their thinking?
- A. Lamarck and Huxley.
 - B. Kipling and Wells.
 - C. Mayr and Bowler.
 - D. Mendel and Huxley.
 - E. Dobzhansky and Wells.
- 4) Which of the following statements about Darwin is supported by both passages?
- A. Darwin differed significantly from other theorists of evolution because he focused on breeding populations as a whole.
 - B. The modern understanding of Darwin varies significantly from nineteenth-century beliefs about his theories.
 - C. It was not until the early twentieth century that Darwinism as we know it began to emerge.
 - D. Fiction writers were particularly interested in disseminating ideas about Darwin.
 - E. Delineating the specific inheritance of the child is crucial to understanding how natural selection proceeds.
- 5) Which of the following best represents the difference between the two passages?
- A. The first passage begins with current understandings of Darwinism and moves back in time, while the second passage begins with older understanding and moves forward in time.
 - B. While the first passage focuses on the difference between two theories of evolution, the second paragraph traces differences between two individual interpreters of evolution.
 - C. The first passage introduces a general theory, offers specific evidence, and then considers the ramifications of that theory, while the second passage does not consider the ramifications of the evidence it represents.
 - D. The first passage is concerned with demonstrating a way in which Darwin is closely linked with modern thinkers, while the second passage is focused on how he differed from one of his contemporaries.
 - E. The first passage provides a historical retrospective of the primary interpreters of Darwin, and the second passage centers on one particular interpreter.
- 6) Based on the information in Passage B, which of the following claims in Passage A would Thomas Huxley be most likely to object to?
- A. It is impossible to truly understand natural selection without the benefit of modern genetic theory.
 - B. It is likely that the giraffe developed a long neck due to the fact that it constantly stretched it to gain access to food.
 - C. There are different ways to understand how evolution functions to change individuals.

- D. Variations in the average character of a population are the most crucial factor in the proper evolution of man.
- E. Allowing natural selection to dominate our society will lead to the destruction of humankind.
- 7) Which of the following situations is most closely analogous to the Lamarckian mode of variation?
- A. An adult bird tries to change the environment for the benefit of its children.
- B. Seeking to morally adapt to its environment, a chimpanzee changes the way it woos its mate.
- C. A giraffe's bodily shape changes because it is unable to fit into the caves it traditionally sleeps in.
- D. Because of a change in the environment, a number of chimpanzees die out while others thrive and pass on their genes.
- E. Because it hunts for salmon with its mouth wide open, a bear gradually develops a straining mechanism between its teeth.

Part IV

Read and Create

In this part, you will be required to write a short essay on a given topic based on your general reading. You should write with clarity, logic and creativity.

1. Write an essay of about 200 words on one of the following topics.

- 1) Hamlet is characterized by his melancholic mood and delay in action. Give a character analysis of Hamlet and list the possible reasons for his melancholy and delay.
- 2) A Tale of Two Cities can be regarded as a historical novel, a moral novel and a novel strongly concerned with themes of resurrection, redemption and patriotism, as well as of guilt, shame and love. What is your understanding of the themes of the novel?

2. Read the essay below. Answer one of the following questions by writing an essay of about 200 words.

Of Studies

Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business. For expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshalling of affairs, come best from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humour of a scholar. They perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning by study; and studies themselves do give

forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them, won by observation. Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books; else distilled books are, like common distilled waters, flashy things.

Reading makes a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he does not. Histories make men wise; poets witty; the mathematics subtle; natural philosophy deep; moral grave; logic and rhetoric able to contend. Abeunt studia in mores. Nay there is no stound or impediment in the wit, but may be wrought out by fit studies: like as diseases of the body may have appropriate exercises. Bowling is good for the stone and reins; shooting for the lungs and breast; gentle walking for the stomach; riding for the head; and the like. So if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again. If his wit be not apt to distinguish or find differences, let him study the schoolmen; for they are cymini sectores. If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases. So every defect of the mind may have a special receipt.

- 1) We are now living in the age of “information explosion”. What lessons can we learn from Bacon's “Of Studies” to access information?
- 2) In what sense does reading make a full man?

主 办

外语教学与研究出版社

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