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《新 GRE 作文大讲堂-方法、素材、题目剖析》

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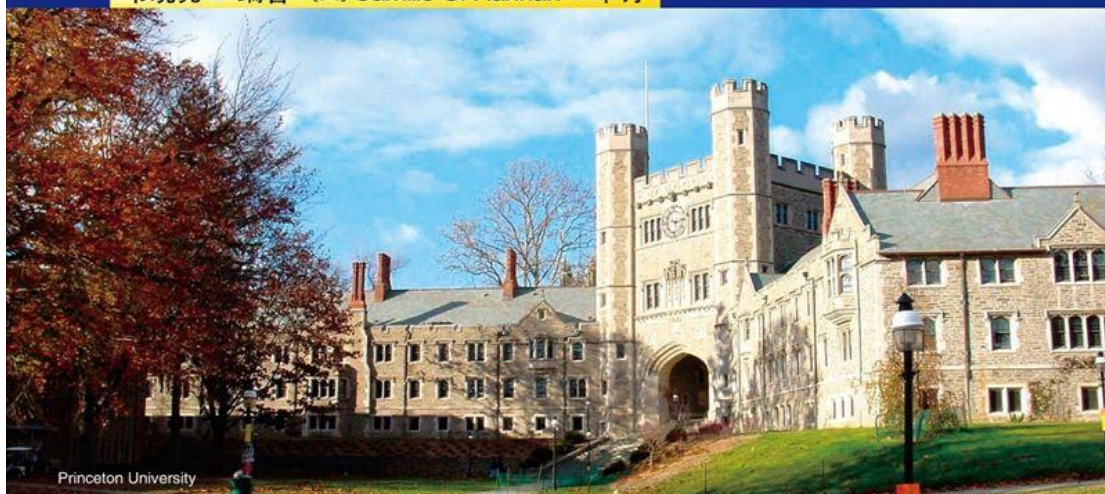
新

GRE

作文大讲堂

——方法、素材、题目剖析

韦晓亮 编著 [美] Camille G. Hannah 审订



Princeton University

- 详细阐述Issue和Argument写作策略与步骤
- 提供丰富的论证、论据素材，拓展思路
- 完整收录GRE写作官方题库，剖析题目要求
- 浓缩多年教学精华，指导考生高效备考

群言出版社
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读者以及学生的评价

《GRE 作文大讲堂》的含金量很高，特别受益于这本书的每一个 Issue 题目分析和论证概念，非常详细，非常有启发性。

——清华大学 王萌

《GRE 作文大讲堂》对于每一个题目的论证分析给我提供了非常受用的思考启发，同时每一个题目的【本题涉及的论证概念和论据素材】让我们每一个考生都能洞穿每一个 Issue 题目的内涵以及学会用英文怎么来表达这些内涵。

——陈露 GRE 作文满分考生

小宝老师的 GRE 作文课给我留下了极为深刻的印象，严密，充实，幽默。过瘾！期待还有机会听到小宝老师的精彩授课。

——新东方 G0018 学生 高旗

这本书的 Issue 论证论据工具箱给了我极大的帮助，同时 Argument 部分的驳论思路非常严密，操作性非常强，是一本非常全面、非常好的书！

——天津大学 方敏

一个优秀的老师，写出的一本优秀 GRE 作文著作，帮助无数学生获得了理想的分数，拿到了国外著名大学的 Offer。

——2008 年普林斯顿大学全奖获得者 清华大学 石同学

GRE 考分 710 + 800 + 5.5

序 言

初识韦晓亮，是在新东方的一次教师聚会上，看到一位长相英俊的小伙子坐在我的对面，自我介绍的时候，我才知道他就是我听说了很久的韦晓亮老师。那时候晓亮已经是新东方很有名的 GRE 老师了。说到 GRE 教学，每个教英语的老师都会感到有一点恐惧，因为 GRE 确实是最难教的一门课；说到 GRE 的作文课，大部分老师都避之惟恐不及，因为那实在是让人望而生畏的一门课。但韦晓亮老师不但把作文课教好了，而且学生更喜欢他率直甚至彪悍的性格和为人，这是很了不起的事情。

后来，通过和晓亮老师的交谈和接触，我大概知道了他成功的秘密。总结起来有三点，一是他的潜心研究精神，二是他的谦虚好学，三是他的教学天赋。对于有些年轻老师来说，英语教学是得到了皮毛而没有得到血肉，很多老师教学技巧很好，但实际功底不够深厚，更没有潜心研究的精神，这样上课就很容易只有噱头没有实质。晓亮老师在教 GRE 之前，就对 GRE 作文的几百道题目、每道题目的文化背景和思路都做了深入研究，因此在课堂上就能够做到得心应手，旁征博引。此外，他的谦虚好学使他成为一名新东方品牌教师，我从他脸上看不到一点骄傲，而是看到他继续借鉴研究、不断学习其他老师的教学方法，使自己的教学精益求精。这种精神加上他自己的教学天赋和口才，以及富有磁性的嗓音，使他成为了一个受学生欢迎的老师。

收到晓亮的 GRE 写作书稿，请我为他的《GRE 作文大讲堂——方法、素材、题目剖析》作序，我很高兴，也欣然接受。他耗时 3 年时间编著完成了 48 万字的书稿，我知道这里面的辛苦和不易。要坐得住，要思考，要通宵难眠，才能够完成这样一本很难写的书。我翻阅了整个书稿，觉得本书是当今能够找到的 GRE 作文书中最具指导价值的图书之一。尽管还有不完美的地方，但处处透露出了作者的思考和灵气，再加上作者指导学生的实际经验，这本书对于学生备考 GRE 作文，就有了切合实际的指导意义，同时本书的学术性让本书还非常适用于那些想提高自己英文写作实力的读者们。

生活的路由两大内容组成：生命不同阶段的目标和走向这些目标的过程。目标固然十分重要，因为没有目标生命就没有了方向，但走向目标的过程更加必不可少，所有生命的精彩都是在过程之中走出来的。我们所能真正体验到的永远是一时一刻的感动，一草一木的芳香，或对一人一事的刻骨铭心的记忆。目标就像是一座山的顶峰，即使我们天天看着这座山的顶峰，但是如果采取行动去爬这座山，所有一切精彩的故事将不会发生，一路上所有的风景将跟我们无缘。当我们向顶峰迈开第一步时，我们就进入了生命的过程，我们生活的全部内容从此展开，而目标已经静悄悄地沉睡在了我们心灵的某个角落，只有当我们迷失方向时才清醒过来。

韦晓亮老师通过这本书的写作，体会了生命中实现目标的勇气和实现目标过程的坚定不移。我知道晓亮老师未来还会做出很多有意义的事情来。我想所有渴望出国留学的学子们，所有即将赶赴各个考试阵地的考生们，你们都能够从韦晓亮老师身上学到这些东西，这不仅仅是学到书中对于 GRE 写作透彻的分析以及提供的文史知识，而是在这本书背后隐藏的一个人成功的真正本质：努力，执着，和不知疲倦的勇往直前。

若干年来，对于渴望出国留学深造的同学们来说，GRE 考试和 TOEFL 考试是必经之路，能否取得一个满意的 GRE 考试成绩是影响考生获得国外学校奖学金的重要因素之一。正是由于其在筛选人才上的无法替代的重要性，GRE 考试的难度令全球考生最为头疼。更让人头疼的是，从 2002 年开始 ETS 对 GRE 考试改革，将写作部分正式纳入 GRE 考试，取消了原有的逻辑部分。这一举措使得原本就被喻为“上帝读的英语”的 GRE 考试，更成为了“上帝也很难‘写’的英语”，GRE 作文成绩也成为 GRE 考试分数评估的最为重要的依据之一。同时，在 2011 年的 GRE 再次改革期，GRE 考试调整了很多关于 Verbal 和 Quantitative 的内容和题型，但是依然保持 GRE 作文题型的稳固不变以及题库的稳定，这些都反映了 ETS 以及美国大学对 GRE 作文部分的重视以及现行出题方式的高度认可，因此总体说，2011 年开始的新 GRE 作文部分基本没有变化。当然，由于作文部分的引入，GRE 考试的难度有了一个大跨度的增加，尤其对于写作功底较为薄弱的中国考生来说，GRE 似乎成为了飞越重洋中的天堑，难以逾越。那么究竟 GRE 作文考试难度有多大呢？GRE 的作文环节都考查什么内容呢？如何有效地备考 GRE 写作呢？又如何提高自身写作能力呢？本书就这些长期萦绕在考生脑海中的疑问进行了全面地解答，希望通过本书消除考生对 GRE 写作考试的恐惧感，也警示考生要认真全面地准备 GRE 作文考试。

本书从实际出发，结合 ETS 公示的 GRE 写作考试的题库，对于如何进行 GRE 立论文（Issue）和驳论文（Argument）的写作进行讲解，书中提供了详细的英文论证语言、论据支持、文化历史背景以及名言警句。

全书共七章，具体内容安排如下：

第一章 新 GRE 考试以及新 GRE 写作部分概述。本章详细介绍了 2011 年 8 月开始的新 GRE 考试整体的内容、特点、评分细则，同时详细介绍新 GRE 考试写作部分的考试内容、特点、流程和环境，并对 Issue 和 Argument 两个部分的题库进行了宏观介绍，同时提供了有效的备考计划和建议。

第二章 Issue 写作。本章详细讲解了 Issue 写作的特点及评分标准，提供了 ETS 官方范文及各个等级的文章示例评价，并对 Issue 文章的写作步骤及文章结构进行了分析和讲解，同时给出了精彩的文章开头、正文和结尾的英文段落，以便于考生快速入手，提高语言表达能力。

第三章 新 GRE Issue 题库及各个题目的论证概念以及论据素材。这一章是本书最为核心的章节，也是占篇幅最大的一章。由于 Issue 是考生备考最花时间和精力，因此本章也是考生最需要重视的一章。现在的新 GRE Issue 题库 149 个题目看似很庞大，其实很多题目的概念是交叉的、重合的，甚至是重复的（按照 ETS 给出的官方题库）。第二节详细分析了 Issue 题库的所有题目。每一个题目都给出了【本题涉及的论证概念以及论据素材】部分给出了供考生参考的每一个题目涉及的“论证概念”和可以用到的“论据素材”。所有论证概念以及论据素材均来源于国外权威的社会科学以及自然科学论文、微软大百科、Wiki 百科、大英百科全书，以及 Economist、Times 等权威期刊书籍。在编写本节时，笔者详细地研究了每一个题目，对于每一个题目的深层含义进行了探究，查阅了大量的哲学、历史、科技、艺术、法律等书籍，由此提供了严密的论证和论据。之所以如此，因为 GRE 写作命题本身蕴藏着丰富的文化信息，反映了政治、经济、文化、科学、艺术、宗教等领域的某个侧面，揭示了很多社会现象、思维方式、人生观以及价值观等。有人说，“一粒沙子看世界”，笔者认为从这些题目中就可以窥见社会，窥见人生。众多考生由于对文史、哲学知识的匮乏，在很大程度上无法理解文章题目，从而无话可说、无例

可举。这一恼人的现象将在读者认真阅读完此书并深入理解后得以改善。请读者注意，本章第二节中对于 Issue 题库每一道题目的涉及的论证概念的分析需要同时结合本书第四章的论据以及论证工具箱来学习。

GRE 写作，尤其是 Issue 写作对于论据的要求非常高，因此对名人事例的储备和相关知识的积累是非常重要的。对考生而言，要学会合理地发挥一个论据的最大功效，要学会储备那些既有针对性，又有灵活性的例子。什么意思呢？例如，第三章给出了每一个题目论述的【本题涉及的论证概念以及论据素材】，这些内容其实既是该题最具针对性的概念或者论据，又可以用到很多其他题目中。

例如：William Harvey (1578-1657), English physician, who discovered the circulation of the blood and the role of the heart in propelling it, thus refuting the theories of Galen（注：质疑精神的题目用到的有效论据）and laying the foundation for modern physiology（注：过去对现在的影响的有效论据）。Harvey's *De Motu Cordis* subjected him to severe criticism by some contemporaries（注：伟大的科学家总得不到当时的社会认可，思想超前），but this was more than compensated for by the later widespread recognition of his contribution.

如上所示的一个哈维的例子，虽然只是短短一小段话，但是段落中的三个不同的地方其实应对了 Issue 里最重要的三个主题（“质疑精神”，“参考过去，参考历史，过去对现在的影响”，“伟人思想超前于他们所在的时代”）的写作的例子，而这三个主题加起来辐射了 GRE Issue 话题题库中的将近 49 个题目，这种素材的性价比就太高了。因此，考生要学会这样的总结，这里只是启发，后面对每一个题目都会给出题目所涉及的论证概念以及素材，以使考生能掌握 GRE Issue 写作每一个话题的“题眼”和每一个题目背后的“概念”和“文化”。

第四章 Issue 写作素材及论证工具箱。本章第一节论据工具箱提供了 GRE Issue 写作中可以用到的典型论据。通过学习本节内容，考生会对该怎么写论据、如何举例有清晰的认识。通过本节，考生会了解到献身于扶助印度贫困无助和濒临死亡的人们的 Mother Teresa，她于 1950 年建立了一个罗马天主教修女组织——慈善传教会，并于 1979 年获诺贝尔和平奖；南非黑人政治领袖 Mandela 从事反种族隔离活动的历程和历史意义；美国国父 George Washington，他开创了主动让权的先例，为美国奠定了一个自由、民主、共和的体制保障等。而所有这些论据段落都直接有助于 GRE Issue 的 149 道题目的备考。第二节按照教育、科技、政治、文化、历史、法律、哲学等分类，提供了各大类话题经典的精彩论证，考生由此可以知道教育的目的、美国教育的层次结构；什么是法律，法律的公正性应如何判断；如何对待历史；如何正确看待政府的权力；什么是辩证的分析角度；艺术的定义以及艺术的价值；质疑精神的含义；科技发展对于人类社会的利与弊等等。所有这些论证概念从权威性和学术性角度支撑着对 GRE 题目的分析，同时考生可以提高自己的英语表达能力，并进行有针对性的分析，提高论证能力。

第五章 Argument 写作。本章系统介绍了 Argument 写作的特点及评分标准，并提供了 ETS 官方范文及评析。需要强调的是，本章第三节 Argument 各个逻辑错误攻击点的剖析及模板是本章的核心。对于 Argument，考生最需要掌握的是 Argument 的七大类逻辑错误以及笔者提供的模板。Argument 写作模板中的各种典型逻辑错误的写法仅供考生参考。

正确的 Argument 备考方法是：先模仿书中的模板，然后进行改写，这样才会有所创新，避免雷同。对于本章第三节 Argument 题库的题目分析，是为了讲解各个逻辑错误而配套的真题实例分析，笔者通过对 10 篇 Argument 文章的详细分析，对每篇文章的逻辑错误进行深入完全地剖析，并提供详细的范文，以使考生可以完全领会 Argument 的逻辑错误以及相对应的攻击模板。通过 10 篇文章的讲解，考生将会发现新 GRE Argument 题库中所有 174 个题目几乎如出一辙，每个题目的逻辑错误必然是 7 大类逻辑错误中的两个、三个或者四

个， 套路非常固定。所有逻辑错误思维及语言模板， 加上 10 篇文章足以保证考生轻松指出题库中任何一道 Argument 题目的主要逻辑错误， 同时用地道的英文写出有理有据的驳论文。

第六章 GRE 写作黄金句型。本章提供了 230 条 Issue 常用论证句型和 50 条 Argument 常用论证句型， 旨在提高考生的英语表达能力。

第七章 GRE 写作常用名人名言、 格言警句。本章提供了近千条 GRE 写作立论文和驳论文可用到的名言警句， 这些都是针对 GRE 作文真题而精心摘录的。文章中引用到名言警句， 对文章的语言和思想都起到升华和点睛的作用。

本书具有以下特点：

? 全面性： 全面讲解 GRE 写作两大部分——Issue 和 Argument 的写作方法， 文章结构， 题库中每一道题目的论证分析和论证概念、 论据素材。

? 学术性： 揭示每一个 GRE 作文题目背后的学术概念， 补充学术概念地道、 权威的英文陈述。

? 文化性： 书中对很多话题从哲学和历史角度去分析， 提供大量论证分析的英文表达及论据， 力求做到让考生在备考的过程中， 始终沉浸于思辨的海洋和文化历史的长河中。

? 指导性： 汇集新东方 GRE 考试培训项目数年的教学精华及笔者在新东方讲台上多年的 GRE 写作的教学成果， 内容具有极强的指导性和操作性。

? 针对性： 本书针对中国考生写作中的弱点， 全面提升考生的写作实力。

也许你不是 GRE 战士， 而是正在准备 GMAT 考试， 由于 GRE 和 GMAT 考试作文部分几乎具有全等性， 本书也是广大 GMAT 考生备考写作考试的最佳选择。关于各类出国考试的信息和英语教学资源， 考生还可以登录笔者的教学博客：<http://blog.sina.com.cn/weixiaoliang>。同时， 由于笔者也是新东方教育科技集团 GRE/GMAT 网络课堂的首席写作讲师， 考生可以结合网络课堂进行备考， 网络课堂的地址是：www.koolearn.com。

在本书的编写和出版过程中， 笔者得到了来自各方面的支持和帮助， 在此表示感谢。

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你要看到事业垂成，
必须努力向前， 不可休息，
决不可因疲乏而静止；
你要认清全面的世界，
必须广开你的眼界；
你要认清事物的本质，
必须审问追究到底。
只有恒心可以使你达到目的，
只有博学可以使你明辨世事，

真理常常藏在事物的深底。

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第二章 Issue 写作

第一节 Issue 写作特点及评分标准

一、Issue 写作特点

Issue 任务考查考生根据具体的题目要求，就一般性话题进行批判性思考的能力，以及在写作中清晰地表达观点的能力。每一道 Issue 题目都会提出一个观点，考生可以从不同的角度展开讨论，在很多不同的情景或环境中都适用。每道 Issue 题目都会提供具体的写作要求。考生要做的就是依据具体的写作要求展开自己的观点并提供有说服力的案例。在开始写作之前，请仔细阅读作文题目及写作要求，从不同的角度思考问题，并考虑与其相关论点的复杂性。然后，根据自己打算展开的论点记录要点，列出用来支持自己观点的主要理由和李正。

根据具体的题目要求对中心论点发表自己的观点非常重要。每项写作任务都会带有以下题目要求中的一种。

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

GRE 评分人在评判考生的文章的时候并不寻找“正确”的答案，GRE 作文没有标准答案，关键是大家在写作中是否能够“自圆其说”，建立严密的论证体系来佐证自己的观点。

二、ETS 对 Issue 的评分标准

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.

ETS 评分标准透析：

1. insightful position:

对于题目要全面深刻地理解，所表达的观点首先要能自圆其说。其次，要求新颖独到地自圆其说，即“选择另类观点”并且自圆其说，这样的文章往往能吸引阅卷人的眼球。例如，大部分人都说国家应该禁止赌博，你却说不应该，同时能有理有据地论证，这样的文章往往让阅卷人觉得不落入俗套，会给出一个较高的起评分。当然，另类观点自圆其说的难度也更大，相对“常理”来说，也不容易做到。

2. conveying meaning skillfully:

这个要求体现了 ETS 要求 GRE 考生熟练地运用多种论证方法和技巧来表达思想和内容。做到有技巧 (skillfully) 应该从文章的“形式逻辑”和“内容逻辑”两个层面入手：文章的行文方向，起承转合；论述内容的内在脉络。

3. compelling reasons:

这是最重要的一个得分点。你的理由及论证目的是让读者认可你的观点。这一环节是 insightful position 的前提条件。5 分文章要求 logically sound reasons，结合 ETS 范文可看出 6 分作文要求理由非常有说服力。

4. persuasive examples:

用来支持 reason 的例证，使抽象的 reason 更具体，更易被读者理解，从而产生共鸣，使其更可信、更有说服力。例如：“Truly profound thinkers and highly creative artists are always out of step with their time and their society.”(真正影响深远的思想家和具有高度创造力的艺术家们总是与他们的时代和社会步伐不一致。)写这个题目时，你如果没有必备的思想家和艺术家的例子 (Socrates / Vincent Van Gogh /...)，文章必然缺乏说服力。

5. well-focused:

也就是不跑题 (off-topic)。中心论点明确，各段的分支观点都是为了说明文章的中心论点；同时各段主题句明确，段内各句围绕主题句论述。

6. well-organized:

文章采用的论述结构，分几个部分论述，每部分有几段，各部分、各段间的关系是什么。切记，每个大的论述单元后要小结；全文结尾 (最后一段) 要对全文进行总结延伸：不能单纯地重复罗列各分论点，要根据全文的论证脉络，把论述过的分论点有机地结合起来 (分领域或者让步后转折等等)，起到深化主题的作用。

7. connecting ideas logically:

衔接文章的逻辑，需要使用起承转合词以及过渡句，或有此种作用的句子。

8. effective vocabulary:

对于所有类别的英语考试，考生的写作用词档次都远远低于实际的单词储备量或者该考试

所要求的词汇量， 因此平时要积累常用的论证词， 也就是写作词汇。

9. sentence variety:

长短句结合， 被动句主动句结合， 肯定句否定句结合。

第二节 ETS 给出的各个等级下的文章示例及评语 (From ETS)

Sample Issue Task

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.

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, essentially transforming us into dependent, conformist morons best equipped to sideswipe 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 consumerism 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 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? 和

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 debilitating illnesses and diseases such as alzheimer's disease is slowly 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 environments 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 regularly 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 occurred by it. To be lazy for human in some meaning is one of the fashion issues in thesedays. There are many symptoms and reasons of it. However, I can not agree with the statement that the technology make humans to be reluctant to thinking 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 lazy of thinking is not merely technology, but the tendency of human that they treat them as a magic stick and a black box. Not understanding the aims and theory of them causes the disapproval problems.

The most important thing to use the technology, 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 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 emit 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] causes 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 deteriorating.

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.

第三节 Issue 写作步骤及文章结构

一、Issue 写作步骤

1. 读题，分析其含义（30 秒）
 - 1) 对原题加以限制；
 - 2) 对长论题一分为二或为三，分成两、三个分支观点分别论述；
 - 3) 分领域论述。
2. 展开大脑风暴，考虑正面的和反面的观点和论据，在以上的基础上，决定一个立场，组织观点，也就是对想到的论证和论据做一个符合逻辑的排列，最起码要能够说服自己（30 秒）
3. 写开头段（3 分钟）

- 1) 指出自己的观点以及分支观点;
 - 2) 指出原题的复杂性。
- 注意： 开头段不要照抄原题， 也不要再在开头段展开论述或加入论据。
4. 写正文主体段落 (21 分钟)
 - 1) 大致理一下逻辑脉络， 特别是段落间的逻辑关系;
 - 2) 认真写好每段的开头句， 要让开头句直接体现本段的中心意思。注意段与段之间注意逻辑连接词的使用;
 - 3) 在每段开头句的基础上进行详细论述。结合丰富的论据， 丰富的论证手法。
 5. 写结尾段 (3 分钟)

结尾段必须要有， 否则影响成绩。结尾段实际就是把自己的观点重申一下。
 6. 检查重要的拼写和语法错误、局部优化 (2 分钟)

二、 Issue 写文章结构

所谓文章结构并不是死模板， 而是如何破题、 如何写作的一种思维方式。考生要仔细研读 ETS 判为 6 分的范文以及 ETS 的评语， 好好琢磨句法、 用词、 论证方法等等。如果考生细心分析范文， 不难发现高分作文也就是一些共性加上个人创新。

A. 如何写好开头

开头段必须有明确的论点引述。正文部分的每段首句是本段的主题句 (topic sentence)， 并且一段有且仅有一个主题句， 段中的每一句话、 每一个例子都是为了论证阐述这个主题句的。结尾段重申立场。

首先， 复述题目不是照抄， 要完美改写， 一般有主动被动改写、 名词替换、 词组代替动词等方式， 实在没有的变化就变 and 前后两个词的顺序。例如： It is impossible for an effective political leader to tell the truth all the time. 可以做这样的替换： Being an effective political leader should modestly withhold some information for public.

其次， 响应题目时， 观点一定要鲜明， 要么同意， 要么不同意， 要么同意两个。开头一定要简洁， 不要太啰嗦， 一味从这个地方增加字数不是很明智， 因为这相对减少了你写文章主体部分的时间。事实上， 应该更多强调主体部分的重要性。

具体常见的 6 种开头写法：

1. 重述作者观点+立场

The speaker/author suggests/asserts/prefers/claims/advocates that...

肯定作者：

In my point of view/ In my opinion/I tend to agree that... /take for granted that... / am in favor of... /am inclined to support the idea that... (which can be substantiated by the following discussions)

否定作者：

In my point of view, however, I disagree with the speaker for some obvious reasons/on the ground that ...

At the first glance, this opinion seems to be somewhat appealing/convincing, but further reflection tells me that I cannot agree with it for the following reasons.

2. 比较双方观点， 阐述自己的观点

The issue of whether... should be done is a complex one, since it involves a conflict between... In my point of view, the final judgment should depend on a case-by-case analysis of the two situations.

3. 背景开头+立场

With the advent of the information era, human beings are gradually submerged into the

information ocean that a large amount of information is unceasingly pouring into our minds at an unprecedented speed.

In this era of rapid social and technological change leading to increasing life complexity and psychological displacement, both positive and negative effects among persons in Western society call for a balance in which there are both specialists and generalists.

4. 提问+立场

把论题换成问句，然后给出自己的立场，可以肯定也可否定，例如：

Is the surest indicator of a great nation not the achievements of its elites, say the political leaders, artists, or scientists, etc. but the general welfare of its people, as the speaker asserts? As far as I am concerned, the two facets are not mutually exclusive; what the achievements of the elites means is just the welfare of the people.

5. 直接陈述观点+立场

直接同意（不同意）作者的观点

I fundamentally/strongly agree/disagree with the speaker on the assertion/allegation/claim that...

举例：I can agree with the statement above that, “The best ideas arise from a passionate interest in commonplace things.” The statement is an accurate description of how many people form great ideas from ordinary things in life. Sports are all great ideas that are made from commonplace things. What makes sports some of the best ideas is not what they began as but what they evolved into.

6. 引用

As one of the famous philosophers ever writes, “The dream leads our sights toward the future, and the practice make our sense recognize how far away we still have to strive for.”

B. 正文段落（BODY）的写法——示范三段型

Body:

- | | |
|----|---|
| B1 | Para1→ Topic sentence 1
Para2→ Transfer sentence (并列、递进、转折)//Demonstration
Para3→ Example//Survey//Analogy
Para4→ Conclusion |
| B2 | Para1→ Topic sentence 1
Para2→ Transfer sentence (并列、递进、转折)//Demonstration
Para3→ Example//Survey//Analogy
Para4→ Conclusion |
| B3 | Para1→ Topic sentence 1
Para2→ Transfer sentence (并列、递进、转折)//Demonstration
Para3→ Example//Survey//Analogy
Para4→ Conclusion |

C. 结尾段的写法

1. 总结重申观点

2. 提出措施、建议等

模板：

Without A,...; Without B,...; Thus,... （双 without 结构）

In sum, from what has been discussed above, we may finally draw the conclusion that...

In conclusion, I hope it has been shown that ...

To sum up, due to the above mentioned reasons, which sometimes correlate with each other to

generate an integrate whole and thus become more convincing than any single one of them, we may be comfortable to say that ...

Consequently, due to analysis and reasons mentioned above, which sometimes intertwine to form an organic whole and thus become more persuasive than any one of them, we may safely arrive at the conclusion that...

