

考满分 GRE

AIO 写作讲义

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写在前面的话

各位同学：

谢谢你参加考满分的 All In One 写作课程。

这份讲义涵盖了我们上课讲过的 GRE 写作的方法论并补充了一些范文，希望它以及这 15 天的课程能给你的 GRE 写作带来一些启发和帮助！这份资料作为内部资料，仅供各位自己学习参考，请不要共享到公共网络（包括且不限于百度文库、各类备考论坛、淘宝），更勿用于商业用途。

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GRE Argument 讲义

Argument 介绍

1. **Argument 写什么：**证明作者的逻辑不能推出作者的结论。
2. **Argument 答题步骤：**
 - 1) 分析题目结构，找出作者结论
 - 2) 寻找作者的逻辑错误
 - 3) 构建段落，依次攻击作者的逻辑错误
 - 4) 组织全文
3. **Argument6 分标准**
 - 1) 清晰指出逻辑错误 clearly identifies aspects of the argument relevant to the assigned task and examines them insightfully
 - 2) 展开有力且有过渡 develops ideas cogently, organizes them logically, and connects them with clear transitions
 - 3) 支持主旨令人信服 provides compelling and thorough support for its main points
 - 4) 语言流畅词句丰富 conveys ideas fluently and precisely, using effective vocabulary and sentence variety
 - 5) 词汇语法没有错误 demonstrates superior facility with the conventions of standard written English (i.e., grammar, usage, and mechanics) but may have minor errors

Argument 逻辑错误

1. 调查错误

1. 什么是调查错误：作者引用了一个调查来论证自己的观点，但这个调查不一定可靠。
2. 标志词：
 - 1) Survey, study, test,
 - 2) Sample, respondent, response, answer,
 - 3) Many, most, 1500, 96%
3. 怎样攻击？（红字最常考，黄字次常考）：
 - 1) 样本没有代表性
 - 2) 样本数量不足
 - 3) 调查的问题不恰当
 - 4) 样本没有说真话
 - 5) 态度不能反映行为
 - 6) 调查的时效性
 - 7) 调查机构的中立性
 - 8) 数据问题
4. 参考模板：
 - 1) A threshold problem with the argument involves the statistical reliability of the survey（指出错误）. The author provides no evidence that the number of respondents is statistically significant or that the respondents were representative of *POPULATION* in general（攻击样本数量、样本代表性）. Lacking information about the randomness and size of the survey's sample, the author cannot make a convincing argument based on that survey（联系结论）.
 - 2) A series of problems with the argument arise from the scant statistical information on which it relies（指出错误）. In comparing..., the author fails to consider that Second, perhaps accident rates at the two companies last year were aberrations, and during other years the rate was no greater, or even lower（攻击时效性）. Or perhaps 局部数据 is not representative of 整体 generally（攻击数据代表性）. In short, since the argument relies on very limited statistical information I cannot take the author's recommendation seriously（联系结论）.
 - 3) As for the survey that the article cites, ... do not necessarily reflect.... Moreover, the speaker fails to indicate the percentage of In short, without better evidence that the survey is statistically reliable, the author cannot rely on it to draw any firm conclusions.

2. 论据含糊

1. 什么是论据含糊：作者使用一个计划或者猜测来论证他的观点

2. 怎样攻击：计划或猜测不一定会实现

3. 标志词：

- 1) Promise
- 2) Plan
- 3) Guess

3. 因果关系

1. 什么是因果关系错误？

- 1) 同时性因果：A、B 发生在同一时间段内；作者认为因为 A，所以发生了 B；
- 2) 时序性因果：先发生 A，后发生 B；作者认为因为 A，所以发生了 B；
- 3) 强加因果：题目中没有提到时间段，作者认为因为 A，所以发生 B

2. 标志词：

- 1) Because/therefore/cause/reason
- 2) Two years ago （时序性因果错误）
- 3) Meanwhile/during （同时性因果错误）
- 4) Link/connection/and

3. 怎样攻击？

- 1) 列举他因(最常考)
- 2) 混淆因果

4. 模板

- The author assumes too hastily that B（结果） is attributable to A（原因）（否定因果） - rather than to some other phenomenon（指出存在他因）. Perhaps.... Or perhaps... for reasons unrelated to A（列举他因 2-4 个）. Without ruling out these and other alternative explanations for B, the author cannot convince me that....（联系结论）
- The author fails to present a sound correlation between A and B（否定因果）. There are likely a myriad of other reasons that cause B（指出存在他因）. For example, it might be because C Or D. In addition, it is also possible that E（列举他因）. In short, the author needs to provide more evidence to rule out these possibilities and prove that A is the only sufficient reason that leads to B（联系结论）.

4. 时间外推

1. 什么是时间外推错误：过去这样做成功或失败了=》现在这样做也会成功或失败；现在这样做成功或失败=》将来也会成功或失败

2. 标志词

- 1) Two years ago/last month

- 2) Trend
- 3) Continue/remain

3. 怎样攻击：列举差异性

4. 模板：

- 1) The author assumes that this current trend in XXX will continue in the future; yet the dean offers no evidence to substantiate this assumption (指出错误). It is entirely possible that.... It is also probable that... (列举变化). Without considering these possible scenarios, the author cannot justifiably conclude that... (联系结论).
- 2) The author assumes that all other conditions that might affect 措施关键因素 will remain unchanged after XX years (指出错误). However, might. Also, might (列举变化). Without considering and ruling out these possible changes that might contribute to (措施关键因素), the author cannot convince me that the proposed measure will necessarily have the desired effect (联系结论).
- 3) The author claims that ..., because... This assumption is unwarranted because things rarely remain the same over extended period of time. There are likely all kinds of difference between ... and... For example, ...; however, ... Any of these scenarios, if true, would serve to undermine the claim that...

5. 比较错误

1. 什么是比较错误：人/公司/地区 A 采取某措施取得成功/失败=》人/公司/地区 B 采取同样的措施也会同样成功/失败

2. 关键词：

- 1) Similar/same
- 2) Nearby/neighboring
- 3) 名称类：公司名、地名等

3. 怎样攻击：列举差异性

4. 模板：

- 1) In asserting that the same phenomenon that caused XX in A would cause a similar XX in B (指出错误位置), the author relies on what might amount to an unfair analogy between A and B (指出错误的核心是比较错误). Perhaps...(差异性 1); if not, then the mere enactment of similar measure in B is no guarantee of a similar result(联系结论). Or perhaps...(差异性 2); then the proposed measure is likely to have less impact on XX in B than in A (联系结论).
- 2) The arguer's recommendation relies on what might be a poor analogy between A and B. The analogy falsely depends on the assumption

that ... in both A and B is similar. However, it is entirely possible that ... In short, without accounting for such possible differences between A and B, the arguer cannot prove that B will reap the similar benefits from the proposed methods.

6. 整体个体

1. 什么是整体个体错误：整体有某特征=》个体也有某特征；个体有某特征=》整体也有某特征
2. 关键词：
 - 1) Nationwide/statewide
 - 2) Throughout/overall/across
 - 3) 名称类：地名等
3. 模板：
 - 整体推个体：One problem with the argument is that it assumes that the nationwide statistics about ... (整体) applies equally to ... (个体) (指出错误是整体推个体) Yet this might not be the case, for a variety of possible reasons (指出有其他可能性). Perhaps...; or perhaps.... Without ruling out such possibilities, the author cannot justifiably conclude that.... (联系结论)
 - 个体推整体：One problem with the argument is that the author assumes ... (个体) is representative of all ... (整体) generally. (指出错误是个体推整体) It is entirely possible that.... Or perhaps.... (列举差异性) Without accounting for such possibilities, the author cannot convince me that (联系结论)

7. 平均值

1. 关键词：Average

8. 偷换概念

1. 什么是偷换概念：证据中提到一个概念，结论中变成另外一个概念
 - 证据中提到的概念与结论中的概念无关；
 - 证据中的概念推不出结论中的概念
2. 怎样攻击：
 - 1) 下定义 和/或 解释差异性
 - 2) 解释为什么两个概念无关
3. 模板：
 - 1) 定义差异：A threshold problem involves the definition of A (指出错误). The speaker fails to define this critical term. If A is defined as..., then B is irrelevant to (下定义、指出差异性). In short, without a

clear definition of A it is impossible to assess the strength of the argument (联系结论) .

- 2) 解释无关: A do not necessarily indicate that B (指出概念 $A \neq B$) . Perhaps..., or.... For that matter, perhaps... (解释为什么无关) . In short, without ruling out other possible reasons for A the vice president cannot convince me on the basis of them that B, let alone that 结论 (联系结论) .
- 3) 解释无关: Even if 前文成立, the author assumes further that A 与 B 存在联系. Yet the memo/argument contains no evidence to support this assumption. Lacking such evidence it is equally possible that aside from A, B 并不成立. In fact, perhaps...(解释为什么无关)

9. 利润问题/正负得失

1. 什么是利润问题: 使用某种措施可以带来很高或更高的收入/可以降低成本
=》这种措施 profitable

2. 标志词:

- 1) Profit
 1. Profitable
 2. Income
 3. Cost/Expense
- 2) Benefit
 1. Beneficial
 2. Advantage
 3. Disadvantage

3. 模板

- 1) 利润问题: Even if 作者可证明前文都对, XX would not necessarily be profitable as a result (否定盈利) . Profitability is a function of both revenue and expense (解释理由) . It is entirely possible that the XX costs of ..., or of ..., might render it unprofitable despite its popularity (列举会减少利润的成本或收入的因素) . Without weighing revenue against expenses the argument's conclusion is premature at best (联系结论) .
- 2) 正负得失: The author fails to weigh advantage against disadvantage about XX thoroughly(否定作者结论) since he makes no mention of advantages/disadvantages of XX (解释理由). It is entirely possible that the, or , might render it beneficial despite its disadvantages/advantages (列举会有利/有害的因素) . Without weighing advantages against disadvantages the argument's conclusion is premature at best (联系结论) .

10. 条件问题

1. 什么是条件问题：只要 A，就能 B；只有 A，才能 B；如果 A，则 B

2. 关键词：

- 1) Once
- 2) Will, be going to
- 3) Without
- 4) Necessary
- 5) Only
- 6) If

3. 怎样攻击？

- 1) A 不能导致 B
- 2) 其他条件也可以导致 B

4. 模板：

- 攻击充分必要性：The author falsely assumes that 建议 is both necessary and sufficient to achieve the stated objectives. Perhaps the city can achieve those objectives by other means as well- for example, by 其他手段 (攻击必要性). Even if 建议 is necessary to meet the goals, the author has not shown that this action by itself would suffice (攻击充分性). 目标 might require additional measures- such as 其他因素的帮助.
- 攻击充分性：The recommendation depends on the unsubstantiated assumption that adopting 作者的建议 would by itself improve 目标 to the desired extent. Absent evidence that this is the case, it is equally possible that adopting the 建议 would not suffice by itself. If 障碍, 障碍, the 建议 will not be effective. In short, unless the author can show that the 建议 will be effectively implemented and received, I cannot accept the recommendation.
- 攻击必要性：The recommendation depends on the assumption that no alternative means of improving 目标 are available. Yet no evidence is offered to substantiate this assumption. It is entirely possible that means other than 作者的建议 would also achieve the desired result. Perhaps the desired 目标 could be achieved if ..., or ..., or simply Without considering and ruling out these and other alternative means of improving 目标, the author cannot confidently conclude that 公司/城市 must adopt 作者的建议 in order to achieve the desired goal.

11. 可行性

1. 什么是可行性问题：作者的建议/措施不可行

12. 非此即彼：

1. 什么是非此即彼错误：有两个原因，不是 A，就是 B；有两个解决方法，不是 A，就是 B；

2. 标志词:

1) Either... or...

3. 怎样攻击?

1) 列举他因/其他方法

2) A/B 可以共同作用

4. 模板

1) 指出他法: One question which needs to be addressed before implementing the recommendation is whether there are not other ways to... (指出有其他可能). Without proof, the author decides that there are only two viable options for 结论: 方法一 and 方法二 (指

出非此即彼). But it seems there may be alternative methods of 结论, such as 方法三 or 方法 4 (列举其他方法).

2) 列举他因: Even assuming 原因一 is not the reason for 结果, the author falsely assumes that the 结果 must be attributable to 原因二 (指出非此即彼). This "either-or" argument is fallacious in that it ignores other possible causes of 结果 (指出有其他可能). For example, perhaps 原因三. Or perhaps 原因四 (列举他因).

3) 共同作用:

1. However, this assumption presents a false dilemma, since A B are not necessarily mutually exclusive.

2. Even if it is granted that there are only two options for 结论, A and B — one might wonder why A is so *unthinkable* / *not a viable option*.

13. 绝对化词汇

1. 标志词:

1) All, any, anything

2) Everybody

3) Best

4) Only

5) -est

Argument 题目类型

Question	<ol style="list-style-type: none"> 1. Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the recommendation. 2. Write a response in which you discuss what questions would need to be answered in order to decide whether the advice and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the advice. 3. Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation is likely to have the predicted result. Be sure to explain how the answers to these questions would help to evaluate the recommendation. 4. Write a response in which you discuss what questions would need to be answered in order to decide whether the prediction and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the prediction. 5. Write a response in which you discuss what questions would need to be addressed in order to decide whether the conclusion and the argument on which it is based are reasonable. Be sure to explain how the answers to the questions would help to evaluate the conclusion.
Evidence	Write a response in which you discuss what specific evidence is needed to evaluate the argument and explain how the evidence would weaken or strengthen the argument.
Assumption	Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on these assumptions and what the implications are for the argument if the assumptions prove unwarranted.
Alternative explanation	Write a response in which you discuss one or more alternative explanations that could rival the proposed explanation and explain how your explanation(s) can plausibly account for the facts presented in the argument.

Argument 全文结构及通用模板句

1. 开头段

1) 开头段要素

Conclusion: 题目的结论

Evidence: 题目的证据

EValuation: 对题目的评价

2) 开头段结构

C+E+EV

E+C+EV

EV+C+E

C+EV

3) 模板句

1. Conclusion:

a. In this argument/memo/letter, the author/manager of XX company concludes/claims/asserts/recommends that...

2. Evidence:

a. To support his conclusion/recommendation/assertion, the author points out that.... In addition, he indicates that.... Furthermore, he cites the fact/a recent study that....

b. To support this conclusion the author cites the following fact: 1.; 2.; and 3.

3. Evaluation

a. Question: Before this plan is implemented, however, the author needs to address some questions about its possible flaws.

b. Evidence: However, in order to fully evaluate the argument, we need to have a significant amount of additional evidence.

c. Assumption: However, the argument relies on several unsubstantiated assumptions, and is therefore unpersuasive as it stands.

4. 通用

a. I find this argument logically unconvincing in several respects.

b. This argument contains several logical flaws, which render it unconvincing.

2. 正文段落: 3-4 段

1) 整体建议:

1. 一个段落写一种逻辑错误: 3-4 段=3-4 个逻辑错误;

2. 质>量：着重点在把每一个逻辑错误攻击到位，而不是写的错误越多越好；

2) 衔接词

列举：First, Second, Third

递进：In addition, furthermore

让步：Even if/It is true/May/seem/appear/Admittedly/undoubtedly

3) 段首句

i. Question 类

1. One question needs to be addressed is
2. Secondly, the company needs to ask....
3. Perhaps the most important question that needs to be asked is

ii. Evidence 题目

1. The first piece of evidence that we need is information about ...
2. Another piece of evidence that might help us evaluate this claim involves...
3. In order to fully evaluate this article, we would also need to learn more about...

iii. Assumption 类题目

1. The author falsely assumes that
2. The author assumes too hastily that...
3. The argument relies on the assumption that.... Yet the author provides no substantiating evidence for this assumption.
4. In order to reasonably conclude that ..., the author must assume that However, this will not necessarily be the case.

4) 主体段落结构:

1. 指出错误
2. 攻击错误（2-4 句）
3. 联系结论

5) 列举可能性模板句:

- Perhaps/might/probable/possible
- There are likely all kinds of difference between ... and xxx.
- This might not be the case, for a variety of reasons.
- The author ignores the factors - such as xxx, xxx and xxx- that may be more important than ...(文中原因) in determining xxx(文中结果)
- While this can be true in some cases, it is equally possible that ...
- While this might be the case, the author ignores the possibility that ...

- This assumption overlooks other criteria for determining xxx - such as xxx, xxx, and xxx
- It seems there may be alternative methods of increasing profits, such as xxx.

6) 联系结论模板句:

1. Either of these scenarios, if true, would cast serious doubt on the author's claim that ...
2. This scenario, if true, would render the argument for XXX untenable.
3. Any of these scenarios, if true, would serve to undermine the claim that...
4. Without accounting for such possible differences, the arguer cannot prove that ...
5. Without ruling out such possibilities, the author cannot justifiably conclude that...
6. Since the author has not accounted for such possibilities, the recommendation cannot be taken seriously.
7. Without stronger evidence that..., the author cannot convince me that...
8. Since the author provides no evidence that..., I simply cannot take the author's argument seriously.

3. 结尾段

In sum, the argument is unpersuasive as it stands. To strengthen it the argument's proponent must ... ,and must convince me thatTo better assess the argument's claim that ... ,I would need to know....

In sum, the memo's recommendation is not well supported. Before I can accept it, the author must supply clearer evidence that (1),(2),and (3).

Argument 6 分范文

Argument 6 分范文 1

In surveys Mason City residents rank water sports (swimming, boating, and fishing) among their favorite recreational activities. The Mason River flowing through the city is rarely used for these pursuits, however, and the city park department devotes little of its budget to maintaining riverside recreational facilities. For years there have been complaints from residents about the quality of the river's water and the river's smell. In response, the state has recently announced plans to clean up Mason River. Use of the river for water sports is, therefore, sure to increase. The city government should for that reason devote more money in this year's budget to riverside recreational facilities.

Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on the assumptions and what the implications are if the assumptions prove unwarranted.

While it may be true that the Mason City government ought to devote more money to riverside recreational facilities, this author's argument does not make a cogent case for increased resources based on river use. It is easy to understand why city residents would want a cleaner river, but this argument is rife with holes and assumptions, and thus, not strong enough to lead to increased funding.

Citing surveys of city residents, the author reports city resident's love of water sports. It is not clear, however, the scope and validity of that survey. For example, the survey could have asked residents if they prefer using the river for water sports or would like to see a hydroelectric dam built, which may have swayed residents toward river sports. The sample may not have been representative of city residents, asking only those residents who live upon the river. The survey may have been 10 pages long, with 2 questions dedicated to river sports. We just do not know. Unless the survey is fully representative, valid, and reliable, it can not be used to effectively back the author's argument.

Additionally, the author implies that residents do not use the river for swimming, boating, and fishing, despite their professed interest, because the water is polluted and smelly. While a polluted, smelly river would likely cut down on river sports, a concrete connection between the resident's lack of river use and the river's current state is not effectively made. Though there have been complaints, we do not know if there have been numerous complaints from a wide range of people, or perhaps from one or two individuals who made numerous complaints. To strengthen his/her argument, the author would benefit from implementing a normed survey asking a wide range of residents why they do not currently use the river.

Building upon the implication that residents do not use the river due to the quality of the river's water and the smell, the author suggests that a river clean up will result in increased river usage. If the river's water quality and smell result from problems which can be cleaned, this may be true. For example, if the decreased water quality and aroma is caused by pollution

by factories along the river, this conceivably could be remedied. But if the quality and aroma results from the natural mineral deposits in the water or surrounding rock, this may not be true. There are some bodies of water which emit a strong smell of sulphur due to the geography of the area. This is not something likely to be affected by a clean-up. Consequently, a river clean up may have no impact upon river usage. Regardless of whether the river's quality is able to be improved or not, the author does not effectively show a connection between water quality and river usage.

A clean, beautiful, safe river often adds to a city's property values, leads to increased tourism and revenue from those who come to take advantage of the river, and a better overall quality of life for residents. For these reasons, city government may decide to invest in improving riverside recreational facilities. However, this author's argument is not likely significantly persuade the city government to allocate increased funding.

Argument 6 分范文 2

The following appeared in a memorandum from the owner of Movies Galore, a chain of video rental stores.

"In order to reverse the recent decline in our profits, we must reduce operating expenses at Movies Galore's ten video rental stores. Since we are famous for our special bargains, raising our rental prices is not a viable way to improve profits. Last month our store in downtown Marston significantly decreased its operating expenses by closing at 6:00 P.M. rather than 9:00 P.M. and by reducing its stock by eliminating all movies released more than five years ago. Therefore, in order to increase profits without jeopardizing our reputation for offering great movies at low prices, we recommend implementing similar changes in our other nine Movies Galore stores."

Write a response in which you discuss what questions would need to be addressed in order to decide whether implementing the recommendation is likely to have the predicted result and explain how the answers to those questions would help to evaluate the recommendation.

One question which needs to be addressed before implementing the recommendation is whether there are not other ways to improve profits besides cutting operating expenses. Without proof, the author decides, first, that there are only two viable options for increasing the profits of Movies Galore: raising rental prices, and cutting costs. He rules out the first course, and hence claims the second option must be chosen. But it seems there may be alternative methods of increasing profits, such as initiating advertising campaigns or closing unprofitable Movies Galore locations.

Even if it is granted that there are only two options for increasing profitability — cutting costs, and raising rental prices — one might wonder why raising rental prices is so unthinkable. The author implies that because Movies Galore is famous for special bargains, raising the rental prices would eliminate this competitive advantage and decrease profitability. However, in making this conclusion, he makes several assumptions without considering questions that need to be addressed. First, he assumes that there is no room to raise current prices and yet maintain lower prices than competitors. One would need to ask if prices could be increased slightly, while keeping them cheap. Even if there is no room for such a strategy, the author assumes that Movies Galore's reputation for bargain pricing would evaporate if they increased their prices slightly. Perhaps such a reputation would be widespread enough to persist despite a slight increase in prices. And thirdly, even if the reputation for bargains would be eliminated by an increase in prices, the author assumes that Movies Galore cannot change course and be successful in some other way. Perhaps it could instead become known as the store with the friendliest employees. Perhaps it already is, and the author is wrong to believe that a causal relationship between bargain prices and success exists, when the real cause of Movies Galore's good reputation is entirely independent of its prices. The author needs to answer these questions to convince us that profits are caused by bargains, and not by the other factors that may be involved.

Another question that needs to be raised is whether or not the downtown Marston store is truly analogous to the other nine Movies Galore stores. The author seems to assume that because the cost-cutting measures worked at the Marston location, it will work at the others, but this is far from clear. Perhaps the patrons of the other Movies Galore locations would resent such changes in the hours and stock of their local stores.

Perhaps the most important question that needs to be asked is whether the Marston location's changes truly increased profitability. The author writes that the Marston store decreased operating expenses by closing earlier and cutting its stock, but he makes no mention of increased profitability. It is quite possible that the Marston location's profits decreased as a result of their cost cutting, and this is a question that needs to be addressed. The author then jumps to the conclusion that taking similar measures would increase profitability at other locations, though such a connection has not even been established at the Marston store.

Even if the cost-cutting measures increased profitability at the Marston store last month (and a causal relationship, though presumably assumed, is still far from evident), there is no guarantee that such measures would continue to increase profitability over time. One would need to ask: Why not observe how the Marston location's action affect profitability over several months, before implementing such sweeping changes at every store? A single month is a very short time span, and the habits of customers may change slowly. As word gets around that the Marston store has cut their hours and their selection, they may in fact jeopardize their reputation for offering "great movies at low prices." After all, the name of the franchise is Movies Galore, and by drastically reducing the available selection, they may alienate their customer base. If, as mentioned above, Movies Galore is famous for more than its great bargains—if customers prefer Movies Galore because of its selections, as well— then such a move may drastically reduce profits over time. It seems extremely rash to implement such a new and relatively untried strategy at every Movies Galore location, before the effects can be fully observed and interpreted.

Argument 6 分范文 3

The following appeared in an article written by Dr. Karp, an anthropologist.

"Twenty years ago, Dr. Field, a noted anthropologist, visited the island of Tertia and concluded from his observations that children in Tertia were reared by an entire village rather than by their own biological parents. However, my recent interviews with children living in the group of islands that includes Tertia show that these children spend much more time talking about their biological parents than about other adults in the village. This research of mine proves that Dr. Field's conclusion about Tertian village culture is invalid and thus that the observation-centered approach to studying cultures is invalid as well. The interview-centered method that my team of graduate students is currently using in Tertia will establish a much more accurate understanding of child-rearing traditions there and in other island cultures."

Write a response in which you discuss what specific evidence is needed to evaluate the argument and explain how the evidence would weaken or strengthen the argument.

It might seem logical, at first glance, to agree with the argument in Dr. Karp's article that children in Tertia actually are raised by their biological parents (and perhaps even, by implication, that an observation-centered approach to anthropological study is not as valid as an interview-centered one). However, in order to fully evaluate this argument, we need to have a significant amount of additional evidence. The argument could end up being much weaker than it seems, or it might actually be quite valid. In order to make that determination, we need to know more than analyze what we learn.

The first piece of evidence that we would need in order to evaluate Dr. Karp's claims is information about whether or not Tertia and the surrounding island group have changed significantly in the past 20 years. Dr. Field conducted his observational study 20 years ago, and it is possible that Tertia has changed significantly since then. For example, if we had evidence that in the intervening years Westerners had settled on the island and they introduced a more typical Western-style family structure, it would certainly weaken Dr. Karp's argument. In that case, the original study could have been accurate, and Dr. Karp's study could be correct, as well, though his conclusion that Dr. Field's method is ineffective would be seriously weakened.

Another piece of evidence that might help us evaluate this claim involves the exact locations where Dr. Karp's interviews took place. According to this article, Dr. Karp and his graduate students conducted interviews of "children living in the group of islands that includes Tertia." If we were to learn that they never interviewed a single Tertian child, it would significantly weaken the conclusion. It could turn out to be the case, for example, that children on Tertia are raised communally, whereas children on other islands nearby are raised by their biological parents.

In order to fully evaluate this article, we would also need to learn more about the interview questions that Dr. Karp's team used. What exactly did they ask? We don't know, nor do we know what the children's responses actually were. What did they say about their

biological parents? The mere fact that they speak more frequently about their biological parents than they do about other adults does not mean that they are raised by their biological parents. It would significantly undermine Dr. Karp's argument if it turned out that the children said things like how much they missed their parents or how their parents had left them in a communal environment. Without knowing WHAT the children said, it is hard to accept Dr. Karp's conclusion.

It is slightly more difficult to discuss the evidence we might need in order to evaluate the more interesting claims in Dr. Karp's article, namely his extension of the results of his study to a conclusion that interview-centered methods are inherently more valid than observational-centered approaches. In order to fully evaluate this claim, in fact, we would need to look at many more examples of interview-based and observation-based anthropological studies and we would also need to look into different study designs. Perhaps Dr. Field did not conduct an effective observational study, but other observational approaches could be effective. In order to make such grandiose claims, Dr. Karp really needs a lot of additional evidence (ideally a meta-analysis of hundreds of anthropological studies).

Clearly, then, we need to have additional evidence in order to get a more complete understanding of the strengths and weaknesses of Dr. Karp's article. We need to know about Tertia and the surrounding islands, whether or not they have changed over the past 20 years. We also need to know about study design (Dr. Karp's and Dr. Field's). And we really need a lot more information if we want to extend the results of a study about one island culture to all anthropological fieldwork.

Argument 6 范文 4

The following is taken from a memo from the advertising director of the Super Screen Movie Production Company.

"According to a recent report from our marketing department, during the past year, fewer people attended Super Screen-produced movies than in any other year. And yet the percentage of positive reviews by movie reviewers about specific Super Screen movies actually increased during the past year. Clearly, the contents of these reviews are not reaching enough of our prospective viewers. Thus, the problem lies not with the quality of our movies but with the public's lack of awareness that movies of good quality are available. Super Screen should therefore allocate a greater share of its budget next year to reaching the public through advertising."

Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the recommendation.

The advertising director of the Super Screen Movie production company believes that increasing the amount of advertising the company does will increase the amount of people attending Super Screen produced movies. He believes this because during the past year fewer people than ever before attended Super Screen produced movies, yet the percentage of positive reviews about specific Super Screen produced movies increased over the past year. Ostensibly the extra advertising would tout the good reviews written about Super Screen movies. Before this plan is implemented, however, Super Screen needs to address some questions about its possible flaws.

First of all, the company needs to ask what the actual number of people attending its movies as compared to the movies of other production companies is. The number of people going to movies may have been in universal decline. If this is the case and more people are going to see Super Screen Movies than the movies of any other production company, advertising about how fun it is to go to the movie theater may do more to boost Super Screen viewership than advertising promoting its own good reviews.

Secondly, the company needs to ask what the actual original number of positive reviews was. If Super Screen movies received 1% positive reviews last year and this year they received 2% positive reviews, getting that message to viewers is not going to increase Super Screen attendance. Making better movies would be much more likely to increase attendance rates.

Finally, Super Screen needs to ask what the relationship is between its viewers and the movie reviewers cited in the memo. Using a survey distributed to its target audience, Super Screen could determine if movie reviews have an effect on their audience's decision to go see a movie, whether movie reviewers tended to have the same taste as the target audience and exactly whether or not movie reviews are reaching the audience. Super Screen also needs to consider how its movie choices have affected the separate movie reviewer and audience populations. If the studio has switched from making mega-blockbuster action movies to more nuanced dramas, the general public may be less willing to go see their movies even though movie critics prefer the dramas to the action movies.

Finally the studio must ask whether the percentage of positive reviews is really a relevant way to measure the potential impact of movie reviews. There are dozens of movie reviewers but when deciding whether to not to go to a movie, the general public will usually pick from among the 10 most popular movie reviews. These are the reviews that will impress the public if they are included in advertising. If the most popular movie reviewers disliked Super Screen movies that a larger number of small time film bloggers reviewed positively, Super Screen needs to think of a new advertising strategy.

In conclusion, there are many questions Super Screen needs to answer before using this advertising director's plan. They need to look carefully at actual numbers, both of viewership and of positive reviews. They also need to identify the relationship that their target audience has with movie reviewers and determine how their target audience feels about their movies. Finally they need to take a nuanced look at the movie reviews that they use in their advertising.

GRE Issue 讲义

Issue 介绍

1. **Issue 写什么：** 结合写作要求，讨论对题目中的观点/建议的认同程度并说明理由；
2. **Issue 6 分标准**
 - 观点清晰有深度： It articulates a clear and insightful position on the issue in accordance with the assigned task
 - 说理/举例有力度： It develops the position fully with compelling reasons and/or persuasive examples
 - 逻辑清晰有条理： It sustains a well-focused, well-organized analysis, connecting ideas logically
 - 语言流畅且丰富： It conveys ideas fluently and precisely, using effective vocabulary and sentence variety
 - 用词语法没错误： It demonstrates superior facility with the conventions of standard written English (i.e., grammar, usage, and mechanics) but may have minor errors

Issue 思路拓展

1. 思路总结



2. 怎样拆分分论点？

1. 定义拆分
2. 领域拆分：范围/群体/行业
3. 时间拆分：长期/短期
4. 关系拆分：直接/间接
5. 程度拆分：适度/过度

3. 怎样论证分论点？

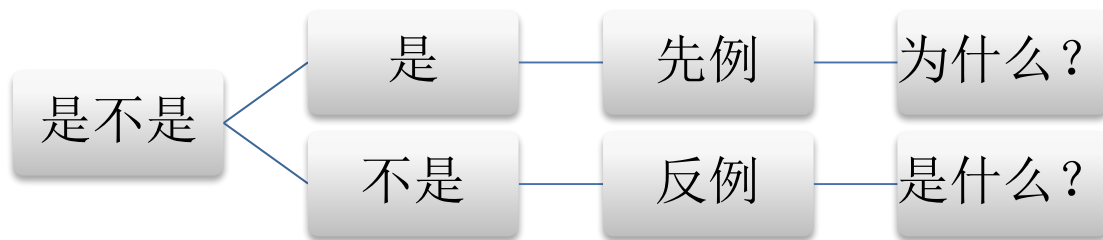
- 1) 拆分：同上
- 2) 列举：列举分论点包括的不同可能性
- 3) 因果：具体展开得到分论点的原因：因为。。。所以（分论点）
- 4) 反证：如果。。。则。。。；如果不这样。。。则。。。。
- 5) 举例：
 - 类型：数据、常识、名人
 - 标准：真实、国际、学术、新颖、细节

Issue 题目类型

分类一：根据题目逻辑分类

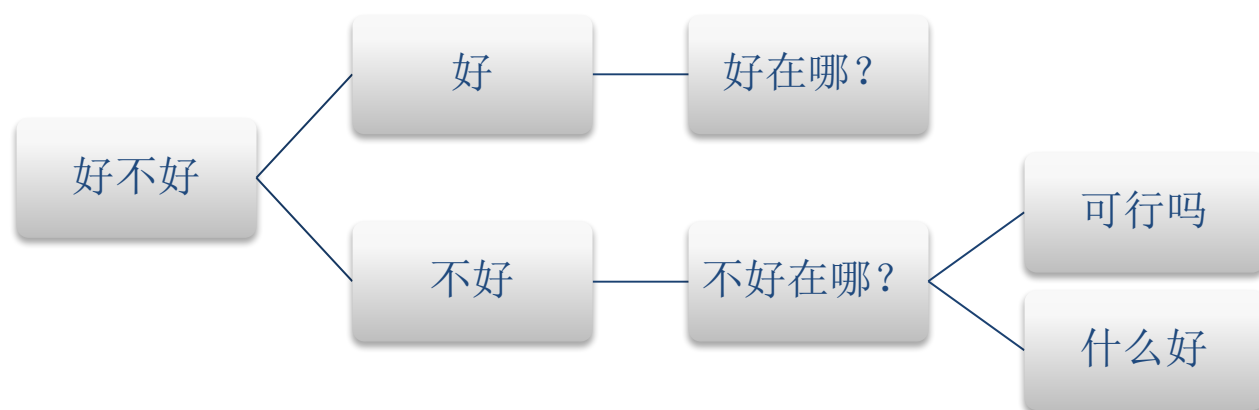
1. 观点题：

- 1) 什么是观点型题目：没有推理或思维过程，直接阐述了一个观点或判断。
- 2) 例题：
 - Issue 62: Leaders are created by the demands that are placed on them.
 - Issue 84: It is no longer possible for a society to regard any living man or woman as a hero.
- 3) 思路图



2. 建议题：

- 1) 什么是解决问题型题目：作者提出了一个方案/建议去解决某一个问题或者实现某一个目标
- 2) 标志词：
 - should
 - recommend
 - To..., it is necessary/one must...
- 3) 例题：
 - **Issue 2:** To understand the most important characteristics of a society, one must study its major cities.
 - **Issue 77:** The most effective way to understand contemporary culture is to analyze the trends of its youth.
- 4) 思路图



	正评价	负评价
充分	<ul style="list-style-type: none"> 该建议是为了实现什么目的? 该建议可以实现这个目的 	<ul style="list-style-type: none"> 由于种种障碍, 该建议不能实现这个目的
利弊	<ul style="list-style-type: none"> 该建议会带来哪些好处? 给哪些方面带来好处? 	<ul style="list-style-type: none"> 有什么坏处? 给哪些方面带来坏处?
可行	<ul style="list-style-type: none"> 该建议的好处是可行性高 (容易、方便、成本低) 	<ul style="list-style-type: none"> 该建议不可行 (成本太高)
必须	<ul style="list-style-type: none"> 在什么情况下, 必须要采纳题目的建议? 为什么? 	<ul style="list-style-type: none"> 同样的目标, 有没有其他方法? 在什么情况下, 必须采纳其他的方法?

3. 对比题:

1) 什么是对比型题目? : 题目对比了两种观点、概念或行为

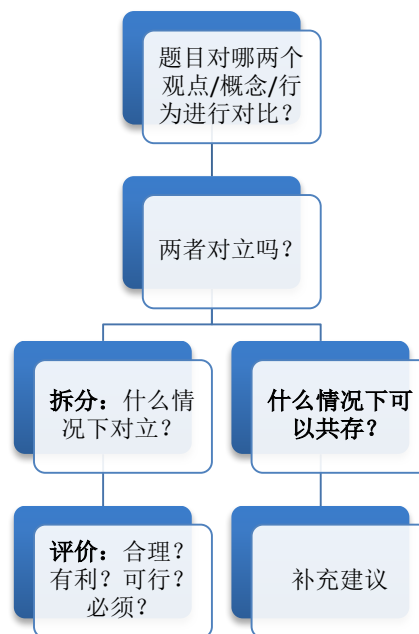
- 显性对比: Some believe A... Others believe B...

Issue 16: Some people believe that in order to be effective, political leaders must yield to public opinion and abandon principle for the sake of compromise. Others believe that the most essential quality of an effective leader is the ability to remain consistently committed to particular principles and objectives.

- 隐性对比: A rather than B

Issue 19: Governments should focus on solving the immediate problems of today rather than on trying to solve the anticipated problems of the future.

2) 思路图



4. 推理题:

1) 什么是推理型题目: 题目给观点提供了论证的理由

- 显性推理: Claim+Reason

Issue 8:

Claim: In any field—business, politics, education, government—those in power should step down after five years.

Reason: The surest path to success for any enterprise is revitalization through new leadership.

- 隐性推理: Because/thus/therefore

Issue 4: Scandals are useful because they focus our attention on problems in ways that no speaker or reformer ever could.

2) 推理题思路:

- 正面评价:

- 题目的理由有一定合理性
- 题目的推理过程有一定合理性
- 题目的观点有一定合理性

- 负面评价:

- ○ 题目的理由在某些情况下不合理
- ○ 题目的推理过程存在问题: 即使理由成立, 也不能推出观点
- ○ 题目的观点本身有问题

分类二: 根据写作要求分类

1. Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

2. Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.

3. Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position.

4. Write a response in which you discuss which view more closely aligns with

your own position and explain your reasoning for the position you take. In developing and supporting your position, you should address both of the views presented.

5. Write a response in which you discuss the extent to which you agree or disagree with the claim and the reason on which that claim is based.

6. Write a response in which you discuss your views on the policy and explain your reasoning for the position you take. In developing and supporting your position, you should consider the possible consequences of implementing the policy and explain how these consequences shape your position.

Issue 全文结构

1. 开头段

a. 开头段作用

- 表达话题
- 表达观点
- 带让步的支持/反对
- 完全支持/反对
- 具体问题具体分析
- 中立观点

b. 开头段常见元素

- 话题 Topic
- 背景 Background
- 问题 Question
- 立场 Position
- 让步观点 Concession
- 原因 Reason

c. 例题：

Issue 123:

The best way for a society to prepare its young people for leadership in government, industry, or other fields is by instilling in them a sense of cooperation, not competition.

1) 范文 1: Q+C+P+R

Which is a better way to prepare young people for leadership: developing in them a spirit of competitiveness or one of cooperation? (问题) The speaker favors the latter approach, even though some leaders attribute their success to their keenly developed competitive spirit (话题+让步观点). I tend to agree with the speaker, for reasons having to do with our increasingly global society, and with the true keys to effective leadership (立场+原因).

2) 范文 2 (ETS 5 分) B+T+P

Cooperation, the act of working as a group to achieve a collective goal, is an important value for young children to learn (背景). Another vital life lesson children can learn is how to be competitive,

which is a mindset in which a person feels the need to accomplish more than another person (背景). Both are necessary to become well rounded individuals, but concerning preparing for a future in government, industry or various other fields, a sense of cooperation is much more important (立场).

3) 范文 3 (ETS 6 分) B+Q+P

Whenever people argue that history is a worthless subject or that there is nothing to be gained by just “memorizing a bunch of stupid names and dates,” I simply hold my tongue and smile to myself. What I’m thinking is that, as cliché as it sounds, you do learn a great deal from history (and woe to those who fail to learn those lessons). It is remarkable to think of the number of circumstances and situations in which even the most rudimentary knowledge of history will turn out to be invaluable (背景). Take, for example, the issue at hand here. Is it better for society to instill in future leaders a sense of competition or cooperation (问题)? Those who have not examined leaders throughout time and across a number of fields might not have the ability to provide a thorough and convincing answer to this question, in spite of the fact that it is crucial to the future functioning of our society. Looking closely at the question of leadership and how it has worked in the past, I would have to agree that the best way to prepare young people for leadership roles is to instill in them a sense of cooperation (立场).

2. 正文段

a. 段落结构

- 主旨 Topic Sentence
- 2-4 句: 论证
- 结论 Conclusion

b. 段落范文分析

The chief reason why we should stress cooperation in nurturing young people today is that, as tomorrow’s leaders, they will face pressing societal problems that simply cannot be solved apart from cooperative international efforts (主旨句). For example, all nations will need to cooperate in an effort to disarm themselves of weapons of mass

destruction; to reduce harmful emissions that destroy ozone and warm the Earth to dangerous levels; to reduce consumption of the Earth's finite natural resources; and to cure and prevent diseases before they become global epidemics (论证: 列举+举例). Otherwise, we all risk self-destruction (论证: 正反). In short, global peace, economic stability, and survival of the species provide powerful reasons for developing educational paradigms that stress cooperation over competition (联系分论点).

3. 结尾段

- In sum / In conclusion / In the end,
- I agree that (复述我方立场)
- Admittedly, (复述让步观点)
- However, (总结我方理由)
 - the benefits outweigh the disadvantages because XXX
 - when it comes to XX, one must strike a balance between X and X
 - whether... must be addressed on a case-by-case basis

4. Sentence variety

- 句内连接
 - 关系代词 Relative pronouns
 - which, who, whoever, whom, that, whose
 - 分词 Participles
 - 现在分词 Present participles end in -ing, for example: speaking, carrying, wearing, dreaming.
 - 过去分词 Past participles usually end in -ed, -en, -d, -n, or -t but can be irregular, for example: worried, eaten, saved, seen, dealt, taught.
 - 介词 Prepositions
 - about, above, across, after, against, along, among, around, as, behind, below, beneath, beside, between, by, despite, down, during, except, for, from, in, inside, near, next to, of, off, on, out, over, past, to, under, until, up, with
- 句间连接
 - Dependent markers
 - after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while

- Transitional words and phrases
 - accordingly, consequently, therefore, thus
 - although, even though, nevertheless, however, but, despite,
 - regardless, though, yet, on the other hand, otherwise, in contrast, on the contrary, in fact, indeed, after all, still
 - not only... but also, moreover, also, just as... so, in the same way,
 - similarly, in the meantime, meanwhile
 - for example, for instance, specifically, that is,
 - in conclusion

Issue 6 分范文

Issue 6 分范文 1

As people rely more and more on technology to solve problems, the ability of humans to think for themselves will surely deteriorate.

Discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

The statement linking technology negatively with free thinking plays on recent human experience over the past century. Surely there has been no time in history where the lived lives of people have changed more dramatically. A quick reflection on a typical day reveals how technology has revolutionized the world. Most people commute to work in an automobile that runs on an internal combustion engine. During the workday, chances are high that the employee will interact with a computer that processes information on silicon bridges that are .09 microns wide. Upon leaving home, family members will be reached through wireless networks that utilize satellites orbiting the earth. Each of these common occurrences would have been inconceivable at the turn of the 19th century.

The statement attempts to bridge these dramatic changes to a reduction in the ability for humans to think for themselves. The assumption is that an increased reliance on technology negates the need for people to think creatively to solve previous quandaries. Looking back at the introduction, one could argue that without a car, computer, or mobile phone, the hypothetical worker would need to find alternate methods of transport, information processing, and communication. Technology short circuits this thinking by making the problems obsolete.

However, this reliance on technology does not necessarily preclude the creativity that marks the human species. The prior examples reveal that technology allows for convenience. The car, computer, and phone all release additional time for people to live more efficiently. This efficiency does not preclude the need for humans to think for themselves. In fact, technology frees humanity to not only tackle new problems, but may itself create new issues that did not exist without technology. For example, the proliferation of automobiles has introduced a need for fuel conservation on a global scale. With increasing energy demands from emerging markets, global warming becomes a concern inconceivable to the horse-and-buggy generation. Likewise dependence on oil has created nation-states that are not dependent on taxation, allowing ruling parties to oppress minority groups such as women. Solutions to these complex problems require the unfettered imaginations of maverick scientists and politicians.

In contrast to the statement, we can even see how technology frees the human imagination. Consider how the digital revolution and the advent of the internet has allowed for an unprecedented exchange of ideas. WebMD, a popular internet portal for medical

information, permits patients to self research symptoms for a more informed doctor visit. This exercise opens pathways of thinking that were previously closed off to the medical layman. With increased interdisciplinary interactions, inspiration can arrive from the most surprising corners. Jeffrey Sachs, one of the architects of the UN Millenium Development Goals, based his ideas on emergency care triage techniques. The unlikely marriage of economics and medicine has healed tense, hyperinflation environments from South America to Eastern Europe.

This last example provides the most hope in how technology actually provides hope to the future of humanity. By increasing our reliance on technology, impossible goals can now be achieved. Consider how the late 20th century witnessed the complete elimination of smallpox. This disease had ravaged the human race since prehistorical days, and yet with the technology of vaccines, free thinking humans dared to imagine a world free of smallpox. Using technology, battle plans were drawn out, and smallpox was systematically targeted and eradicated.

Technology will always mark the human experience, from the discovery of fire to the implementation of nanotechnology. Given the history of the human race, there will be no limit to the number of problems, both new and old, for us to tackle. There is no need to retreat to a Luddite attitude to new things, but rather embrace a hopeful posture to the possibilities that technology provides for new avenues of human imagination.

Issue 6 分范文 2

The best way to teach is to praise positive actions and ignore negative ones.

Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.

The recommendation presents a view that I would agree is successful most of the time, but one that I cannot fully support due to the “all or nothing” impression it gives.

Certainly as an educator I agree fully that the best way to elicit positive response from students is to make use of students’ positive energy and then encourage actions that you would like to see repeated. It is human nature that we all want to be accepted and achieve on some level, and when people in authority provide feedback that we have done something well, the drive to repeat the action that was praised is bound to be particularly strong.

This blanket statement would obviously pay dividends in situations in which a teacher desires to have students repeat particular behaviors. For example, if an educator is attempting to teach students proper classroom etiquette, it would be appropriate to openly praise a student who raises his or her hand when wishing to speak or address the class. In such cases, the teacher may also help shape positive behaviors by ignoring a student who is trying to interject without approval from the teacher. In fact, the decision to ignore students who are exhibiting inappropriate behaviors of this type could work very well in this situation, as the

stakes are not very high and the intended outcome can likely be achieved by such a method. However, it is important to note here that this tactic would only be effective in such a “low-stakes” situation, as when a student speaks without raising her hand first. As we will discuss below, ignoring a student who hits another student, or engages in more serious misbehaviors, would not be effective or prudent.

To expand on this point, it is important for teachers to be careful when working with the second half of this statement, only ignoring negative actions that are not serious. Take for instance a student who is misbehaving just by chatting with a fellow class-mate. This student might not be presenting much of a problem and may be simply seeking attention. Ignoring the student might, in fact, be the best solution. Now assume the negative action is the improper administering of chemicals in a science experiment or the bullying of a fellow student. To ignore these negative actions would be absurd and negligent. Now you are allowing a problem to persist, one that could potentially lead to much bigger and more dangerous issues. In a more serious situation, addressing the negative actions quickly and properly could stop the problem in its tracks. It is for reasons like this that I do not advocate the idea that a teacher can be successful by simply ignoring negative actions.

I do, however, greatly support the idea that the central focus of teaching should be to build on and encourage positive actions. However, the author’s all-encompassing statement leaves too many negative possibilities for the classroom. Perhaps a better way to phrase this statement would be to say, “The best way to teach is to praise positive actions and ignore negative ones that are not debilitating to class efficiency or the safety of any individual”.

Thus, in the original statement, there are indeed some good intentions, and there could be a lot of merit in adopting its basic principles. Data proves that positive support can substantially increase motivation and desire in students and contribute to positive achievements. In fact, most studies of teaching efficacy indicate that praising positive actions and ignoring negative ones can create a more stable and efficient classroom. It needs to be stressed, however, that this tool is only effective at certain levels of misbehavior. As mentioned above, when the behavior is precipitated by feelings of revenge, power or total self-worthlessness, this methodology will likely not work. It is likely to be very successful, however, when the drive behind the misbehavior is simple attention seeking. In many of these instances, if the teacher demonstrates clearly that inappropriate behavior does not result in the gaining of attention, students are more likely to seek attention by behaving properly. Should the student choose this path, then the ignoring has worked and when the positive behavior is exhibited, then the teacher can utilize the first part of the theory and support or praise this behavior. Now it is much more likely to be repeated. If the student does not choose this path and instead elects to raise the actions to a higher level that presents a more serious issue, then ignorance alone cannot work and other methods must be employed.

In conclusion, one can appreciate the credo expressed in this instance, but surely we all can see the potential error of following it through to the extreme.

Issue 6 分范文 3

Some people believe that corporations have a responsibility to promote the well-being of the societies and environments in which they operate. Others believe that the only responsibility of corporations, provided they operate within the law, is to make as much money as possible.

Write a response in which you discuss which view more closely aligns with your own position and explain your reasoning for the position you take. In developing and supporting your position, you should address both of the views presented.

It is not uncommon for some to argue that, in the world in which we live, corporations have a responsibility to society and to the environment in which they operate. Proponents of this view would argue that major environmental catastrophes (e.g.,

the oil spill in the Gulf) are key examples of the damage that can be wrought when corporations are allowed to operate unchecked. Yet within that very statement lies a contradiction that undermines this kind of thinking — it is necessary for outside forces to check the behavior of corporations, because we do not expect corporations to behave in such a manner. In fact, the expectation is simply that corporations will follow the law, and in the course of doing so, engage in every possible tactic to their advantage in the pursuit of more and greater profit. To expect otherwise from corporations is to fail to understand their purpose and their very structure.

The corporation arose as a model of business in which capital could be raised through the contributions of stockholders; investors purchase shares in a company, and their money is then used as the operating capital for the company. Shareholders buy stock not because they are hoping to better make the world a better place or because they have a desire to improve the quality of life but because they expect to see a return in their investment in this company. The company may itself have generally altruistic goals (perhaps it is a think tank that advises the government on how to improve relations with the Middle East, or perhaps it is a company built around finding alternative forms of energy), but the immediate expectation of the investor is that he himself will see dividends, or profits, from the investment he has made. This is even more true in the case of companies that are purely profit driven and which do not have goals that are particularly directed toward social improvement—a description that applies to the vast majority of corporations.

Is it a bad thing to have a corporation negatively affect the environment (and by extension, its inhabitants)? To pump noxious fumes into the atmosphere as a by-product of its manufacturing processes? Of course, and this is why agencies such as the EPA were established and why governments—federal, state, and local—are expected to monitor such companies to ensure that such practices fall within the boundaries of legal expectations. Any and all corporations should be expected to temper their pursuit of profit with the necessity of following those safeguards that have been legislated as protections. But the assumption that corporations have an inherent obligation or responsibility to go above and beyond that to actively PROMOTE the environment and the well-being of society is absurd.

Engaging in practices to adhere to legal expectations to protect society and the environment is costly to corporations. If the very purpose of a corporation is to generate profits, and the obligation to adhere to safety expectations established by law cuts into those profits, then to expect corporations to embrace such practices beyond what is required is to presume that they willingly engage in an inherently self-destructive process: the unnecessary lowering of profits. This is antithetical to the very concept of the corporation. Treehuggers everywhere should be pleased that environmental protections exist, but to expect corporations to “make the world a better place” is to embrace altruism to the point that it becomes delusion.

This is not to say that we should reject efforts to hold corporations accountable. In fact, the opposite is true — we should be vigilant with the business world and maintain our expectations that corporations do not make their profits at the EXPENSE of the well-being of society. But that role must be fulfilled by a watchdog, not the corporation itself, and those expectations must be imposed UPON the corporations, not expected FROM them.

Issue 6 分范文 4

The best way for a society to prepare its young people for leadership in government, industry, or other fields is by instilling in them a sense of cooperation, not competition.

Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons or examples that could be used to challenge your position.

Whenever people argue that history is a worthless subject or that there is nothing to be gained by just “memorizing a bunch of stupid names and dates,” I simply hold my tongue and smile to myself. What I’m thinking is that, as cliché as it sounds, you do learn a great deal from history (and woe to those who fail to learn those lessons). It is remarkable to think of the number of circumstances and situations in which even the most rudimentary knowledge of history will turn out to be invaluable. Take, for example, the issue at hand here. Is it better for society to instill in future leaders a sense of competition or cooperation? Those who have not examined leaders throughout time and across a number of fields might not have the ability to provide a thorough and convincing answer to this question, in spite of the fact that it is crucial to the future functioning of our society. Looking closely at the question of leadership and how it has worked in the past, I would have to agree that the best way to prepare young people for leadership roles is to instill in them a sense of cooperation.

Let us look first at those leaders who have defined themselves based on their competitiveness. Although at first glance it may appear that a leader must have a competitive edge in order to gain and then maintain a leadership position, I will make two points on this subject. First, the desire to compete is an inherent part of human nature; that is, it is not something that needs to be “instilled” in young people. Is there anyone who does not compete in some way or another every single day? You try to do better than others in your school work

or at the office, or you just try to do better than yourself in some way, to push yourself. When societies instill competitiveness in their leaders, it only leads to trouble. The most blatant example in this case is Adolf Hitler, who took competition to the very extreme, trying to prove that his race and his country were superior to all. We do not, however, need to look that far to find less extreme examples (i.e., Hitler is not the extreme example that disproves the rule). The recent economic meltdown was caused in no large part by the leaders of American banks and financial institutions who were obsessed with competing for the almighty dollar. Tiger Woods, the ultimate competitor in recent golfing history and in many ways a leader who brought the sport of golf to an entirely new level, destroyed his personal life (and perhaps his career -- still yet to be determined) by his overreaching sense that he could accomplish anything, whether winning majors or sleeping with as many women as possible. His history of competitiveness is well documented; his father pushed him from a very early age to be the ultimate competitor. It served him well in some respects, but it also proved to be detrimental and ultimately quite destructive.

Leaders who value cooperation, on the other hand, have historically been less prone to these overreaching, destructive tendencies. A good case in point would be Abraham Lincoln. Now, I am sure at this point you are thinking that Lincoln, who served as President during the Civil War and who refused to compromise with the South or allow secession, could not possibly be my model of cooperation! Think, however, of the way Lincoln structured his Cabinet. He did not want a group of “yes men” who would agree with every word he said, but instead he picked people who were more likely to disagree with his ideas. And he respected their input, which allowed him to keep the government together in the North during a very tumultuous period (to say the least).

My point in choosing the Lincoln example is that competitiveness and conflict may play better to the masses and be more likely to be recorded in the history books, but it was his cooperative nature that allowed him to govern effectively. Imagine if the CEO of a large company were never able to compromise and insisted that every single thing be done in exactly her way. Very quickly she would lose the very people that a company needs in order to survive, people with new ideas, people ready to make great advances. Without the ability to work constructively with those who have conflicting ideas, a leader will never be able to strike deals, reach consensus, or keep an enterprise on track. Even if you are the biggest fish in the pond, it is difficult to force your will on others forever; eventually a bigger fish comes along (or the smaller fish team up against you!).

In the end, it seems most critical for society to instill in young people a sense of cooperation. In part this is true because we seem to come by our competitive side more naturally, but cooperation is more often something we struggle to learn (just think of kids on the playground). And although competitive victory is more showy, more often than not the real details of leadership come down to the ability to work with other people, to compromise and cooperate. Getting to be President of the United States or the managing director of a corporation might require you to win some battles, but once you are there you will need diplomacy and people-skills. Those can be difficult to learn, but if you do not have them, you are likely to be a short-lived leader.