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| **新 GRE 分析性写作讲义** |
| **李延隆** |

#### 博客：<http://blog.sina.com.cn/liyanlong76>

**CONTENTS**

[Suggested Preparing Materials 1](#_TOC_250006)

[Interpretation of Official Guide 2](#_TOC_250005)

[PART I. Introduction to the Analytical Writing Measure](#_bookmark0) [2](#_bookmark0)

[PART II. How the GRE AW is Scored](#_bookmark1) [2](#_bookmark1)

[PART III. Independent Intellectual Activity](#_bookmark2) [3](#_bookmark2)

[PART IV. Computer-based GRE® revised General Test](#_bookmark3) [3](#_bookmark3)

[Argument 5](#_TOC_250004)

[PART I. Repetitions of Argument Topics](#_bookmark4) [5](#_bookmark4)

[PART II. Common Fallacies in Topics](#_bookmark5) [8](#_bookmark5)

[PART III. Instructions below Each Argument Topic](#_bookmark6) [8](#_bookmark6)

[PART IV. Sample Topics and Essays](#_bookmark7) [9](#_bookmark7)

[PART V. The Introductory Paragraph](#_bookmark8) [12](#_bookmark8)

1. [Examples of the introductory paragraph](#_bookmark8) [12](#_bookmark8)
2. Some universal templates on the introductory parag[raph](#_bookmark8) 15

[PART VI. Training of Thinking Method](#_bookmark9) [16](#_bookmark9)

[PART VII. Examples of Body Paragraphs](#_bookmark10) [16](#_bookmark10)

1. [Selective sample](#_bookmark8) 16
2. Do the statistics make any differenc[e?](#_bookmark8) 17
3. [Quantity of the sample](#_bookmark8) 18
4. What question was asked in the surv[ey?](#_bookmark8) 18
5. Are the respondents representativ[e?](#_bookmark8) 19
6. Vague dat[a](#_bookmark8) 19
7. Incomplete informatio[n](#_bookmark8) 21
8. [False analogy](#_TOC_250003) 22
9. Confusing comparison and variatio[n](#_bookmark8) 23
10. Incomplete comparison and selective comparison/Ex parte informatio[n](#_bookmark8) 23
11. Unrelated concept[s](#_bookmark8) 24
12. Changing scop[es](#_bookmark8) 25
13. Inferring a future condition from a past conditio[n](#_bookmark8) 25
14. [Failing to weigh the advantages and disadvantages thoroughly](#_TOC_250002) 26
15. False dilem[ma](#_bookmark8) 27
16. [Necessity and sufficiency of the solution](#_TOC_250001) 28
17. Failing to consider the feasibility of the conclusio[n](#_bookmark8) 28
18. Non-causal relationshi[p](#_bookmark8) 29
19. Confusing concurrence with caus[ality](#_bookmark8) 30
20. Post hoc, ergo propter ho[c](#_bookmark8) 30
21. Confusing the cause and the eff[ect](#_bookmark8) 31

[PART VIII. Common Transitional Words](#_bookmark11) [32](#_bookmark11)

[PART IX. Sequence of Body Paragraphs](#_bookmark12) [32](#_bookmark12)

[PART X. Illustrating Methods](#_bookmark13) [33](#_bookmark13)

1. Common methods 33
   1. Illustrative examples/counterexampl[es](#_bookmark8) 33
   2. Scenar[io](#_bookmark8) 33
   3. Conjectur[e](#_bookmark8) 34
   4. Concessio[n](#_bookmark8) 35
2. Special methods 35
   1. Critique on term-definitio[n](#_bookmark8) 35
   2. Negative evidenc[e](#_bookmark8) 36
   3. Insufficient evidenc[e](#_bookmark8) 37

[PART XI. Examples of the Concluding Paragraph](#_bookmark14) [37](#_bookmark14)

[PART XII. Sample Essay 38](#_bookmark15)

[Issue 40](#_TOC_250000)

[PART I. Instructions below Each Issue Topic](#_bookmark16) [40](#_bookmark16)

[PART II. Scoring Guide for the Issue Task](#_bookmark17) [40](#_bookmark17)

[PART III. ETS Sample Essays](#_bookmark18) [42](#_bookmark18)

[PART IV. Sample Writing Materials](#_bookmark19) [50](#_bookmark19)

[PART V. Examples of the Introductory Paragraph](#_bookmark20) [51](#_bookmark20)

[PART VI. Examples of Body Paragraphs](#_bookmark21) [54](#_bookmark21)

[PART VII. The Concluding Paragraph](#_bookmark22) [57](#_bookmark22)

1. Introdu[cers](#_bookmark8) 57
2. Example[s](#_bookmark8) 57

[PART VIII. Classification of Texts in ‘NCE 4’ 59](#_bookmark23)

[PART IX. Language Enhancement](#_bookmark24) [60](#_bookmark24)

1. Lexical Selectio[n](#_bookmark8) 60
2. Lexical Variety and Noun Dominanc[e](#_bookmark8) 60
3. Syntactic structure, variety and device[s](#_bookmark8) 62

[PART X. Selected Quotations 69](#_bookmark25)

[PART XI. Classification of Issue Topics](#_bookmark26) [72](#_bookmark26)

* 1. Urgent and long run 72
  2. Individual and group (Leaders/celebrities and society[)](#_bookmark8) 77
  3. Technology and humanity (machine and hu[man)](#_bookmark8) 84
  4. Rational and emo[tional](#_bookmark8) 86
  5. Interdisciplinar[y](#_bookmark8) 88
  6. Conformity and nonconformity (cooperation and competition) 92
  7. Idealism and pragmatis[m](#_bookmark8) 96
  8. Convention and innovatio[n](#_bookmark8) 101

Appendix: More Examples, Sentence Structures and Templates 104

[PART I. Argument](#_bookmark16) [40](#_bookmark16)4

[**PART II. Issue**](#_bookmark17) **122**

# Suggested Preparing Materials

#### 讲义

1. GRE 考试官方详细介绍：<http://www.ets.org/gre>
2. 李延隆新浪博客：<http://blog.sina.com.cn/liyanlong76>
3. GRE 官方题库范文精讲（电子版本下载见李延隆博客）*Mark Alan Steward*
4. 《新概念英语》3、4 册 *L. G. Alexander*

#### 李延隆主讲《新概念英语》系列课程（具体介绍见李延隆新浪博客）

1. Longman Dictionary of Contemporary English (5th Edition)（见李延隆博客）
2. Merriam-Webster’s Collegiate Dictionary And Thesaurus, Deluxe Audio Edition（见李延隆博客）
3. Lingoes Translator 2（见李延隆博客）

10. 官方题库分类翻译以及其他电子版本材料（下载地址见李延隆博客）

# Interpretation of Official Guide

## PART I. Introduction to the Analytical Writing Measure

The Analytical Writing measure tests your critical thinking and analytical writing skills.

**Critical thinking** — the careful application of reason in the determination of whether a claim is true

**Analysis** — the process of breaking something down into its component parts in order to understand how they work together to make up the whole

It assesses your ability to articulate and support complex ideas, construct and evaluate arguments, and sustain a focused and coherent discussion. It does not assess specific content knowledge.

**Argument** — a claim or a set of claims with reasons and evidence offered as support

The Analytical Writing measure consists of two separately timed analytical writing tasks:

*a 30-minute "Analyze an Issue" task* （立论；开放）

*a 30-minute "Analyze an Argument" task* （驳论；收敛）

*The Issue task presents an opinion on an issue of general interest followed by specific instructions on how to respond to that issue. You are required to evaluate the issue, consider its complexities and develop an argument with reasons and examples to support your views.*

**Issue** — a matter that is in dispute between two or more parties

The Argument task requires you to evaluate a given argument according to specific instructions. You will need to consider the logical soundness of the argument rather than agree or disagree with the position it presents.

## PART II. How the GRE AW is Scored

*For the Analytical Writing measure, each essay receives a score from two readers using a six-point holistic scale. In holistic scoring, readers are trained to assign scores based on the overall quality of an essay in response to the assigned task. If the two scores differ by more than one point on the scale, the discrepancy is adjudicated by a third GRE® reader.*

*Otherwise, the two scores on each essay are averaged. The final scores on the two essays are then averaged and rounded up to the nearest half-point interval. A single score is reported for the Analytical Writing measure.*

## PART III. Independent Intellectual Activity

*During the scoring process for the GRE revised General Test, your essay responses on the Analytical Writing measure will be reviewed by ETS essay-similarity-detection software and by experienced raters. In light of the high value placed on independent intellectual activity within graduate schools and universities, ETS reserves the right to cancel the scores of any test taker when there is substantial evidence that an essay response includes, but is not limited to, any of the following:*

1. *text that is similar to that found in one or more other test essay responses*
2. *quoting or paraphrasing, without attribution, language that appears in published or unpublished sources*
3. *unacknowledged use of work that has been produced through collaboration with others without citation of the contribution of others*
4. *essays that are submitted as work of the examinee when the words have, in fact, been borrowed from elsewhere or prepared by another person*

*When one or more of the above discrepancies occurs, ETS scoring guidelines indicate that your essay text does not reflect the independent intellectual activity this test seeks to measure. Therefore, ETS will invalidate the Analytical Writing score and your scores for the GRE revised General Test will not be reported.*

*Test takers whose scores are canceled will forfeit their test fees and must pay to retake the entire test. No record of the score cancellations or the reason for cancellation will appear on future score reports.*

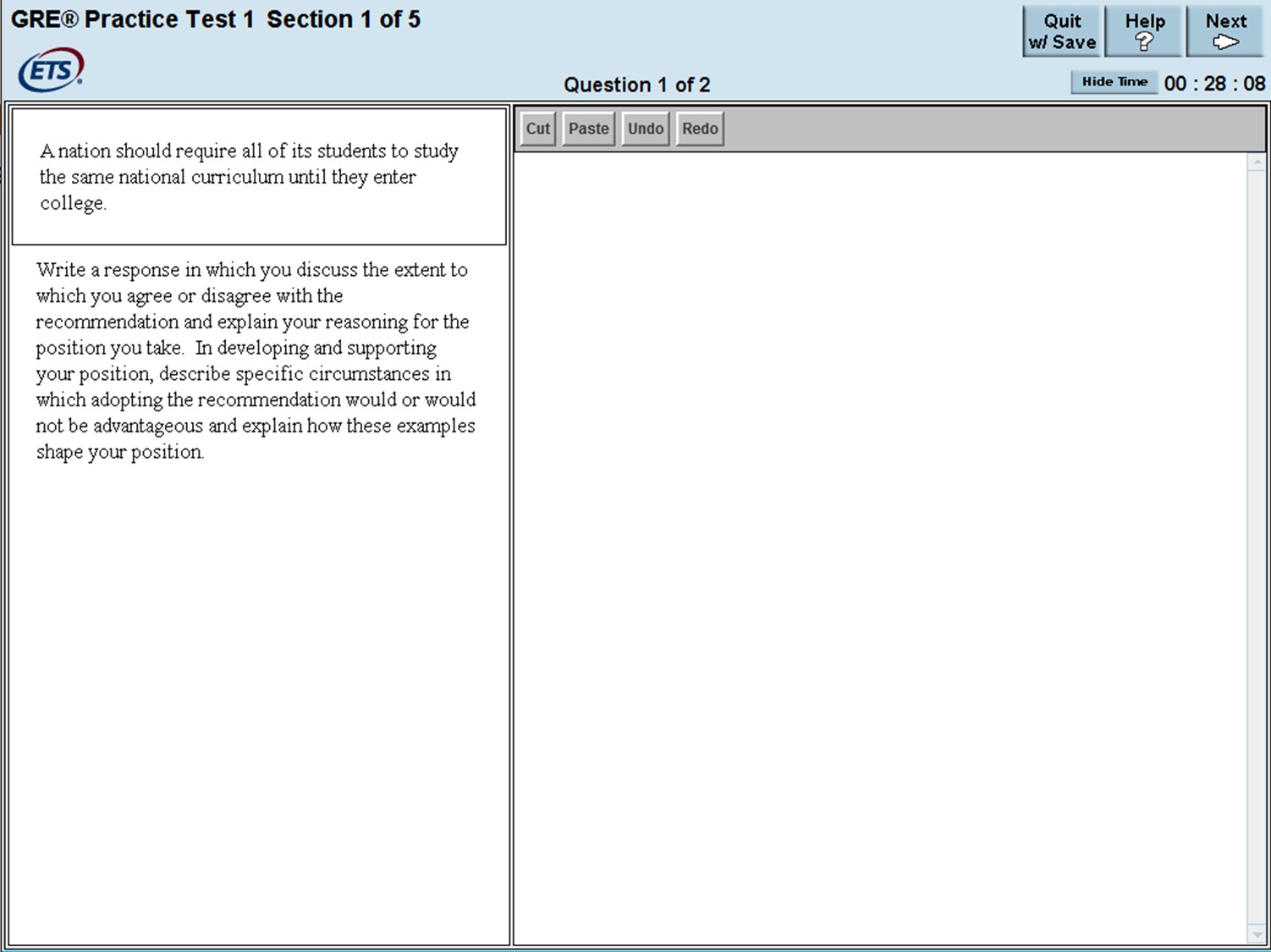
## PART IV. Computer-based GRE® revised General Test

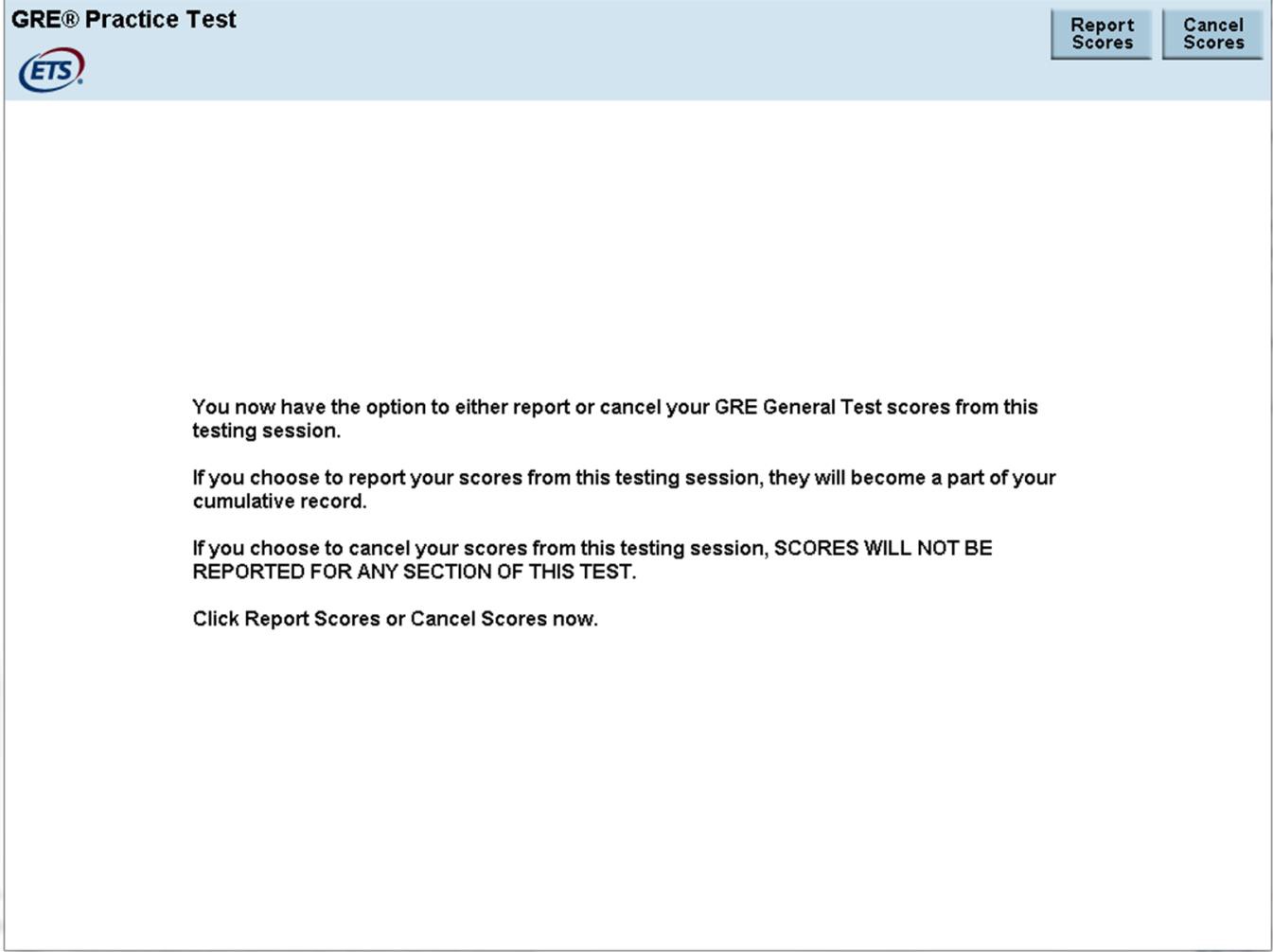
*The computer-based GRE® revised General Test contains six sections, one of which is an unidentified/unscored section, typically a Verbal Reasoning or Quantitative Reasoning section, that may appear at any point in the test. Treat each section presented during your test as if it counts. An identified research section that is not scored may be included in place of the unscored section. The research section will always appear at the end of the test. Total testing time is 3 hours and 45 minutes, including the unscored section. The Analytical Writing section will always appear first.*

***Analytical Writing:***

On the Analytical Writing section, you will have two separately-timed writing tasks. The two writing tasks are delivered on the computer, and you must type your essay responses.

*The testing software uses an elementary word processor developed by ETS so that test takers familiar with a specific commercial word-processing software do not have an advantage or disadvantage. The software contains the following functionalities: inserting text, deleting text, cut and paste, undoing the previous action and scrolling.*





# Argument

## PART I. Repetitions of Argument Topics

39 174

3

2

157 158

45 49

77 169

85 87

141 143

60 145 146 150 154 155

15 51 130 131 133

32 104 105 106 167

74 147 148 149 156

113 126 127 161

17 93 109 110

22 119 120 138

25 100 102 164

35 52 128 129

62 121 122 124

78 114 116 117

5 159 173

7 98 99

9 88 90

10 21 23

24 26 28

34 58 94

36 163 166

38 95 96

41 123 125

47 111 112

53 144 151

56 57 82

61 139 162

66 107 108

69 70 115

92 101 103

132 134 136

135 137 140

3 171

18 20

54 165

83 84

86 89

152 15

160 17

|  |  |
| --- | --- |
| 14 118 | |
| 27 29 |  |

**Examples：**

***[Argument 60]*** *The following appeared in a letter from a firm providing investment advice for a client.*

*"Most homes in the northeastern United States, where winters are typically cold, have traditionally used oil as their major fuel for heating. Last heating season that region experienced 90 days with below-normal temperatures, and climate forecasters predict that this weather pattern will continue for several more years. Furthermore, many new homes are being built in the region in response to recent population growth. Because of these trends, we predict an increased demand for heating oil and recommend investment in Consolidated Industries, one of whose major business operations is the retail sale of home heating oil."*

*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.*

***[Argument 145]*** *The following appeared in a memo to the board of directors of a company that specializes in the delivery of heating oil.*

*"Most homes in the northeastern United States, where winters are typically cold, have traditionally used oil as their major fuel for heating. Last heating season, that region experienced 90 days with below-normal temperatures, and climate forecasters predict that this weather pattern will continue for several more years. Furthermore, many new homes are being built in the region in response to recent population growth. Because of these trends, we can safely predict that this region will experience an increased demand for heating oil during the next five years."*

*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.*

***[Argument 146]*** *The following appeared in a memo to the board of directors of a company that specializes in the delivery of heating oil.*

*"Most homes in the northeastern United States, where winters are typically cold, have traditionally used oil as their major fuel for heating. Last heating season, that region experienced 90 days with below-normal temperatures, and climate forecasters predict that this weather pattern will continue for several more years. Furthermore, many new homes are being built in the region in response to recent population growth. Because of these trends, we can safely predict that this region will experience an increased demand for heating oil during the next five years."*

*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.*

***[Argument 150]*** The following appeared in a letter from a firm providing investment advice to a client.

*"Homes in the northeastern United States, where winters are typically cold, have traditionally used oil as their major fuel for heating. Last year that region experienced 90 days with below-average temperatures, and climate forecasters at Waymarsh University predict that this weather pattern will continue for several more years. Furthermore, many new homes have been built in this region during the past year. Because these developments will certainly result in an increased demand for heating oil, we recommend investment in Consolidated Industries, one of whose major business operations is the retail sale of home heating oil."*

*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.*

***[Argument 154]*** *The following appeared in a letter from a firm providing investment advice to a client.*

*"Homes in the northeastern United States, where winters are typically cold, have traditionally used oil as their major fuel for heating. Last year that region experienced twenty days with below-average temperatures, and local weather forecasters throughout the region predict that this weather pattern will continue for several more years. Furthermore, many new homes have been built in this region during the past year. Based on these developments, we predict a large increase in the demand for heating oil. Therefore, we recommend investment in Consolidated Industries, one of whose major business operations is the retail sale of home heating oil."*

*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.*

***[Argument 155]*** *The following appeared in a letter from a firm providing investment advice to a client.*

*"Homes in the northeastern United States, where winters are typically cold, have traditionally used oil as their major fuel for heating. Last year that region experienced twenty days with below-average temperatures, and local weather forecasters throughout the region predict that this weather pattern will continue for several more years. Furthermore, many new homes have been built in this region during the past year. Because of these developments, we predict an increased demand for heating oil and recommend investment in Consolidated Industries, one of whose major business operations is the retail sale of home heating oil."*

## PART II. Common Fallacies in Topics

###### Flaws in evidence

* + 1. Problems about survey/ statistics/ study
       1. Selective sample
       2. Do the statistics make any difference?
       3. Quantity of the sample
       4. What question was asked in the survey?
       5. Who conducted the survey?
       6. When was the survey conducted?
       7. Are the respondents forthright?
       8. Are the respondents representative?
    2. Problems about data/information
       1. Vague data
       2. Incomplete information

###### Flaws in the reasoning line

* + 1. False analogy
    2. Confusing comparison and variation
    3. Incomplete comparison and selective comparison /*Ex parte* information
    4. Hasty Generalization
       1. Unrelated concepts
       2. Changing scopes
       3. Inferring a future condition from a past condition
    5. Failing to weigh the advantages and disadvantages thoroughly
    6. False dilemma
    7. Cause-Effect Fallacies
       1. Non-causal relationship
       2. Confusing concurrence with causality
       3. *Post hoc, ergo propter hoc* (after this, therefore because of this)
       4. Confusing the cause and the effect

###### Flaws in the conclusion

* + 1. Necessity and Sufficiency of the Solution
    2. Failing to consider the feasibility of the conclusion

## PART III. Instructions below Each Argument Topic

1. 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.
2. 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.

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.
6. 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.

## PART IV. Sample Topics and Essays

##### Sample topic:

***[Previous Argument 149]*** The following is a memorandum from the director of personnel to the president of Get-Away Airlines.

*"Since our mechanics are responsible for inspecting and maintaining our aircraft, Get-Away Airlines should pay to send them to the Quality-Care Seminar, a two-week seminar on proper maintenance procedures. I recommend this seminar because it is likely to be a wise investment, given that the automobile racing industry recently reported that the performance of its maintenance crews improved markedly after their crews had attended the seminar. These maintenance crews perform many of the same functions as do our mechanics, including refueling and repairing engines. The money we spend on sending our staff to the seminar will inevitably lead to improved maintenance and thus to greater customer satisfaction along with greater profits for our airline."*

##### ETS Sample Essays (Touched-up Version):

***[Argument 142]*** Hospital statistics regarding people who go to the emergency room after roller-skating accidents indicate the need for more protective equipment. Within that group of people, 75 percent of those who had accidents in streets or parking lots had not been wearing any protective clothing (helmets, knee pads, etc.) or any light-reflecting material (clip-on lights, glow-in-the-dark wrist pads, etc.). Clearly, the statistics indicate that by investing in high-quality protective gear and reflective equipment, roller skaters will greatly reduce their risk of being severely injured in an accident.

*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.*

**Essay Response — Score 6**

The notion that protective gear reduces the injuries suffered in accidents seems at first glance to be an obvious conclusion. After all, it is the intent of these products to either prevent accidents from occurring in the first place or to reduce the injuries suffered by the wearer should an accident occur. However, the conclusion that investing in high quality protective gear greatly reduces the risk of being severely injured in an accident is unconvincing because of the following unsubstantiated assumptions in the reasoning line.

First of all, the argument above rests on the assumption that wearing protective gear is the only factor in the safety of skaters. However, the arguer does not take into account the inherent differences between skaters who wear gear and those who do not. It is at least likely that those who wear gear may be generally more responsible and/or safety conscious individuals. The skaters who wear gear may be less likely to cause accidents through careless or dangerous behavior. It may, in fact, be their natural caution and responsibility that keeps them out of the emergency room rather than the gear itself. Also, the statistic above is based entirely on those who are skating in streets and parking lots which are relatively dangerous places to skate in the first place. People who are generally more safety conscious (and therefore more likely to wear gear) may choose to skate in safer areas such as parks or back yards.

The statistic also does not differentiate between severity of injuries. The conclusion that safety gear prevents severe injuries suggests an assumption that people come to the emergency room only with severe injuries, which is in all likelihood not the case. Also, given that skating is a recreational activity that may be primarily engaged in during evenings and weekends (when doctors' offices are closed), skater with less severe injuries may be especially likely to come to the emergency room for treatment. Without taking into consideration these possibilities, the arguer’s conclusion cannot be conclusively drawn.

Finally, the argument unfairly assumes that high quality (and presumably more expensive) gear is more beneficial than other kinds of gear. Yet the arguer fails to provide any evidence to prove it. It is entirely possible that a simple white t–shirt may provide the same preventative benefit as a higher quality, more expensive, shirt designed only for skating. Before skaters are encouraged to invest heavily in gear, a more complete understanding of the benefit provided by individual pieces of gear would be helpful. Unless this assumption can be substantiated, the arguer’s recommendation is untenable.

The argument for safety gear based on emergency room statistics could provide important information

and potentially saves lives, but, unfortunately, it is unpersuasive as it stands. Before conclusions about the amount and kinds of investments that should be made in gear are reached, a careful verification of the above-mentioned assumptions about the benefits of the equipment is needed. After all, a false confidence in ineffective gear could be just as dangerous as no gear at all. *(Argument 142)*

***[Argument 16]*** 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.*

**Essay Response — Score 6**

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 sulfur 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 16)*

## PART V. The Introductory Paragraph

##### Examples of the introductory paragraph:

***[Argument 142]*** Hospital statistics regarding people who go to the emergency room after roller-skating accidents indicate the need for more protective equipment. Within that group of people, 75 percent of those who had accidents in streets or parking lots had not been wearing any protective clothing (helmets, knee pads, etc.) or any light-reflecting material (clip-on lights, glow-in-the-dark wrist pads, etc.). Clearly, the statistics indicate that by investing in high-quality protective gear and reflective equipment, roller skaters will greatly reduce their risk of being severely injured in an accident.

*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.*

**Possible introductory paragraphs:**

**[C’CF]** The notion that protective gear reduces the injuries suffered in accidents **seems at first glance to be an obvious conclusion**. **After all**, it is the intent of these products to either prevent accidents from occurring in the first place or to reduce the injuries suffered by the wearer should an accident occur. **However, the conclusion that** investing in high quality protective gear greatly reduces the risk of being severely injured in an accident **is unconvincing because of the following unsubstantiated assumptions in the reasoning line**. *(Argument 142)*

**[CEF] In this argument, the arguer concludes that** investing in high quality protective gear greatly reduces the risk of being severely injured in an accident. **To support / justify / substantiate the conclusion, the arguer cites** hospital statistics **that** 75% of people who go to the emergency room after roller-skating accidents in streets or parking lots had not been wearing any protective gear. **However, the argument is flawed by a series of groundless assumptions, and is therefore unpersuasive as it stands / a series of unwarranted assumptions render**

**the argument unpersuasive as it stands.** *(Argument 142)*

**[ECC’F] By citing the evidence that** 75% of people who go to the emergency room after roller-skating accidents in streets or parking lots had not been wearing any protective gear, **the arguer concludes that** investing in high quality protective gear greatly reduces the risk of being severely injured in an accident. **I accept / agree / concede that the conclusion appears to be convincing /seems at first glance to be logical / is not without merits, but careful scrutiny reveals that the argument is rife / fraught with vague, oversimplified and unwarranted assumptions and thus** may mislead people into making unwise investments and potentially threaten their safety. *(Argument 142)*

***[Argument 105]*** The following appeared in a memo from the vice president of Butler Manufacturing.

*"During the past year, workers at Butler Manufacturing reported 30 percent more on-the-job accidents than workers at nearby Panoply Industries, where the work shifts are one hour shorter than ours. A recent government study reports that fatigue and sleep deprivation among workers are significant contributing factors in many on-the-job accidents. If we shorten each of our work shifts by one hour, we can improve Butler Manufacturing's safety record by ensuring that our employees are adequately rested."*

*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.*

**One possible introductory paragraph:**

**[CEC’F] In the memo, the vice president recommends that** Butler manufacturing reduce its work shifts by one hour each in order to improve its safety record. **To substantiate this recommendation he/she makes a comparison** between on-the-job accident rate at Butler and that at Panoply Industries **and cites** a recent study on the relationship between fatigue and on-the-job accidents. **While the argument is well-intentioned / Well-intentioned as the argument is / Be the argument ever so well-intentioned, *in the absence of some critical evidence it is barely persuasive / the absence of some crucial evidence renders it unpersuasive / it is flawed by the absence of some key evidence as follows***. *(Argument 105)*

***[Argument 106]*** The following appeared in a memo from the Board of Directors of Butler Manufacturing.

*"During the past year, workers at Butler Manufacturing reported 30 percent more on-the-job accidents than workers at nearby Panoply Industries, where the work shifts are one hour shorter than ours. A recent government study reports that fatigue and sleep deprivation among workers are significant contributing factors in many on-the-job accidents. Therefore, we recommend that Butler*

*Manufacturing shorten each of its work shifts by one hour. Shorter shifts will allow Butler to improve its safety record by ensuring that its employees are adequately rested."*

*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.*

**One possible introductory paragraph:**

**[CC’F] The recommendation that** Butler manufacturing reduce its work shifts by one hour each in order to improve its safety record **is seemingly logical and humanitarian**: it is common sense that fatigue increases the risk of getting involved in accidents. **Nevertheless, the argument is untenable / vulnerable / problematic / unconvincing / unpersuasive *unless and until the author can give definite answers to several critical questions as follows / if the following key questions remain unanswered***. *(Argument 106)*

***[Argument 104]*** The following appeared in a memo from a vice president of a manufacturing company.

*"During the past year, workers at our newly opened factory reported 30 percent more on-the-job accidents than workers at nearby Panoply Industries. Panoply produces products very similar to those produced at our factory, but its work shifts are one hour shorter than ours. Experts say that fatigue and sleep deprivation among workers are significant contributing factors in many on-the-job accidents. Panoply's superior safety record can therefore be attributed to its shorter work shifts, which allow its employees to get adequate amounts of rest."*

*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.*

**Possible introductory paragraphs:**

**[CEF] In the memo, the vice president concludes that** it is the shorter work shifts that lead to Panoply Industries’ superior safety record. **To support this conclusion, he/she provides the evidence that** Panoply has fewer on-the-job accidents and shorter work shifts than his/her factory, which produced products very similar to those produced at Panoply. **Moreover, he/she cites** experts’ observations on the causal relationship between fatigue and on-the-job accidents. **However, the argument is a weak one / untenable / unpersuasive *in the presence of the following alternative explanations that could rival the proposed explanation in the memo / unless all the possible explanations other than the proposed one in the memo can be conclusively excluded***. *(Argument 104)*

**[CC’F] In the memo, the vice president concludes that** it is the shorter work shifts that lead to Panoply Industries’ superior safety record. **Reasonable as the conclusion seems, the argument is still a weak one / untenable / unpersuasive in that the vice president fails to rule out**

**alternative explanations that could challenge the explanation he/she proposes in the memo**. *(Argument 104)*

##### Some universal templates on the introductory paragraph:

1. **[CEF]** In this argument, the arguer concludes that … To support the conclusion, the arguer points out that ... In addition, the arguer reasons that … However,

**F**

1. **[CEF]** In this analysis, the arguer claims that… To substantiate the conclusion, the arguer cites the example of … Nevertheless,

**F**

1. **[CEF]** The conclusion in this argument is that … This recommendation is based on the observation that … Meanwhile, the arguer assumes that … Close inspection of the argument reveals, however, that

**F**

1. **[CEF]** In this analysis, the arguer intends to prove that … To substantiate this claim, the arguer provides the evidence that … Careful examination of the reasoning line, however, reveals that

**F**

1. **[CEF]** In this analysis, the arguer concludes that … To support this conclusion, the arguer cites the result of a recent survey that … Moreover, the arguer points out that … However, the argument is specious in that

**F**

1. **[CEF]** The author concludes that … To support the conclusion, the author reasons that … The author also points out that … The argument is unconvincing / unpersuasive because

**F**

1. **[CEF]** In this analysis / argument, the arguer concludes / claims / recommends / predicts / advocates that … To support / strengthen / solidify / justify / substantiate the conclusion, the arguer points out that … / provides the evidence of … / cites the result of the survey of … In addition / Furthermore, the arguer reasons that … However, a close scrutiny of this argument would reveal

**F**

1. **[ECF]** In this argument, the arguer cites the evidence that …, based on which he assumes that … Another piece of evidence presented to support the argument is that … In addition, the arguer takes it for granted that…Hence the arguer draws the conclusion that … This argument is vulnerable in that

**F**

1. **[CC’F]** The author comes to the conclusion that … On the surface, the argument appears to be somewhat logical; however, this alone neither provides compelling evidence to make the argument sound nor presents a logical argument in favor of the conclusion in that

**F**

1. **[CC’F]** The arguer’s claim that … sounds reasonable at first thought. After all, the arguer does offer some relevant evidence, and the assumptions underlying this argument are not without merits.

**F**

However, may seriously undermine the argument.

1. **[CEC’F]** The arguer attempts to convince us that … The major evidence for this argument is: … While

this argument has some merits, seriously undermine the line of reasoning.

**F**

1. **[CEC’F]** The conclusion endorsed in this argument is that … Several reasons are offered in support of this argument. First of all, the author points out that … In addition, the author reasons that … (What’s more, he assumes that …) At first glance, the author’s argument appears to be somewhat convincing, but further reflection reveals that

**F**

## PART VI. Training of Thinking Method

1. When six out of ten people who had eaten the egg salad at an office party became ill shortly afterward, the leftover egg salad was tested. Testing failed to confirm the presence of any harmful bacteria in the egg salad. It follows that the egg salad was not responsible for the illness of any of the people who ate it.

Weak point:

The author treats a lack of proof that something is the case as constituting sufficient proof that it is not the case. *(Does the survey make any difference?)*

1. “On the whole,” Ms. Dennis remarked, “engineering students are lazier now than they used to be. I know because fewer and fewer of my students regularly do the work they are assigned.”

The conclusion drawn above depends on following assumption:

Whether or not students do the work they are assigned is a good indication of how lazy they are.

(Unrelated concepts)

1. Automobile exhaust is a serious pollution problem in Riverside, and instituting tolls at Riverside’s bridges would reduce the total number of miles traveled by automobiles. Nevertheless, overall pollution levels would not decrease because there would be long lines at the toll booths, and automobiles expel more exhaust per minute while idling than in any other driving situation. *(Weighing the positive and negative effects thoroughly)*
2. Although part of the ivory available on world markets was taken from wild elephants that were killed illegally, some ivory is derived from sources that nearly all nations define as legal, such as elephants that have died natural deaths. The world’s few remaining wild elephant herds, therefore, are not endangered when those buying ivory at wholesale make a serious effort to limit their purchases to such legal ivory.

The argument depends on the assumption that:

Wholesale buyers attempting to limit their purchases to legal ivory can reliably distinguish legal from illegal ivory. *(Feasibility of the conclusion)*

## PART VII. Examples of Body Paragraphs

###### Selective sample:

***[Argument 137]*** While the Department of Education in the state of Attra recommends that high

*school students be assigned homework every day, the data from a recent statewide survey of high school math and science teachers give us reason to question the usefulness of daily homework. In the district of Sanlee, 86 percent of the teachers reported assigning homework three to five times a week, whereas in the district of Marlee, less than 25 percent of the teachers reported assigning homework three to five times a week. Yet the students in Marlee earn better grades overall and are less likely to be required to repeat a year of school than are the students in Sanlee. Therefore, all teachers in our high schools should assign homework no more than twice a week.*

*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.*

**One possible body paragraph:**

**The arguer’s recommendation depends on the assumption that the survey’s results are reliable. However, this might not be the case in that the survey appears to suffer from two statistical problems / the methodology of the survey might be problematic in two respects**. **First, the survey involved only** math and science teachers; **however, the arguer does not / fails to provide any evidence to prove that** these teachers **constitute a representative sample of / are representative of** all teachers in high school in the state. **Perhaps the remainder** report otherwise. **Besides, the survey is based on statistics from merely** two districts, Sanlee and Marlee, **yet we are not informed of / information is not given concerning whether** these two districts **are typical of** the state’s school districts **overall**. **Chances are that** these two districts **are aberrations. In short, without sufficient evidence to substantiate the assumption, the arguer’s recommendation regarding** all teachers in all high schools in Attra **is unconvincing**. *(Argument 137)*

###### Do the statistics make any difference?:

***[Argument 54]*** Humans arrived in the Kaliko Islands about 7,000 years ago, and within 3,000 years most of the large mammal species that had lived in the forests of the Kaliko Islands had become extinct. Yet humans cannot have been a factor in the species' extinctions, because there is no evidence that the humans had any significant contact with the mammals. Further, archaeologists have discovered numerous sites where the bones of fish had been discarded, but they found no such areas containing the bones of large mammals, so the humans cannot have hunted the mammals. Therefore, some climate change or other environmental factor must have caused the species' extinctions.

*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.*

**One possible body paragraph:**

**The argument treats a lack of proof that** the humans had significant contact with the mammals

**as constituting sufficient proof that** they had **not**. **In making this assumption, the arguer**

**overlooks the possibility that** humans in the Kaliko Islands exported or traded with other tribes mammals―especially their bones―during this time period. **Without ruling out this scenario, the arguer cannot justify the conclusion that** the humans were not a factor in the extinction of the mammals from the islands. *(Argument 54)*

###### Quantity of the sample:

***[Argument 126]*** The following is a recommendation from the personnel director to the president of Acme Publishing Company.

*"Many other companies have recently stated that having their employees take the Easy Read Speed-Reading Course has greatly improved productivity. One graduate of the course was able to read a 500-page report in only two hours; another graduate rose from an assistant manager to vice president of the company in under a year. Obviously, the faster you can read, the more information you can absorb in a single workday. Moreover, Easy Read would cost Acme only $500 per employee—a small price to pay when you consider the benefits. Included in this fee is a three-week seminar in Spruce City and a lifelong subscription to the Easy Read newsletter. Clearly, Acme would benefit greatly by requiring all of our employees to take the Easy Read course."*

*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.*

**One possible body paragraph:**

The two individual success stories the argument cites **amount to scant evidence at best of** the course's effectiveness. **First of all, the mere sample of** two graduates **is too limited to constitute convincing evidence**. **Moreover**, the director **unfairly assumes that** their accomplishments **can be attributed to** the course. **Perhaps** the first graduate was outstanding reader before taking the course, and gained nothing from it. **What is more**, an individual who is able to read a long report very quickly **does not necessarily** absorb a great deal of the material. **As to** the individual whose career advanced after taking the course, **any one of a myriad of other factors, such as** academic achievements, working background, **might explain** that advancement. **In short, without sufficient evidence to rule out these possibilities**, the director **cannot substantiate** the effectiveness of the course **upon which** his recommendation **depends**. *(Argument 126)*

###### What question was asked in the survey?:

***[Argument 55]*** The following appeared in an editorial in a business magazine.

*"Although the sales of Whirlwind video games have declined over the past two years, a recent survey of video-game players suggests that this sales trend is about to be reversed. The survey asked video-game players what features they thought were most important in a video game. According to the survey, players prefer games that provide lifelike graphics, which require the most up-to-date computers. Whirlwind has just introduced several such games with an extensive advertising campaign directed at people ten to twenty-five years old, the age-group most likely to play video games. It follows, then, that*

*the sales of Whirlwind video games are likely to increase dramatically in the next few months."*

*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.*

**One possible body paragraph:**

**The argument rests on the assumption that the survey is reliable for what the arguer predicts. However, the question asked in the survey** what features the video-game players think are most important in a video game **has little to do with / has not much bearing on / is not a determinant factor in whether or not** they invest in Whirlwind’s video games. **Even though** players prefer games that provide lifelike graphics and Whirlwind has just introduced such games, players **may have a myriad of choices other than** video games produced in Whirlwind. **Therefore, the survey lends little support to the arguer’s prediction that** the sales of Whirlwind video games are likely to increase dramatically in the next few months. *(Argument 55)*

###### Are the respondents representative?:

***[Argument 43]*** The following appeared in a memorandum written by the chairperson of the West Egg Town Council.

*"Two years ago, consultants predicted that West Egg's landfill, which is used for garbage disposal, would be completely filled within five years. During the past two years, however, the town's residents have been recycling twice as much material as they did in previous years. Next month the amount of recycled material—which includes paper, plastic, and metal—should further increase, since charges for pickup of other household garbage will double. Furthermore, over 90 percent of the respondents to a recent survey said that they would do more recycling in the future. Because of our town's strong commitment to recycling, the available space in our landfill should last for considerably longer than predicted."*

*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.*

**One possible body paragraph:**

The chairperson **provides no evidence that the survey's respondents are representative of the overall group of people** whose trash goes to the city's landfill. **Lacking such evidence, it is entirely possible that people inclined to** recycle **were more willing to respond to the survey than other people were. In short, without better evidence that the survey is statistically reliable** the chairperson **cannot rely on it to draw any firm conclusion about** the overall recycling commitment of West Egg residents—**let alone about** how quickly the landfill will reach capacity. *(Argument 43)*

###### Vague data:

***[Argument 25]*** The following was written as a part of an application for a small-business loan by a

group of developers in the city of Monroe.

*"A jazz music club in Monroe would be a tremendously profitable enterprise. Currently, the nearest jazz club is 65 miles away; thus, the proposed new jazz club in Monroe, the C-Note, would have the local market all to itself. Plus, jazz is extremely popular in Monroe: over 100,000 people attended Monroe's annual jazz festival last summer; several well-known jazz musicians live in Monroe; and the highest-rated radio program in Monroe is 'Jazz Nightly,' which airs every weeknight at 7 P.M. Finally, a nationwide study indicates that the typical jazz fan spends close to $1,000 per year on jazz entertainment."*

*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.*

**One possible body paragraph:**

**The mere fact that** the typical jazz fan spends close to $1,000 per year on jazz entertainment **lends little support to** the applicant’s conclusion, **because we are not informed of what fraction of** the

$1000 **actually** goes to club admission. **In the absence of such evidence, it is entirely possible that** a great amount of the money is spent on music recordings, musical instruments, or concerts, **while** little on jazz music clubs. **In this case, the applicant cannot justify his/her claim that** ‘a jazz music club in Monroe would be a tremendously profitable enterprise’. *(Argument 25)*

***[Argument 39]*** A recent sales study indicates that consumption of seafood dishes in Bay City restaurants has increased by 30 percent during the past five years. Yet there are no currently operating city restaurants whose specialty is seafood. Moreover, the majority of families in Bay City are two-income families, and a nationwide study has shown that such families eat significantly fewer home-cooked meals than they did a decade ago but at the same time express more concern about healthful eating. Therefore, the new Captain Seafood restaurant that specializes in seafood should be quite popular and profitable.

*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.*

**One possible body paragraph:**

The 30 percent increase in seafood consumption at Bay City restaurants **does not necessarily indicate** a sufficient demand for a new Bay City restaurant serving seafood dishes only **in that the base amount is not given**. **Although** a 30% increase **seems significant**, the actual level of consumption **might nevertheless** be very low. This scenario is quite possible, especially considering that there are currently no seafood restaurants in Bay City. **Lacking evidence that** a significant number of the city's restaurant patrons are ordering seafood, **the argument's conclusion that** a new seafood restaurant would be popular and profitable **is unjustified**. *(Argument 39)*

***[Argument 41]*** *The following appeared in a health newsletter.*

"A ten-year nationwide study of the effectiveness of wearing a helmet while bicycling indicates that ten

years ago, approximately 35 percent of all bicyclists reported wearing helmets, whereas today that number is nearly 80 percent. Another study, however, suggests that during the same ten-year period, the number of bicycle-related accidents has increased 200 percent. These results demonstrate that bicyclists feel safer because they are wearing helmets, and they take more risks as a result. Thus, to reduce the number of serious injuries from bicycle accidents, the government should concentrate more on educating people about bicycle safety and less on encouraging or requiring bicyclists to wear helmets."

*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.*

**One possible body paragraph:**

The results of the two studies cited in the argument **amount to scant evidence for what the arguer maintains**. **It is true that** the percentage of bicyclists wearing helmets is much higher than ten years ago, **but the odds are that the base amount of** ten years ago **is** much less **than that of** today, **which means the actual number of** bicyclists not wearing helmets **may** have increased significantly during the same period. **In that case**, it is no wonder that the number of bicycle-related accidents has increased 200 percent during the past decade**. Without ruling out this possibility, the arguer cannot justify the assumption that** wearing helmets actually increased bicyclists’ risk of getting involved in accidents, **and consequently the arguer’s advice based on this assumption is unpersuasive**. *(Argument 41)*

###### Incomplete information:

***[Argument 73]*** The following appeared on the Mozart School of Music Web site.

*"The Mozart School of Music should be the first choice for parents considering enrolling their child in music lessons. First of all, the Mozart School welcomes youngsters at all ability and age levels; there is no audition to attend the school. Second, the school offers instruction in nearly all musical instruments as well a wide range of styles and genres from classical to rock. Third, the faculty includes some of the most distinguished musicians in the area. Finally, many Mozart graduates have gone on to become well-known and highly paid professional musicians."*

*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.*

**One possible body paragraph:**

**The arguer fails to provide complete information concerning** the faculty of Mozart school. **Although** some members of the faculty are the most distinguished musicians in the area, **this alone does not necessarily** make them equally distinguished teachers. **Perhaps** they do not have much teaching experience or devotion to education. **What is more, information is not given respecting** the remainder of the faculty, who are in all likelihood neither brilliant musicians nor excellent teachers. **Before ruling out these possibilities, the arguer cannot justify his/her assumption that** some

eminent musician members of the faculty guarantee the overall quality of teachers in the Mozart School. **Therefore, the arguer’s recommendation** for parents **based on the assumption is unconvincing**. *(Argument 73)*

###### False analogy:

***[Argument 77]*** The following recommendation appeared in a memo from the mayor of the town of Hopewell.

*"Two years ago, the nearby town of Ocean View built a new municipal golf course and resort hotel. During the past two years, tourism in Ocean View has increased, new businesses have opened there, and Ocean View's tax revenues have risen by 30 percent. Therefore, the best way to improve Hopewell's economy—and generate additional tax revenues—is to build a golf course and resort hotel similar to those in Ocean View."*

*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.*

***[Previous Argument 149]*** *The following is a memorandum from the director of personnel to the president of Get-Away Airlines.*

*"Since our mechanics are responsible for inspecting and maintaining our aircraft, Get-Away Airlines should pay to send them to the Quality-Care Seminar, a two-week seminar on proper maintenance procedures. I recommend this seminar because it is likely to be a wise investment, given that the automobile racing industry recently reported that the performance of its maintenance crews improved markedly after their crews had attended the seminar. These maintenance crews perform many of the same functions as do our mechanics, including refueling and repairing engines. The money we spend on sending our staff to the seminar will inevitably lead to improved maintenance and thus to greater customer satisfaction along with greater profits for our airline."*

**One possible body paragraph:**

**First, the argument is based on a false analogy. The arguer simply assumes that** airplane mechanics and automobile maintenance crews perform many similar functions, **but he does not provide any evidence that** their functions **are indeed comparable**. **As we know**, the structure, operation and function of airplanes and those of automobiles **differ conspicuously**. **It is true that both** the airplane **and** the automobile need refueling and engine maintenance, **but even here there exist fundamental differences:** the structure and the building materials of each other’s engines are different, so is the oil they use. **Therefore, even though** the two-week Quality-Care Seminar proved effective in improving the performance of the maintenance crews in the automobile racing industry, **there is no guarantee that** it will work just as well for airplane mechanics. *(Previous Argument 149)*

###### Confusing comparison and variation:

***[Argument 48]*** The following appeared in a magazine article about planning for retirement.

*"Clearview should be a top choice for anyone seeking a place to retire, because it has spectacular natural beauty and a consistent climate. Another advantage is that housing costs in Clearview have fallen significantly during the past year, and taxes remain lower than those in neighboring towns. Moreover, Clearview's mayor promises many new programs to improve schools, streets, and public services. And best of all, retirees in Clearview can also expect excellent health care as they grow older, since the number of physicians in the area is far greater than the national average."*

*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.*

**One possible body paragraph:**

Clearview’s declining housing costs and lower taxes than in neighboring towns **do not necessarily** make Clearview the best place to retire. **First, despite** the decline, Clearview’s housing costs **might be still** higher **than** the national average. **Besides, while** Clearview’s taxes remain lower than those in neighboring towns, non-neighboring towns **may** enjoy even lower taxes. **Furthermore, even if** property prices and taxes in Clearview are **indeed** relatively low, economy **might** not be the major concern for wealthier retirees. **Therefore, without concrete evidence to rule out these possibilities**, the ‘advantage’ mentioned in the argument **does not conclusively substantiate the recommendation** for ‘anyone seeking a place to retire’. *(Argument 48)*

1. **Incomplete comparison and selective comparison/*Ex parte* information: *[Argument 170]*** *The following appeared in a memo from the vice president of a company that builds shopping malls around the country.*

"The surface of a section of Route 101, paved just two years ago by Good Intentions Roadways, is now badly cracked with a number of dangerous potholes. In another part of the state, a section of Route 40, paved by Appian Roadways more than four years ago, is still in good condition. In a demonstration of their continuing commitment to quality, Appian Roadways recently purchased state-of-the-art paving machinery and hired a new quality-control manager. Therefore, I recommend hiring Appian Roadways to construct the access roads for all our new shopping malls. I predict that our Appian access roads will not have to be repaired for at least four years."

*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.*

**One possible body paragraph:**

**It is unfair to conclude based on** Appian’s recent equipment acquisition and personnel decision **that** Appian will do a better job than Good Intentions. **Perhaps** Good Intentions has also acquired the same type of equipment. **Moreover, perhaps** Good Intentions’ quality-control manager is far

more experienced than Appian's new manager, **and as a result** Good Intentions’ product is likely to be better than Appian's. **Besides**, equipment and on-site management **are only two of many factors affecting** the quality of a pavement job. **Other such factors include** the experience and competence of other workers, and the paving material used. **In short, without definite answers to the question whether** the two firms **are similar in these and other respects, the vice president cannot justify his recommendation of** Appian over Good Intentions. *(Argument 170)*

###### Unrelated concepts:

***[Argument 75]*** The following appeared in a letter to the editor of a Batavia newspaper.

*"The department of agriculture in Batavia reports that the number of dairy farms throughout the country is now 25 percent greater than it was 10 years ago. During this same time period, however, the price of milk at the local Excello Food Market has increased from $1.50 to over $3.00 per gallon. To prevent farmers from continuing to receive excessive profits on an apparently increased supply of milk, the Batavia government should begin to regulate retail milk prices. Such regulation is necessary to ensure fair prices for consumers."*

*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.*

***[Argument 109]*** *The following appeared in a memorandum from the general manager of KNOW radio station.*

*"Several factors indicate that radio station KNOW should shift its programming from rock-and-roll music to a continuous news format. Consider, for example, that the number of people in our listening area over fifty years of age has increased dramatically, while our total number of listeners has declined. Also, music stores in our area report decreased sales of recorded music. Finally, continuous news stations in neighboring cities have been very successful. The switch from rock-and-roll music to 24-hour news will attract older listeners and secure KNOW radio's future."*

*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.*

**One possible body paragraph:**

**The manager’s assumption is unwarranted that** the decline in the sales of recorded music **means** a decreasing number of people who listen to KNOW radio’s rock and roll music. **First, although** the overall music sales are in decline, **there is still a possibility that** the sales of rock-and-roll music are actually increasing **while** the sales of other types of music, for some reason, are plummeting. **Moreover, even if** the sales of rock-and-roll music do decrease as the author assumes, **it is not a good indication of** people’s unwillingness to listen to rock and roll music on

the radio. **Perhaps** people who buy music recordings are generally not the same people who listen to music on the radio. **Or perhaps** the actual reason behind the decline is that more and more people choose to listen to music on the radio rather than buy it. **Each scenario, if true, would seriously undermine the manager’s contention that** KNOW should discontinue rock and roll programming. *(Argument 109)*

###### Changing scopes:

***[Argument 63]*** The following appeared in a letter to the editor of the Parkville Daily newspaper.

*"Throughout the country last year, as more and more children below the age of nine participated in youth-league sports, over 40,000 of these young players suffered injuries. When interviewed for a recent study, youth-league soccer players in several major cities also reported psychological pressure exerted by coaches and parents to win games. Furthermore, education experts say that long practice sessions for these sports take away time that could be used for academic activities. Since the disadvantages outweigh any advantages, we in Parkville should discontinue organized athletic competition for children under nine."*

*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.*

**One possible body paragraph:**

**One problem with the argument is that it assumes that the nationwide statistics about** the incidence of sports injuries among youngsters **applies equally to** Parkville's children. **Yet this might not be the case, for a variety of possible reasons. Perhaps** Parkville maintains more stringent safety standards than the national norm; **or perhaps** children's sporting events in Parkville are better supervised by adults, or supervised by more adults. **Without ruling out such possibilities, the author cannot certify that** Parkville has a sports-injury problem, **which indicates that** the final suggestion might be unwise. *(Argument 63)*

###### Inferring a future condition from a past condition:

***[Argument 77]*** The following recommendation appeared in a memo from the mayor of the town of Hopewell.

*"Two years ago, the nearby town of Ocean View built a new municipal golf course and resort hotel. During the past two years, tourism in Ocean View has increased, new businesses have opened there, and Ocean View's tax revenues have risen by 30 percent. Therefore, the best way to improve Hopewell's economy—and generate additional tax revenues—is to build a golf course and resort hotel similar to those in Ocean View."*

*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.*

**One possible body paragraph:**

**The mayor’s inference that** the new municipal golf course and resort hotel **which worked so well** to Ocean View’s economy **in the past will surely be of equal benefit in the future rests on the poor assumption that during** the past two years **all the conditions upon which** their effectiveness **depends have remained unchanged**. **The mayor overlooks the possibility that** increased tourism **would** drive residents away during tourist season, **or that** new business development **would** result in the town’s losing its appeal as a place to visit or live. **Moreover,** in the past two years other nearby cities **may have** begun to build similar golf courses or resort hotels. **Indeed, the fact that** Ocean View **has already** built these facilities **might actually portend failure for** Hopewell, **which might need to** construct even **more** attractive golf courses and resort hotels to convince tourists to come to Hopewell rather than Ocean View. **Without taking into account these possibilities, the mayor’s recommendation that** Hopewell follow Ocean View’s example **is flimsy**. *(Argument 77)*

###### Failing to weigh the advantages and disadvantages thoroughly:

***[Argument 12]*** Fifteen years ago, Omega University implemented a new procedure that encouraged students to evaluate the teaching effectiveness of all their professors. Since that time, Omega professors have begun to assign higher grades in their classes, and overall student grade averages at Omega have risen by 30 percent. Potential employers, looking at this dramatic rise in grades, believe that grades at Omega are inflated and do not accurately reflect student achievement; as a result, Omega graduates have not been as successful at getting jobs as have graduates from nearby Alpha University. To enable its graduates to secure better jobs, Omega University should terminate student evaluation of professors.

*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.*

**One possible body paragraph:**

**The arguer fails to take into consideration the possible positive effects of** the procedure implemented by Omega University 15 years ago. **Perhaps** the procedure ensures the overall quality of teaching, enhances the teaching effectiveness, adds to teachers’ willingness to communicate with their students, and consequently elevates students’ grades and improves Omega’s reputation. **Since advantages in all likelihood outweigh disadvantages, it might be unwise to** terminate student evaluation of professors. **Unless the arguer provides concrete evidence to rule out these possibilities, his/her advice is unpersuasive.** *(Argument 12)*

***[Argument 34]*** The vice president of human resources at Climpson Industries sent the following recommendation to the company's president.

*"In an effort to improve our employees' productivity, we should implement electronic monitoring of*

*employees' Internet use from their workstations. Employees who use the Internet from their workstations need to be identified and punished if we are to reduce the number of work hours spent on personal or recreational activities, such as shopping or playing games. By installing software to detect employees' Internet use on company computers, we can prevent employees from wasting time, foster a better work ethic at Climpson, and improve our overall profits."*

*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.*

**One possible body paragraph:**

**The argument depends on the unwarranted assumption that there are no negative effects of** the implementation of the electronic monitoring system. **First, profit is a factor of / influenced by *not only revenue but also costs* / *costs as well as revenue***. **It is entirely possible / there is every likelihood that the costs of** the monitoring system, **such as** the purchase, maintenance and updates of software, employment of extra personnel in charge of it, **will offset or even outweigh additional revenue, if there is any**. **Second**, **the vice president overlooks the possibility that** such software **may** seriously weaken the performance of computers, **or** be incompatible with the operating system or other indispensable software. **Moreover, the odds are that** the proposed activity **will** sap employees’ morale **and therefore** the better work ethic mentioned above **is not guaranteed**. **In short, disadvantages may outweigh advantages**. **If so, then the vice president’s recommendation of** installing monitoring software **would seem ill-advised**. *(Argument 34)*

###### False dilemma:

***[Argument 15]*** The following memorandum is from the business manager of Happy Pancake House restaurants.

*"Recently, butter has been replaced by margarine in Happy Pancake House restaurants throughout the southwestern United States. This change, however, has had little impact on our customers. In fact, only about 2 percent of customers have complained, indicating that an average of 98 people out of*

*100 are happy with the change. Furthermore, many servers have reported that a number of customers who ask for butter do not complain when they are given margarine instead. Clearly, either these customers do not distinguish butter from margarine or they use the term 'butter' to refer to either butter or margarine."*

*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.*

**One possible body paragraph:**

**The arguer interprets the fact that** only about 2 percent of customers have complained about the replacement **as the fact that** an average of 98 people out of 100 are happy with it / **The**

**arguer’s explanation for the fact that** only about 2 percent of customers have complained about the replacement **is that** an average of 98 people out of 100 are happy with it**. However, this is not necessarily / might not be the case. There is a strong likelihood / It is entirely possible that** many customers dissatisfied with the change **choose not to** complain **but to** be ‘the silent majority’ **or to** express their discontent by simply not returning to the restaurant. **Either scenario, if true, could** lead to the same statistic shown in the argument. **The greater the percentage of such customers, the weaker the argument’s evidence as an indication of customer satisfaction with the change.** *(Argument 15)*

###### Necessity and sufficiency of the solution:

***[Argument 42]*** The following is a letter to the head of the tourism bureau on the island of Tria.

*"Erosion of beach sand along the shores of Tria Island is a serious threat to our island and our tourist industry. In order to stop the erosion, we should charge people for using the beaches. Although this solution may annoy a few tourists in the short term, it will raise money for replenishing the sand. Replenishing the sand, as was done to protect buildings on the nearby island of Batia, will help protect buildings along our shores, thereby reducing these buildings' risk of additional damage from severe storms. And since beaches and buildings in the area will be preserved, Tria's tourist industry will improve over the long term."*

*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.*

**One possible body paragraph:**

**The argument assumes too hastily that** charging people for using the beaches **is both necessary and sufficient for** the protection of beach sand. **First, other available methods such as** government funding, private donations, environmental publicity campaigns **might also be applied to achieve the same purpose. Moreover, even if** the prescribed charge **is implemented**, **it alone might not suffice to** solve the problem: **other** money-raising methods **may prove indispensable to** the ultimate resolution of the erosion. **Without ruling out these possibilities, the argument’s recommendation remains dubious at best.** *(Argument 42)*

###### Failing to consider the feasibility of the conclusion:

***[Argument 44]*** The following appeared in a letter to the editor of a journal on environmental issues.

*"Over the past year, the Crust Copper Company (CCC) has purchased over 10,000 square miles of land in the tropical nation of West Fredonia. Mining copper on this land will inevitably result in pollution and, since West Fredonia is the home of several endangered animal species, in environmental disaster. But such disasters can be prevented if consumers simply refuse to purchase products that are made with CCC's copper unless the company abandons its mining plans."*

*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.*

**One possible body paragraph:**

**The feasibility of the arguer’s proposal can be cast doubt on / is open to doubt. First, it is highly questionable / dubious whether** the consumers can reliably distinguish products made with CCC’s copper. **We all know that** only the brand of the final producer will be engraved to a product; for instance, if a copper lock is manufactured, consumers can only identify the brand of the lock company. **It is unlikely that** a nonprofessional consumer can tell the material supplier of a certain product. **Besides, it remains to be seen whether** all of the potential consumers of products made with CCC’s copper can be found. **Further, even assuming that** consumers can effectively recognize copper products made with CCC’s copper, **and that** the vast majority of such consumers can somehow be traced, **there is still a possibility that** they are concerned more about the quality and cost of a product while little about environmental pollution and endangered species, **and consequently** unwilling to cooperate in the boycott. **In short, without assessing the feasibility, the arguer’s conclusion remains dubious at best.** *(Argument 44)*

###### Non-causal relationship:

***[Argument 46]*** The following appeared in a health magazine published in Corpora.

*"Medical experts say that only one-quarter of Corpora's citizens meet the current standards for adequate physical fitness, even though twenty years ago, one-half of all of Corpora's citizens met the standards as then defined. But these experts are mistaken when they suggest that spending too much time using computers has caused a decline in fitness. Since overall fitness levels are highest in regions of Corpora where levels of computer ownership are also highest, it is clear that using computers has not made citizens less physically fit. Instead, as shown by this year's unusually low expenditures on fitness-related products and services, the recent decline in the economy is most likely the cause, and fitness levels will improve when the economy does."*

*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.*

**One possible body paragraph:**

**The arguer assumes that** the recent decline in the economy **is responsible for** this year's unusually low expenditures on fitness-related products and services. **However, this might not be the case, for there are a host of alternative explanations. For example, perhaps** ideas about fitness among Corpora’s citizens have changed. **Or perhaps** there have been scandals over fitness-related products and services in the past year; **or** the population of Corpora is in decline. **Each one or several of these scenarios can bring about the same result. In short, without ruling out these possible factors, the arguer cannot justify the conclusion that** the recent decline in the economy is most likely the cause of the decline in fitness **and consequently the prediction that** fitness levels will improve when the economy does **is unwarranted**. *(Argument*

46)

1. **Confusing concurrence with causality:**

***[Argument 36]*** *The following report appeared in the newsletter of the West Meria Public Health Council.*

*"An innovative treatment has come to our attention that promises to significantly reduce absenteeism in our schools and workplaces. A study reports that in nearby East Meria, where fish consumption is very high, people visit the doctor only once or twice per year for the treatment of colds. Clearly, eating a substantial amount of fish can prevent colds. Since colds represent the most frequently given reason for absences from school and work, we recommend the daily use of Ichthaid—a nutritional supplement derived from fish oil—as a good way to prevent colds and lower absenteeism."*

*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.*

**Possible body paragraphs:**

**The arguer may confuse concurrence with causality. It is true that** high fish consumption in East Meria **coincides with / parallels** low frequency of people’s visiting the doctor for the treatment of colds, **but the mere fact itself does not suffice to establish causal relationship between the former and the latter, for there are a myriad of other possible explanations. For example, perhaps** East Meria enjoys a moderate climate, **or perhaps** the local people lead a healthy lifestyle, eating healthy food, doing physical exercises frequently, etc. **Any of these factors might** lessen the possibility of catching colds. **Without concrete evidence to rule out these scenarios, the arguer cannot justify the causal relationship on which the argument depends.** *(Argument 36)*

**Lack of controlled experiment (对比试验缺乏):**

**It has to be known among** residents of otherwise the same situation in East Meria who eat fish frequently **and** who rarely do so **what percentage of** people **in each group** visit the doctor only once or twice per year for the treatment of colds. **Unless there is a large discrepancy in these two figures, the causality between** high fish consumption in East Meria **and** low frequency of people’s visiting the doctor for the treatment of colds **cannot be conclusively established, and consequently the argument based on the causal relationship is untenable.** *(Argument 36)*

###### Post hoc, ergo propter hoc:

***[Argument 71]*** The following is a letter to the editor of the Waymarsh Times.

*"Traffic here in Waymarsh is becoming a problem. Although just three years ago a state traffic survey showed that the typical driving commuter took 20 minutes to get to work, the commute now takes closer to 40 minutes, according to the survey just completed. Members of the town council already have suggested more road building to address the problem, but as well as being expensive, the new*

construction will surely disrupt some of our residential neighborhoods. It would be better to follow the example of the nearby city of Garville. Last year Garville implemented a policy that rewards people who share rides to work, giving them coupons for free gas. Pollution levels in Garville have dropped since the policy was implemented, and people from Garville tell me that commuting times have fallen considerably. There is no reason why a policy like Garville's shouldn't work equally well in Waymarsh."

*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.*

**One possible body paragraph:**

**The author concludes that** the policy implemented in Garville last year **brings about** a decline in pollution levels and commuting times in the city, **based on the fact that** the decline **occurred after** the policy. **However, the sequence of these events, in itself, does not suffice to prove that the former caused the latter.** The drop in pollution levels and commuting times **might has resulted from a myriad of other factors, such as** vehicle restrictions, traffic jam charges, increased gasoline prices, or a more convenient public transportation system. **Without convincing evidence to rule out such possibilities, the author cannot establish a cause-and-effect relationship upon which the author’s recommendation depends.** *(Argument 71)*

###### Confusing the cause and the effect:

***[Argument 40]*** Milk and dairy products are rich in vitamin D and calcium—substances essential for building and maintaining bones. Many people therefore say that a diet rich in dairy products can help prevent osteoporosis, a disease that is linked to both environmental and genetic factors and that causes the bones to weaken significantly with age. But a long-term study of a large number of people found that those who consistently consumed dairy products throughout the years of the study have a higher rate of bone fractures than any other participants in the study. Since bone fractures are symptomatic of osteoporosis, this study result shows that a diet rich in dairy products may actually increase, rather than decrease, the risk of osteoporosis.

*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.*

**One possible body paragraph:**

**The arguer fails to provide any information about** the bone health of the subjects when the study began. **Lacking such information, it is entirely possible that the arguer has confused cause with effect respecting** consistent consumption of dairy products and a higher rate of bone fractures. **Perhaps** the subjects who have weaker bones are more likely to consistently consume dairy products than other participants, aware of the benefits from dairy products to their bones. **If so**, even if dairy products have improved their bone health, they **may still** have a higher rate of bone fractures. **Without ruling out this possibility, the arguer’s conclusion about** dairy products **and** the risk of osteoporosis **is dubious at best**. *(Argument 40)*

## PART VIII. Common Transitional Words

### 1.并列关系：

**first(ly) / to begin with / first of all / first and foremost , second(ly), third(ly), moreover, in addition, additionally, furthermore , finally / last but not least**（这些短小的连接词不仅可以用于段首，亦可用于段落内部）

**in the first place / to begin with, in the second place, in the third place, in the final place / finally / last but not least**

**a threshold problem with the argument is that …, a second problem with the argument is that …, a final problem with the argument is that / what further weakens the argument is that …**

**the major problem with this argument is that …, another flaw that weakens the logic of the argument is that …, before I conclude my conclusion, it is necessary to point out another flaw in the argument …**

**2.递进关系：**

**even if …, even assuming that …**

**first, …, secondly, even if …, thirdly, even assuming that …, finally, even if …**

## PART IX. Sequence of Body Paragraphs

**[Argument 73] ①**[The Mozart School of Music should be the first choice for parents considering enrolling their child in music lessons.] **②**[First of all, the Mozart School welcomes youngsters at all ability and age levels; there is no audition to attend the school.] **③**[Second, the school offers instruction in nearly all musical instruments as well a wide range of styles and genres from classical to rock.] **④**[Third,

the faculty includes some of the most distinguished musicians in the area.] **⑤**[Finally, many Mozart graduates have gone on to become well-known and highly paid professional musicians.]

**[Sample] ①**[I don’t think we should get Carlos his own car.] **②**[As a matter of fact, he is not responsible] **③**[because he doesn’t care for his things.] **④**[And anyway, we don’t have enough money for a car,] **⑤**[since even now we have trouble making ends meet.] **⑥**[Last week you yourself complained about our financial situation,] **⑦**[and you never complain without good reason.]

**[Argument 44] ①**[Over the past year, the Crust Copper Company (CCC) has purchased over 10,000 square miles of land in the tropical nation of West Fredonia.] **②**[Mining copper on this land will inevitably result in pollution] and, **③**[since West Fredonia is the home of several endangered animal species], **④**

[in environmental disaster]. **⑤**[But such disasters can be prevented if consumers simply refuse to purchase products that are made with CCC's copper unless the company abandons its mining plans.]

**[Argument 36]** An innovative treatment has come to our attention that promises to significantly reduce absenteeism in our schools and workplaces. A study reports that **①**[in nearby East Meria, where fish consumption is very high], **②**[people visit the doctor only once or twice per year for the treatment of colds]. **③**[Clearly, eating a substantial amount of fish can prevent colds.] **④**[Since colds represent the most frequently given reason for absences from school and work], **⑤**{we recommend the daily use of

Ichthaid—**⑥**[a nutritional supplement derived from fish oil]—as a good way to prevent colds and lower absenteeism}.

## PART X. Illustrating Methods

### Common methods 基本论证方式：

###### Illustrative examples/counterexamples

**例证法：for example / for instance / e.g.**

***[Previous Argument 169]*** *The following appeared in a letter from a department chairperson to the president of Pierce University.*

*"Some studies conducted by Bronston College, which is also located in a small town, reveal that both male and female professors are happier living in small towns when their spouses are also employed in the same geographic area. Therefore, in the interest of attracting the most gifted teachers and researchers to our faculty and improving the morale of our entire staff, we at Pierce University should offer employment to the spouse of each new faculty member we hire. Although we cannot expect all offers to be accepted or to be viewed as an ideal job offer, the money invested in this effort will clearly be well spent because, if their spouses have a chance of employment, new professors will be more likely to accept our offers."*

**Sample paragraph:**

**In addition, the arguer fails to consider several other relevant factors that may** influence new professors’ decision. ***For instance***, since Pierce’s location is not ideal, the pay it offers should be high enough to be attractive. New gifted professors are ***also*** concerned about the position they can have and the courses they supposed to teach in the new university. ***What’s more***, what researchers care most about might be the university’s research conditions such as laboratory equipment, adequate research funds, etc. *(Previous Argument 169)*

###### Scenario

**假设法：if … / if it turns out that … / then … / if so … / in this case …**

***[Previous Argument 159]*** *The nation of Claria covers a vast physical area. But despite wide geographic differences, many citizens are experiencing rising costs of electricity. A recent study of household electric costs in Claria found that families who cooled their houses with fans alone spent more on electricity than did families using air conditioners alone for cooling. However, those households that reported using both fans and air conditioners spent less on electricity than those households that used either fans or air conditioners alone. Thus, the citizens of Claria should follow the study's recommendation and use both air*

*conditioners and fans in order to save money on electricity.*

**Sample paragraph:**

**In the first place, the arguer fails to take into account** the geographical factors in the analysis. While we informed that there are wide geographical differences in the nation of Claria, and that many citizens are experiencing rising costs of electricity, the arguer fails to make clear the exact number of those citizens or their percentage in the national population, as well as the geographical distribution of these citizens. ***If*** only a small portion of the whole population are experiencing the rising costs of electricity while most families do not have similar experience, ***then*** the reason might be that the former do not use electricity sparingly. ***In this case***, the rising costs of those families have nothing to do with what kind of electric appliance they use to cool their house. ***Or if*** only families living in hot areas are spending more money on cooling, ***then*** it is unwise to require citizens living in temperate and frigid zones to install both fans and air conditioners, **in the absence of all this information**, it is impossible for us to evaluate the recommended policy that is intended to help every household nationwide to reduce their electricity cost. *(Previous Argument 159)*

###### Conjecture

**推 测 法 ：perhaps … / it is (entirely) possible that … / it is equally / also possible / likely that … / another possibility is that … / there is a good chance that … / there is every**

**likelihood that … / there is a strong / high probability / likelihood that … / the arguer ignores / overlooks the possibility that …**

***[Argument 42]*** *The following is a letter to the head of the tourism bureau on the island of Tria.*

*"Erosion of beach sand along the shores of Tria Island is a serious threat to our island and our tourist industry. In order to stop the erosion, we should charge people for using the beaches. Although this solution may annoy a few tourists in the short term, it will raise money for replenishing the sand. Replenishing the sand, as was done to protect buildings on the nearby island of Batia, will help protect buildings along our shores, thereby reducing these buildings' risk of additional damage from severe storms. And since beaches and buildings in the area will be preserved, Tria's tourist industry will improve over the long term."*

*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.*

**Sample paragraph:**

**The author makes certain dubious assumptions about the impact of** beach-access fees. ***On the one hand, the author ignores the possibility that*** charging fees might deter so many tourists that Tria would be worse off overall. ***On the other hand, perhaps*** the vast majority of Tria's tourists and residents alike would happily pay for beach access, in which case Tria's beaches would continue to be no less crowded than they are now. **Under either scenario, adopting the author's proposal might harm, rather than benefit,** Tria's tourist industry in the long run. *(Argument 42)*

###### Concession

**让步法：（须结合其他论证方式）**

**A：对事实的让步：**

**It is true that / Admittedly, / Granted, ..., but that is not to say that ... / it does not follow that …/ it does not necessarily mean that ... / there is no guarantee that …**

**although / even though / while …**

**in spite of / despite / notwithstanding (the fact that ) …**

**B：对假设的让步：**

**even if … / even assuming that …**

**Sample paragraph structure:**

The argument’s conclusion is unconvincing in that the arguer commits a fallacy of false analogy upon which the argument depends. ***It is true that*** the similarity between A and d B is obvious, ***but*** there might be some, perhaps more significant, differences between them. … … Thus, ***although*** measure X worked well in A, without ruling out the above-mentioned possibilities, it will in all probability be to no avail in B.

### Special methods 特殊攻击方式：

###### Critique on term-definition

**定义攻击法：**

***[Argument 50]*** An ancient, traditional remedy for insomnia—the scent of lavender flowers—has now been proved effective. In a recent study, 30 volunteers with chronic insomnia slept each night for three weeks on lavender-scented pillows in a controlled room where their sleep was monitored electronically. During the first week, volunteers continued to take their usual sleeping medication. They slept soundly but wakened feeling tired. At the beginning of the second week, the volunteers discontinued their sleeping medication. During that week, they slept less soundly than the previous week and felt even more tired. During the third week, the volunteers slept longer and more soundly than in the previous two weeks. Therefore, the study proves that lavender cures insomnia within a short period of time.

*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.*

**Sample paragraph:**

**A threshold problem involves the definition of** insomnia. **The speaker fails to define this critical term. If** insomnia **is defined as** an inability to fall asleep, **then** how soundly or long a person sleeps, or how tired a person feels after sleep, **is irrelevant to whether** the person suffers from insomnia. **In short, without a clear definition of** insomnia **it is impossible to assess the strength of the argument.** *(Argument 50)*

***[Argument 44]*** The following appeared in a letter to the editor of a journal on environmental issues.

*"Over the past year, the Crust Copper Company (CCC) has purchased over 10,000 square miles of land in the tropical nation of West Fredonia. Mining copper on this land will inevitably result in pollution and, since West Fredonia is the home of several endangered animal species, in environmental disaster. But such disasters can be prevented if consumers simply refuse to purchase products that are made with CCC's copper unless the company abandons its mining plans."*

*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.*

**Sample paragraph:**

**Even assuming** CCC's planned mining activities in West Fredonia will cause pollution and will endanger several animal species, **it is nevertheless impossible to assess the author's broader contention that** CCC's activities will result in "environmental disaster," **at least without an agreed-upon definition of that term. If by** "environmental disaster" **the author simply means** some pollution and the extinction of several animal species, **then the claim would have merit; otherwise, it would not. Absent either a clear definition of the term or clear evidence that** CCC's activities would carry grave environmental consequences by any reasonable definition, **the author's contention that** CCC's activities will result in environmental disaster **is simply unjustified**. *(Argument 44)*

###### Negative evidence

**反证法：**

***[Argument 25]*** The following was written as a part of an application for a small-business loan by a group of developers in the city of Monroe.

*"A jazz music club in Monroe would be a tremendously profitable enterprise. Currently, the nearest jazz club is 65 miles away; thus, the proposed new jazz club in Monroe, the C-Note, would have the local market all to itself. Plus, jazz is extremely popular in Monroe: over 100,000 people attended Monroe's annual jazz festival last summer; several well-known jazz musicians live in Monroe; and the highest-rated radio program in Monroe is 'Jazz Nightly,' which airs every weeknight at 7 P.M. Finally, a nationwide study indicates that the typical jazz fan spends close to $1,000 per year on jazz entertainment."*

*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. (Argument 25)*

**Sample paragraph:**

**If** the demand for a live jazz club in Monroe **were as** great **as the** applicant **claims**, **it seems that** Monroe **would already** have one or more such clubs. **The fact that** the closest jazz club is 65 miles away **suggests** a lack of interest among Monroe residents in a local jazz club. **Since the applicant has**

**not adequately responded to this concern, his claim that** the proposed club would be profitable **is untenable**. *(Argument 25)*

###### Insufficient evidence

**无据攻击法：**

***[Argument 1]*** Woven baskets characterized by a particular distinctive pattern have previously been found only in the immediate vicinity of the prehistoric village of Palea and therefore were believed to have been made only by the Palean people. Recently, however, archaeologists discovered such a “Palean” basket in Lithos, an ancient village across the Brim River from Palea. The Brim River is very deep and broad, and so the ancient Paleans could have crossed it only by boat, and no Palean boats have been found. Thus it follows that the so-called Palean baskets were not uniquely Palean.

*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.*

**Sample paragraph:**

**The speaker assumes that** the “Palean” basket discovered in Lithos was made by the locals, and not brought by people, except the Palean villagers, who had the means to cross the Brim River. **However, the speaker provides no evidence to substantiate this assumption**. **Given other possible explanations for / Without ruling out other possibilities for** the presence of the basket in Lithos, **this evidence in itself lends little credible support to the speaker's conclusion** about the origins of “Palean” baskets. *(Argument 1)*

## PART XI. Examples of the Concluding Paragraph

***[Argument 142]*** Hospital statistics regarding people who go to the emergency room after roller-skating accidents indicate the need for more protective equipment. Within that group of people, 75 percent of those who had accidents in streets or parking lots had not been wearing any protective clothing (helmets, knee pads, etc.) or any light-reflecting material (clip-on lights, glow-in-the-dark wrist pads, etc.). Clearly, the statistics indicate that by investing in high-quality protective gear and reflective equipment, roller skaters will greatly reduce their risk of being severely injured in an accident.

*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.*

**One possible concluding paragraph:**

**[CRSE]** The argument for safety gear based on emergency room statistics could provide important information and potentially saves lives, **but, unfortunately, it is unpersuasive as it stands**. *Before conclusions about the amount and kinds of investments that should be made in gear are reached, a careful verification of the above-mentioned assumptions about the benefits of the equipment is needed.*

After all, a false confidence in ineffective gear could be just as dangerous as no gear at all. *(Argument 142)*

***[Argument 16]*** 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 these assumptions and what the implications are for the argument if the assumptions prove unwarranted.*

**One possible concluding paragraph:**

**[ECRS]** 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 to significantly persuade the city government to allocate increased funding** *unless all of the above-mentioned assumptions are conclusively substantiated***.** *(Argument 16)*

## PART XII. Sample Essay

***[Argument 44]*** The following appeared in a letter to the editor of a journal on environmental issues.

*"Over the past year, the Crust Copper Company (CCC) has purchased over 10,000 square miles of land in the tropical nation of West Fredonia. Mining copper on this land will inevitably result in pollution and, since West Fredonia is the home of several endangered animal species, in environmental disaster. But such disasters can be prevented if consumers simply refuse to purchase products that are made with CCC's copper unless the company abandons its mining plans."*

*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.*

**Sample essay:**

**In the argument above, the arguer points out that** Consolidated Copper Company (CCC) has purchased a vast of land in West Fredonia and mining here will inevitably lead to tremendous pollution. ***To*** *avoid such environmental problems,* **the arguer recommends that** boycott towards products produced by CCC is an effective measure. **Well-intentioned the arguer may be, the validity of the**

**suggestion, however, is severely weakened by several unsubstantiated assumptions in the process of reasoning.**

**To begin with, the underlying assumption about** the inevitable deterioration of environment and disturbance to endangered animals **is open to doubt**. **First**, with the advanced technology of waste disposal and environmental-friendly recycling, the pollution, *if there is any*, can be so insignificant that almost has no negative effect upon the environment. **Furthermore, Even if** the mining activities **can cause** some environment problems, **it does not necessarily mean that it will also** pose a threat to the endangered species. Given the vast area of ten thousand square miles, *approximately 20 times the size of New York City*, **there is a strong likelihood that** only a very small proportion of the purchased area is used for mining copper. **Besides**, **the arguer does not inform us** to what extent the mining areas and the habitat of endangered species overlap. If they are located far away from each other, the mining would have little effect on local animals.

**Secondly, the feasibility of the arguer’s proposal can also be cast doubt on. The proposal rests on the assumption that** the consumers can reliably distinguish products made with CCC’s copper. **We all know that** only the brand of the final producer will be engraved to a product; for instance, if a copper lock is manufactured, consumers can only identify the brand of the lock company. **It is unlikely that** a nonprofessional consumer can tell the material supplier of a certain product. **Besides, it remains to be seen whether** all of the potential consumers of products made with CCC’s copper can be found. **Further, even assuming that** consumers can effectively recognize copper products made with CCC’s copper, **and that** the vast majority of such consumers can somewhat be traced, **there is still a possibility that** they are concerned more about the quality and cost of a product while little about environmental pollution and endangered species, **and consequently** unwilling to cooperate in the boycott. **In short, without assessing the feasibility, the arguer’s conclusion remains dubious at best.**

**Finally, the arguer’s proposal, based on the unjustified assumption of its necessity and sufficiency, even if feasible, is still a weak one. For one thing, other available methods such as** governmental legislation and technical improvement on mining process **might also be applied to achieve the same purpose**. **For another, even if** the prescribed boycott **is needed to** prevent the ‘environmental disaster’, West Fredonia **may still** suffer from severe pollution caused by other companies. **Without ruling out these possibilities, the arguer’s conclusion remains dubious at best.**

The protection of environment and endangered species is indeed a sublime cause and deserves serious efforts. **However, the arguer’s suggestion is unpersuasive due to the groundless assumptions in the process of reasoning. To better evaluate the argument, the assumption should be substantiated that** CCC will cause a disastrous effect on the environment of West Fredonia if its mining plan is carried out. **The arguer also need to prove that** the proposed boycott is not only practically feasible, but also sufficient and necessary for the arguer’s purpose. *(Argument 44)*

# Issue

## PART I. Instructions below Each Issue Topic

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.

## PART II. Scoring Guide for the Issue Task

**Score 6**

In addressing the specific task directions, a 6 response presents a cogent, well-articulated analysis of the issue and conveys meaning skillfully.

A typical response in this category:

articulates a clear and insightful position on the issue in accordance with the assigned task develops the position fully with compelling reasons and/or persuasive examples

sustains a well-focused, well-organized analysis, connecting ideas logically

conveys ideas fluently and precisely, using effective vocabulary and sentence variety

demonstrates facility with the conventions of standard written English (i.e., grammar, usage and

mechanics), but may have minor errors

**Score 5**

In addressing the specific task directions, a 5 response presents a generally thoughtful, well-developed analysis of the issue and conveys meaning clearly.

A typical response in this category:

presents a clear and well-considered position on the issue in accordance with the assigned task develops the position with logically sound reasons and/or well-chosen examples

is focused and generally well organized, connecting ideas appropriately

conveys ideas clearly and well, using appropriate vocabulary and sentence variety

demonstrates facility with the conventions of standard written English, but may have minor errors

**Score 4**

In addressing the specific task directions, a 4 response presents a competent analysis of the issue and conveys meaning with acceptable clarity.

A typical response in this category:

presents a clear position on the issue in accordance with the assigned task develops the position with relevant reasons and/or examples

is adequately focused and organized

demonstrates sufficient control of language to express ideas with reasonable clarity

generally demonstrates control of the conventions of standard written English, but may have some errors

**Score 3**

A 3 response demonstrates some competence in addressing the specific task directions, in analyzing the issue and in conveying meaning, but is obviously flawed.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

is vague or limited in addressing the specific task directions and in presenting or developing a position on the issue

is weak in the use of relevant reasons or examples or relies largely on unsupported claims is poorly focused and/or poorly organized

has problems in language and sentence structure that result in a lack of clarity

contains occasional major errors or frequent minor errors in grammar, usage or mechanics that can interfere with meaning

**Score 2**

A 2 response largely disregards the specific task directions and/or demonstrates serious weaknesses in analytical writing.

A typical response in this category exhibits ONE OR MORE of the following characteristics:

is unclear or seriously limited in addressing the specific task directions and in presenting or developing a position on the issue

provides few, if any, relevant reasons or examples in support of its claims is unfocused and/or disorganized

has serious problems in language and sentence structure that frequently interfere with meaning contains serious errors in grammar, usage or mechanics that frequently obscure meaning

**Score 1**

A 1 response demonstrates fundamental deficiencies in analytical writing.

A typical response in this category exhibits ONE OR MORE of the following characteristics: provides little or no evidence of understanding the issue

provides little or no evidence of the ability to develop an organized response

has severe problems in language and sentence structure that persistently interfere with meaning contains pervasive errors in grammar, usage or mechanics that result in incoherence

**Score 0**

A typical response in this category is off topic (i.e., provides no evidence of an attempt to address the assigned topic), is in a foreign language, merely copies the topic, consists of only keystroke characters or is illegible or nonverbal.

## PART III. ETS Sample Essays

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.*

**Note:** All responses are reproduced exactly as written, including errors, misspellings, etc., if any.

**Essay Response — Score 6**

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 could 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.

**Reader Commentary for Essay Response — Score 6**

The author of this essay stakes out a clear and insightful position on the issue and follows the specific instructions by presenting reasons to support that position. The essay cogently argues that technology does not decrease our ability to think for ourselves, but merely provides "additional time for people to live more efficiently." In fact, the problems that have developed alongside the growth of technology (pollution, political unrest in oil-producing nations) actually call for more creative thinking, not less.

In further examples, the essay shows how technology allows for the linking of ideas that may never have been connected in the past (like medicine and economic models), pushing people to think in new ways. Examples are persuasive and fully developed; reasoning is logically sound and well supported.

Ideas in the essay are connected logically, with effective transitions used both between paragraphs

("However" or "In contrast to the statement") and within paragraphs. Sentence structure is varied and complex and the essay clearly demonstrates facility with the "conventions of standard written English (i.e., grammar, usage and mechanics)," with only minor errors appearing. Thus, this essay meets all the requirements for receiving a top score, a 6.

**Essay Response — Score 5**

Surely many of us have expressed the following sentiment, or some variation on it, during our daily commutes to work: "People are getting so stupid these days!" Surrounded as we are by striding and strident automatons with cell phones glued to their ears, PDA's gripped in their palms, and omniscient, omnipresent CNN gleaming in their eyeballs, it's tempting to believe that technology has isolated and infantilized us, essentally transforming us into dependent, conformist morons best equipped to sideswip one another in our SUV's.

Furthermore, hanging around with the younger, pre-commute generation, whom tech-savviness seems to have rendered lethal, is even less reassuring. With "Teen People" style trends shooting through the air from tiger-striped PDA to zebra-striped PDA, and with the latest starlet gossip zipping from juicy Blackberry to teeny, turbo-charged cell phone, technology seems to support young people's worst tendencies to follow the crowd. Indeed, they have seemingly evolved into intergalactic conformity police. After all, today's tech-aided teens are, courtesy of authentic, hands-on video games, literally trained to kill; courtesy of chat and instant text messaging, they have their own language; they even have tiny cameras to efficiently photodocument your fashion blunders! Is this adolescence, or paparazzi terrorist training camp?

With all this evidence, it's easy to believe that tech trends and the incorporation of technological wizardry into our everyday lives have served mostly to enforce conformity, promote dependence, heighten comsumerism and materialism, and generally create a culture that values self-absorption and personal entitlement over cooperation and collaboration. However, I argue that we are merely in the inchoate stages of learning to live with technology while still loving one another. After all, even given the examples provided earlier in this essay, it seems clear that technology hasn't impaired our thinking and problem-solving capacities. Certainly it has incapacitated our behavior and manners; certainly our values have taken a severe blow. However, we are inarguably more efficient in our badness these days. We're effective worker bees of ineffectiveness!

If T\technology has so increased our senses of self-efficacy that we can become veritable agents of the awful, virtual CEO's of selfishness, certainly it can be beneficial. Harnessed correctly, technology can improve our ability to think and act for ourselves. The first challenge is to figure out how to provide technology users with some direly-needed direction.

**Reader Commentary for Essay Response — Score 5**

The language of this essay clearly illustrates both its strengths and weaknesses. The flowery and sometimes uncannily keen descriptions are often used to powerful effect, but at other times this descriptive language results in errors in syntax. See, for example, the problems of parallelism in the second-to-last sentence of paragraph 2 ("After all, today's tech-aided teens ...").

There is consistent evidence of facility with syntax and complex vocabulary ("Surrounded as we are by striding and strident automatons with cell phones glued to their ears, PDA's gripped in their palms, and omniscient, omnipresent CNN gleaming in their eyeballs, it's tempting to believe..."). However, such lucid prose is often countered by an over-reliance on abstractions and tangential reasoning. For example, what does the fact that video games "literally train [teens] to kill" have to do with the use or deterioration of thinking abilities?

Because this essay takes a complex approach to the issue (arguing, in effect, that technology neither enhances nor reduces our ability to think for ourselves, but can do one or the other, depending on the user) and because the author makes use of "appropriate vocabulary and sentence variety," a score of 5 is appropriate.

**Essay Response — Score 4**

In all actuality, I think it is more probable that our bodies will surely deteriorate long before our minds do in any significant amount. Who can't say that technology has made us lazier, but that's the key word, lazy, not stupid. The ever increasing amount of technology that we incorporate into our daily lives makes people think and learn every day, possibly more than ever before. Our abilities to think, learn, philosophize, etc. may even reach limits never dreamed of before by average people. Using technology to solve problems will continue to help us realize our potential as a human race.

If you think about it, using technology to solve more complicating problems gives humans a chance to expand their thinking and learning, opening up whole new worlds for many people. Many of these people are glad for the chance to expand their horizons by learning more, going to new places, and trying new things. If it wasn't for the invention of new technological devices, I wouldn't be sitting at this computer trying to philosophize about technology. It would be extremely hard for children in much poorer countries to learn and think for themselves with out the invention of the internet. Think what an impact the printing press, a technologically superior mackine at the time, had on the ability of the human race to learn and think.

Right now we are seeing a golden age of technology, using it all the time during our every day lives. When we get up there's instant coffee and the microwave and all these great things that help us get ready for our day. But we aren't allowing our minds to deteriorate by using them, we are only making things easier for ourselves and saving time for other important things in our days. Going off to school or work in our cars instead of a horse and buggy. Think of the brain power and genius that was used to come up with that single invention that has changed the way we move across this globe.

Using technology to solve our continually more complicated problems as a human race is definately a good thing. Our ability to think for ourselves isn't deteriorating, it's continuing to grow, moving on to higher though functions and more ingenious ideas. The ability to use what technology we have is an example.

**Reader Commentary for Essay Response — Score 4**

This essay meets all the criteria of a level-4 essay. The writer develops a clear position ("Using technology to solve our problems will continue to help us realize our potential as a human race"). The position is then developed with relevant reasons ("using technology to solve more complicat[ed] problems gives humans a chance to expand their thinking and learning" and "we are seeing a golden age of technology").

Point 1, "using technology," is supported with the simple but relevant notion that technology allows us access to information and abilities to which we would not normally have access. Similarly, point 2, the "golden age," is supported by the basic description of our technologically saturated social condition. Though the overall development and organization of the essay does suffer from an occasional misdirection (see paragraph 3's abrupt progression from coffee pots to the benefits of technology to cars), the essay as a whole flows smoothly and logically from one idea to the next.

It is useful to compare this essay to the level-3 essay presented next. Though both essays entail some surface-level discussion and often fail to probe deeply into the issue, this writer does take the analysis a step further. In paragraph 2, the distinction between this essay and the next one (the level-3 response) can most clearly be seen. To support the notion that advances in technology actually help increase thinking ability, the writer draws a clever parallel between the promise of modern, sophisticated technology (computer) and the actual "impact" of equally "promising" and pervasive technologies of the past (printing press).

Like the analysis, the language in this essay clearly meets the requirements for a score of 4. The writer displays sufficient control of language and the conventions of standard written English. The preponderance of mistakes are of a cosmetic nature ("trying to solve more complicating problems.") There is a sentence fragment ("Going off ...") along with a comma splice ("Our ability ... isn't deteriorating, it's continuing to grow ...") in paragraph 3. However, these errors are minor and do not interfere with the clarity of the ideas being presented.

**Essay Response — Score 3**

There is no current proof that advancing technology will deteriorate the ability of humans to think. On the contrary, advancements in technology had advanced our vast knowledge in many fields, opening opportunities for further understanding and achievement. For example, the problem of dibilitating illnesses and diseases such as alzheimer's disease is slowing being solved by the technological advancements in stem cell research. The future ability of growing new brain cells and the possibility to reverse the onset of alzheimer's is now becoming a reality. This shows our initiative as humans to better our health demonstrates greater ability of humans to think.

One aspect where the ability of humans may initially be seen as an example of deteriorating minds is the use of internet and cell phones. In the past humans had to seek out information in many different enviroments and aspects of life. Now humans can sit in a chair and type anything into a computer and get an answer. Our reliance on this type of technology can be detrimental if not regulated and regularily substituted for other information sources such as human interactions and hands on learning. I think if humans understand that we should not have such a reliance on computer technology, that we as a species will advance further by utilizing the opportunity of computer technology as well as the other sources of

information outside of a computer. Supplementing our knowledge with internet access is surely a way for technology to solve problems while continually advancing the human race.

**Reader Commentary for Essay Response — Score 3**

This essay never moves beyond a superficial discussion of the issue. The writer attempts to develop two points: that advancements in technology have progressed our knowledge in many fields and that supplementing rather than relying on technology is "surely a way for technology to solve problems while continually advancing the human race." Each point, then, is developed with relevant but insufficient evidence. In discussing the potential of technology to advance knowledge in many fields (a broad subject, rife with possible examples), the writer uses only one limited and very brief example from a specific field (medicine and stem-cell research).

Development of the second point is hindered by a lack of specificity and organization. The writer creates what might be best described as an outline. The writer cites a need for regulation/supplementation and warns of the detriment of over-reliance upon technology. However, the explanation of both the problem and solution is vague and limited ("Our reliance ... can be detrimental. If humans understand that we should not have such a reliance ... we will advance further"). There is neither explanation of consequences nor clarification of what is meant by "supplementing." This second paragraph is a series of generalizations that are loosely connected and lack a much-needed grounding.

In the essay, there are some minor language errors and a few more serious flaws (e.g., "The future ability of growing new brain cells" or "One aspect where the ability of humans may initially be seen as an example of deteriorating minds"). Despite the accumulation of such flaws, the writer's meaning is generally clear. Thus, this essay earns a score of 3.

**Essay Response — Score 2**

In recent centuries, humans have developed the technology very rapidly, and you may accept some merit of it, and you may see a distortion in society occured by it. To be lazy for human in some meaning is one of the fashion issues in thesedays. There are many symptoms and resons of it. However, I can not agree with the statement that the technology make humans to be reluctant to thinkng thoroughly.

Of course, you can see the phenomena of human laziness along with developed technology in some place. However, they would happen in specific condition, not general. What makes human to be laze of thinking is not merely technology, but the the tendency of human that they treat them as a magic stick and a black box. Not understanding the aims and theory of them couses the disapproval problems.

The most important thing to use the thechnology, regardless the new or old, is to comprehend the fundamental idea of them, and to adapt suit tech to tasks in need. Even if you recognize a method as a all-mighty and it is extremely over-spec to your needs, you can not see the result you want. In this procedure, humans have to consider as long as possible to acquire adequate functions. Therefore, humans can not escape from using their brain.

In addition, the technology as it is do not vain automatically, the is created by humans. Thus, the more

developed tech and the more you want a convenient life, the more you think and emmit your creativity to breakthrough some banal method sarcastically.

Consequently, if you are not passive to the new tech, but offensive to it, you would not lose your ability to think deeply. Furthermore, you may improve the ability by adopting it.

**Reader Commentary for Essay Response — Score 2**

The language of this essay is what most clearly links it to the score of 2. Amidst sporadic moments of clarity, this essay is marred by serious errors in grammar, usage and mechanics that often interfere with meaning. It is unclear what the writer means when he/she states, "To be lazy for human in some meaning is one of the fashion issues in thesedays," or "to adapt suit tech to tasks in need."

Despite such severe flaws, the writer has made an obvious attempt to respond to the prompt ("I can not agree with the statement that the technology make humans to be reluctant to thinking thoroughly") as well as an unclear attempt to support such an assertion ("Not understanding the aims and theory of them [technology] couses the disapproval problems" and "The most important thing to use the thechnology ... is to comprehend the fundamental idea of them"). On the whole, the essay displays a seriously flawed but not fundamentally deficient attempt to develop and support its claims.

(**Note:** In this specific case, the analysis is tied directly to the language. As the language falters, so too does the analysis.)

**Essay Response — Score 1**

Humans have invented machines but they have forgot it and have started everything technically so clearly their thinking process is deterioating.

**Reader Commentary for Essay Response — Score 1**

The essay is clearly on topic, as evidenced by the writer's usage of the more significant terms from the prompt: "technically" (technologically), "humans," "thinking" (think) and "deteriorating" (deteriorate). Such usage is the only clear evidence of understanding. Meaning aside, the brevity of the essay (one sentence) clearly indicates the writer's inability to develop a response that follows the specific instructions given ("Discuss the extent to which you agree or disagree with the statement above and explain your reasoning for the position you take").

The language, too, is clearly level 1, as the sentence fails to achieve coherence. The coherent phrases in this one-sentence response are those tied to the prompt: "Humans have invented machines" and "their thinking process is deteriorating." Otherwise, the point being made is unclear.

**Previous ETS sample essay three:**

Present your perspective on the issue below, using relevant reasons and/or examples to support your views.

*"The best ideas arise from a passionate interest in commonplace things."*

**Essay Response — Score 6**

Even the most brilliant thinkers, from Socrates to Sartre, live lives in time. A childhood, an adolescence, an adulthood; these are common to me and you as well as the greatest writers. Furthermore, many of the great thinkers we esteem in our Western culture lived somewhat uneventful lives. What distinguished their life from say a common laborer was their work. Therefore, what provided the grist for their work? One might say that they were brilliant and this alone was sufficient to distinguish their lives from the masses. Intellect alone cannot devise situations or thoughts from no where; there must be a basis and that basis is most common, if not always, observation of the common, of the quotidian. Critics of this idea may argue that these thinkers were products of fine educations and were well schooled in the classics. This, they may point to, is the real basis for their knowledge. I would argue that although it may be a benefit to study classics and be well schooled in diverse disciplines, these pursuits merely refine and hone an ability each and every person has, the ability to study human nature. Where best to study human nature than in the day to day routine each one of us can witness in him or herself or those around us.

I propose that the two best disciplines to understand this power of the commonplace and its ability to cause a groundswell of thought are philosophy and literature. Every school of philosophy, from the Greeks to our day, share a common mission or intent and that is to understand and explain human existence, with all of its concomitant features. Generally speaking, the Greek philosophers, epitomized in Aristotle, attempted to set down rules for human behavior founded on logic. These rules applied not only to the rare forms of human behavior but largely focused on the more mundane motions of daily life. Many of Aristotle's rules were based on his observations of others as well as himself. Contrast this venture with the existentialists of our century who attempted to look behind the real motivations of human behavior as well understand man's relation to the Universe. To do this, what did these philosophers do? They studied those around them; they submerged themselves in the commonplace, in cities with hordes of anonymous people. While the existentialists, as well those philosophers before, exploited their uncommon education and intellect, the basis for their movement was ordinary human behavior and existence.

Finally, literature is similar to philosophy in that it seeks to explain and understand human behavior and therefore rooted in the commonplace. Nevertheless, its relative strength over philosophy is literature's ability to emotionally and spiritually move the reader through the use of contrived situations and fictional characters. It can do this when even the central theme of a piece maybe love between a man and a woman (e.g. commonplace). Literature also distinguishes itself from philosophy in that the breadth of the fiction may be huge. The plot and the detail can be quite ordinary or fantastic. However, this does not mean that the central themes of all literature, whether ordinary or fantastic, deal with human beings and the problems they find in the world, something which we all share.

In conclusion, I hope it has been shown that a passionate desire to understand and explain human behavior, the significance of our existence and deal constructively with the challenges of life are the centerpieces of at least in two of the most influential areas in human thought. What is more commonplace than the existence of man.

**Reader Commentary**

This essay sustains a well-focused and insightful analysis of the issue. Beginning with the observation that the greatest thinkers "live lives in time," the writer reasons that the great thinkers develop their ideas through observation of common occurrences and everyday reality. One of the strengths of this essay is the way in which it thoughtfully considers the opposing claim: that great thinkers are primarily the product of fine education, and that, being "well schooled in the classics," they are far removed from everyday life. The writer notes that, while it "may be a benefit to study classics," it is nevertheless true that being "well schooled in diverse disciplines" will simply "refine and hone an ability to study human nature" in its everyday manifestations. This observation is indicative of the writer's sophisticated grasp of the complexities of the issue.

The writer goes on to demonstrate the intellectual "power of the commonplace" by skillfully developing two compelling examples from academic life: philosophy and literature. Aristotle is cited as a philosopher who studied the "more mundane motions of daily life." Similarly, the writer explains, twentieth-century existentialists, in attempting to understand man's relation to the universe, found inspiration in the commonplace.

Another strength in this essay is the way it introduces an idea and then builds on that idea as the argument unfolds. For instance, in a discussion of the existentialists in the second paragraph, the writer expands on an earlier point about "thinkers" in general: the existentialists may have "exploited their uncommon education and intellect," but the "basis for their movement was ordinary human behavior and existence." It is logical connections such as these that make for a coherent and well-focused discussion.

The writer uses language fluently and controls sophisticated syntax throughout the essay: "I would argue that although it may be a benefit to study classics and be well schooled in diverse disciplines, these pursuits merely refine and hone an ability each and every person has, the ability to study human nature."

This is not a flawless paper: word choice, for example, is not always precise. But the essay's cogent analysis, effective organization, and sophisticated sentence structure merit a solid score of 6.

## PART IV. Sample Writing Materials

1. While they enjoy the comfort and banal luxury of their dwelling, they do not realize that they are deprived of the necessities of life. *(NCE4-16)*
2. The modern city consists of monstrous edifices and of dark, narrow streets full of petrol fumes and toxic gases, torn by the noise of the taxicabs, lorries and buses, and thronged ceaselessly by great crowds. *(NCE4-16)*
3. However, there is an even more insidious kind of pollution that particularly affects urban areas and invades our daily lives, and that is noise. Burglar alarms going off at any time of the day or night serve only to annoy passers-by and actually assist burglars to burgle. Car alarms constantly scream at us in the street and are a source of profound irritation. *(NCE3-47)*
4. Lawn mowers whining on a summer's day, vehicles of al kinds, especially large container trucks thundering through quiet village, planes and helicopters flying overhead, large radios carried round in public places and played at maximum volume. *(NCE3-47)*
5. Drainage oil, which is recycled from the garbage and notorious for its low quality
6. The 2008 Chinese milk scandal: The industrial chemical ‘melamine’, which can cause acute kidney failure, was added to infant formula to make it appear to have a higher protein content.
7. As is often pointed out, knowledge is a two-edged weapon which can be used equally for good or evil. It is now being used indifferently for both. *(NCE4-22)*
8. Could any spectacle, for instance, be more grimly whimsical than that of gunners using science to shatter men's bodies while, close at hand, surgeons use it to restore them? We have to ask ourselves very seriously what will happen if this twofold use of knowledge, with its ever-increasing power, continues. *(NCE4-22)*
9. As Sir Francis Bacon once pointed out, knowledge is power. Power can be used for good or evil; and since the genie that brings new knowledge is already out of the bottle, we must learn to direct the use of the resultant power rather than curse the genie or try to confine him. *(ETS TOEFL Sample Essay)*
10. Although mankind has undergone no general improvement in intelligence or morality, it has made extraordinary progress in the accumulation of knowledge. ……What is called 'modern civilization' is not the result of a balanced development of all man's nature. but of accumulated knowledge applied to practical life. *(NCE4-22)*

## PART V. Examples of the Introductory Paragraph

***[Issue 85]*** Some people believe that in order to thrive, a society must put its own overall success before the well-being of its individual citizens. Others believe that the well-being of a society can only be measured by the general welfare of all its people.

*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.*

**Possible introductory paragraphs:**

**[T+P(+R)]** Some people believe that a society has to place its overall success before the well-being of its members to achieve prosperity, whereas others believe that the only benchmark of the well-being of a society is the general welfare of all its people. **In my view, it would be a mistake to sacrifice its individuals’ well-being for the sake of the society, and personal welfare must be emphasized and protected** *(for two reasons: human rights are endowed by the Creator and a society’s welfare must*

rest on that of its individual citizens). (Issue 85)

**[T+Cc+P]** Some people believe that a society has to place its overall success before the well-being of its members to achieve prosperity, whereas others believe that the only benchmark of the well-being of a society is the general welfare of all its people. *Admittedly, a society should pursue its overall success,* **but from my perspective this goal will never be attained unless and until the well-being of all its individual citizens is properly respected***. (Issue 85)*

**[T+A+P]** Some people believe that a society has to place its overall success before the well-being of its members to achieve prosperity, whereas others believe that the only benchmark of the well-being of a society is the general welfare of all its people. *In light of the former statement, / The former statement relies on the belief that a society is composed of expendable individuals.* **Those with this view, In my opinion, hold low esteem of human rights, ignoring the real motivating force of progress***. (Issue 85)*

**[T+Cp+P]** Some people believe that a society has to place its overall success before the well-being of its members to achieve prosperity, whereas others believe that the only benchmark of the well-being of a society is the general welfare of all its people. *This is a complex issue, since it requires an objective observation of the relationship between society and its members.* **This complexity, unfortunately, confuses the former people thereby forming their problematic position***. (Issue 85)*

***[Issue 28]*** The surest indicator of a great nation is represented not by the achievements of its rulers, artists, or scientists, but by the general welfare of its people.

*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.*

**One possible introductory paragraph:**

**[T+Cc+P]** The speaker claims that the surest indicator of a great nation is the general welfare of its people, rather than the achievements of its rulers, artists, or scientists. *It is true that the achievements of those elites reflects the contributions of a nation to the world,* **but the greatness of a nation, form my point of view, is primarily determined by the well-being of its every single member***. (Issue 28)*

***[Issue 30]*** Teachers' salaries should be based on their students' academic performance.

*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.*

**One possible introductory paragraph:**

**[T+Ct+P]** I agree with the speaker that it is sometimes necessary and even desirable to relate students’ academic performance to their teachers’ salaries. *A contrary view may be condemned as irresponsibility on the part of schools’ administrators for students.* **Nevertheless, teachers’ performance is not always the main determinant of their students’ academic success and a rigid, indiscriminate wage policy may discourage teachers and end up lowering their students’ grades.** *(Issue 30)*

***[Issue 49]*** Claim: We can usually learn much more from people whose views we share than from those whose views contradict our own.

*Reason: Disagreement can cause stress and inhibit learning.*

*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.*

**One possible introductory paragraph:**

**[Q+A+P]** Do we learn more from people whose ideas we share in common than from those whose ideas contradict ours? *The speaker claims so, for the reason that disagreement can cause stress and inhibit learning.* **I concede that undue discord can impede learning. Nevertheless, in my view we learn far more from discourse and debate with those whose ideas we oppose than from people whose ideas are in accord with our own***. (Issue 49)*

***[Issue 143]*** No field of study can advance significantly unless it incorporates knowledge and experience from outside that field.

*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.*

**One possible introductory paragraph:**

**[P+R(+E)] I strongly agree with the assertion that significant advances in knowledge require expertise from various fields**. The world around us presents a seamless web of physical and anthropogenic forces, which interact in ways that can be understood only in the context of a variety of disciplines. *Two examples that aptly illustrate this point involve the fields of cultural anthropology and astronomy. (Issue 143)*

***[Issue 106]*** In most professions and academic fields, imagination is more important than knowledge.

*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.*

**One possible introductory paragraph:**

**[B+P]** In this era of rapid social and technological change leading to increasing life complexity and psychological displacement, **unforeseen and kaleidoscopic challenges facing persons in most professions and academic fields call for a balance in which there are both imagination and knowledge.** *(Issue 106)*

***[Previous Issue 118]*** *Only through mistakes can there be discovery or progress.*

**One possible introductory paragraph:**

**[E+P]** Paul Ehrlich discovered a drug used to treat those with syphilis, and named it “Formula 606” to honor his 605 unsuccessful attempts. **The lesson we can draw from this story is clear and simple: discovery or progress is born in mistakes.** *(Previous Issue 118)*

***[Previous ETS Sample Essay 3]*** *The best ideas arise from a passionate interest in commonplace things.*

**One possible introductory paragraph:**

**[E+P]** Even the most brilliant thinkers, from Socrates to Sartre, live lives in time. A childhood, an adolescence, an adulthood; these are common to me and you as well as the greatest writers. Furthermore, many of the great thinkers we esteem in our Western culture lived somewhat uneventful lives. What distinguished their life from say a common laborer was their work. Therefore, what provided the grist for their work? One might say that they were brilliant and this alone was sufficient to distinguish their lives from the masses. Intellect alone cannot devise situations or thoughts from nowhere; there must be a basis and that basis is most common, if not always, observation of the common, of the quotidian. Critics of this idea may argue that these thinkers were products of fine educations and were well schooled in the classics. This, they may point to, is the real basis for their knowledge. **I would argue that although it may be a benefit to study classics and be well schooled in diverse disciplines, these pursuits merely refine and hone an ability each and every person has, the ability to study human nature. Where best to study human nature than in the day to day routine each one of us can witness in him or herself or those around us.** *(Previous ETS Sample Essay 3)*

## PART VI. Examples of Body Paragraphs

**图例：**

**Topic sentence:** This is a sample.

**Reasoning:** *This is a sample*.

**Example(s): This is a sample**.

**Brief introduction to example(s): *This is a sample***.

**Explanation about example(s):** This is a sample.

**Paragraphic conclusion:** *This is a sample*.

***[Previous Issue 11]*** *Money spent on research is almost always a good investment, even when the results of that research are controversial.*

**One possible body paragraph:**

While we must invest in research irrespective of whether the results might be controversial, at the same time we should be circumspect about research whose objectives are too vague and whose potential benefits are too speculative. *After all, expensive research always carries significant opportunity costs—in terms of how the money might be spent toward addressing society's more immediate problems that do not require research.* **One apt illustration of this point involves the so-called "Star Wars" defense initiative, *championed by the Reagan administration during the 1980s*.** *In retrospect, this initiative was ill-conceived and largely a waste of taxpayer dollars; and few would dispute that the exorbitant amount of money devoted to the initiative could have gone a long way toward addressing pressing social problems of the day—by establishing after-school programs for delinquent latchkey kids, by enhancing AIDS awareness and education, and so forth. As it turns out, at the end of the Star Wars debacle we were left with rampant gang violence, an AIDS epidemic, and an unprecedented federal budget deficit. (Previous Issue 11)*

***[Previous Issue 225]*** We can usually learn much more from people whose views we share than from people whose views contradict our own. Disagreement can cause stress and inhibit learning.

***[Issue 49]*** *Claim: We can usually learn much more from people whose views we share than from those whose views contradict our own.*

*Reason: Disagreement can cause stress and inhibit learning.*

*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.*

**One possible body paragraph:**

Disagreement can also inhibit learning when two opponents disagree on fundamental assumptions needed for meaningful discourse and debate. **For example, a student of paleontology learns little about the evolution of an animal species under current study by debating with an individual**

**whose religious belief system precludes the possibility of evolution to begin with. And, economics and finance students learn little about the dynamics of a laissez-faire system**(政府不干预的自由市场体系) **by debating with a socialist whose view is that a centralized power should control all economic activity.** *(Previous Issue 225; Issue 49)*

***[Previous Issue 232]*** *It is often necessary, even desirable, for political leaders to withhold information from the public.*

***[Issue 69]*** *Some people believe it is often necessary, even desirable, for political leaders to withhold information from the public. Others believe that the public has a right to be fully informed.*

*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.*

**One possible body paragraph:** Another reason why I essentially agree with the speaker is that fully disclosing to the public certain types of information would threaten public safety and perhaps even national security. **For example, if the President were to disclose the government's strategies for thwarting specific plans of an international terrorist or a drug trafficker, those strategies would surely fail, and the public's health and safety would be compromised as a result**. *(Previous Issue 232; Issue 69)*

***[Previous Issue 241]*** There are two types of laws: just and unjust. Every individual in a society has a responsibility to obey just laws and, even more importantly, to disobey and resist unjust laws.

***[Issue 65]*** *Every individual in a society has a responsibility to obey just laws and to disobey and resist unjust laws.*

*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.*

**Possible body paragraphs:**

First, whether a law is just or unjust is rarely a straightforward issue. *The fairness of any law depends on one's personal value system. This is especially true when it comes to personal freedoms*. **Consider, for example, the controversial issue of abortion.** Individuals with particular religious beliefs tend to view laws allowing mothers an abortion choice as unjust, while individuals with other value systems might view such laws as just.

The fairness of a law also depends on one's personal interest, or stake, in the legal issue at hand. *After all, in a democratic society the chief function of laws is to strike a balance among competing interests*. **Consider, for example, a law that regulates the toxic effluents a certain factory can emit into a nearby river.** Such laws are designed chiefly to protect public health. But complying with the regulation might be costly for the company; the factory might be forced to lay off employees or shut down altogether, or increase the price of its products to compensate for the cost of compliance. At stake are the respective interests of the company's owners, employees, and customers, as well as the opposing interests of the region's residents whose health and safety are impacted. *In short, the fairness of the law is subjective, depending largely on how one's personal interests are affected by it*. *(Previous Issue 241; Issue 65)*

***[Previous ETS Sample Essay 1]*** In our time, specialists of all kinds are highly over-rated. We need more generalists — people who can provide broad perspectives.

**One possible body paragraph:**

Specialists are necessary in order to allow society as a whole to properly and usefully assimilate the masses of new information and knowledge that have come out of research and have been widely disseminated through mass global media. **As the head of Pharmacology at my university once said (and I paraphrase): "I can only research what I do because there are so many who have come before me to whom I can turn for basic knowledge. It is only because of each of the narrowly focused individuals at each step that a full and true understanding of the complexities of life can be had. Each person can only hold enough knowledge to add one small rung to the ladder, but together we can climb to the moon."** This illustrates the point that our societies level of knowledge and technology is at a stage in which there simply must be specialists in order for our society to take advantage of the information available to us. *(Previous ETS Sample Essay 1)*

## PART VII. The Concluding Paragraph

###### Introducers（引导词）

in conclusion, in summary, in sum, to sum up, to summarize, all in all, on the whole, simply put, in one word, obviously, understandably, accordingly, clearly …

###### Examples

***[Issue 85]*** Some people believe that in order to thrive, a society must put its own overall success before the well-being of its individual citizens. Others believe that the well-being of a society can only be measured by the general welfare of all its people.

*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.*

**The introductory paragraph:**

**[T+Cc+P]** Some people believe that a society has to place its overall success before the well-being of its members to achieve prosperity, whereas others believe that the only benchmark of the well-being of a society is the general welfare of all its people. *Admittedly, a society should pursue its overall success,* **but from my perspective this goal will never be attained unless and until the well-being of all its individual citizens is properly respected***. (Issue 85)*

**Possible concluding paragraphs:**

**[CRD]** In conclusion, be a society’s overall success ever so important, **the genuine benchmark of the well-being of a society is the general welfare of all its citizens**. *A society without sufficient emphasis on personal welfare would not only weaken the motivations of its members, but even undermine the philosophical underpinnings of democracy, and consequently its overall success would never be attained*. *(Issue 85)*

**[CDR]** To sum up, I concede that the overall success of a society is important indeed. *However, without sufficient emphasis on personal welfare, not only would the motivations of a society’s citizens be weakened, but the philosophical underpinnings of democracy would also be undermined*. **Therefore, the only yardstick of the well-being of any society, I believe, is not its overall success, but the general welfare of all its people**. *(Issue 85)*

**[DCR]** *In sum, without due respect for personal welfare, not only would the motivations of a society’s citizens be weakened, but the philosophical underpinnings of democracy would be undermined as well*. Therefore, notwithstanding the significance of a society’s overall success, **the ultimate benchmark of the well-being of any society―so at least it seems to me―is the general welfare of all its people**. *(Issue 85)*

**[DRE]** *Simply put, without adequate stress on personal welfare, not only would the motivations of a society’s citizens be weakened, but the philosophical underpinnings of democracy would be undermined as well*. **Thus, the well-being of a society can only be measured by the general welfare of all its people**. Only if individual welfare is treated with due respect can a society guarantee that it is on the right track and eventually attains its goal of prosperity. *(Issue 85)*

***[Issue 106]*** In most professions and academic fields, imagination is more important than knowledge.

*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.*

**The introductory paragraph:**

**[B+P]** In this era of rapid social and technological change leading to increasing life complexity and psychological displacement, **unforeseen and kaleidoscopic challenges facing persons in most professions and academic fields call for a balance in which there are both imagination and knowledge.** *(Issue 106)*

**One possible concluding paragraph:**

**[DDRE]** *Without knowledge, there would be neither basis nor guidance for any progress and development of mankind*. *Without imagination, human society would lose precious inspiration, innovation and reformation, and eventually grind to a standstill*. **Thus, while most professions and academic fields necessitate knowledge, imagination is equally important**. Knowledge paves the way for further advance and makes sure we are on the right track while imagination provides us with motivating power and drives us to a splendid future.

## PART VIII. Classification of Texts in ‘NCE 4’

###### Science and Technology

Lesson 4 Seeing hands Lesson 10 Silicon Valley Lesson 13 The search for oil Lesson 14 The Butterfly Effect Lesson 15 Secrecy in industry Lesson 19 The stuff of dreams

Lesson 25 Non-auditory effects of noise Lesson 29 The hovercraft

Lesson 30 Exploring the sea-floor Lesson 35 Space odyssey

Lesson 38 Water and traveller Lesson 40 Waves

Lesson 42 Recording an earthquake Lesson 43 Are there strangers in space?

###### Knowledge and Education

Lesson 5 Youth

Lesson 22 Knowledge and progress Lesson 33 Education

Lesson 34 Adolescence

###### Literature and Art

Lesson 21 William S. Hart and the early ‘Western’ film Lesson 24 Beauty

Lesson 31 The sculptor speaks Lesson 39 What every writer wants

**History and Culture** Lesson 1 Finding fossil man Lesson 3 Matterhorn man Lesson 6 The sporting spirits Lesson 9 Royal espionage

Lesson 27 The ‘Vasa’ Lesson 32 Galileo Reborn

Lesson 44 Patterns of culture

**Humanity and Individual** Lesson 11 How to grow old Lesson 28 Patients and doctors Lesson 37 The process of aging Lesson 45 Of man of galaxies

Lesson 46 Hobbies

Lesson 47 The great escape

###### Government and Economy

Lesson 8 Trading standards

Lesson 12 Banks and their customers Lesson 16 The modern city

Lesson 36 The cost of government Lesson 48 Planning a share portfolio

**Animals and Environment** Lesson 2 Spare that spider Lesson 7 Bats

Lesson 17 A man-made disease Lesson 18 Porpoises

Lesson 20 Snake poison Lesson 23 Bird flight

Lesson 26 The past life of the earth Lesson 41 Training elephants

## PART IX. Language Enhancement

###### Lexical Selection

|  |  |  |
| --- | --- | --- |
| **Anglo-Saxon origin** | **French origin** | **Latin origin** |
| time | age | epoch |
| goodness | virtue | probity |
| belly | stomach | abdomen |
| fear | terror | trepidation |
| holy | sacred | consecrated |
| small | petite | diminutive |
| ask | question | interrogate |
| rise | mount | ascend |
| end | finish | conclude |

1. **Lexical Variety and Noun Dominance**
2. There is only one difference between an old man and a young one: the young man has a **glorious** future before him and the old one has a **splendid** future behind him: and maybe that is where the rub is. *(NCE4-5)*
3. Economy is one powerful motive for camping, since after the initial **outlay** upon equipment, or through hiring it, the total **expense** can be far less than the **cost** of hotels. *(NCE4-47)*
4. Although mankind has undergone no general **improvement** in intelligence or morality, it has made extraordinary **progress** in the accumulation of knowledge. Knowledge began to increase as soon as the thoughts of one individual could be communicated to another by means of speech. With the invention of writing, a great **advance** was made, for knowledge could then be not only communicated but also stored. *(NCE4-22)*
5. Burglar alarms going off **at any time of the day or night** serve only to annoy passers-by and actually assist burglars to burgle. Car alarms **constantly** scream at us in the street and are a source of profound irritation. A recent survey of the effects of noise revealed (surprisingly?) that dogs barking **incessantly** in the night rated the highest form of noise pollution on a scale ranging from 1 to 7. *(NCE3-47)*
6. Children always appreciate **small gifts of money**. Mum or dad, of course, provide a regular supply of **pocket money**, but uncles and aunts are always a source of **extra income**. *(NCE3-15)*
7. Kidnappers **are rarely interested in** animals, but they recently **took considerable interest in**

Mrs. Eleanor Ramsay's cat. *(NCE3-19)*

1. Except for one or two places such as Zermatt and Chamonix, which had rapidly become popular, Alpine village **tended to** be impoverished settlements cut off from civilization by the high mountains. Such inns as there were were **generally** dirty and flea-ridden; the food simply local cheese accompanied by bread often twelve months old, all washed down with coarse wine. *(NCE4-3)*
2. A Frenchman, for instance, might **find it hard to laugh at** a Russian joke. In the same way, a Russian might **fail to see anything amusing in** a joke witch would make an Englishman laugh to tears. *(NCE3-29)*
3. **It is impossible to give a satisfactory explanation for** a pot-holer's motives. For him, caves have the same peculiar fascination which high mountains have for the climber. They arouse instincts which **can only be dimly understood**. *(NCE3-42)*
4. These young people, who love the peace of the mountains, always **receive a warm welcome** at St. Bernard's monastery. *(NCE3-8)*
5. This exhibition **received a great deal of attention** in the press, for though the pictures were supposed to be the work of famous artists, they had in fact been painted by Dickie. *(NCE3-31)*
6. No creature has **received more praise and abuse** than the common garden snail. *(NCE3-8)*
7. The majority of the patients attending the medical out-patients departments of our hospitals feel that they have not **received adequate treatment** unless they are able to carry home with them some tangible remedy in the shape of a bottle of medicine, a box of pills, or a small jar of ointment, and the doctor in charge of the department is only too ready to provide them with these requirements. *(NCE4-28)*
8. History does not relate whether his friend accepted his medical help, but **in all probability** he did.

(NCE4-28)

1. John Dewey has said **in all seriousness** that the part played by custom in shaping the behavior of the individual, as against any way in which he can affect traditional custom, is as the proportion of the total vocabulary of his mother tongue against those words of his own baby talk that are taken up into the vernacular of his family. *(NCE4-44)*
2. In their efforts to persuade us to buy this or that product, advertisers have **made a close study of**

human nature and have classified all our little weaknesses. *(NCE3-26)*

1. It has expanded without any idea of the true nature of the human beings who run the machines, and without **giving any consideration to** the effects produced on the individuals and on their descendants by the artificial mode of existence imposed by the factory. *(NCE4-16)*
2. We would **lay less stress on** 'facts and figures' and more on a good memory, on applied psychology, and on the capacity of a man to get along with his fellow-citizens*. (NCE4-33)*
3. It is impossible to **give a satisfactory explanation for** a pot-holer's motives. *(NCE3-42)*

###### Syntactic structure, variety and devices

1. Specialists are necessary **in order to allow society as a whole to properly and usefully assimilate the masses of new information and knowledge *that have come out of research and have been widely disseminated through mass global media***. *(Previous ETS Sample Essay 1)*
2. We can read of things that happened *5,000 years ago* **in the Near East, *where people first learn to write****. (NCE4-1)*
3. We hold **these truths** to be self-evident, ***that all men are created equal, that they are endowed by the Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness****. (Thomas Jefferson: Declaration of Independence)*
4. Several **cases** have been reported in Russia recently **of people *who can read and detect colors with their fingers, and even see through solid doors and walls***. *(NCE4-4)*
5. He maybe conceited, ill-mannered, presumptuous or fatuous, but I do not **turn** for protection **to dreary clichés *about respect of elders*** —as if mere age were a reason for respect. *(NCE4-5)*
6. If we glimpse the unutterable, it is unwise to try to utter it, nor should we seek to **invest** with significance **that *which we cannot grasp***. *(NCE4 24)*
7. What is an intellectual? I shall define him as an individual who has **elected** as his primary duty and pleasure in life **the activity of thinking *in Socratic way about moral problems***. … His function is analogous to that of a judge, who must accept the obligation of **revealing** in as obvious a manner as possible **the course of reasoning *which led him to his decision***. *(Graduate School Entrance Examination 2006)*
8. It has to be tall because it is like a giant block and tackle, and we have to **lower** into the ground and **haul** out of the ground **great lengths of drill pipe *which are rotated by an engine at the top and are fitted with a cutting bit at the bottom***. *(NCE4-13)*
9. Much to the aristocrat's amusement, the gaoler returned a few moments later with a pair of glasses and the usual copy of the letter **which he proceeded to read to the prisoner** *(=and he proceeded to read it to the prisoner)*. *(NCE3-22)*
10. We endeavor to avoid the old, romantic idea of a gusher, **which wastes oil and gas** *(=because it wastes oil and gas). (NCE4-13)*
11. The small ship, Elkor, **which had been searching the Barents Sea for weeks** *(=after she had been searching the Barents Sea for weeks)*, was on its way home. *(NCE3-32)*
12. While **(~~he was~~)** on a walking tour with his wife, **he** stopped to talk to a workman. *(NCE3-36)*
13. **Judges**, however wise or eminent **(~~they are~~)**, are human and can make mistakes. *(NCE3-35)*
14. That **distinction**, though **(~~it is~~)** subtle, is the difference between letting the students follow a self-destructive course of premature self-determination on the one hand, and permitting on the other hand the fostering of great talents through a cooperative, mentoring relationship. *(Previous ETS Sample Essay 2)*
15. On the occasions when they have pushed to shore an unconscious human being **they have** much more likely **done it out of curiosity or for sport**, as **(~~they have done it out of curiosity or for sport~~)** in riding the bow waves of a ship. *(NCE4-18)*
16. It is almost always due to some very special circumstances that **traces of land animals survive**, as **(~~traces of land animals surviv~~e)** by falling into inaccessible caves, or into an ice crevasse, like the Siberian mammoths, when **the whole animal is** sometimes **preserved**, as **(~~the whole animal is preserved~~)** in a refrigerator. *(NCE4-26)*
17. **Spiders are** not insects, as many people think, nor **(~~are they~~)** even nearly related to them.

(NCE4-2)

1. At the age of twelve years, the human body is at its most vigorous. It **has yet to reach** its full size and strength, and its owner **(~~has yet to reach~~)** his or her full intelligence; but at this age the likelihood of death is least. *(NCE4-37)*
2. Such inns as there were **were** generally dirty and flea-ridden; the food **(~~was~~)** simply local cheese accompanied by bread often twelve months old, all washed down with coarse wine. *(NCE4-3)*
3. But, if this world **is not merely** a bad joke, life **(~~is not merely~~)** a vulgar flare amid the cool radiance of the stars, and existence **(~~is not merely~~)** an empty laugh braying across the mysteries; if these intimations of a something behind and beyond are not evil humor born of indigestion, or whimsies sent by the devil to mock and madden us. if, in a word, beauty means something, yet we must not seek to interpret the meaning. *(NCE4-24)*
4. It is said that in England **death is** pressing, in Canada **(~~death is~~)** inevitable and in California **(~~death is~~)** optional. Small wonder. Americans’ life expectancy has nearly doubled over the past century. Failing hips **can be** replaced, clinical depression **(~~can be~~)** controlled, cataracts **(~~can be~~)** removed in a 30-minutes surgical procedure. *(Graduate School Entrance Examination 2003)*
5. It has been said that everyone lives by selling something. In the light of this statement, teachers **live *by*** selling knowledge, philosophers **(~~live~~) *by*** selling wisdom and priests **(~~live~~)** by selling spiritual comfort. *(NCE3-27)*
6. We would **lay** less **stress *on*** 'facts and figures' and **(~~lay~~) more (~~stress~~) *on*** a good memory, **(~~lay more stress~~) *on*** applied psychology, and **(~~lay more stress~~) *on*** the capacity of a man to get along with his fellow-citizens. *(NCE4-33)*
7. **Carlyle was entirely ignorant *of*** what the bottle in his pocket contained, **(~~Carlyle was entirely ignorant~~) *of*** the nature of the illness from which his friend was suffering, and **(~~Carlyle was entirely ignorant~~) *of*** what had previously been wrong with his wife, but a medicine that had worked so well in one form of illness would surely be of equal benefit in another, and comforted by the thought of the help he was bringing to his friend, he hastened to Henry Taylor's house. *(NCE4-28)*
8. For in a university, science majors **look down *on*** humanities majors, foreign language majors **(~~look down~~) *on*** Chinese majors, Chinese majors **(~~look down~~) *on*** philosophy majors, philosophy majors **(~~look down~~) *on*** sociology majors, and sociology majors **(~~look down~~) *on*** education majors. Since education majors have no one to look down on, they can only despise the professors in their own department. *(Qian Zhongshu: Fortress Besieged)*
9. The fire brigade was called and two fire fighters ***freed George* using a special type of grease**.

(NCE3-15)

1. **Looking at** his watch, he ***saw*** that it was one o'clock, but the bell ***struck*** thirteen times **before it stopped**. *(NCE3-2)*
2. It is possible that upon such an occasion a battle ensued, **with the sharks being driven away or killed**. *(NCE4-18)*
3. Since the sea covers the greater part of the earth's surface, it is quite reasonable to regard the sea floor as the basic form of the crust of the earth, **with, *superimposed upon it,* the continents, together with the islands and other features of the oceans**. *(NCE4-30)*
4. Why, **you may wonder,** should spiders be our friends? *(NCE4-2)*
5. Chickens slaughtered in the United States, **claim officials in Brussels**, are not fit to grace European tables. *(NCE4-8)*
6. A man without an education, **many of us believe**, is an unfortunate victim of adverse circumstances, deprived of one of the greatest twentieth-century opportunities. *(NCE4-33)*
7. While the quality of legal journalism varies greatly, **there is an undue reliance amongst many journalists on** interpretations supplied to them by lawyers. *(Graduate School Entrance Examination 2007)*
8. **There has long been a superstition among mariners** that porpoises will save drowning men by pushing them to the surface, or protect them from sharks by surrounding them in defensive formation. *(NCE4-18)*
9. It is difficult for any of us in moments of intense aesthetic experience to resist the suggestion that we are catching a glimpse of a light that shines down to us from a *different* realm of existence, **different** and, because the experience is intensely moving, in some way *higher*. *(NCE4-24)*
10. There is no sky in June so blue that it does not point forward to a bluer, no sunset so beautiful that it does not waken the *vision* of a greater beauty, a **vision** *which passes before it is fully glimpsed, and in passing leaves and indefinable longing and regret*. *(NCE4-24)*
11. Many species can communicate an amazing amount of *information* via sound, **information** *on which both the life of an individual and the continued existence of the species may depend*. *(Graduate School Entrance Examination 1992)*
12. I would argue that although it may be a benefit to study classics and be well schooled in diverse disciplines, these pursuits merely refine and hone an *ability* each and every person has, the **ability** *to study human nature*. *(Previous ETS Sample Essay 3)*
13. The river which forms the eastern boundary of our farm has always played an important part in our lives. **Without it we could not make a living.** There is only enough spring water to supply the needs of the houses, so we have to pump from the river for farm use. **We tell river all our secrets.** We know instinctively, just as beekeepers with their bees, that misfortune might overtake us if the important events of our lives were not related to it. *(NCE3-56)*
14. Although mankind has undergone no general improvement in intelligence or morality, it has made extraordinary progress in the accumulation of knowledge. Knowledge began to increase as soon as

the thoughts of one individual could be communicated to another by means of speech. With the invention of writing, a great advance was made, for knowledge could then be not only communicated but also stored. **Libraries made education possible**, and **education in its turn added to libraries**: the growth of knowledge followed a kind of compound interest law, which was greatly enhanced by the invention of printing. All this was comparatively slow until, with the coming of science, the tempo was suddenly raised. Then knowledge began to be accumulated according to a systematic plan. **The trickle became a stream**; **the stream has now become a torrent**. Moreover, as soon as new knowledge is acquired, it is now turned to practical account. What is called 'modern civilization' is not the result of a balanced development of all man's nature. but of accumulated knowledge applied to practical life. The problem now facing humanity is: What is going to be done with all this knowledge? As is so often pointed out, knowledge is a two-edged weapon which can be used equally for good or evil. It is now being used indifferently for both. … *(NCE4-22)*

1. **The world history** has seen more tears than laughter. [*(http://blog.sina.com.cn/liyanlong76)*](http://blog.sina.com.cn/liyanlong76))
2. **The new century** will see a significant and far-reaching change in China. [*(http://blog.sina.com.cn/*](http://blog.sina.com.cn/) *liyanlong76)*
3. His patrols halted the raiding parties: **hunger** assailed the Danish army. *(NCE4-9)*
4. The sea bed was scoured with powerful nets and there was tremendous **excitement** on board when a chest was raised from the bottom. *(NCE3-32)*
5. There is always **hope** that in its labyrinth of musty, dark, disordered rooms a real rarity will be found amongst the piles of assorted junk that little the floors. *(NCE3-34)*
6. **Knowledge began to increase** as soon as the thoughts of one individual could be communicated to another by means of speech. **With the invention of writing**, a great advance was made, for knowledge could then be not only communicated but also stored. **Libraries made education possible**, and education in its turn added to libraries: the growth of knowledge followed a kind of compound interest law, which was greatly enhanced by the invention of printing. *(NCE4-22)*
7. The idea that modern art can only be seen in museums is **mistaken**. *(NCE3-18)*
8. That all great art has this power of suggesting a world beyond is **undeniable**. *(NCE4-24)*
9. In 1942, 12 years after the initial shock of the stock market crash, more than 10 percent of the labor force was still **unemployed**. *(Lv Xu: Practical English Rhetoric)*
10. Although Tchaikovsky himself thought of the Pathetic Symphony as his crowning masterpiece, the premiere on October 28th 1893 in St. Petersburg proved a **disappointment**. *(Lv Xu: Practical English Rhetoric)*
11. I propose that the two best disciplines to understand this power of the commonplace and its ability to

cause a groundswell of thought are **philosophy and literature**. *(Previous ETS Sample Essay 3)*

1. **We shall fight him** by land **we shall fight him** by sea **we shall fight him** in the air, until, with God’s help, we have rid the earth of his shadow and liberated its peoples from his yoke. *(Winston Churchill)*
2. There is no reason for us to be enemies. **Neither of us seeks** the territory of the other; **neither of us seeks** domination over the other; **neither of us seeks** to stretch out our hands to rule the world. *(A Toast by President Nixon on his First Visit to China in 1972)*
3. **All this will not be finished** *in the* first one hundred days. **Nor will it be finished** *in the* first one thousand days; **nor** *in the* life of this Administration; **nor** even perhaps *in* our lifetime on this planet. **But let us begin**. *(John F. Kennedy: Inaugural Address)*
4. **Not that I loved Caesar less, *but that I loved Rome more***. *(William Shakespeare: Julius Caesar)*
5. When **poverty comes in at the door**, ***love leaps out at the window***. *(proverb)*
6. There is only one difference between an old man and a young one: **the young man has a glorious future before him** and ***the old one has a splendid future behind him***: and maybe that is where the rub is. *(NCE4-5)*
7. **A mother takes twenty years to make a man of her boy**, and ***another woman takes twenty minutes to make a fool of him***. *(Lv Xu: Practical English Rhetoric)*
8. **Men always want to be a woman’s first love**; ***women have a more subtle instinct****:* ***what they like is to be a man’s last romance***. *(Lv Xu: Practical English Rhetoric)*
9. **An electric razor that meets the European Union's safety standards must be approved by American testers before it can be sold in the United States,** and ***an American-made dialysis machine needs the EU's okay before it hits the market in Europe***. *(NCE4-8)*
10. **Without generalists, society becomes inward-looking and eventually inefficient. *Without a society that recognizes the importance of broad-mindedness and fora for sharing generalities, individuals become isolated*.** *(Previous ETS Sample Essay 1)*
11. Once the educators, be they administrators or teachers, are under the control of students, even a democratic situation would be ***like* holding royalty accountable to the mob**. *(Previous ETS Sample Essay 2)*
12. Simply put, without specialists, our society would find itself **bogged down in the Sargasso Sea of information overload**. *(Previous ETS Sample Essay 1)*
13. Thus, while our form of society necessitates specialists, generalists are equally important. **Specialists drive us forward in *a series of thrusts* while generalists make sure we are still on *the jousting field* and know what the *stakes* are**. *(Previous ETS Sample Essay 1)*
14. He **stormed** the speaker with questions. *(Lv Xu: Practical English Rhetoric)*
15. I would argue that although it may be a benefit to study classics and be well schooled in diverse disciplines, these pursuits merely refine and **hone** an ability each and every person has, the ability to study human nature. *(Previous ETS Sample Essay 3)*
16. As the time and cost of making a chip drop to a few days and a few hundred dollars, engineers may soon be free to let their imaginations **soar** without being penalized by expensive failures. *(NCE4-10)*
17. Some books are to **be tasted**, others to **be swallowed**, and some few to **be chewed and digested**. *(Francis Bacon)*
18. Shops cater for the do-it-yourself craze not only by running special advisory ser**vices** for no**vices**, but by offering consumers bits and pieces which they can assemble at home. *(NCE3-46)*
19. Our **h**opes, our **h**earts, our **h**ands are with those on every continent who are building democracy and freedom. *(Bill Clinton: Inaugural Address)*
20. Genius is one percent in**spiration** and ninety-nine percent per**spiration**. *(Thomas Edison)*
21. It is no use **doing** what you ***like***; you have got to ***like*** what you **do**. *(NCE4-46)*
22. Where there is **marriage** without ***love***, there will be ***love*** without **marriage**. *(Benjamin Franklin)*
23. And so, my fellow Americans, ask not what **your country** can do for ***you***; ask what ***you*** can do for

**your country**. *(John F. Kennedy: Inaugural Address)*

1. So let us begin anew, remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never **negotiate** out of ***fear***, but let us never ***fear*** to **negotiate**. *(John F. Kennedy: Inaugural Address)*
2. O, wind, if winter comes, can spring be far behind? *(P. B. Shelley: Ode to the West Wind)*
3. We often speak of tramps with contempt and put them in the same class as beggars, but how many of us can honestly say that we have not felt a little envious of their simple way of life and their freedom from care? *(NCE3-27)*
4. Could any spectacle, for instance, be more grimly whimsical than that of gunners using science to shatter men’s bodies while, close at hand, surgeons use it to restore them? *(NCE4-22)*
5. If students dictate and administrators do, students will never learn academic responsibility, and if they can't be held accountable for homework, what other responsibilities will they avoid when they get older? *(Previous ETS Sample Essay 2)*
6. But can we blame those who looked and failed to see what Galileo saw, if we remember that to use a telescope at the limit of its powers calls for long experience and intimate familiarity with one's instrument? Was the philosopher who refused to look through Galileo's telescope more culpable than those who alleged that the spiral nebulae observed with Lord Rosse's great telescope in the eighteen-forties were scratches left by the grinder? We can perhaps forgive those who said the moons of Jupiter were produced by Galileo's spyglass if we recall that in his day, as for centuries before, curved glass was the popular contrivance for producing not truth but illusion, untruth; and if a single curved glass would distort nature, how much more would a pair of them? *(NCE4-32)*
7. They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? *(Patrick Henry: Give Me Liberty Or Give Me Death)*

## PART X. Selected Quotations

1. Experience without learning is better than learning without experience. *(Bertrand Russell, British philosopher)*
2. Mistakes are an essential part of education. *(Bertrand Russell, British philosopher)*
3. Strong reasons make strong actions. *(William Shakespeare, British dramatist)*
4. The greatest lesson in life is to know that even fools are right sometimes. *(Winston Churchill, British statesman)*
5. Activity is the only road to knowledge. *(George Bernard Shaw, British dramatist)*
6. Too much experience is a dangerous thing. *(Oscar Wilde, British dramatist)*
7. A great part of the information I have was acquired by looking up something and finding something else on the way. *(Adam Franklin, American humorist)*
8. Imagination is more important than knowledge. *(Albert Einstein, American scientist)*
9. If a man empties his purse into his head, no man can take it away from him; an investment in knowledge always pays the best interest. *(Benjamin Franklin, American president )*
10. Knowledge is power. *(Francis Bacon, British philosopher)*
11. All truth passes through three stages: first, it is ridiculed; second it is violently opposed; and third, it is accepted as self-evident. *(Arthur Schopenhauer, German philosopher)*
12. A novel is a mirror walking along a main road. *(Stendhal, French writer)*
13. A picture is a poem without words. *(Horace, ancient Roman poet)*
14. Art is a lie that tells the truth. *(Picasso, Spanish painter)*
15. Literature is a kind of intellectual light which, like the light of the sun, may sometimes enable us to see what we do not like. *(Samuel Johnson, British writer and critic)*
16. Painting is silent poetry, and poetry is a speaking picture. *(Simonides, ancient Greek writer)*
17. The decline of literature indicates the decline of a nation; the two keep in their downward tendency.

(Johann Wolfgang von Goethe, German poet)

1. If you want to understand today, you have to search yesterday. *(Pearl Buck, American female writer)*
2. Art is much less important than life, but what a poor life without it! *(Robert Motherwell, American painter)*
3. Since actions and performances are not wholly in our power and since nothing is really in our power but our will — it is on the will that all the rules and duties of man are based and established. *(Michel de Montaigne, French writer)*
4. I do not believe in freedom of will. Schopenhauer's words, 'Man can indeed do what he wants, but he cannot want what he wants', accompany me in all life situations and console me in my dealings with people, even those that are really painful to me. This recognition of the unfreedom of the will protects me from taking myself and my fellow men too seriously as acting and judging individuals and losing good humor. *(Albert Einstein, American scientist)*
5. At twenty years of age, the will reigns; at thirty, the wit; and at forty, the judgment. *(Benjamin Franklin, American president)*
6. Advertising may be described as the science of arresting human intelligence long enough to get money from it. *(Leacock Stephen, Canadian economist)*
7. Character is what you are in the dark. (D. L Moody, USA churchman)
8. Morality is not really the doctrine of how to make ourselves happy but of how we are to be worthy of

happiness. *(Immanuel Kant, German Philosopher)*

1. Morality is the custom of one's country; cannibalism is moral in a cannibal country. *(Samuel Butler, British writer)*
2. No morality can be founded on authority, even if the authority were divine. *(A. J. Ayer, USA writer)*
3. Don't gild the lily. *(William Shakespeare, British dramatist)*
4. Every man's work, whether it be literature of music of pictures or architecture of anything else, is always a portrait of himself. *(Samuel Butler, British writer)*
5. Growth and change are the law of all life. Yesterday's answers are inadequate for today's problems—just as the solutions of today will not fill the needs of tomorrow. *(Franklin Roosevelt, American president)*
6. Adversity reveals genius; fortune conceals it. *(Horace, ancient Roman poet)*
7. It is not true suffering ennobles the character; happiness does that sometimes, but suffering, for the most part, makes men petty and vindictive. *(William Somerset Maugham, British novelist)*
8. The tragedy of life is not so much what men suffer, but what they miss. *(Thomas Carlyle, British essayist and historian)*
9. All happy families are like one another; each unhappy family is unhappy in its own way. *(Leo Tolstoy, Russian writer)*
10. The greatest of evils and the worst of crimes is poverty. *(George Bernard Shaw, British dramatist)*
11. The people may safely be trusted to hear everything true and false, and to form a correct judgment. Were it fall to me to decide whether we should have a government without newspapers of newspapers without a government, I should not hesitate a moment to prefer the latter. *(Thomas Jefferson, American president)*
12. When a man assumes a public trust, he should consider himself as public property. *(Thomas Jefferson, American President)*
13. The law cannot make all men equal, but they are all equal before the law. *(Frederick Pollock ,British jurist)*
14. No society can make a perpetual constitution, or even a perpetual law. *(Thomas Jefferson, America president)*
15. Law is order, and good law is good order. *(Aristotle, Ancient Greek philosopher)*
16. I disapprove of what you say, but I will defend to the death your right to say it. *(Voltaire, French writer)*
17. The golden age is before us, not behind us. *(Mark Twain, American writer)*
18. The greater the power, the more dangerous the abuse. *(Burke Edmund, British statesman)*
19. I find that a great part of the information I have was acquired by looking up something and finding something else on the way. *(Franklin P. Adams, American journalist and radio personality)*
20. If I have ever made any valuable discoveries, it has been owing more to patient observation than to any other reason. *(Isaac Newton, English physicist)*
21. To know the pains of power, we must go to those who have it; to know its pleasure, we must go to those who are seeking it: the pains of power are real, its pleasure imaginary. *(Charles C. Colton, British churchman)*
22. Laws are generally found to be nets of such a texture, as the little creep through, the great break through, and the middle-sized are alone entangled in. *(William Shenstone, British poet)*

## PART XI. Classification of Issue Topics

#### （题库可能有更新，最新题库请到李延隆新浪博客下载）

* 1. **Urgent and long run**

**10**, Nations should pass laws to preserve any remaining wilderness areas in their natural state,

**nature**

even if these areas could be developed for economic gain**. [claim → comparison]**

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**.**

**125**, Some people claim that a nation's government should preserve its wilderness

**nature / social**

areas in their natural state**.** Others argue that these areas should be developed for potential economic gain**. [comparison / solution]**

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**.**

**148**, **nature** Nations should pass laws to preserve any remaining wilderness areas in their natural state**. [claim → solution]**

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**.**

**31**, Society should make efforts to save endangered species only if the potential extinction of

**nature**

those species is the result of human activities**. [claim]**

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**.**

**63**, There is little justification for society to make extraordinary efforts—especially at a great cost

**nature**

in money and jobs—to save endangered animal or plant species**. [claim]**

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**.**

**67**, Some people believe that society should try to save every plant and animal species, despite

**nature**

the expense to humans in effort, time, and financial well-being**.** Others believe that society need not make extraordinary efforts, especially at a great cost in money and jobs, to save endangered species**. [comparison]**

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**.**

**12**, Governments should offer a free university education to any student who has been admitted to a

**edu**

university but who cannot afford the tuition**. [solution]**

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**.**

**25**, Governments should offer college and university education free of charge to all students**.**

**edu**

**[claim]**

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**.**

**24**, **edu** The best way to teach is to praise positive actions and ignore negative ones**. [solution / comparison]**

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**.**

**29**, The best way to teach-whether as an educator, employer, or parent-is to praise positive actions

**edu**

and ignore negative ones**. [solution / comparison]**

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**.**

**52**, **edu** The best way to teach is to praise positive actions and ignore negative ones**. [solution / comparison]**

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**.**

**19**, Governments should focus on solving the immediate problems of today rather than on trying

**social**

to solve the anticipated problems of the future**. [comparison]**

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 it, which adopting the recommendation would or would not be advantageous and explain how these examples shape your position**.**

**36**, Governments should not fund any scientific research whose consequences are unclear.

**science**

**[claim]**

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**.**

**72**, **science** Governments should not fund any scientific research whose consequences are unclear**. [claim]**

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**.**

**131**, Claim: Researchers should not limit their investigations to only those areas in which they

**science**

expect to discover something that has an immediate, practical application**.**

Reason: It is impossible to predict the outcome of a line of research with any certainty**. [reasoning →**

**comparison]**

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**.**

**30**, Teachers' salaries should be based on their students' academic performance**. [claim]**

**edu**

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**.**

**83**, Teachers' salaries should be based on the academic performance of their students**. [claim]**

**edu**

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**.**

**37**, Society should identify those children who have special talents and provide training for them at

**edu**

an early age to develop their talents**. [claim]**

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**.**

**41**, The greatness of individuals can be decided only by those who live after them, not by their

**social**

contemporaries**. [claim / comparison]**

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**.**

**51**, Young people should be encouraged to pursue long-term, realistic goals rather than seek

**social**

immediate fame and recognition**. [comparison]**

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**.**

**71**, Young people should be encouraged to pursue long-term, realistic goals rather than seek

**social**

immediate fame and recognition**. [comparison]**

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**.**

**80**, Nations should suspend government funding for the arts when significant numbers of their

**social**

citizens are hungry or unemployed**. [claim]**

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**.**

**88**, Claim: Nations should suspend government funding for the arts when significant numbers of

**social**

their citizens are hungry or unemployed**.**

Reason: It is inappropriate-and, perhaps, even cruel-to use public resources to fund the arts when people's basic needs are not being met**. [reasoning → solution]**

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**.**

**81**, **edu** All parents should be required to volunteer time to their children's schools**. [claim →**

**solution]**

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**.**

**95**, **edu** All parents should be required to volunteer time to their children's schools**. [claim →**

**solution]**

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**.**

* 1. **Individual and group (Leaders/celebrities and society)**

**2**, **social** To understand the most important characteristics of a society, one must study its major cities.

**[solution]**

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**.**

**5**, Claim: Governments must ensure that their major cities receive the financial support they need

**social**

in order to thrive**.**

Reason: It is primarily in cities that a nation's cultural traditions are preserved and generated**. [reasoning]**

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**.**

**117**, **social** It is primarily in cities that a nation's cultural traditions are generated and preserved**. [claim**

**\* solution]**

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**.**

**77**, **social** The most effective way to understand contemporary culture is to analyze the trends of its youth**. [solution]**

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**.**

**11**, **social** People's behavior is largely determined by forces not of their own making**. [claim→**

**solution]**

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**.**

**99**, **social** People's behavior is largely determined by forces not of their own making**. [claim →**

**solution]**

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**.**

**16**, Some people believe that in order to be effective, political leaders must yield to

**politics / social**

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**. [comparison → solution]**

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**.**

**50**, Government officials should rely on their own judgment rather than unquestioningly carry

**politics**

out the will of the people they serve**. [comparison]**

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**.**

**86**, Some people believe that government officials must carry out the will of the people they

**politics**

serve**.** Others believe that officials should base their decisions on their own judgment**. [comparison →**

**solution]**

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**.**

**114**, **politics** Any leader who is quickly and easily influenced by shifts in popular opinion will accomplish little**. [claim]**

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**.**

**115**, Government officials should rely on their own judgment rather than unquestioningly carry

**politics**

out the will of the people whom they serve**. [comparison]**

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**.**

**139**,

**politics**

experts**.**

Claim: Major policy decisions should always be left to politicians and other government

Reason: Politicians and other government experts are more informed and thus have better judgment and perspective than do members of the general public**. [reasoning → solution / comparison]**

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**.**

**18**, **social** The well-being of a society is enhanced when many of its people question authority**. [claim**

**\* solution]**

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**.**

**22**, Claim: The best way to understand the character of a society is to examine the character of

**social**

the men and women that the society chooses as its heroes or its role models**.**

Reason: Heroes and role models reveal a society's highest ideals**. [reasoning / solution]**

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**.**

**122**, The best way to understand the character of a society is to examine the character of the men

**social**

and women that the society chooses as its heroes or its role models**. [solution]**

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**.**

**44**, Claim: It is no longer possible for a society to regard any living man or woman as a hero**.**

**social**

Reason: The reputation of anyone who is subjected to media scrutiny will eventually be diminished**. [reasoning]**

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**.**

**75**, In this age of intensive media coverage, it is no longer possible for a society to regard any

**social**

living man or woman as a hero**. [claim / reasoning]**

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**.**

**84**, **social** It is no longer possible for a society to regard any living man or woman as a hero**. [claim →**

**reasoning]**

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**.**

**28**, The surest indicator of a great nation is represented not by the achievements of its rulers,

**social**

artists, or scientists, but by the general welfare of its people**. [comparison / solution]**

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**.**

**113**,

**social**

scientists**.**

Claim: The surest indicator of a great nation is not the achievements of its rulers, artists, or

Reason: The surest indicator of a great nation is actually the welfare of all its people**. [reasoning / comparison / solution]**

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**.**

**120**,

**social**

or scientists**.**

Claim: The surest indicator of a great nation must be the achievements of its rulers, artists,

Reason: Great achievements by a nation's rulers, artists, or scientists will ensure a good life for the majority of that nation's people**. [reasoning → comparison / solution]**

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**.**

**121**, Some people claim that you can tell whether a nation is great by looking at the achievements

**social**

of its rulers, artists, or scientists**.** Others argue that the surest indicator of a great nation is, in fact, the general welfare of all its people**. [comparison / solution]**

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**.**

**127**, The surest indicator of a great nation is not the achievements of its rulers, artists, or

**social**

scientists, but the general well-being of all its people**. [comparison / solution]**

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**.**

**145**, The general welfare of a nation's people is a better indication of that nation's greatness than

**social**

are the achievements of its rulers, artists, or scientists**. [comparison / solution]**

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**.**

**85**, Some people believe that in order to thrive, a society must put its own overall success before

**social**

the well-being of its individual citizens**.** Others believe that the well-being of a society can only be measured by the general welfare of all its people**. [comparison / solution]**

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**.**

**94**, The effectiveness of a country's leaders is best measured by examining the well-being of that

**social**

country's citizens**. [solution]**

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-easons and/or examples that could be used to challenge your position**.**

**147**, The effectiveness of a country's leaders is best measured by examining the

**social / politics**

well-being of that country's citizens**. [solution]**

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**.**

**38**, **social** It is primarily through our identification with social groups that we define ourselves**. [solution]**

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**.**

**78**, People's attitudes are determined more by their immediate situation or surroundings than by

**social**

society as a whole**. [comparison / solution]**

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**.**

**58**, Learning is primarily a matter of personal discipline; students cannot be motivated by school or

**edu**

college alone**. [reasoning / comparison / solution]**

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**.**

**59**, Scientists and other researchers should focus their research on areas that are likely to

**science**

benefit the greatest number of people**. [claim]**

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**.**

**60**, **politics** Politicians should pursue common ground and reasonable consensus rather than elusive ideals**. [claim]**

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 advantacleous and explain how these examples shape your position**.**

**62**, Leaders are created by the demands that are placed on them**. [solution]**

**social**

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**.**

**69**, Some people believe it is often necessary, even desirable, for political leaders to withhold

**politics**

information from the public**.** Others believe that the public has a right to be fully informed**. [comparison]**

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**.**

**104**, To be an effective leader, a public official must maintain the highest ethical and

**politics / social**

moral standards**. [claim]**

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**.**

**107**, To be an effective leader, a public official must maintain the highest ethical and

**politics / social**

moral standards**. [claim]**

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**.**

### Technology and humanity (machine and human)

**1**, As people rely more and more on technology to solve problems, the ability of humans to think

**science**

for themselves will surely deteriorate**. [reasoning]**

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**.**

**26**, The luxuries and conveniences of contemporary life prevent people from developing into truly

**social**

strong and independent individuals**. [claim]**

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**.**

**43**, The increasingly rapid pace of life today causes more problems than it solves**. [claim]**

**social**

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**.**

**91**, The primary goal of technological advancement should be to increase people's efficiency so

**science**

that they have more leisure time**. [claim]**

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**.**

**101**, Although innovations such as video, computers, and the Internet seem to offer

**science** / **edu**

schools improved methods for instructing students, these technologies all too often distract from real learning**. [claim]**

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**.**

**132**, Some people believe that our ever-increasing use of technology significantly reduces our

**science**

opportunities for human interaction**.** Other people believe that technology provides us with new and better ways to communicate and connect with one another**. [comparison]**

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**.**

**23**, **science** Governments should place few, if any, restrictions on scientific research and development**. [claim]**

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**.**

**64**, The human mind will always be superior to machines because machines are only

**social** / **science**

tools of human minds**. [reasoning / comparison]**

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**.**

### Rational and emotional

**21**, **social** Laws should be flexible enough to take account of various circumstances, times, and places**. [claim]**

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**.**

**56**, Many important discoveries or creations are accidental: it is usually while seeking the

**intelligence**

answer to one question that we come across the answer to another**. [reasoning]**

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**.**

**61**, People should undertake risky action only after they have carefully considered its

**social**

consequences**. [claim]**

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**.**

**87**, Claim: Any piece of information referred to as a fact should be mistrusted, since it may

**intelligence**

well be proven false in the future**.**

Reason: Much of the information that people assume is factual actually turns out to be inaccurate**. [reasoning]**

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**.**

**103**, The best ideas arise from a passionate interest in commonplace things**. [solution]**

**intelligence**

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**.**

**105**, Claim: Imagination is a more valuable asset than experience.

**intelligence**

Reason: People who lack experience are free to imagine what is possible without the constraints of established habits and attitudes**. [reasoning / comparison]**

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**.**

**106**, **intelligence** In most professions and academic fields, imagination is more important than knowledge**. [comparison]**

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**.**

**126**, **intelligence** In most professions and academic fields, imagination is more important than knowledge**. [comparison]**

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**.**

### Interdisciplinary

**7**, Some people believe that government funding of the arts is necessary to ensure that

**politics / social**

the arts can flourish and be available to all people**.** Others believe that government funding of the arts threatens the integrity of the arts**. [comparison]**

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**.**

**13**, Universities should require every student to take a variety of courses outside the student's field

**edu**

of study**. [claim]**

Write a response in which you discuss the extent to which you agree or disagree with the daim**.** 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**.**

**46**, Universities should require even/student to take a variety of courses outside the student's field of

**edu**

study**. [claim]**

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**.**

**70**, Claim: Universities should require every student to take a variety of courses outside the student's

**edu**

major field of study**.**

Reason: Acquiring knowledge of various academic disciplines is the best way to become truly educated**. [reasoning / solution]**

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**.**

**102**, Universities should require every student to take a variety of courses outside the student's field

**edu**

of study**. [claim → solution]**

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**.**

**112**, Requiring university students to take a variety of courses outside their major fields of study is

**edu**

the best way to ensure that students become truly educated**. [solution]**

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**.**

**140**, Some people believe that universities should require even/student to take a variety of courses

**edu**

outside the student's field of study**.** Others believe that universities should not force students to take any courses other than those that will help prepare them for jobs in their chosen fields**. [comparison]**

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**.**

**73**, Colleges and universities should require all faculty to spend time working outside the academic

**edu**

world in professions relevant to the courses they teach**. [claim]**

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**.**

**143**, No field of study can advance significantly unless it incorporates knowledge and

**intelligence**

experience from outside that field**. [claim → solution / comparison]**

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**.**

**54**, In order to become well-rounded individuals, all college students should be required to take

**edu**

courses in which they read poetry, novels, mythology, and other types of imaginative literature**. [solution]**

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**.**

**82**, Colleges and universities should require their students to spend at least one semester studying in

**edu**

a foreign country**. [claim → solution]**

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**.**

**97**, Colleges and universities should require their students to spend at least one semester studying in

**edu**

a foreign country**. [claim → solution]**

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**.**

**100**, Colleges and universities should require their students to spend at least one semester studying

**edu**

in a foreign country**. [claim → solution]**

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**.**

**124**, All college and university students would benefit from spending at least one semester studying

**edu**

in a foreign country**. [claim → solution]**

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**.**

**33**, As we acquire more knowledge, things do not become more comprehensible, but more

**intelligence**

complex and mysterious**. [claim]**

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**.**

**109**, Some people believe that scientific discoveries have given us a much better

**intelligence**

understanding of the world around us**.** Others believe that science has revealed to us that the world is infinitely more complex than we ever realized**. [comparison]**

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**.**

**48**, Educators should teach facts only after their students have studied the ideas, trends, and

**edu**

concepts that help explain those facts**. [claim → solution]**

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**.**

**92**, Educators should base their assessment of students' learning not on students' grasp of facts but

**edu**

on the ability to explain the ideas, trends, and concepts that those facts illustrate**. [claim → solution]**

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**.**

**55**, In order for any work of art-for example, a film, a novel, a poem, or a song-to have

**intelligence**

merit, it must be understandable to most people**. [claim]**

### Conformity and nonconformity (cooperation and competition)

**4**, Scandals are useful because they focus our attention on problems in ways that no speaker or

**social**

reformer ever could**. [reasoning / solution]**

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**.**

**6**, A nation should require all of its students to study the same national curriculum until they enter

**edu**

college**. [claim → comparison]**

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**.**

**14**, **edu** A nation should require all of its students to study the same national curriculum until they enter college**. [claim → comparison]**

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**.**

**96**, **edu** A nation should require all of its students to study the same national curriculum until they enter college**. [claim → comparison]**

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**.**

**116**, **edu** A nation should require all of its students to study the same national curriculum until they enter college**. [claim → comparison]**

**18**, **social** The well-being of a society is enhanced when many of its people question authority**. [claim**

**\* solution]**

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 develooing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these ccnsiderations shape your position**.**

**34**, In any situation, progress requires discussion among people who have contrasting

**intelligence**

points of view**. [claim / solution]**

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**.**

**49**, Claim: We can usually learn much more from people whose views we share than from

**intelligence**

those whose views contradict our own**.**

Reason: Disagreement can cause stress and inhibit learning**. [reasoning / comparison]**

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**.**

**76**, We can usually learn much more from people whose views we share than from people

**intelligence**

whose views contradict our own**. [comparison]**

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**.**

**118**, We can learn much more from people whose views we share than from people whose

**intelligence**

views contradict our own**. [comparison]**

shape your position**.**

**42**, **edu** Students should always question what they are taught instead of accepting it passively**. [comparison]**

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 tile statement might or might not hold true and explain how these considerations shape your position**.**

**45**, **edu** Competition for high grades seriously limits the quality of learning at all levels of education**. [claim]**

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**.**

**138**, Some people believe that competition for high grades motivates students to excel in the

**edu**

classroom**.** Others believe that such competition seriously limits the quality of real learning**. [comparison]**

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**.**

**123**, The best way for a society to prepare its young people for leadership in government, industry,

**social**

or other fields is by instilling in them a sense of cooperation, not competition**. [comparison]**

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**.**

**128**, Some people argue that successful leaders in government, industry, or other fields must be

**social**

highly competitive**.** Other people claim that in order to be successful, a leader must be willing and able to cooperate with others**. [comparison]**

both of the views presented**.**

**65**, Every individual in a society has a responsibility to obey just laws and to disobey and resist

**social**

unjust laws**. [solution]**

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**.**

**66**, **social** People who are the most deeply committed to an idea or policy are also the most critical of it**. [claim]**

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**.**

**79**,

**intelligence**

viewpoint**.**

Claim: The best test of an argument is its ability to convince someone with an opposing

Reason: Only by being forced to defend an idea against the doubts and contrasting views of others does one really discover the value of that idea**. [reasoning / solution]**

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**.**

**146**, The best test of an argument is the argument's ability to convince someone with an

**intelligence**

opposing viewpoint**. [solution]**

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**.**

**108**, Critical judgment of work in any given field has little value unless it comes from

**intelligence**

someone who is an expert in that field**. [claim]**

consider ways in which the statement might or might not hold true and explain how these considerations shape your position**.**

**110**, Critical judgment of work in any given field has little value unless it comes from

**intelligence**

someone who is an expert in that field**. [claim]**

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**.**

### Idealism and pragmatism

**3**, Educational institutions have a responsibility to dissuade students from pursuing fields of study in

**edu**

which they are unlikely to succeed**. [claim → comparison]**

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**.**

**35**, Educational institutions should dissuade students from pursuing fields of study in which they are

**edu**

unlikely to succeed**. [claim → comparison]**

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**.**

**137**, Educational institutions have a responsibility to dissuade students from pursuing fields of study

**edu**

in which they are unlikely to succeed**. [claim → comparison]**

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**.**

**15**, Educational institutions should actively encourage their students to choose fields of study that

**edu**

will prepare them for lucrative careers**. [claim → comparison]**

examples that could be used to challenge your position**.**

**135**, Educational institutions should actively encourage their students to choose fields of study that

**edu**

will prepare them for lucrative careers**. [claim → comparison]**

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**.**

**20**, Some people believe that college students should consider only their own talents and interests

**edu**

when choosing a field of study**.** Others believe that college students should base their choice of a field of study on the availability of jobs in that field**. [comparison]**

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**.**

**142**, Claim: Colleges and universities should specify all required courses and eliminate elective

**edu**

courses in order to provide clear guidance for students**.**

Reason: College students-like people in general-prefer to follow directions rather than make their own decisions**. [reasoning → comparison]**

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

**32**, **edu** College students should base their choice of a field of study on the availability of jobs in that field**. [claim → solution / comparison]**

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**.**

**129**, **edu** College students should base their choice of a field of study on the availability of jobs in that field**. [claim → solution / comparison]**

Write a response in which you discuss the extent to which you agree or disagree with the recommendation

explain how these examples shape your position**.**

**39**, College students should be encouraged to pursue subjects that interest them rather than the

**edu**

courses that seem most likely to lead to jobs**. [comparison]**

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**.**

**140**, Some people believe that universities should require every student to take a variety of courses

**edu**

outside the student's field of study**.** Others believe that universities should not force students to take any courses other than those that will help prepare them for jobs in their chosen fields**. [comparison]**

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**.**

**98**, Educational institutions should actively encourage their students to choose fields of study in

**edu**

which jobs are plentiful**. [claim → comparison]**

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**.**

**136**, Educational institutions should actively encourage their students to choose fields of study in

**edu**

which jobs are plentiful**. [claim → comparison]**

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**.**

**40**, Claim: When planning courses, educators should take into account the interests and suggestions

**edu**

of their students**.**

Reason: Students are more motivated to learn when they are interested in what they are studying**. [reasoning]**

reason on which that claim is based**.**

**90**, Educators should take students' interests into account when planning the content of the courses

**edu**

they teach**. [claim → solution]**

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**.**

**47**, **edu** Educators should find out what students want included in the curriculum and then offer it to them**. [claim]**

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 Lake**.** 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**.**

**51**, Young people should be encouraged to pursue long-term, realistic goals rather than seek

**social**

immediate fame and recognition**. [comparison]**

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**.**

**71**, Young people should be encouraged to pursue long-term, realistic goals rather than seek

**social**

immediate fame and recognition**. [comparison]**

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**.**

**53**, If a goal is worthy, then any means taken to attain it are justifiable**. [claim]**

**social**

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

shape your position**.**

**89**, Claim: Many problems of modern society cannot be solved by laws and the legal system**.**

**social**

Reason: Laws cannot change what is in people's hearts or minds**. [reasoning → solution]**

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**.**

**93**, Unfortunately, in contemporary society, creating an appealing image has become more

**social**

important than the reality or truth behind that image**. [claim → comparison]**

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**.**

**104**, To be an effective leader, a public official must maintain the highest ethical and

**politics / social**

moral standards**. [claim]**

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**.**

**107**, To be an effective leader, a public official must maintain the highest ethical and

**politics / social**

moral standards**. [claim]**

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**.**

**130**, Some people believe that corporations have a responsibility to promote the well-being of the

**social**

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**. [comparison]**

Write a response in which you discuss which view more closely aligns with your own position and explain

both of the views presented**.**

**141**, It is more harmful to compromise one's own beliefs than to adhere to them**. [comparison]**

**social**

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**.**

**144**, **intelligence** True success can be measured primarily in terms of the goals one sets for oneself**. [solution]**

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**.**

### Convention and innovation

**8**, Claim: In any field-business, politics, education, government-those in power should step down

**social**

after five years**.**

Reason: The surest path to success for any enterprise is revitalization through new leadership**. [reasoning / solution]**

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**.**

**111**, In any profession-business, politics, education, government-those in power should step

**social**

down after five years**. [claim → comparison]**

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**.**

**149,** In any field-business, politics, education, government-those in power should be required to

**social**

step down after five years**. [claim → comparison]**

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**.**

**9**, In any field of endeavor, it is impossible to make a significant contribution without first

**intelligence**

being strongly influenced by past achievements within that field**. [claim / solution]**

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**.**

**17**, **edu** Formal education tends to restrain our minds and spirits rather than set them free**. [claim / comparison]**

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**.**

**68**, Some people believe that the purpose of education is to free the mind and the spirit**.** Others

**edu**

believe that formal education tends to restrain our minds and spirits rather than set them free**. [comparison]**

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**.**

**27**, In any field of inquiry, the beginner is more likely than the expert to make important

**intelligence**

contributions**. [comparison]**

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**.**

**57**, The main benefit of the study of history is to dispel the illusion that people living now

**intelligence**

are significantly different from people who lived in earlier times**. [solution]**

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**.**

**74**, **intelligence** Knowing about the past cannot help people to make important decisions today**. [claim**

**\* solution]**

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**.**

**133**,

**social / intelligence**

decisions today**.**

Claim: Knowing about the past cannot help people to make important

Reason: The world today is significantly more complex than it was even in the relatively recent past**. [reasoning → solution]**

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**.**

**134**,

**social / intelligence**

decisions today**.**

Claim: Knowing about the past cannot help people to make important

Reason: We are not able to make connections between current events and past events until we have some distance from both**. [reasoning]**

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**.**

**119**, When old buildings stand on ground that modern planners feel could be better used for

**social**

modern purposes, modern development should be given precedence over the preservation of historic buildings**. [reasoning / comparison / solution]**

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**.**

# Appendix

**More Examples and Sentence Structures**

## PART I. Argument

### More examples of the introductory paragraph:

***[Argument 78]*** The following appeared in a memo from the vice president of a food distribution company with food storage warehouses in several cities.

*"Recently, we signed a contract with the Fly-Away Pest Control Company to provide pest control services at our fast-food warehouse in Palm City, but last month we discovered that over $20,000 worth of food there had been destroyed by pest damage. Meanwhile, the Buzzoff Pest Control Company, which we have used for many years, continued to service our warehouse in Wintervale, and last month only $10,000 worth of the food stored there had been destroyed by pest damage. Even though the price charged by Fly-Away is considerably lower, our best means of saving money is to return to Buzzoff for all our pest control services."*

*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.*

**One possible introductory paragraph:**

**[ECF] By drawing a comparison between** Fly-away **and** Buzzoff**, the** vice president **concludes that** the best means of saving money is to return to Buzzoff for all their pest control services. **The argument is unconvincing because of the following critical evidence is not given. / The argument is vulnerable in the absence of some key evidence. / The absence of some crucial evidence renders the argument unpersuasive. / The argument is flawed by the absence of some indispensable evidence as follows.** *(Argument 78)*

***[Argument 117]*** The following appeared in a memo from the vice president of a food distribution company with food storage warehouses in several cities.

*"Recently, we signed a contract with the Fly-Away Pest Control Company to provide pest control services at our warehouse in Palm City, but last month we discovered that over $20,000 worth of food there had been destroyed by pest damage. Meanwhile, the Buzzoff Pest Control Company, which we have used for many years in Palm City, continued to service our warehouse in Wintervale, and last month only $10,000 worth of the food stored there had been destroyed by pest damage. Even though the price charged by Fly-Away is considerably lower, our best means of saving money is to return to Buzzoff for all our pest control services."*

*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.*

**One possible introductory paragraph:**

**[CC’F] The arguer’s conclusion that** the best means of saving money is to return to Buzzoff for all their pest control services **seems at first glance to be logical:** no one is willing to spend money on inefficient services provided by incompetent companies. **However, the argument is rife with groundless assumptions and therefore unpersuasive as it stands. / Nevertheless, the argument is fraught with a series of unwarranted assumptions, which make the argument weak and unconvincing. / Nonetheless, the argument is untenable because of the vague, oversimplified and unsubstantiated assumptions in the reasoning line.** *(Argument 117)*

***[Argument 114]*** The following appeared in a memo from the vice president of a food distribution company with food storage warehouses in several cities.

*"Recently, we signed a contract with the Fly-Away Pest Control Company to provide pest control services at our warehouse in Palm City, but last month we discovered that over $20,000 worth of food there had been destroyed by pest damage. Meanwhile, the Buzzoff Pest Control Company, which we have used for many years in Palm City, continued to service our warehouse in Wintervale, and last month only $10,000 worth of the food stored there had been destroyed by pest damage. Even though the price charged by Fly-Away is considerably lower, our best means of saving money is to return to Buzzoff for all our pest control services."*

*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.*

**One possible introductory paragraph:**

**[CEC’F] In the memo, the** vice president **concludes that** the best means of saving money is to return to Buzzoff for all their pest control services. **To support the conclusion, he/she cites the evidence that** Fly-Away provides seemingly worse services than Buzzoff even though the price it charges is considerably lower. **Plausible as the argument seems, without definite answers to the following questions it is barely persuasive. / While the argument sounds to be logical, it is unconvincing unless the author gives clear answers to several critical questions as follows. / Although the argument has some merits, it does not make a cogent case if the following questions remain unanswered.** *(Argument 114)*

***[Argument 116]*** The following appeared in a memo from the vice president of a food distribution company with food storage warehouses in several cities.

*"Recently, we signed a contract with the Fly-Away Pest Control Company to provide pest control*

*services at our warehouse in Palm City, but last month we discovered that over $20,000 worth of food there had been destroyed by pest damage. Meanwhile, the Buzzoff Pest Control Company, which we have used for many years in Palm City, continued to service our warehouse in Wintervale, and last month only $10,000 worth of the food stored there had been destroyed by pest damage. This difference in pest damage is best explained by the negligence of Fly-Away."*

*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.*

**[CC’F] The conclusion drawn by the** vice president **that** the best means of saving money is to return to Buzzoff for all their pest control services **is well-intentioned and somewhat convincing**. **Unfortunately, however, the argument is problematic in the presence of the following alternative explanations that could rival the proposed one in the memo.** / **Nevertheless, the argument is specious unless all the possible explanations other than the proposed one in the memo can be conclusively excluded.** / **Nonetheless, the argument is flimsy in that the vice president fails to rule out alternative explanations that could challenge the explanation he/she proposes in the memo.** *(Argument 116)*

1. **More Sentence Structures and templates of Body Paragraphs:**
2. **Selective sample:**

 … may not be representative.

 The accuracy of … can be cast doubt on.  Only … were surveyed in the survey.

 … are so insignificant a proportion that could hardly be statistically representative.  The statistic result of … might not be representative of all ….

 The study only followed …, thus the effectiveness of … could not be assessed.  … could hardly be representative of all ….

 … do not necessarily represent …, thus the assumption that … is unwarranted.

 The result of the survey lacks credibility because … were actually excluded from the survey.  The survey was based only on data from only …, thus could not be representative of all ….

 The author considers only .... Although … do constitute a significant part of …, however, … are actually excluded from the survey.

 These statistics were based only on data from …, however, it is entirely possible that … are not representative of … overall. The author overlooks the possibility that …. The author also ignores the possibility that …. Without ruling out these possible scenarios, the author cannot reasonably rely on these statistics to support the claim that ….

 The survey involved only …; however, the arguer does not / fails to provide any evidence to prove that … constitute a representative sample of / are representative of all the teachers in the state.

 The survey is based on statistics from merely …, yet we are not informed of / information is not given concerning whether these … are typical of the … overall.

1. **Do the statistics make any difference?:**

 The argument treats a lack of proof that … as constituting sufficient proof that ….  We do not know whether …; hence we could not evaluate if the … makes any sense.  The … failed to examine the samples for other ….

 … is irrelevant to whether ….

 The fact that … is scant evidence to show that ….  The fact that … could tell nothing about ….

 The information provided by the author is insufficient to reach the conclusion.

 The survey only studies the situation of ...; however, many other more essential cases related to the final conclusion were ignored.

 The current case studied in the survey makes little sense on the final conclusion.

 Lacking further studies on …, the author could not hastily conclude that … merely based on the insignificant study.

###### Quantity of the sample: ‘

 The sample of … is too limited.

 … may not be representative of … because the sample is too limited.  We cannot ensure that … because of the limited sample.

 … may not constitute a statistically representative sample.

 We do not know … constitute what percent of the whole …, thus the result of the survey may not be representative.

 The result of the survey lacks reliability because … could constitute only a very limited sample.  Merely … could not be representative of all ….

 A specific case in … could hardly be representative of the situation throughout the ….  … could only constitute a limited sample and can hardly be representative.

 For lack of data concerning the total …, the reliability of the study is open to doubt.  The condition of only … tells little about the actual ….

 The number of … might be insufficient to constitute a representative sample.  The fact that only … does not imply that all other ….

 … may not be representative of the situation of the entire ….

###### What question was asked in the survey?:

 The question asked in the survey … have little to do with ….  The question whether … is not directly related to ….

 The question asked in the survey … bears little relation to ….  What the survey asked has little connection to ….

 The question addressed in the survey … has little bearing on ….  Whether or not … is not a determinant factor in ….

###### Who conducted the survey?:

 The reliability of the survey is open to doubt due to the organization who conducted the survey.

 The conductor of the survey is … itself, an institute which may have vested interest in the result of the survey. Thus the result may not be reliable.

The organization has vested interest in the final decision / conclusion which was based on the

result of the survey, and thus might distort the actual answers of the respondents.

 The institution may benefit greatly from the result if the result was interpreted as was currently. Thus, the author should cite a survey which is conducted by an independent institution to convince us that ….

###### When was the survey conducted?:

 The result of a survey conducted right before / after … could not be properly applied to future condition.

 The fact that … before / after … does not necessarily imply that … will also … all the time.

 The effectiveness of the result of the survey cited by the author as main evidence is open to doubt.

 The survey was conducted during …, thus may not reflect the current situations accurately. It is true that …, but people’s opinion toward … may have changed greatly during the past time.

 Many factors that could influence the validity of the survey may change significantly in the future.  The respondents may act differently during the special period when the survey was conducted;

therefore, the result of the survey could not represent the all-time situation.

###### Are the respondents forthright?:

 The arguer makes certain dubious assumption about whether the respondents are telling the truth.

 Another question that needs to be answered is whether the respondents are forthright.

 Another flaw that weakens the argument is lack of evidence that the respondents told the truth. We are not informed of whether the survey was anonymous or confidential. Common sense tells us that … is deemed disgraceful and seldom avowed. Therefore, there is every likelihood that some respondents lied for fear of .... Moreover, the odds are that some of the respondents

did not tell the truth because …. Unless the arguer provides concrete evidence to rule out these possibilities, the survey lends little support to what the arguer maintains.

 The reliability of the respondents’ answers to the survey’s question is not sufficiently justified to support the conclusion. There is possibility that the respondents may not tell the truth about …. Answering the questions honestly may lead to some undesirable consequences for the respondents, e.g. …; therefore, they may evade the crucial point, or even lie in their answers.

Under such circumstances, it is almost impossible for us to expect the respondents to provide accurate information about their opinion toward ….

###### Are the respondents representative?:

 The reliability of cited surveys is open to doubt.

 The reliability of the survey on which the argument relies is not guaranteed.

 It is entirely possible that people inclined to … were more willing to respond to the survey than other people were.

 The arguer provides no evidence that the survey's respondents are representative of the overall group of people who ….

 The author fails to assure us that the survey results accurately reflect the desires of most …, or that the results accurately predict their behavior.

The author fails to provide assurances that the respondents of the survey are representative of the

overall ….

 The participants of the study may not be representative of all ….

 People who are interested in … are more likely to respond to the questionnaire.  People who favor … might be more likely to respond to the survey.

 The arguer does not provide any information about …, thus they may not be representative of ….

 We do not know what kind of people responded to the survey, thus the respondents’ opinions may not represent those of all ….

 We should notice that the respondents studied in the survey may not represent the general group of ....

 We all know that in many cases, people who are interested in … might be generally more likely to respond to the survey than other people are, or are more willing to express their own opinions and positions on the issue of ....

 Other people who did not respond may hold a totally different position toward the issue studied, and the author should include those people in the study to present a more convincing result. Without considering the situation of other groups of people, the result of the survey in itself could not justifiably illustrate that ....

###### Vague data:

* 1. 只知总量，不知比例。

 … may account for only some of ….

 We do not know what fraction / percentage / proportion of ….

 For lack of data concerning the average number of …, we cannot evaluate the actual ….  The arguer does not inform us how much of … actually ….

 The author provides no evidence about the number or percentage of … who ….  The arguer fails to provide any information about what fraction of ….

 We need to know what fraction of … actually ….

 The author does not inform us what fraction of … who ….

 Although the percent of … has declined, the total number of … may increase.

 The author fails to investigate actually how many students, and what percentage of ….  The author fails to indicate what fraction of all ….

 Although the number of … is relatively high, the per capita number might be relatively low.

 The mere fact that … lends little support to …, because we are not informed of what fraction of … actually ….

* 1. 只知比例，不知基数。

 The author does not indicate the total amount of …, thus we cannot evaluate the significance of ….  We cannot evaluate … because we do not know the base amount of ….

 We cannot evaluate the statistics provided by the author because the base amount of … is not given.  We do not know the total number of …; thus the …% increase may be insignificant.

 We are not informed of the actual amount of …; thus the doubling may be insignificant.  Lacking the base amount of …, the fact that … lends no support to the argument.

 The …% increase might be insignificant because we do not know the base amount of ….

 The …% increase in … does not indicate that … in that we do not know the base amount of …. We do not know the actual number of … who …, thus the …% increase might be insignificant.

 We do not know the base amount of …; thus we cannot evaluate if … are significant.

 For lack of data concerning the total number of …, the assumption that … is open to doubt.  Without the base amount of … and … respectively, we cannot assess which group is more ….

 … does not necessarily indicate … in that the base amount is not given. Although … increase seems significant, the actual … might nevertheless be very low.

 … amounts to scant evidence for what the arguer maintains. It is true that …, but in the absence of base amount, the actual … may …. Without ruling out this possibility, the arguer cannot justify the assumption that…, and the arguer’s advice based on this assumption is unpersuasive.

###### Incomplete information:

 We need to know ….

 The author fails to analyze ….

 The author fails to demonstrate that ….  We are not informed of … and whether ….

 We need more information with regard to ….  The arguer fails to inform us of ….

 The author does not point out ….

 Information is not given concerning ….

 The author provides no evidence to substantiate the assumption that ….  The author does not provide ….

 The arguer fails to convince us that ….

 The argument fails to provide any information about ….  The author ignores the possibility that ….

 The cited statistic involves only …, but we do not know ….  The author fails to demonstrate that ….

 The arguer does not provide any information about …, and therefore the assumption that … is not ensured.

 The author does not provide complete information concerning …. Although …, this alone does not necessarily …

 The author only informs us that ... but what we care more about is that ... which is not provided by the author.

 Some other substantial information is needed for us to assess the soundness of the argument, and the conclusion would vary greatly when other conditions vary.

 For lack of detailed information about ... we can hardly evaluate ….

###### False analogy:

 … may be different from ….

 … would not necessarily also ….

 The arguer commits a fallacy of false analogy.

 The … fails to consider possible differences between … and … which render them incomparable.  The fact that … does not ensure … will also ….

 The two … may be different in many aspects, thus a similar … may not prove helpful for ….  The situation at … and … may not be comparable.

The … offers no evidence that the two … are indeed comparable.

 There may be some differences between … and ….

 The author fails to consider the possible differences between … and ….  Many factors that would influence … may be quite different in … and ….  The problem in … may not necessarily also occur in ….

 The author fails to prove that the situation of … will also take place in ….

 … and … may not be comparable; thus merely copying … may not generate the same result at ….

 The … may not be also effective for …, since there are many differences between … and ….  The fact that … does not indicate that … would also achieve its goals by following …'s example.

 Granted that … do benefit …, no evidence could ensure the same good effect will also occur among ….

 The fact that … does not guarantee that … would also experience such … by taking the same actions.

 The two … may not be comparable at many aspects; thus taking similar actions may not generate the same good effects.

 In the argument the author recommends that … carry out same actions as …, but the analogy between them might be unsubstantiated.

 The author fails to illustrate that … and … are similar enough at every aspect and are indeed comparable.

 While it is true that … and … share some common ground on ..., there are still some obvious differences between them.

 Many differences exist between … and …, and these differences may well render the policies proved to be effective for … might not have the same effectiveness for ….

 Before … decide to copy …’s experience, the author should take these differences into account and make careful study on the comparability of the two ….

 The arguer simply assumes that …, but he does not provide any evidence that … are indeed comparable. As we know, … differ conspicuously. It is true that both … and …, but even here there exist fundamental differences: …. Therefore, even though … proved effective in …, there is no guarantee that it will work just as well for ….

###### Confusing comparison and variation:

 The arguer fails to make any comparison between … and ….

 The author does not inform us the … before …, thus we cannot evaluate the actual effect of … and ….

 Without more information concerning …, and lacking comparison between … and …, we cannot conclude that … merely based on the fact cited above.

 We do not know … before …, and therefore could not evaluate if ….  The variation in … itself does not indicate that … has advantage in ….

 In the argument the author provides the variation in ... to illustrate that …. Although the variation in ... could partly prove that ...; however, we all know that to demonstrate ..., the comparison between … and … is actually more convincing and necessary. Lacking comparison between ... we could not assess if ....

###### Incomplete comparison and selective comparison/*Ex parte* information:

* 1. Incomplete comparison

 There might be some other substantial differences between the two groups of … studied.  Many other differences may render the two … not comparable.

 … in the two … might be different.  … and … may not be comparable.

 The arguer fails to consider many other differences between … and ….

 Many other factors that would influence the result are ignored by the author in the argument.  Many other differences between the two … studied may account for ….

 Other differences between … and … could also explain why ….

 The author does not demonstrate that … and … are comparable at every aspect.

 … may not reflect the actual … of each group of …, many other factors could explain the differences between ….

 … and … are only two of many factors affecting …. Other such factors include ….

 The author hastily implies that … is superior to … in ..., but the comparison between … and … is incomplete. The author only compares ...; however, there are myriad of factors which, if differ in these cases, would bring about totally different result for the comparison. For example, …. Without any further consideration about these factors, the author could not convince us that … is better than … in … merely based on an incomplete comparison.

* 1. Selective comparison

 It is unfair to conclude that … is superior to …, based simply on ….

 It is too hastily to draw the conclusion that … does a better job than …, based merely on ….  It is entirely possible that the selected … is not representative of the overall ….

 Perhaps … is one of the best … in …, while … is among the worst … in …. In that case, there is a strong possibility that, contrary to what the arguer assumes, … is worse than … on average.

 Merely based on …, the arguer assumes that … is a better than …. Nevertheless, we simply do not know how the … were selected and whether they are representative of their respective groups. For lack of such evidence, there is every likelihood that … is actually worse than … on

average. Without screening out this possibility, the arguer cannot justify his/her conclusion that ….

* 1. Ex parte information

 It is unfair to conclude that … is better than … based on ….  The author does not provide any information about ….

 We could not rule out the possibility that … also ….  … may be even more … than ….

 Other … may also …

 The arguer fails to inform us …

 Perhaps … also …. Or perhaps … is far better than …, and as a result ….

###### Unrelated concepts:

 … does not necessarily indicate ….

… is not a good indication of ….

 … may not necessarily ensure ….

 … may not be a good indication of ….

 … could hardly be a good indication of ….  … does not suffice to prove that ….

 … may not reflect ….  … may not represent ….

 ... does not necessarily represent ….  … is not an accurate indication of ….

 The fact that … does not necessarily mean that ….  The author simply equates … with ….

 The author falsely equates … with ….

 The author provides no evidence that the same … that served to … would also serve to ….  Although …, they may well result from other ….

 Granted that … are effective in …, we cannot hastily infer that they would also be effective in ….  The arguer provides no evidence to support the assumption that … also ….

 … is only linked with …, no evidence could guarantee that … would also lead to the same ….  There may be some difference between … and ….

 The assumption that … will act the same on … as … is unwarranted.  The fact that … does not necessarily guarantee that ….

 … does not necessarily have any relation with …, thus the assumption that … will also … is unwarranted.

 Granted that …, we cannot hastily generalize that ….  The fact that … does not demonstrate that ….

The arguer fails to demonstrate that … has anything to do with ….

###### Changing scopes:

 … could not ensure that ….

 … do not necessarily reflect ….

 … does not necessarily indicate ….

 The argument depends on a dubious assumption that … could reflect ….  The conclusion that all … need to … is unfounded.

 It might be unnecessary to … in all ….

 There may be some differences between …, thus it is too hasty to … for all ….  The result of a national … may not be properly applied to a certain region.

 The general principle about the business does not necessarily apply to ….  The assumption that all … need to … is not guaranteed.

 The author’s assumption that all … will … is unwarranted.

 The article hastily assumes that … could also be applied to all ….

 Granted that …, we cannot hastily conclude that all … should also ….  The fact that … does not imply that the entire … will ….

 The fact that … does not guarantee that it will also ….  The arguer fails to convince us that all … need to ….

 The arguer hastily assumes that … could be successfully carried out to all other ….

The author simply assumes that … will also take place in all other ….

 One problem with the argument is that it assumes that the nationwide statistics about … applies equally to …. Yet this might not be the case, for a variety of possible reasons. Perhaps …; or perhaps …. Without ruling out such possibilities, the author cannot justifiably conclude that ….

###### Inferring a future condition from a past condition:

 … may vary during past … years.

 … may have changed during the past … years.  In … times, … may not be as … as it is currently.

 There may have been dramatic changes in … during the past … years.

 The fact that there are … currently does not indicate that those … also existed in … times.  The author unfairly assumes that the ancient … share the same … with the present ….

 The situation may vary in the following years.

 The recommendation fails to substantiate that … will continue in the foreseeable future.

 Many factors that could influence … may change during these years, and the arguer fails to rule out these factors.

 Last year's … increase in … may be an aberration, no evidence could indicate that this trend will continue in the future.

 The author fails to consider many other factors that may change in the future.  The arguer assumes too hastily that … will continue to ….

 The author fails to consider many factors that would … in the future.

 The author unfairly assumes that the decline in … will continue in the following years.  The conditions of … may not be properly applied to current situation.

 The … emerged … years ago might be different from … we currently face, thus additional … might still be necessary.

 Many factors that would influence the effectiveness of the action would have changed during the past decade.

 The author fails to substantiate the assumption that during the past … all conditions upon which the effectiveness of … depends have remained unchanged.

 The author fails to provide evidence to show that … is representative of all-time ….

 The result of the recent study was based only on … in the coming year, we cannot guarantee that … will not occur in the future.

 The arguer unfairly assumes that there will be no significant change in … in the future.  The author assumes without justification that the trends of … will continue in the future.

 The arguer’s inference that … which worked so well to … in the past will surely be of equal benefit in the future rests on the poor assumption that during … all the conditions upon which … depends have remained unchanged. The arguer overlooks the possibility that … would …, or that … would …. Without taking into account these possibilities, the arguer’s recommendation

that … is flimsy.

###### Failing to weigh the advantages and disadvantages thoroughly:

 The arguer fails to mention the positive effects of ….  The author fails to consider the negative effects of ….  The author overlooks many advantages of ….

The author ignores many disadvantages of ….

 The arguer fails to consider the costs of ….

 The arguer fails to consider the cost and negative effects of ….

 The author fails to thoroughly evaluate the positive and negative effects of ….  The arguer overlooks the negative effects of …, thus … is not guaranteed.

 The author ignores many positive effects of … and negative effects of ….

 The author fails to consider other achievements of …, thus we cannot evaluate if ….

 In claiming that ..., the author needs to do more comprehensive research on both positive and negative effects of …. Although the proposal could be adopted to … to a certain degree, however, carrying out the proposal may actually bring about more harmful effects. For example, …. Under such scenario, adopting the author’s proposal would harm, rather than benefit ….

 The arguer fails to take into consideration the possible positive effects of …. Perhaps …; or perhaps …. Since advantages in all likelihood outweigh disadvantages, it might be unwise to …. Unless the arguer provides concrete evidence to rule out these possibilities, his/her advice is unpersuasive.

 The argument depends on the unwarranted assumption that there are no negative effects of …. First, profit is a factor of / influenced by *not only revenue but also costs* / *costs as well as revenue*. It is entirely possible / there is every likelihood that the costs of …, such as …, will

offset or even outweigh additional revenue, if there is any. Second, the arguer overlooks the possibility that … may seriously weaken …, or …. In short, disadvantages may outweigh advantages. If so, then the arguer’s recommendation of … would seem ill-advised.

###### False dilemma:

 Other factors can also contribute to ….

 Other effective … which … might be available.

 Other … might be available for … to choose from.

 The author ignores factors other than … which could explain ….

 … other than … and …, such as …, …, etc., may also contribute to ….

 There may be many other … which can do even better than the two … for us to choose from.  The author ignores other possible methods besides … mentioned in the argument.

 The author fails to inform us if there are any other possible methods to ….

 The argument ignores other effective solutions besides those proposed by the author.  The author ignores other factors besides … and … that could also explain ….

 The fact that … might be explained by other factors, not necessarily by the explanations provided by the author.

 The author unfairly implies that … has only two options: … or …, while ignores other possible solutions to solve the problem.

 In explaining ... the author is presenting a false dilemma. The author simply assumes that …, while the two ... are not necessarily mutually exclusive. Many other solutions/explanations could be more justifiable. For example, … etc. Before ruling out all the possibilities above, the author could not convince us that there are only those two possible explanations for us to accept.

 The arguer interprets the fact that …as the fact that … / The arguer’s explanation for the fact that … is that …. However, this is not necessarily / might not be the case. There is a strong likelihood / It is entirely possible that … or …. Either scenario, if true, could lead to the same … shown in the argument.

###### Non-causal relationship:

 The argument unfairly assumes that … was due to ….

 The author fails to establish the causal relationship between … and ….  The … that the author cites is not necessarily due to ….

 The arguer provides no evidence to prove that … is responsible for ….

 The author assumes that … can be attributed to …. However, this is not necessarily the case.  Another question that needs to be answered is whether … is the cause of ….

 … can readily be explained by factors other than …, such as …  The arguer's claim that … explains why … is unjustified.

 The arguer fails to convince us that … contributes to ….

 The author unfairly assumes that it is ... that resulted in .... But we can find no concrete evidence to substantiate the inevitable relationship between ...and ..., for there are a myriad of other explanations. Perhaps …. Or perhaps …. Either scenario, if true, could bring about the same result. In short, the author could not hastily assumes that ... is the only possible reason

for ... before taking above factors into account. Therefore, the arguer’s conclusion that … based on the causal relationship is unconvincing.

 The arguer assumes that … is responsible for …. However, this might not be the case, for there are a host of alternative explanations. For example, perhaps … Or perhaps …; or …. Each one or several of these scenarios can bring about the same result. In short, without ruling out these possible factors, the arguer cannot justify the conclusion that ….

###### Confusing concurrence with causality:

 No direct evidence is provided to show that it is … that resulted in ….

 The writer provides no direct evidence to prove that it is … that brought about ….  No causal relationship between … and … was established.

 The author fails to establish a causal relationship between … and ….  The argument simply assumes that … is the reason for ….

 Merely a concurrence of … and … does not necessarily indicate a causal relationship between them.

 The author fails to provide concrete evidence to substantiate the causal relationship between … and ….

 The most important problem is the underlying assumption that it is ... that resulted in .... The author only points out that the two events occurred during the same period, however, we all know that merely a coincidence of two events could not sufficiently demonstrate a causal

relationship between them. Many other factors could also lead to the same result. For example, perhaps …; or perhaps …. Without ruling out such factors, we could not be convinced that ... is the actual cause of ... and consequently the final conclusion based on the causal relationship is unjustified.

 The arguer may confuse concurrence with causality. It is true that … coincides with / parallels …, but the mere fact itself does not suffice to establish causal relationship between the former and the latter, for there are a myriad of other possible explanations. For example, perhaps …, or

perhaps …. Any of these factors might …. Without concrete evidence to rule out these scenarios, the arguer cannot justify the causal relationship on which the argument depends.

###### Post hoc, ergo propter hoc:

 Other factors may explain ….

 Other factors could also explain ….  The author unfairly attributes … to ….  … is not necessarily attributable to …

 The author unfairly assumes that … results from ….

 The argument assumes unfairly that … is the result of …—rather than some other ….  The arguer unfairly assumes that the current condition of … is due to ….

 The arguer fails to substantiate the assumption that … was responsible for ….  The arguer fails to point out how … actually contributed to ….

 The author simply assumes that it is … that resulted in ….

 The speaker fails to establish a causal relationship between … and ….  The arguer fails to consider many other factors that may lead to ….

 The author simply assumes that ... is responsible for .... The assumption is based on the mere fact that ... occurred after .... However, the sequence of the two events, in itself, does not sufficiently prove that the former caused the latter one. Many other factors could also lead to the

same result. For example, …. Without ruling out these possible scenarios, the author could not establish a causal relationship between ...and ... and accordingly his final conclusion based on this causality is unconvincing.

 The author concludes that … brings about …, based on the fact that … occurred after …. However, the sequence of these events, in itself, does not suffice to prove that the former caused the latter. … might has resulted from a myriad of other factors, such as …, …, …, or …. Without convincing evidence to rule out such possibilities, the author cannot establish a

cause-and-effect relationship upon which the author’s recommendation depends.

###### Confusing the cause and the effect:

 People who … may do so just because they ….  There exists the possibility that … because ….

 The author falsely assumes that it is … that resulted in ….  The author fails to rule out the possibility … just because ….

 The author fails to exclude the possibility that those … who … do so merely because they ….  The author fails to consider the possibility that … because of ….

 For those people who …, there is a possibility that it is … that caused ….

 The author fails to consider the possibility that … could reversely result in ….

 In the process of reasoning the author assumes that … is the reason for …. However, the author may confuse the cause and the effect / there is possibility that it is … that actually causes …. Perhaps …. If so, then …. Since the author has not adequately taken this possibility into account, the assumption that ... is untenable.

 The arguer fails to provide any information about …. Lacking such information, it is entirely possible that the arguer has confused cause with effect respecting … and …. Perhaps …. If so, even if …, … may still …. Without ruling out this possibility, the arguer’s conclusion about … is dubious at best.

###### Necessity and sufficiency of the solution:

 … can … by other means.

 The author ignores other solutions to ….  The arguer ignores other means to ….

 The author fails to consider other possible solutions to ….  The author ignores other effective ways to ….

 The author ignores other possible factors that would contribute to ….  There are many other possible measures we can adopt to ….

 The author fails to substantiate the necessity of ….

 Other solutions could also be used to achieve the author’s purpose.

 Other possible measures could also be applied to achieve the same purpose.  Other possible measures could also be taken to solve the problems.

 In the absence of data concerning …, the necessity of the author’s recommendation is unfounded.

 The author fails to illustrate …, thus we cannot evaluate if the measures are necessary to resolve the problem.

 … may not be the only means of …, the author ignores many other solutions to solve the problem.

 … alone may not … sufficiently ….  … may not sufficiently ensure ….

 … will not necessarily … merely because ….  Merely … might not suffice to ….

 … in itself could not guarantee ….

 The author unfairly assumes that … would suffice to ….

 The author unfairly assumes that … would sufficiently guarantee ….

 … might be affected by many factors; thus the assumption that … will inevitably lead to … is not guaranteed.

 … will be influenced by many factors; thus … alone may not ensure … sufficiently.  … would be influenced by many factors; thus … would not necessarily ….

 … would be influenced by many factors, thus merely … might not sufficiently achieve the author’s purpose.

 … might be determined by many factors; thus … alone may not suffice to ….

 … may result from various causes; thus … alone might not sufficiently resolve these problems, even if ….

 The author fails to demonstrate that … will be both sufficient and necessary to …  The arguer assumes that … are both necessary and sufficient for this purpose.

 The author unfairly assumes that the proposed action is both sufficient and necessarily for ….  … would be neither sufficient nor necessary for ….

 … is neither sufficient nor necessary to ….

 The proposed actions might be neither sufficient nor necessary for … to ….

 There might be alternative means of …; furthermore, … alone may not sufficiently guarantee that ….

 The argument assumes too hastily that … is both necessary and sufficient for …. First, other available methods such as …, …, … might also be applied to achieve the same purpose.

Moreover, even if the prescribed … is implemented, it alone might not suffice to solve the problem: other … methods may prove indispensable to the ultimate resolution of …. Without ruling out these possibilities, the argument’s recommendation remains dubious at best.

###### Failing to consider the feasibility of the conclusion:

 Not all … are suitable to …

 The feasibility of … is open to doubt.

 The speaker fails to illustrate the feasibility of ….  The author fails to consider the feasibility of ….

 The arguer fails to consider if … are currently …, or are willing to ….  The arguer fails to consider if … have the demand or capability of ….

 The arguer fails to substantiate a critical assumption that … could … if ….  The arguer fails to consider whether … are able or willing to … if ….

 The author fails to consider if … is suitable for …, and if … are willing to ….  The author fails to consider if … is qualified to ….

 The speaker fails to consider if … will accept, or welcome ….  The arguer fails to illustrate that … could ….

 The author fails to consider if … which are capable of … are available currently.  The author fails to analyze the cost of …, and if … could afford it.

 The proposed action may be opposed by …, or may not be effectively executed by ….  Some … may not be willing to …, or capable of …, or could afford ….

 Many … may not prefer … for some reasons.

 The author assumes without any guarantee that … will be effective and … are willing to ….

 The author ignores the possibility that some … may not be willing to …, some may not be fit for …, or some simply could not afford to do so.

 … could not be easily ….

 The feasibility of the arguer’s proposal can be cast doubt on. The proposal relies on an assumption that …; however, the assumption might be unwarranted due to some critical obstacles. For example, some … may not be willing to …, or capable of …, or could afford …. Unless the author could demonstrate that those obstacles could be effectively overcome, the proposal might be practically unfeasible.

 The feasibility of the arguer’s proposal can be cast doubt on / is open to doubt. First, it is highly questionable / dubious whether … can …. We all know that …. It is unlikely that …. Besides, it remains to be seen whether …. Further, even assuming that …, and that …, there is still a possibility that …, and consequently …. In short, without assessing the feasibility, the arguer’s conclusion remains dubious at best.

1. **More Examples of the concluding paragraph:**

###### 图例：

让步[C]: This is a sample.

重申论证过程有误[R]: **This is a sample.**

建议[S]: This is a sample.

解释[E]: This is a sample.

***[Argument 78]*** The following appeared in a memo from the vice president of a food distribution company with food storage warehouses in several cities.

*"Recently, we signed a contract with the Fly-Away Pest Control Company to provide pest control services at our fast-food warehouse in Palm City, but last month we discovered that over $20,000 worth of food there had been destroyed by pest damage. Meanwhile, the Buzzoff Pest Control Company, which we have used for many years, continued to service our warehouse in Wintervale, and last month only $10,000 worth of the food stored there had been destroyed by pest damage. Even though the price charged by Fly-Away is considerably lower, our best means of saving money is to return to Buzzoff for all our pest control services."*

*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.*

**Possible concluding paragraphs:**

**[CRSE]** The argument is well-intentioned and could potentially save money indeed; **unfortunately, however, it is as yet unconvincing** until all of the crucial evidence mentioned above is provided. After all, a decision without much pondering could be more dangerous than preserving the status quo. *(Argument 78)*

**[RSE] In sum, the vice president’s conclusion is suspicious.** To better evaluate the argument, all of the above-mentioned evidence is definitely needed. A wise decision is always based upon careful scrutiny and concrete, convincing proof, not unclear, unwarranted assumptions and anticipations. *(Argument 78)*

***[Argument 117]*** The following appeared in a memo from the vice president of a food distribution company with food storage warehouses in several cities.

*"Recently, we signed a contract with the Fly-Away Pest Control Company to provide pest control services at our warehouse in Palm City, but last month we discovered that over $20,000 worth of food there had been destroyed by pest damage. Meanwhile, the Buzzoff Pest Control Company, which we have used for many years in Palm City, continued to service our warehouse in Wintervale, and last month only $10,000 worth of the food stored there had been destroyed by pest damage. Even though the price charged by Fly-Away is considerably lower, our best means of saving money is to return to Buzzoff for all our pest control services."*

*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.*

**Possible concluding paragraphs:**

**[ECRS]** Efficient pet control services can not only save money but even make the food distribution

company flourish. It seems, therefore, justifiable to reconsider the choice between Fly-away and Buzzoff. **Nevertheless, the vice president is unlikely to achieve his desired consequence** unless and until the assumptions above are conclusively substantiated. *(Argument 117)*

**[RESE] In conclusion, the argument is flimsy** due to the rampant, over-simplified assumptions in the process of reasoning. Before the conclusion about which company to choose is reached, a careful validation of these assumptions is needed. A cursory decision could bring about consequences contrary to what the vice president anticipates. *(Argument 117)*

***[Argument 114]*** The following appeared in a memo from the vice president of a food distribution company with food storage warehouses in several cities.

*"Recently, we signed a contract with the Fly-Away Pest Control Company to provide pest control services at our warehouse in Palm City, but last month we discovered that over $20,000 worth of food there had been destroyed by pest damage. Meanwhile, the Buzzoff Pest Control Company, which we have used for many years in Palm City, continued to service our warehouse in Wintervale, and last month only $10,000 worth of the food stored there had been destroyed by pest damage. Even though the price charged by Fly-Away is considerably lower, our best means of saving money is to return to Buzzoff for all our pest control services."*

*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.*

**Possible concluding paragraphs:**

**[CERS]** On the whole, the reasoning behind the vice president’s recommendation seems logical since the worse services provided by Fly-away on the surface. **However, the argument is unpersuasive as it stands.** Before any final decision is made about which company to contract with, a careful consideration and definite answers to the above-mentioned questions are definitely needed. *(Argument 114)*

**[CRS]** To sum up, the argument, while it seems logical at first glance, **is seriously flawed as discussed above**. To better support the recommendation, the vice president needs to give careful consideration to the above questions and offer definite answers to them. *(Argument 114)*

***[Argument 116]*** The following appeared in a memo from the vice president of a food distribution company with food storage warehouses in several cities.

*"Recently, we signed a contract with the Fly-Away Pest Control Company to provide pest control services at our warehouse in Palm City, but last month we discovered that over $20,000 worth of food there had been destroyed by pest damage. Meanwhile, the Buzzoff Pest Control Company, which we have used for many years in Palm City, continued to service our warehouse in Wintervale, and last*

*month only $10,000 worth of the food stored there had been destroyed by pest damage. This difference in pest damage is best explained by the negligence of Fly-Away."*

*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.*

**[CRSE]** The argument based on a comparison between Fly-away and Buzzoff could provide important information and potentially save money. **Nevertheless, the vice president’s recommendation is not guaranteed to achieve the desired consequences** unless all of alternative explanations in the preceding paragraphs can be absolutely excluded. After all, to exercise caution is always wiser and safer before making consequential decisions. *(Argument 116)*

**[RSE] In sum, the argument merely scratches the surface of the reasoning behind the recommendation.** Before decision about which pet control company to select is made, a close study and cautious exclusion of all of the above alternative explanations that could rival the proposed one are highly recommended. After all, when it comes to saving money, ‘an ounce of prudence is worth a pound of gold’. *(Argument 116)*

## PART II. Issue

### More examples of the introductory paragraph:

***[Issue 3]*** Educational institutions have a responsibility to dissuade students from pursuing fields of study in which they are unlikely to succeed.

*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.*

**Possible introductory paragraphs:**

**[T+P(+R)]** The speaker claims that educational institutions are under an obligation to talk students out of pursuing fields of study in which they are unlikely to make achievements. **From my point of view, making decisions on students’ future careers on the part of schools and colleges is not only unwise but even disastrous** *(in that it is virtually impossible to predict which field is not suitable for a growing and uncertain personality and, all too often, an arbitrary negation of students’ dreams would discourage students and even ruin their interest of learning.) (Issue 3)*

**[T+Cc+P]** The speaker claims that educational institutions are under an obligation to talk students out of pursuing fields of study in which they are unlikely to make achievements. *I concede that it is plausible for schools and colleges to provide students with advice and guidance on their future careers,* **but, unfortunately, those endeavors, more often than not, reach such an extent that they will ruin academic interest, impair eager motivation, strangle juvenile imaginations and eliminate endless possibilities.** *(Issue 3)*

**[T+A+P]** The speaker claims that educational institutions are under an obligation to talk students out of pursuing fields of study in which they are unlikely to make achievements. *In making this claim, the speaker assumes too hastily that such institutions can predict with accuracy that their students will or will not succeed in such and such a field of study.* **Nevertheless, young students are still growing and full of uncertainties; therefore, such attempts are virtually impractical and will in all likelihood cause disasters both to students and to society.** *(Issue 3)*

**[T+Cp+P]** The speaker claims that educational institutions are under an obligation to talk students out of pursuing fields of study in which they are unlikely to make achievements. *Prediction about a student’s future development and career is very complex and seldom comes true, since it requires a thorough understanding of a person’s interest, talents, personality, weaknesses and potentialities.* **Therefore, I fundamentally disagree with the speaker and have to point out that such dissuasion is dangerous and largely detrimental to both students and society.** *(Issue 3)*

**[T+Ct+P]** The speaker claims that educational institutions are under an obligation to talk students out of pursuing fields of study in which they are unlikely to make achievements. *Anyone who adopts the opposite position may seem irresponsible and indifferent to students’ future careers.* **Nonetheless, I would argue that such attempts should always be treated with the utmost caution and cursory negation of students’ pursuit is actual irresponsibility and could ruin a student’s life.** *(Issue 3)*

**[Q+A+P]** Are educational institutions under an obligation to talk students out of pursuing fields of study in which they are unlikely to make achievements? *The speaker answers in the affirmative,* **while I have serious reservations about it: prediction on students’ future careers requires careful scrutiny and extreme circumspection, and an arbitrary negation of a youngster’s dreams could ruin his/her prospects.** *(Issue 3)*

***[Issue 53]*** If a goal is worthy, then any means taken to attain it are justifiable.

*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.*

**One possible introductory paragraph:**

**[P+R(+E)] I strongly disagree with statement that any means taken to attain a worthy goal are justifiable.** Frist, whether a goal is worthy is not always a straightforward issue; second, whether a means could attain its goal cannot be predicted with absolute certainty; and most importantly, an inappropriate means, even if it does achieve its aim, may give rise to inconceivably adverse side effects. *(Two examples amply illustrate this point: the creation of atomic bombs and the economic reformation in china.) (Issue 53)*

### More examples of the concluding paragraph:

***[Issue 3]*** Educational institutions have a responsibility to dissuade students from pursuing fields of study in which they are unlikely to succeed.

*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.*

**The introductory paragraph:**

**[Q+A+P]** Are educational institutions under an obligation to talk students out of pursuing fields of study in which they are unlikely to make achievements? *The speaker answers in the affirmative,* **while I have serious reservations about it: prediction on students’ future careers requires careful scrutiny and extreme circumspection, and an arbitrary negation of a youngster’s dreams could ruin his/her prospects.** *(Issue 3)*

**Possible concluding paragraphs:**

**[CRD]** Simply put, be it plausible for educational institutions to dissuade students from pursuing fields of study in which they are unlikely to thrive, **such attempts should be treated with the utmost caution.** *Without thorough examination of students’ potentialities and due respect for their interest and willingness, a simple negation of a youngster’s dreams would not only sap his/her morale, but even result in immeasurable loss to society. (Issue 3)*

**[CDR]** All in all, I admit that it sounds reasonable for educational institutions to talk students out of pursuing fields of study in which they are unlikely to succeed; *nevertheless, without thorough examination of students’ potentialities and due respect for their interest and willingness, a simple negation of a youngster’s dreams would not only sap his/her morale, but even result in immeasurable loss to society.* **Therefore, such endeavors, before implementation, necessitate comprehensive analysis and extreme circumspection.** *(Issue 3)*

**[DCR]** Clearly, *without thorough examination of students’ potentialities and due respect for their interest and willingness, a simple negation of a youngster’s dreams would not only sap his/her morale, but even result in immeasurable loss to society*. Therefore, while it seems justifiable for educational institutions to dissuade students from pursuing fields of study in which they are unlikely to thrive, **such attempts—so at least it seems to me—calls for comprehensive analysis and the utmost caution in advance.** *(Issue 3)*

**[DRE]** To summarize, *without thorough examination of students’ potentialities and due respect for their interest and willingness, a simple negation of a youngster’s dreams would not only sap his/her morale, but even result in immeasurable loss to society.* **Thus, for educational institutions, any attempt to dissuade students from pursuing fields of study in which they are unlikely to thrive entails comprehensive analysis and the utmost caution in advance.** After all, when it comes to a child’s future, ‘an ounce of prudence is worth a pound of gold’. *(Issue 3)*

**附：2015 年 9 月新增题目：**

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| **[Issue 150**] | **social** | 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. **[comparison]**  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. | | |

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| **[Issue 151**] | **politics** | Some people claim that the goal of politics should be the |
| pursuit of an ideal. Others argue that the goal should be finding common ground and reaching reasonable consensus. **[comparison]**  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. | | |

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| **[Issue 152**] | **social** | The best way to solve environmental problems caused by |
| consumer-generated waste is for towns and cities to impose strict limits on the amount of trash they will accept from each household. **[solution]**  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. | | |

**［Argument 175］**The following appeared as a letter to the editor from the

owner of a skate shop in Central Plaza.

"Two years ago the city council voted to prohibit skateboarding in Central Plaza. They claimed that skateboard users were responsible for litter and vandalism that were keeping other visitors from coming to the plaza. In the past two years, however, there has been only a small increase in the number of visitors to Central Plaza, and litter and vandalism are still problematic. Skateboarding is permitted in Monroe Park, however, and there is no problem with litter or vandalism there. In order to restore Central Plaza to its former glory, then, we recommend that the city lift its prohibition on skateboarding in the plaza."

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.

**［Argument 176］**The following appeared as part of an article in a Dillton

newspaper.

"In an effort to bring new jobs to Dillton and stimulate the city's flagging economy, Dillton's city council voted last year to lower the city's corporate tax rate by 15 percent; at the same time, the city began offering generous relocation grants to any company that would move to Dillton. Since these changes went into effect, two new factories have opened in Dillton. Although the two factories employ more than 1,000 people, the unemployment rate in Dillton remains unchanged. The only clear explanation for this is that the new factories are staffed with out-of-town workers rather than Dillton residents."

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 177］**The following appeared in a memo from New Ventures

Consulting to the president of HobCo, Inc., a chain of hobby shops.

"Our team has completed its research on suitable building sites for a new HobCo hobby Shop in the city of Grilldon. We discovered that there are currently no hobby shops in southeastern Grilldon. When our researchers conducted a poll of area residents, 88 percent of those who responded indicated that they would welcome the opening of a hobby shop in southeastern Grilldon. Grilldon is in a region of the nation in which the hobby business has increased by 300 percent during the past decade. In addition, Grilldon has a very large population of retirees, a demographic with ample time to devote to hobbies. We therefore recommend that you choose southeastern Grilldon as the site for your next HobCo Hobby Shop. We predict that a shop in this area will draw a steady stream of enthusiastic new HobCo customers."

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.