

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：18：30-20：00

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：18：00—21：00

2005—2006 年同等学力考试阅读初级班讲义

教学目标：在 2 个月的学习后，学员能够：

- 熟练掌握阅读中出现频率较高的 1,000 词汇
- 阅读中重要的句式结构：名扩、从句、并列、倒装、比较、强调等
- 能够分析最基本的篇章结构类型：两面型、例证型、果因型、定义型、How 型等

教学方式：

- 采用精读的方式进行语言输入部分，学生要到课听讲，做笔记
- 复习巩固方面，学生要完成每课后面的练习，运用所学的知识
- 进行期中、期末考试，加强学员学习的热情
- 语言输出方面，能够利用所学的句型翻译简单的句子
- 能够写出和话题相关的短文

第一组文章：两面型文章

Passage 1

With the possible exception of equal rights, perhaps the most controversial issue across the United States today is death penalty. Many argue that it is an effective deterrent (威慑) murder, while others maintain there is no convincing evidence that the death penalty reduces the number of murders.

The principal argument advanced by those opposed to the death penalty, basically is that it is cruel and inhuman punishment, that it is the mark of a brutal society, and finally that its is of questionable effectiveness as a deterrent to crime anyway.

In our opinion, the death penalty is a necessary evil. Throughout recorded history there have always been those extreme individuals in every society who were capable of terribly violent crimes such as murder. But some are more extreme than others.

For example, it is one thing to take the life of another in a fit of blind rage, but quite another to coldly plot and carry out the murder of one or more people in the style of a butcher. Thus, murder, like all other crimes, is a matter of relative degree. While it could be argued with some conviction

D. the value of the death penalty as a deterrent to crime is not to be debated

Passage 2

In the USA, 85% of the population over the age of 21 approve of the death penalty. In the many states which still have the death penalty, some use the electrical chair, which can take up to 20 minutes to kill, while others use gas or lethal injection.

The first of these was the case of Ruth Ellis who was hanged for shooting her lover in what was generally regarded as a crime of passion. The second was hanged for murders which, it was later proved, had been committed by someone else.

The pro-hanging lobby uses four main arguments to support its call for the reintroduction of capital punishment. First, there is the deterrence theory, which argues that the potential murderers would think twice before committing the act if they knew that they might die if they were caught. The armed bank robber might, go back to being unarmed.

The other two arguments are more suspect. The idea of retribution demands that criminals should get what they deserve: if a murderer intentionally set out to commit a crime, he should accept the consequences. Retribution, which is just another word for revenge, is supported by the religious doctrine of an eye for an eye and a tooth for a tooth.

The arguments against the death penalty are largely humanitarian. But there are also statistical reasons for opposing it: the deterrence figure do not add up. In Britain, 1903 was the record for executions and yet in 1904 the number of murders actually rose. There was a similar occurrence in 1946 and 1947. If the deterrence theory were correct, the rate should have fallen.

The other reasons to oppose the death penalty are largely a matter of individual conscience and belief. One is that murder is murder and the state has no more right to take a life than the individual. The other is Christianity advises forgiveness, not revenge.

1. The passage is mainly about _____.

- A. the argument in favor of the death penalty
- B. the argument against the death penalty

- C. the argument about the reintroduction of the death penalty
D. the argument about the abolition of the death penalty
2. All of the following death penalty methods are mentioned in the passage EXCEPT _____.
A. the electrical chair B. the lethal injection
C. the poisonous gas D. the shooting
3. According to the first four paragraphs, which of the following statements is NOT correct?
A. The death penalty may help the potential murders to arouse moral awareness.
B. Ruth Ellis was shot by her lover, which was regarded as a crime of passion.
C. The intentional murder should eat his own bitter fruit.
D. According to the religious doctrine, punishment should serve as the injury suffered.
4. In Paragraph 3, “deterrence” means _____.
A. proclamation B. protest C. protection D. prevention
5. We can learn from the last paragraph that _____.
A. neither state nor the individual has the right to take a life
B. The state has the right to take a life but the individual does not
C. The death penalty has nothing to do with individual conscience and belief
D. The deterrence figures have added up and the execution rate has fallen.

Part II Phrases

Approve of		Electrical chair	
Take up ... to do		Be hanged for	
Be regarded as		Commit crime	
Call for		Capital punishment	
Think twice		Commit the act	
Go back to		Intend for sb. to do	
An eye for an eye		An tooth for a tooth	
No more... than...		More ...than...	

Part III Living Words For Writing

85%的人口		21 岁以上	
支持，赞成		花...时间做某事	
毒剂		案例	
因为...而被绞死		通常被认为的激情案件	
别人		后来证实	
列举了 4 个论点来支持		潜在的谋杀犯	
行动		武装抢劫银行	
令人怀疑的		应得的结果	

报复的代名词		宗教信条	
以眼还眼		以牙还牙	
主要（2个）		统计原因	
累加		增长	
相似的情况出现		本该	
个人的良心		国家和个人都无权夺取他人的生命	

Part IV Structure and Grammar

Passage 3

Sex prejudices are based on and justified by the ideology that biology is destiny. According to this ideology, basic biological and psychological differences exist between the sexes. These differences require each sex to play a separate role in social life. Women are the weaker sex both physically and emotionally. Thus, they are naturally suited, much more so than men, to the performance of domestic duties. A woman's place, under normal circumstances, is within the protective environment of the home. Nature has determined that women play caretaker roles, such as wife and mother and homemaker. On the other hand, men are best suited to go out into the competitive world of work and politics, where serious responsibilities must be taken on. Men are to be the providers; women and children are "dependents."

The ideology also holds that women who wish to work outside the household should naturally fill these jobs that are in line with the special capabilities of their sex. It is thus appropriate for women, not men, to be employed as nurses, social workers, elementary school teachers, household helpers, and clerks and secretaries. These positions are simply an extension of women's domestic role. Informal distinctions between "women's work" and "men's work" in the labor force, according to the ideology, are simply a functional reflection of the basic differences between the sexes.

Finally, the ideology suggests that nature has worked her will in another significant way. For the human species to survive over time, its members must regularly reproduce. Thus, women must, whether at home or in the labor force, make the most of their physical appearance.

So goes the ideology. It is, of course, not true that basic biological and psychological differences between the sexes require each to play sex-defined roles in social life. There is ample evidence that sex roles vary from society to society, and those role differences that to exist are largely learned.

But to the degree people actually believe that biology is destiny and that nature intended for men and women to make different contributions to society, sex-defined roles will be seen as totally acceptable.

1. Women's place, some people think, is within the protective environment of the home because
 - A. women can provide better care for the children
 - B. women are too weak to do any agricultural work at all
 - C. women are biologically suited to domestic jobs
 - D. women can not compete with men in any field
2. According to the author, sex roles
 - A. are socially determined
 - B. are emotionally and physically determined
 - C. can only be determined by what education people take
 - D. are biologically and psychologically determined
3. The author points out that the assignments of women's roles in work
 - A. are determined by what they are better suited to
 - B. grow out of their position inside the home
 - C. reflect a basic difference between men and women
 - D. are suitable to them, but not to men
4. Which of the following is NOT true according to the passage?
 - A. The division of sex-defined roles is completely unacceptable.
 - B. Women's roles in work are too limited at present.
 - C. In one society, men might perform what is considered women's duties by another.
 - D. Some of the women's roles in domestic duties can not be taken over by men.

Part II Phrases

Sex prejudice		Be based on	
Be justified by		According to	
Require ... to...		Play a ... role in ...	
Be suited to		more than	
Under circumstance		On the other hand	

Take on responsibility		Be appropriate for .. to	
Labor force		Be employed as	
Make the most use of		Vary from... to...	
To some degree		Make contributions to	
Intend for sb. to do sth.			

Part III Living Words For Writing

性别歧视		以.....为基础	
命运（4个）		起到重要的作用（2）	
要求某人做某事（2）		生理的	
情绪话的		适合做某事（3）	
在正常情况下		家务活	
另一方面		承担责任	
竞争世界		依赖某人	
外出工作		区别	
延展		反映	
劳力		重要的	
人类物种		最大利用	
因社会的不同而不同		在某种程度上	
为社会做出贡献		定义	
想让某人做某事			

Part IV Structure and Grammar

Passage 4

In our culture, the sources of what we call a sense of “mastery”—feeling important and worthwhile—and the sources of what we call a sense of “pleasure”—finding life enjoyable—are not always identical. Women often are told “You can’t have it all.” Sometimes what the speaker really is saying is: “You have a wonderful husband and children—what’s all this about wanting a career?” But women need to understand and develop both aspects of well-being, if they are to feel good about themselves.

Our study shows that, for women, well-being has two dimensions. One is mastery, which includes self-esteem, a sense of control over your life, and low levels of anxiety and depression.

Mastery is closely related to the “doing” side of life, to work and activity. Pleasure is the other dimension, and it is composed of happiness, satisfaction and optimism. It is tied more closely to the “feeling” side of life. The two are independent of each other. A woman could be high in mastery and low in pleasure, and vice versa. For example, a woman who has a good job, but whose mother has just died, might be feeling very good about herself and in control of her work life, but the pleasure side could be damaged for a time.

The concepts of mastery and pleasure can help us identify the sources of well-being for women, and remedy past mistakes. In the past, women were encouraged to look only at the feeling side of life as the source of all well-being. But we know that both mastery and pleasure are critical. And mastery seems to be achieved largely through work. In our study, all the groups of employed women rated significantly higher in mastery than did women who were not employed.

A woman’s well-being is enhanced when she takes on multiple roles. At least by middle adulthood, the women who were involved in a combination of roles—marriages, motherhood, and employment—were the highest in well-being, despite warnings about stress and strain.

1. It can be inferred from the first paragraph that
 - A. for women, a sense of “mastery” is more important than a sense of “pleasure”
 - B. for women, a sense of “pleasure” is more important than a sense of “mastery”
 - C. women can’t have a sense of “mastery” and a sense of “pleasure” at the same time
 - D. a sense of “mastery” and a sense of “pleasure” are both indispensable to women
2. The author’s attitude towards women having a career is
 - A. critical
 - B. positive
 - C. neutral
 - D. realistic
3. One can conclude from the passage that if a woman takes on several social roles,.
 - A. it will be easier for her to overcome stress and strain
 - B. she will be more successful in her career
 - C. her chances of getting promoted will be greater
 - D. her life will be richer and more meaningful
4. Which of the following can be identified as a source of “pleasure” for women?
 - A. Family life
 - B. Regular employment
 - C. Multiple roles in society
 - D. Freedom from anxiety
5. The most appropriate title for the passage would be
 - A. The Well-being of Career women
 - B. Sources of Mastery and Pleasure

Part II Phrases

A sense of		What's about doing	
Be related to		Be composed of	
Be tied to		Be independent of	
Vice versa		For a time	
Remedy the past mistakes		Warning about	

Part III Living Words For Writing

成就感		快乐感	
觉得生活快乐		发展幸福生活的两方面	
2 个层面		掌控生活	
低焦虑和抑郁		紧密相连（2 个）	
相互独立		由.....组成	
反之亦然		快乐方面	
弥补过去的错误		扮演多重角色	
花.....时间做某事		中年	
尽管有压力和紧张的警告		在文化中	

Part IV Structure and Grammar