

Writing Training

Lesson3_body and conclusion

Now let's talk about the resting parts in our critical essay: the body part and the conclusion.

As we mentioned in the past two lessons, it is arguments that are the core of a critical essay. So it is not possible to concentrate on the only argument for the sake of the text. What we can and should do is to make extended arguments, which is called the **contributing arguments**. Meanwhile, the body part is where we can extend our main thesis. Every contributing argument has its own thesis, named **contributing thesis**, which also play a role as a premise of its evidence.

Of course, what we need to know is not what the body part consists of, but how we should conceive of it. And the details of how to do this will be explained in detail in subsequent lessons.

The conclusion, last but not least, is the end of our critical essay. The reason why we need the concluding paragraph is that the length of a qualified critical essay is not very short, and the author will use many demonstration methods, expand many sub-arguments and respond to other relevant conflict ideas. Therefore, as a reader, there is no doubt that you need to find the core of the essay at the end of the reading. Similarly, the author himself needs to draw a full stop at the end.

In conclusion, it is necessary to summarize and emphasize the main argument of the passage. Undoubtedly, emphasis is not the same as repetition, and can be seen as a concise summary of the previous discussion. For example, if we want to demonstrate "the positive effects of smile" and discuss in the body part "smile can improve the relationship between people", "smile can ease the atmosphere in strange environment" and "smile can avoid serious conflicts to some extent", then these three points can be mentioned respectively in conclusion. Finally, the positive power of smiling is emphasized again. From the perspective of wording and sentence construction, the content of conclusion is the **"synonym replacement"**.

By the end of this lesson, we have systematically introduced the structure of critical essays. In view of the function, position and discrimination of "structure", let's do some corresponding topics to consolidate training.

1. Directions:

For questions 41-45, choose the most suitable paragraphs from the list A-G and fill them into the numbered boxes to form a coherent text. Paragraph E has been correctly placed. There is one paragraph which does not fit in with the text. Mark your answers on ANSWER SHEET 1. (10 points)

[A] The first and more important is the consumer's growing preference for eating out: the consumption of food and drink in places other than homes has risen from about 32 percent of total consumption in 1995 to 35 percent in 2000 and is expected to approach 38 percent by 2005. This development is boosting wholesale demand from the food service segment by 4 to 5 percent a year across Europe, compared with growth in retail demand of 1 to 2 percent. Meanwhile, as the recession is looming large, people are getting anxious. They tend to keep a tighter hold on their purse and consider eating at home a realistic alternative.

[B] Retail sales of food and drink in Europe's largest markets are at a standstill, leaving European grocery retailers hungry for opportunities to grow. Most leading retailers have already tried e-commerce, with limited success, and expansion abroad. But almost all have ignored the big, profitable opportunity in their own backyard: the wholesale food and drink trade, which appears to be just the kind of market retailers need.

[C] Will such variations bring about a change in the overall structure of the food and drink market? Definitely not. The functioning of the market is based on flexible trends dominated by potential buyers. In other words, it is up to the buyer, rather than the seller, to decide what to buy. At any rate, this change will ultimately be acclaimed by an ever-growing number of both domestic and international consumers, regardless of how long the current consumer pattern will take hold.

[D] All in all, this clearly seems to be a market in which big retailers could profitably apply their gigantic scale, existing infrastructure, and proven skills in the management of product ranges, logistics, and marketing intelligence. Retailers that master the intricacies of wholesaling in Europe may well expect to rake in substantial profits thereby. At least, that is how it looks as a whole. Closer inspection reveals important differences among the biggest national markets, especially in their customer segments and wholesale structures, as well as the competitive dynamics of individual food and drink categories. Big retailers must understand these differences before they can identify the segments of European wholesaling in which their particular abilities might unseat smaller but entrenched competitors. New skills and unfamiliar business models are needed too.

[E] Despite variations in detail, wholesale markets in the countries that have been closely examined – France, Germany, Italy, and Spain – are made out of the same building blocks. Demand comes mainly from two sources: independent mom-and-pop grocery stores which, unlike large retail chains, are too small to buy straight from producers, and food service operators that cater to consumers when they don't eat at home. Such food service operators range from snack machines to large institutional catering ventures, but most of these businesses are known in the trade as "horeca": hotels, restaurants, and cafés. Overall, Europe's wholesale market for food and drink is growing at the same sluggish pace as the retail market, but the figures, when added

together, mask two opposing trends.

[F] For example, wholesale food and drink sales came to \$268 billion in France, Germany, Italy, Spain, and the United Kingdom in 2000 – more than 40 percent of retail sales. Moreover, average overall margins are higher in wholesale than in retail; wholesale demand from the food service sector is growing quickly as more Europeans eat out more often; and changes in the competitive dynamics of this fragmented industry are at last making it feasible for wholesalers to consolidate.

[G] However, none of these requirements should deter large retailers (and even some large food producers and existing wholesalers) from trying their hand, for those that master the intricacies of wholesaling in Europe stand to reap considerable gains.

41. → 42. → 43. → 44. → E → 45.

2. Directions:

The following paragraphs are given in a wrong order. For questions 41-45, you are required to reorganize these paragraphs into a coherent text by choosing from the list A-G and filling them into the numbered boxes. Paragraphs E and G have been correctly placed. Mark your answers on ANSWER SHEET 1. (10 points)

[A] No disciplines have seized on professionalism with as much enthusiasm as the humanities. You can, Mr Menand points out, become a lawyer in three years and a medical doctor in four. But the regular time it takes to get a doctoral degree in the humanities is nine years. Not surprisingly, up to half of all doctoral students in English drop out before getting their degrees.

[B] His concern is mainly with the humanities: literature, languages, philosophy and so on. These are disciplines that are going out of style: 22% of American college graduates now major in business compared with only 2% in history and 4% in English. However, many leading American universities want their undergraduates to have a grounding in the basic canon of ideas that every educated person should possess. But most find it difficult to agree on what a “general education” should look like. At Harvard, Mr Menand notes, “the great books are read because they have been read” – they form a sort of social glue.

[C] Equally unsurprisingly, only about half end up with professorships for which they entered graduate school. There are simply too few posts. This is partly because universities continue to produce ever more PhDs. But fewer students want to study humanities subjects: English departments awarded more bachelor’s degrees in 1970-71 than they did 20 years later. Fewer students require fewer teachers. So, at the end of a decade of thesis-writing, many humanities students leave the profession to do something for which they have not been trained.

[D] One reason why it is hard to design and teach such courses is that they cut across the insistence by top American universities that liberal-arts education and professional education should be kept separate, taught in different schools. Many students experience both varieties. Although more than half of Harvard undergraduates end up in law, medicine or business, future

doctors and lawyers must study a non-specialist liberal-arts degree before embarking on a professional qualification.

[E] Besides professionalising the professions by this separation, top American universities have professionalised the professor. The growth in public money for academic research has speeded the process: federal research grants rose fourfold between 1960 and 1990, but faculty teaching hours fell by half as research took its toll. Professionalism has turned the acquisition of a doctoral degree into a prerequisite for a successful academic career: as late as 1969 a third of American professors did not possess one. But the key idea behind professionalisation, argues Mr Menand, is that “the knowledge and skills needed for a particular specialisation are transmissible but not transferable.” So disciplines acquire a monopoly not just over the production of knowledge, but also over the production of the producers of knowledge.

[F] The key to reforming higher education, concludes Mr Menand, is to alter the way in which “the producers of knowledge are produced.” Otherwise, academics will continue to think dangerously alike, increasingly detached from the societies which they study, investigate and criticise. “Academic inquiry, at least in some fields, may need to become less exclusionary and more holistic.” Yet quite how that happens, Mr Menand does not say.

[G] The subtle and intelligent little book *The Marketplace of Ideas: Reform and Resistance in the American University* should be read by every student thinking of applying to take a doctoral degree. They may then decide to go elsewhere. For something curious has been happening in American universities, and Louis Menand, a professor of English at Harvard University, captured it skillfully.

G → 41. → 42. → E → 43. → 44. → 45.

1. 【答案】B F D G A

2. 【答案】B D A C F