

学苑中心考前辅导班学员管理细则

一、 收费：

英语：

- 1、 每期班开课三次内（含）报班者，交纳全费；
- 2、 开课三次后（含公开课），即从第四次起属于插班。插班生报名时按课时费收费，同时单收资料费。

综合：

- 1、 全费为学费+报名费 50 元；
- 2、 单科收费按天计算，同时需另收报名费 50 元。

二、 退费：

英语：

- 1、 开课后退费者，扣除报名费（如有报名费），学费全额退费；开课后两单元内扣除实际课时费（第一单元公开课免费），资料费按实际金额扣除；
- 2、 学员退费手续办理工作截止到第三单元开课（不论前两单元是否是公开课，均为有效课次）；
- 3、 三单元开课后退费的学员，收取全额学费（赠送全程网络），若只上面授，可按课时收费，资料费单收；
- 4、 第三单元后退费的学员视为插班，一旦入学，概不退费。

综合：

- 1、 开课后退费者，扣除报名费（50 元），学费全额退费；
- 2、 开课两单元内退费者扣除实际课时费+报名费（50 元）；
- 3、 退费时间截至到第三次上课前，第三次课开始后的插班生一概不退费。

三、 报班：

英语：

学员在办理入学交费手续时，需留下准确的身份证号，作为重读和享受后期优惠的最终依据。（如报班时没有登记，可在课堂上统一登记）。

综合：

采取网上填表报名，现场交费（本地）或邮局汇款（外地）形式。

四、 考勤：

英语：

听课证后面贴有考勤表，要求每次上课学员必须盖章签到，每期班由值班老师定期统计出勤率，作为重读依据。

综合：

每期班制作一份考勤专用签到本，要求每次上课学员必须亲自签到。

五、 重读：（仅限英语）

新报面授班学员的出勤率达到 90%以上可免费重读第二年同等班型的网络班，第三单元后报名的学员视为插班，不享受免费重读；

六、 发票：

每期班开课三次后（不含第三次）统一开发票；

七、 听课证规定：

- 1、 学员出入教室唯一凭证；
- 2、 重读的重要依据；
- 3、 资料领取的唯一凭证；
- 4、 考勤的重要依据；
- 5、 听课证上的座位号为唯一座位号；
- 6、 享受后期相关优惠的重要依据。

注：如有特殊收费或规定，以中心项目执行单为准。

基础班班教学目标及特点：

- 针对英语基础较差或长期不用者，从语词、阅读、翻译写作的基础开始，循序渐进
- 推测命题趋势，模块化教学，在联考大纲的基础上，详细讲解、涉及各类题型的解题思路 and 技巧，全面注重知识、速度和能力的提升。助教教学全面跟进，重点关注基础知识的掌握。

您享受的优惠服务**优惠活动**

- ❖ 面授班赠送同等班型的网络班
- ❖ 报基础恢复班（含网络班），免费赠送词汇精品网络班
- ❖ 一次性或累计报中级班、高级班（含网络班），赠送“学苑中心优惠卡”一张
- ❖ 持“学苑中心优惠卡”报读学苑中心同等学力辅导班，面授班学费给予 8.5 折优惠，网络班学费给予 6.5 折优惠（卡数有限，赠完为止）

优惠套餐

- 套餐一：英语面授全程班（基础班+中级班+高级班+词汇班+模考冲刺班） 2500 元
- 套餐二：英语网络全程班（基础班+中级班+高级班+词汇班+模考冲刺班） 1600 元
- 套餐三：面授英语全程+面授工商管理综合班 3100 元
- 套餐四：面授英语全程+面授经济或法律综合班 2800 元
- 套餐五：网络英语全程+面授工商管理综合班 2300 元
- 套餐六：网络英语全程+面授经济或法律综合班 2000 元

注意事项

- 1、以上所有优惠活动不能同时享受；
- 2、所有优惠措施与本中心组织的各类活动现场优惠活动不能同时享受；
- 3、优惠卡每人只能持一张，且只享受一个班型（不含套餐）的优惠；
- 4、新报面授班学员的出勤率达到 90%以上可免费重读第二年同等班型的网络班；
- 5、以上课程时间仅供参考，实际上课时间以网站最新信息为准。

06 同等学力基础恢复班课表

10 . 7 上 午	10 . 15 晚	10 . 16 晚	10 . 19 晚	10 . 22 晚	10 . 23 晚	10 . 29 晚	10 . 30 晚	11 . 5 晚	11 . 6 晚	11 . 12 晚
11 . 13 晚	11 . 19 晚	11 . 20 晚	11 . 26 晚	11 . 27 晚	12 . 3 晚	12 . 4 晚	12 . 10 晚	12 . 11 晚	12 . 17 晚	12 . 18 晚

授课内容：22 单元，88 课时，语词 10 单元，阅读 10 单元，翻译与写作 2 单元

面授价格：720 元

网络价格：400 元

上课时间：18：20—21：20

上课地点：人大

教学特色之——网络课堂

高级班所有课程都会制作成媒体视频课件，学员可以下载到本地机器进行观看学习，速度快，无需在线，不耗网费，方便广大工作忙、时间不固定的在职学员业余学习。高级班学员将享受免费下载服务，和面授相结合，更好的全面复习、消化课堂内容！不用担心临时出差、其它特殊原因导致的缺课，网上随时随地补课！

教学特色之——助教讲评

学苑中心于 2005 年在职英语培训班开设助教讲评服务，帮助学员在有限的时间内理清主讲教师讲授的重点、难点性问题，通过作业、批改、讲评三种方式加深记忆，进一步巩固所学知识，这也是学员将所学知识灵活运用并不断检测，达到最终掌握的过程，是学员输出的过程。只有这样不断学习新知识，不断巩固，学员才可以熟练的掌握知识点和灵活的运用各种答题技巧，最终考到理想的成绩。

05 英语基础班助教辅导课表

10 月 21 日晚	10 月 28 日晚	11 月 4 日晚	11 月 11 日晚	12 月 16 日晚
周五	周五	周五	周五	周五
11 月 18 日晚	11 月 25 日晚	12 月 2 日晚	12 月 9 日晚	12 月 20 日晚
周五	周五	周五	周五	周二

上课时间：18：30-20：30

辅导内容：针对课上重点内容布置作业及练习，专业助教定期批改、讲评；定期进行测试

作业及练习内容：以学苑中心基础班助教讲义为主

学苑中心 2006 年综合水平辅导课程安排

科目	课程日期	具体班型	课时	收费标准
工商管理	06.4-06.5	晚班	48	报名费：50 元 学费：800 元
	06.5.1-06.5.7	五一白班		
经济学	06.5.1-06.5.7	五一白班	40	报名费：50 元 学费：500 元
法学	06.5.1-06.5.7	五一白班	40	报名费：50 元 学费：600 元

上课地点：中国人民大学

上课时间：白班：9：00—12：00 13：30—16：30

晚班：18：20—21：20

学苑中心 2006 年同等学力英语辅导课程安排

班型	课程日期	具体班型	课时	收费标准	教学目标
基础 恢复班	05. 10. 7-12. 18	周六日晚	22 单元 88 课时	面授 720 网络 400	针对英语基础较差或长期不用者，从语词、阅读、翻译写作的基础开始，循序渐进
中级 提高班	06. 1. 7-06. 3. 19	周六白班	20 单元 80 课时	面授 780 网络 580	在英语基础知识恢复的情况下，加强口语交际、词汇、阅读、翻译写作练习，配以大量的专项练习，奠定及提高应试基础
	06. 1. 7-06. 3. 19	周日白班			
高级 强化班	06. 4. 1-06. 4. 22	人大 周六日白班	14 单元 56 课时	面授 680 网络 480	在有了应试基础的情况下，结合历年真题，强化各项的应试能力和应试技巧，让学员在短期内应试能力有大幅度的提高其中五一强化班针对平时工作繁忙的学员，集中授课，模块式教学
	06. 4. 2-06. 4. 22	朝阳 周六日白班			
	06. 5. 1-06. 5. 7	五一期间			
词汇 精品班	06. 3. 18-06. 4	晚班 周六日晚	7 单元 28 课时	面授 300 网络 200	词汇是英语学习之本，针对需要短期内迅速提高词汇量的学员，解析词汇规律性，提高背词效率，讲解重点词汇及常考词汇
五一 串讲班	06. 5. 2-06. 5. 6	五一晚上	5 单元 20 课时	面授 200 网络 200	对于没有系统学习的学员，利用五一期间的晚上，对考生的知识水平进行提升，把其所学知识系统化、体系化、连贯化
模考 冲刺班	06. 5. 13-06. 5. 21	白班 周六日	8 单元 32 课时	面授 280 网络 280	在掌握应试能力和技巧的情况下，模拟数套试题，就各类考试题型逐一讲评，系统归纳，进入最好的临考状态

上课地点:1、中国人民大学

2、高级强化班朝阳班：对外经贸大学

上课时间：白班：9：00—12：00 13：30—16：30

晚班：18：20—21：20

Unit One

Part One: Passage

Passage One

As my train was not due to leave for another hour, I had plenty of time to spare. After buying some magazines to read on the journey, I went to the luggage office to collect my heavy suitcase. There were only a few people waiting, and I took my wallet to find the receipt for my case. But I could not find it in my wallet. I searched every pocket, but I still couldn't find it anywhere.

When my turn came, I explained the situation sorrowfully to the assistant. The man looked at me suspiciously as if to say that he had heard this type of story many times and asked me to describe the case. I told him that it was an old, brown-looking object no different from the many cases I could see on the shelves. The assistant then gave me a form and told me to make a list of the chief things in the case. If they were correct, he said, I could take the case away. I tried to remember all the things I had put in the suitcase and wrote them down as clearly as possible.

After I had done this, I went to look among the shelves. There were hundreds of cases there and it made it more difficult for me to find mine easily. After a time, I found my case lying on its side high up in a corner. After examining the things inside, the assistant was satisfied that it was mine and told me I could take the case away. Again I took out of my wallet to pay him. I pulled out a ten-shilling note and the "lost" receipt slipped out with it. I could see the assistant nodding his head knowingly, as if to say that he had often seen this happen before too!

Passage Two

BALTIMORE— When a 15-year-old Michael Thomas left home for school last May, he couldn't have been prouder. On his feet, thanks to his mother's hard work, were a pair of new Air Jordans--\$ 100 worth of leather, rubber and status that to today's youth are the Mercedes-Benz of athletic footwear.

The next day it was James David Martin, 17, who was walking down the street in Thomas' new sneakers, while Thomas lay dead in a field not far from his school. Martin was arrested for murder. For the Baltimore school system, Thomas' death was the last straw. He was the third youngster to have been killed over his clothes in five years. Dozens of others had been robbed of name brand sneaker jogging suits, leather jackets and jewelry.

This fall, the school board announced a dress code preventing leather skirts and jackets, jogging suits, gold chains and other expensive items.

Clothes, said board president Joseph Smith, had just gotten out of hand. Across the nation, parents, school officials, psychologists and even some children agree.

They say that today's youngster, throughout the nation, have become clothes fixated. They worry about them, compete over them, neglect school for them and sometimes even rob and kill for them.

In many cases, many public schools, mainly in Eastern cities, have adopted school uniforms to cut down on competition. Educators say, in the current fashion climate, dressing students alike allows them more freedom to be individuals.

Part II: Dialogue

Dialogue One

Alice: Oh it's a fine day, isn't it? And the food smells nice. It's a perfect day for a picnic.

Mike: yes, it is. I'm glad it didn't rain. My name's Mike Gates, by the way.

Alice: Oh, hi! I'm Alice. Nice to meet you.

Mike: Nice to meet you too. So Alice... what do you do?

Alice: I'm studying medicine.

Mike: Really? Where?

Alice: At Harvard. What about you?

Mike: I'm working for IBM.

Alice: Oh, are you? That sounds interesting.

Mike: Year. I like it. Hey, it looks like the food is ready.

Dialogue Two

Jack: Hi! How are you doing?

Peter: Oh, hi! You're Jack, right?

Jack: That's right. What's your name again?

Peter: Peter, Peter Riley.

Jack: Peter, this is my roommate, Herb.

Peter: Hi, Herb.

Herb: Nice to meet you.

Peter: Are you from Texas?

Herb: Yeah. Why?

Peter: You speak like a person who comes from Texas.

Herb: Ha! You also have an accent!

Jack: Listen, peter. We're really hungry. Do you want to get something to eat with us?

Peter: I can't. I have to meet my new roommate.

Herb: Oh, yea? Well, ok. Listen, stop by and see us. We're up in 212.

Peter: Hey, we're on the same floor. Room 220.

Jack and herb: Great!

Peter: Ok. See you guys later.

Jack and Herb: See you.

Dialogue Three

Peter: Do you think your parents are strict?

Lucy: Well, they are in some ways, you know. I mean, I'm not allowed to go out on weekdays, you know.. well, not out with friends anyway.

Peter: I think your parents are too strict. And what they do is harmful to you, isn't it?

Lucy: A little bit, maybe. But, you know, I can go to do things to do with school, or go somewhere with my parents.

Peter: Certainly you can.

Lucy: But they say I have to get enough sleep for school the next day.. they're always going on about how much sleep I get. But on the other hand, you know, they do let me have quite a lot of freedom in other ways.

Peter: What kind of freedom?

Lucy: I mean they give me quite a lot of pocket money, and I can choose my own clothes and stuff.. more or less what I like.

Peter: Have you got friends? And what do your parents think of them?

Lucy: I have a lot of friends. And they have quite strict parents, too, so we're all in the same boat.

My parents do like most of my friends, they let me see whoever I like at weekends—that is when all my homework is out of the way. They do make a get that done first. I usually try to get it out of the way by Saturday afternoon. What about you, Peter?

Peter: Well I guess I have quite a lot more freedom than that, maybe it's because I'm a boy, I don't know. I mean, I can go out more or less whenever I want to, and my parents let me just go, you know, they don't make tell them where I'm going. I suppose they trust me!

Lucy: I think your parents are better than mine.

Peter: Oh, it's different. Maybe they should be a bit stricter. I don't really do enough studying and I think I need someone to nag me a bit. Hm! I'm not sure if that works, though. In some ways they're stricter than other parents like, I have to earn my pocket money, they don't just give it to me. So I have to do things like clean the car or help in the garden, you know, that kind of thing. I'm thinking of getting a part-time job anyway, on Saturday morning.

Lucy: Will your parents let you do that?

Peter: Oh yes, they think it'll be good for me, give me some independence.

Dialogue Four

I don't get on well with my parents. In fact, I, you know, I hate them. They criticize everything I do. Everything. They won't let me be me, you know. Yeah, then they nag nag nag me all the time. "You must do better at school, Kevin", "This is no good, Kevin". Well, I hate school. It's boring and my teachers are all stupid, you know? Yeah, and always getting at me and all. Like, my parents, yeah? Want me to get qualifications, right, but what for? You know? There aren't any jobs, are there? Look, I just want to do what I want to do, yeah? Get a motorbike, a good bike, yeah, travel about, see the world. Know what I mean? I tell you, they don't like my friends and .. they won't let them in the house. I'm not allowed to stay out later than 10:00 pm in the week, like. Yeah. Huh! You know what else? My dad's stopped my pocket money, right, so I can't go down the pub with my mates.

Like, he goes on at me all the time—he says everything I do is rubbish, everything. You know what? Sometimes I get angry, very angry, like. Last week, my mates and me got some spray paint. Yeah. That was cool. We went bananas. Oh yeah! We sprayed stuff all over the shopping center walls, shps and that, yeah, all over them, at night, like Pillheads Rule! Pillheads Rules! Yay! Pillheads is the name of our gang. But my parents just don't understand.

语 法

第一讲：代词的数和格的构成及其用法

代词

代词是代替名词的一种词类。大多数代词具有名词和形容词的功能。英语中的代词，按其意义、

特征及在句中的作用分为：人称代词、物主代词、指示代词、自身代词、相互代词、疑问代词、关系代词和不定代词八种。

一、人称代词是表示“我”、“你”、“他”、“她”、“它”、

“我们”、“你们”、“他们”的词。人称代词有人称、数和格的变化，见下表：

数	单数		复数	
格	主格	宾格	主格	宾格
第一人称	I	me	we	us
第二人称	you	you	you	you
	he	him	they	them
第三人称	she	her	they	them
	it	it	they	them

如：He is my friend. 他是我的朋友。

It's me. 是我。

二、物主代词表示所有关系的代词，也可叫做代词所有格。物主代词分形容词性物主代词和名词性物主代词二种，其人物和数的变化见下表。

数	单数			复数		
人称	第一	第二	第三	第一	第二	第三
	人称	人称	人称	人称	人称	人称
形容词性	my	your	his/her	its	our	your/their
物主代词						
名词性	mine	yours	his/hers	its	ours	yours/theirs
物主代词						

如：I like his car.

Our school is here, and theirs is there.

三、指示代词表示“那个”、“这个”、“这些”、“那些”等指示概念的代词。指示代词有 this, that, these, those 等。

如：That is a good idea.

四、表示“我自己”、“你自己”、“他自己”、“我们自己”、“你们自己”和“他们自己”等的代词，叫做自身代词，也称为“反身代词”。

如：She was talking to herself. 她自言自语。

五、表示相互关系的代词叫相互代词，有 each other 和 one another 两组，但在运用中，这两组词没什么区别。

如：They love each other. 他们彼此相爱。

六、不是指明代替任何特定名词的代词叫做不定代词。常见的不定代词有 all, both, each, every 等，以及含有 some-, any-, no- 等的合成代词，如 anybody, something, no one。这些不定代词大都可以代替名词和形容词，在句中作主语、宾语、表语和定语，但 none 和由 some, any, no 等构成的复合不定代词只能作主语、宾语或表语；every 和 no 只能作定语。如：

--- Do you have a car? --你有一辆小汽车吗？

--- Yes, I have one. --是的，我有一辆。

--- I don't know any of them. 他们，我一个也不认识。

七、疑问代词有 who, whom, whose, what 和 which 等。在句子中用来构成特殊疑问句。疑问代词都可用作连接代词，引导名词性从句（主语从句、宾语从句和表语从句）

如：Tell me who he is. 告诉我他是谁。

八、关系代词有 who, whom, whose, that, which, as 等，可用作引导从句的关联词。

1、它们在定语从句中可作主语、表语、宾语、定语等；另一方面它们又代表主句中为定语从句所修饰的那个名词或代词（通称为先行词）。

如：He is the man whom you have been looking for. 他就是你要找的那个人。

2、人称代词之主、宾格的替换

1) 宾格代替主格

a. 在简短对话中，当人称代词单独使用或在 not 后，多用宾语。

---- I like English. --我喜欢英语。

---- Me too. --我也喜欢。

---- Have more wine? --再来点酒喝吗？

---- Not me. --我可不要了。

b. 在表示比较的非正式的文体中，常用宾格代替主格。但如果比较状语的谓语保留，

则主语只能用主格。

He is taller than I/me.

He is taller than I am.

2) 主格代替宾格

a. 在介词 but, except 后, 有时可用主格代替宾格。

b. 在电话用语中常用主格。

---- I wish to speak to Mary. --我想和玛丽通话。

---- This is she. --我就是玛丽。

注意：在动词 be 或 to be 后的人称代词视其前面的名词或代词而定。

I thought it was she. 我以为是她。 (主格----主格)

I thought it to be her. (宾格----宾格)

I was taken to be she. 我被当成了她。 (主格----主格)

They took me to be her. 他们把我当成了她。 (宾格----宾格)

3、代词的指代问题

1) 不定代词 anybody, everybody, nobody, anyone, someone, everyone, no one, 及 whoever 和 person 在正式场合使用时, 可用 he, his, him 代替。

Nobody came, did he? 谁也没来, 是吗?

2) 动物名词的指代一般用 it 或 they 代替, 有时也用 he, she, 带有亲切的感情色彩。

Give the cat some food. She is hungry. 给这猫一些吃的。她饿了。

3) 指代车或国家, 船舶的名词, 含感情色彩时常用 she。

4、并列人称代词的排列顺序

1) 单数人称代词并列作主语时, 其顺序为:

第二人称 -> 第三人称 -> 第一人称

you -> he/she; it -> I

You, he and I should return on time.

2) 复数人称代词作主语时, 其顺序为:

第一人称 -> 第二人称 -> 第三人称

we -> you -> They

注意: 在下列情况中, 第一人称放在前面。

a. 在承认错误, 承担责任时,

It was I and John that made her angry.

b. 在长辈对晚辈, 长官对下属说话时, 如长官为第一人称, 如: I and you try to finish it.

c. 并列主语只有第一人称和第三人称时,

d. 当其他人称代词或名词被定语从句修饰时。

5、物主代词

1) 物主代词既有表示所属的作用又有指代作用, 例如:

John had cut his finger; apparently there was a broken glass on his desk.

约翰割破了手指，显而易见，他桌子上有个破玻璃杯。

物主代词有形容词性 (my, your 等) 和名词性 (mine, yours 等) 两种，形容词性的物主代词属于限定词。

名词性的物主代词在用法上相当于省略了中心名词的 --'s 属格结构，例如：

Jack's cap 意为 The cap is Jack's.

His cap 意为 The cap is his.

2) 名词性物主代词的句法功能

a. 作主语，例如：

May I use your pen? Yours works better.

b. 作宾语，例如：

I love my motherland as much as you love yours.

c. 作介词宾语，例如：

You should interpret what I said in my sense of the word, not in yours.

d. 作主语补语，例如：

The life I have is yours. It's yours. It's yours.

6、双重所有格

物主代词不可与 a, an, this, that, these, those, some, any, several, no, each, every, such, another, which 等词一起前置，修饰一个名词，而必须用双重所有格。

公式为：a, an, this, that + 名词 + of + 名词性物主代词。如：

a friend of mine.

each brother of his.

7、反身代词

1) 列表

I	you	you	she	he
myself	yourself	yourselves	herself	himself
we	they	it	one	
ourselves	themselves	itself	oneself	

2) 做宾语

a. 有些动词需有反身代词

absent, bathe, amuse, blame, dry, cut, enjoy, hurt, introduce, behave

We enjoyed ourselves very much last night. 我们昨晚玩得很开心。

Please help yourself to some fish. 请你随便吃点鱼。

b. 用于及物动词+宾语+介词

take pride in, be annoyed with, help oneself to sth.

I could not dress (myself) up at that time. 那个时候我不能打扮我自己。

注：有些动词后不跟反身代词，get up, sit-down, stand up, wake up 等。

Please sit down. 请坐。

3) 作表语； 同位语

be oneself: I am not myself today. 我今天不舒服。

The thing itself is not important. 事情本身并不重要。

4) 在不强调的情况下，but, except, for 等介词后宾语用反身代词或人称代词宾格均可。
如：

No one but myself (me) is hurt.

注意：

a. 反身代词本身不能单独作主语。

(错) Myself drove the car.

(对) I myself drove the car. 我自己开车。

b. 但在 and, or, nor 连接的并列主语中，第二个主语可用反身代词，特别是 myself 作主语。

Charles and myself saw it.

5) 第二人称作宾语，要用反身代词。

You should be proud of yourself. 你应为自己感到骄傲。

8、相互代词

1) 相互代词只有 each other 和 one another 两个词组。他们表示句中动词所叙述的动作或感觉在涉及的各个对象之间是相互存在的，例如：

It is easy to see that the people of different cultures have always copied each other.

显而易见，不同文化的人总是相互借鉴的。

2) 相互代词的句法功能：

a. 作动词宾语；

People should love one another. 人们应当彼此相爱。

b. 可作介词宾语；

Dogs bark, cocks crow, frogs croak to each other. 吠、鸡鸣、蛙儿对唱。

说明：传统语法认为，相互关系存在于两个人或物之间用 each other，存在于两个以上人和物之间用 one another。现代英语中，两组词交替使用的实例也很多，例如：

He put all the books beside each other.

He put all the books beside one another.

Usually these small groups were independent of each other.

c. 相互代词可加-'s 构成所有格，例如：

The students borrowed each other's notes.

9、指示代词

1) 指示代词分单数 (this / that) 和复数 (these / those) 两种形式，既可作限定词又可做代词，例如：

单数

复数

限定词：This girl is Mary. Those men are my teachers.

代词： This is Mary. Those are my teachers.

2) 指示代词的句法功能；

a. 作主语

This is the way to do it.

b. 作宾语

I like this better than that.

c. 作主语补语

My point is this.

d. 作介词宾语

I don't say no to that.

There is no fear of that.