

■ 钱坤强 ■ Jeff Cheap (美) ■ 袁宪军 著

GRE 作文 100

· ISSUE 篇 ·



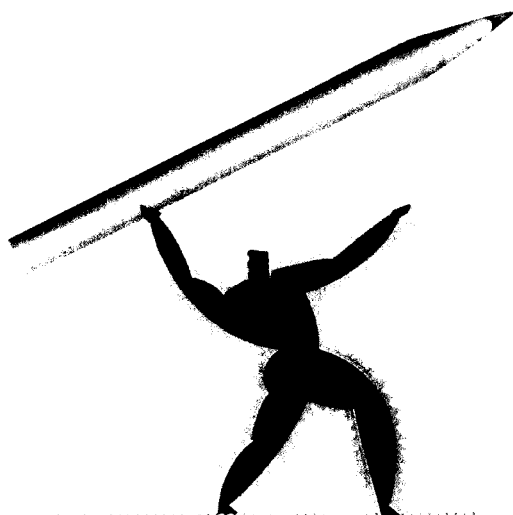
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- Topics in this book may appear in your actual GRE test.
- You should learn these writings before you take the GRE test.

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



GRE 作文

100
ISSUE 篇

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北京 BEIJING

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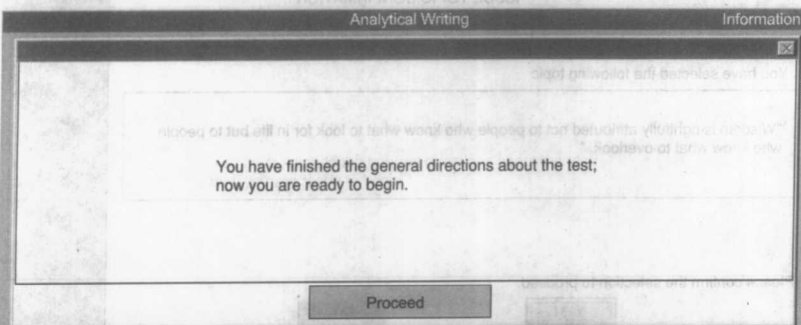
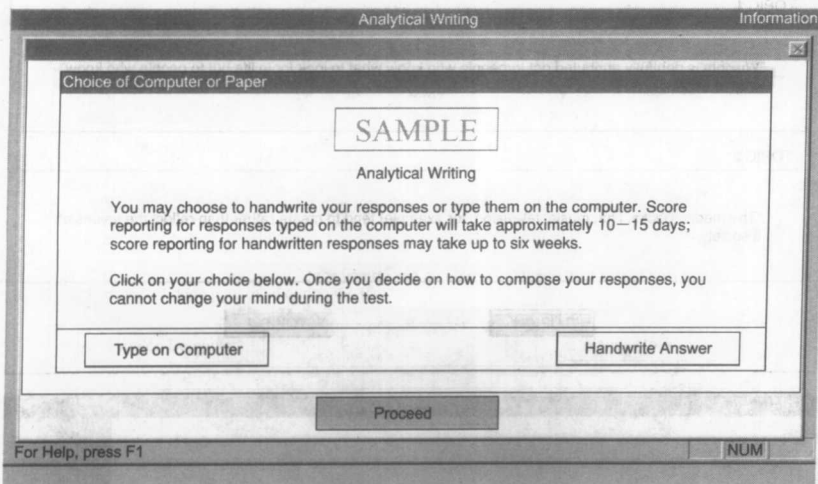
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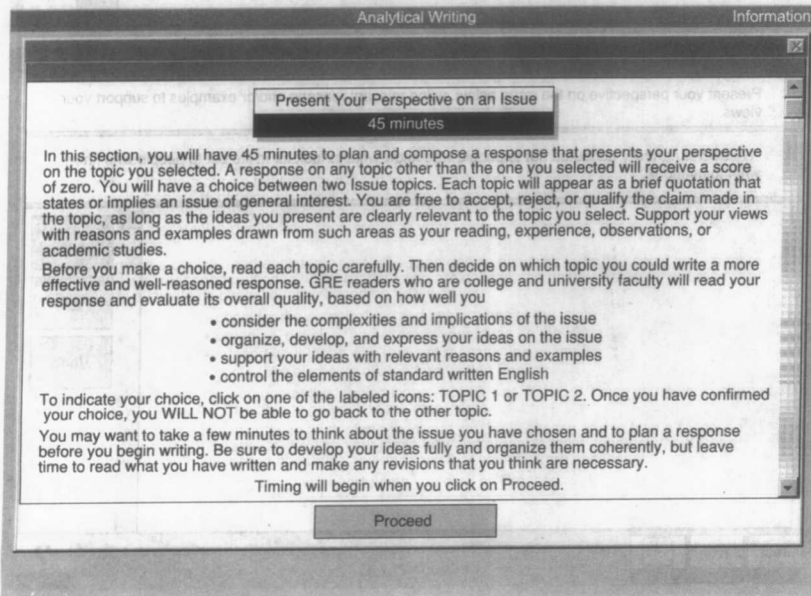


GRE 作文考试流程



1. 考生进入考场后,在正式考试开始之前,会有约45分钟的时间用来在电脑上填写一些个人信息、调查问卷、熟悉界面等。正式考试开始后,会出现让考生选择在电脑上作答还是在纸上作答的界面。考生应选择“Type on Computer”,并点击“Proceed”按钮。

2. 点击“Proceed”按钮后,即进入该界面。再次点击“Proceed”按钮,即进入 ISSUE 写作部分的界面。



3. 该部分共45分钟,考生可跳过指令不看,直接点击“Proceed”进入 ISSUE 题目选择部分。

4. 注意：电脑此刻开始45分钟倒计时，因此考生应迅速作出选择。电脑会给出两个题目供选择。例如，选择“Topic 1”并点击该按钮。

00:44 Analytical Writing—Section 1

ISSUE TOPIC SELECTION

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

TOPIC 1:

"Wisdom is rightfully attributed not to people who know what to look for in life but to people who know what to overlook."

TOPIC 2:

"The media (books, film, music, television, for example) tend to create rather than reflect the values of a society."

TOPIC 1 TOPIC 2

5. 接着会出现题目确认界面。确认后，即可进入写作界面。

00:44 Analytical Writing—Section 1

ISSUE TOPIC CONFIRMATION

You have selected the following topic

"Wisdom is rightfully attributed not to people who know what to look for in life but to people who know what to overlook."

Please confirm the selection to proceed.

Yes No

Help

6. 点击界面左下角的钟表的图标可将时间显示隐藏。考生开始作答。作答结束后，点击“Section Exit”按钮，即可退出 ISSUE 部分的考试，并会出现如下的界面。

00:44 Analytical Writing—Section 1

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

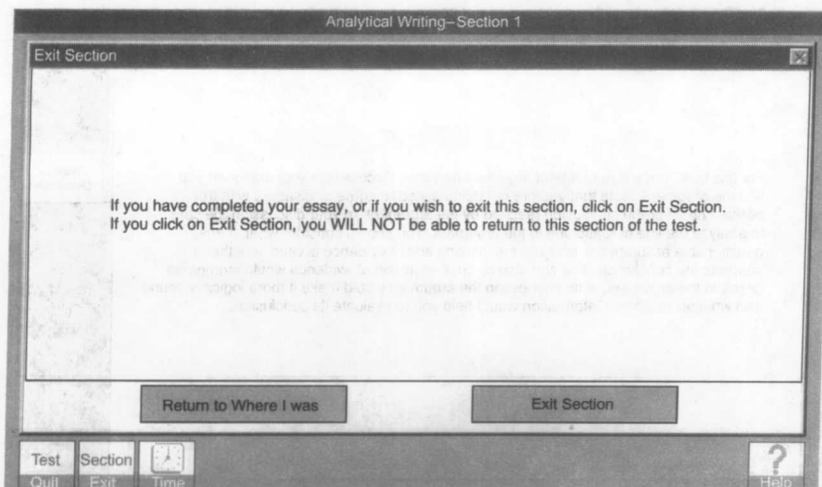
"Wisdom is rightfully attributed not to people who know what to look for in life but to people who know what to overlook."

Cut Paste Undo

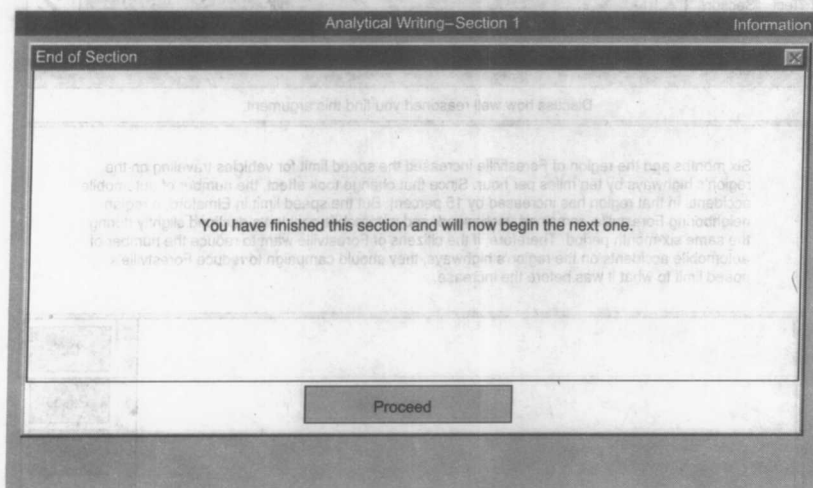
Test Section Time

Quit Exit Time

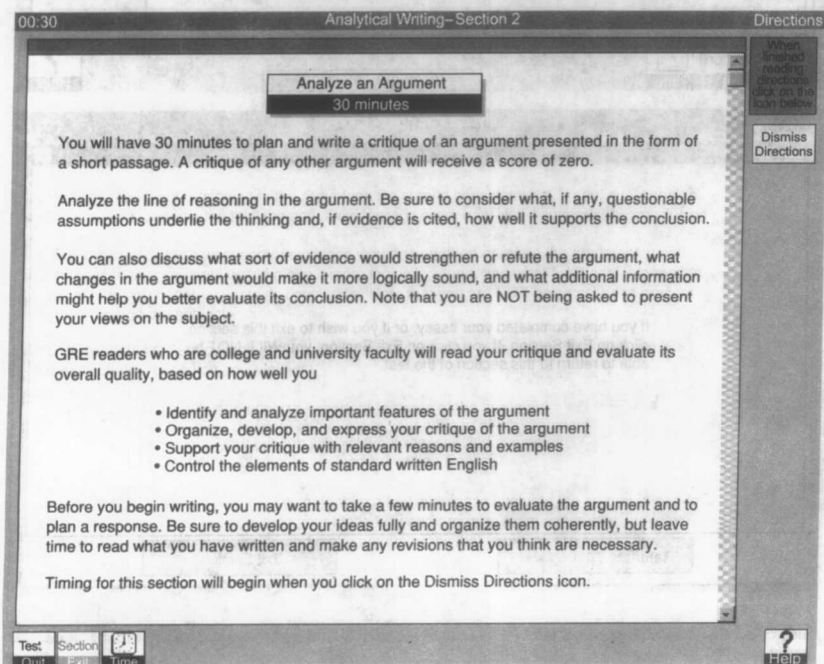
Help



7. 点击“Exit Section”按钮,考生将退出该部分的考试,并且无法返回该部分。



8. ISSUE 写作与 ARGUMENT 写作之间没有休息时间。点击“Proceed”按钮,进入 ARGUMENT 写作部分的界面。

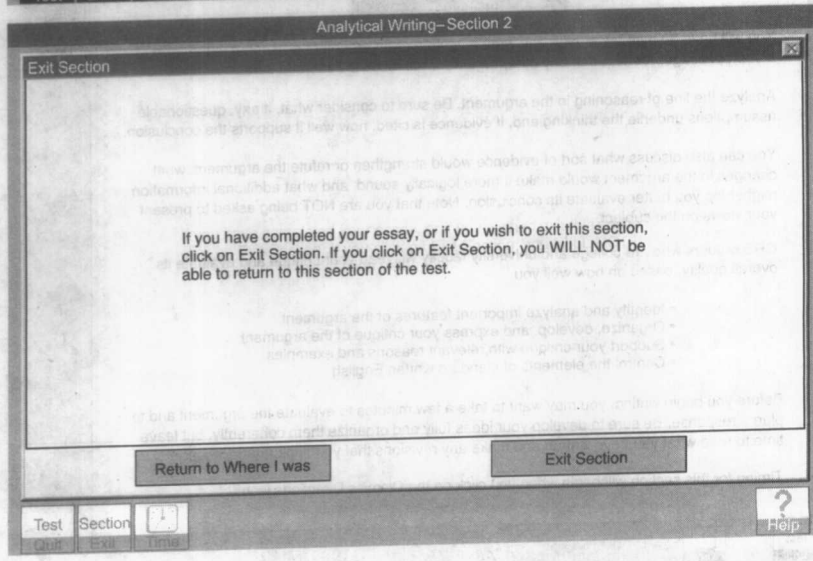
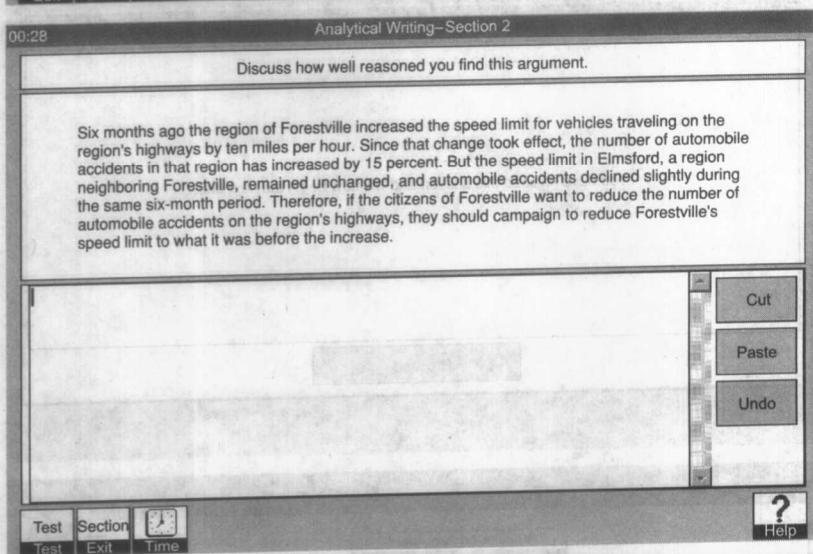
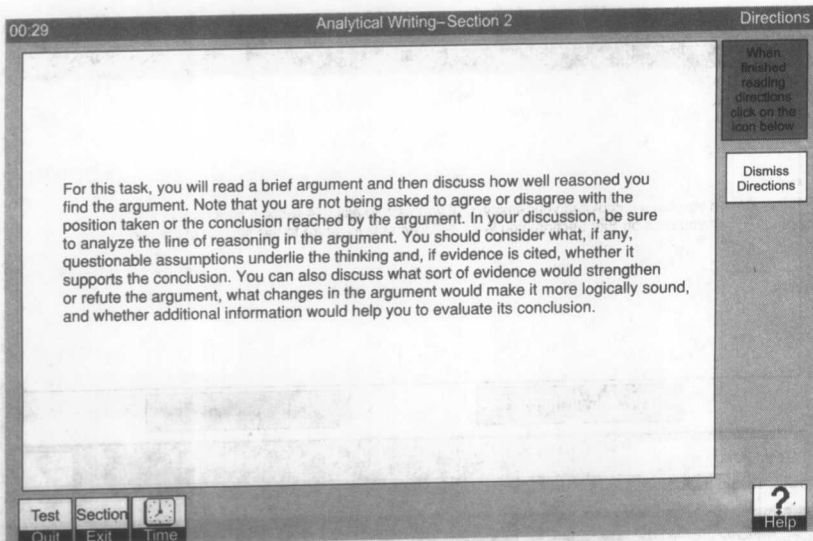


9. 迅速跳过指令(因为浏览指令的时间也计算在30分钟内),点击“Dismiss Directions”按钮,出现下面的界面。

10. 再次点击“Dismiss Directions”按钮,即可进入 ARGUMENT 作答界面。

11. 仔细阅读题目,构思后开始作答。作答结束后,点击“Section Exit”按钮,即可退出 ISSUE 部分的考试,会出现如下的界面。

12. 点击“Exit Section”按钮,考生将退出该部分的考试,并且无法返回该部分。写作考试结束。



1. “雷同探测器”的杀伤力——一个真实的案例

2003年7月下旬,我收到了国内某大学一位参加了当年3月份GRE作文考试的学生发来的E-mail咨询。该生的考试成绩自考完之后便一直如石沉大海,至7月中旬仍杳无音讯,于是这位考生便打电话至ETS询问。在一再催促下,ETS才给该考生发来了一封姗姗来迟的E-mail,连一封正式的书面信函都没有。E-mail的篇幅很长,但核心内容却很简单,那就是“你作弊了,我们要取消你的成绩!”

✉ E-mail的全文如下(请允许隐去相关人员的真实姓名):

Dear × × ×,

We are writing to you because ETS is concerned, based on a preliminary review, that there appears to be substantial evidence that your scores on the March 15, 2003 Graduate Record Examinations (GRE) General Test are invalid. As you acknowledged when you registered for the test, ETS has the right to review the validity of test scores, and to cancel questionable scores when we believe there is substantial evidence that they are invalid. The enclosed booklet, Why and How Educational Testing Service Questions Test Scores, provides important information about this process, and we urge you to read it carefully.

Our preliminary concerns are based on the following factor(s). At the essay reading sessions, the readers noticed that your essay on the issue topic has unusual similarities with other essays written on the same topic. Further reviews determined that a portion of your essay contains ideas, language and/or examples found in other test takers' essays or from published sources that include:

- People dreamed of flying, “fly like a bird”, and/or the Wright Brothers and the invention of the airplane
- Einstein and the theory of relativity
- Thomas Edison and the invention of the light bulb
- Bill Gates and the founding of Microsoft
- Robert Owen and his utopian community

ETS is not accusing you of cheating, but the anomalies noted above raise concerns about the validity of your scores.

At your request, we will send you (or, in the case of secure test materials, give you an opportunity to examine) the materials that reflect our concerns.

Final decisions about whether there is substantial evidence supporting cancellation of

test scores are made by three-member panels of ETS's Board of Review. Before the Board of Review considers this matter, you have an opportunity to send us any information that addresses our concerns. Feel free to consult with other people whose judgment you trust. We must receive any information you would like the Board of Review to consider by August 14, 2003. Any information we receive by that date, as well as other information about your scores, will be considered by the Board of Review. If you do not wish the Board of Review to consider this matter, and would like ETS to cancel your scores and send you a voucher that can be used for registering for a future test, you must tell us by August 14, 2003.

If any single Board of Review member decides that there is not substantial evidence supporting cancellation of your scores, ETS will clear your scores and report them to the institutions you designated. If, on the other hand, all three members of the Board of Review panel determine that there is substantial evidence supporting cancellation of your scores, you will be given an opportunity to select one of the options listed below. These options are described more fully in the enclosed booklet.

1) Tell us to cancel your scores. You will receive a refund of your test fee in the form of a voucher that you can use to register for another scheduled administration.

2) Let the school or agency to which you are sending the scores decide whether or not to use the scores which ETS will first cancel. We will send them our reasons for canceling your scores with your explanation. We will do this only if the school or agency agrees to participate.

In addition to the options listed above, we acknowledge your legal right to seek judicial review of Board of Review decisions.

ETS strives to preserve the integrity of the testing process by balancing the need for accurate test scores with the interests of all test takers in being treated fairly. We regret, and will try to minimize, any inconvenience to you. ETS will also treat this as a confidential matter unless you choose to inform others or authorize us to do so.

Please write to me via air mail, or send me a fax (609) 406-9709, if you would like to discuss this letter, submit information, or select one of the available options. Any future correspondence regarding this matter, or any documents that you would like to submit to the Board of Review, should be addressed to:

×××

Test Security Office 38-Z
Educational Testing Service
Princeton, NJ 08541
E-mail: thills-credle@ets.org
Fax: 609-406-9709

We must receive your decision by August 14, 2003 or we will submit the matter to the Board of Review and notify you of its decision.

Sincerely,

×××

Test Security Specialist

TEH

Enclosure

Ref. No. 03 129459

ETS在这封信中实际上给出了两条“霸王”条款。首先，不管你承认“雷同”与否，考生都必须告诉ETS考试中心同意将其成绩取消。第二，考生有权要求ETS将考试结果寄达他/她想申请的学校，但ETS同时会通知该学校，该分数已被取消，并附上被取消的原因。当然，ETS也愿意将你的申辩意见转告该校。但考生若坚持选择第二种情形，其前提是，该学校应首先同意启动这一程序。

在这两款规定中，第一款尤其具有霸王性，因为根据这位学生向我所作的解释，在ETS所指控她的五大“异常之处”当中，所罗列的例子仅涉及第一项“People dreamed of flying”以及第四项“Bill Gates and the founding of Microsoft”，其他内容一概没有涉及。即使是关于比尔·盖茨的事例，该考生原先背诵的上下文内容由于并不特别符合考试题意，也是做了修改之后才写上去的。该考生在向我咨询时，对邮件中“ETS is not accusing you of cheating, but the anomalies noted above raise concerns about the validity of your scores”既心存幻想，又吃不透其中之意，故准备写信给ETS进行申辩。我劝说道，该句前半部分只是一种道貌岸然式的“外交”辞令，其真正的重点在于后面，“concerns about the validity of your scores”也是一种委婉语，说白了就是“作弊”。我对这位考生说，你别无选择，只能任人宰割。最终，这位考生放弃了申诉的企图。

仔细揣摩ETS的这封信件，考生至少可以从中吸取两个方面的教训。首先，ETS的“雷同探测器”（Similarity Detector）所能探测出来的大多是举例说明部分出现的类似之处，而非论证部分。如果举例过程中避免列举那些“举世闻名”的人物或事件，就会减少被怀疑考试抄袭的几率。其次，考生在平时尽可以背诵某些范文，但在考试时绝不应该照搬照抄原句，像“flying like a bird”之类的，而应该用自己的表达方式来进行改写。

但不管怎么说，ETS的打击面是很广的。雷同的范围涵盖文章的论点、所用的语句以及所援引的例子。另外，不仅与其他考生文章中的近似之处会被列入怀疑的范围，而且来源于各种出版物中的语句也被视为禁区。这无疑进一步加大了ETS在雷同认定上的任意性。

2. 从ETS的作文评分标准来定位中国考生的得分目标

在ETS用“雷同探测器”向全球考生（尤其是中国考生）念起紧箍咒，规定了这样那样的百般“禁忌”之后，如何才能写出给自己带来满意成绩的文章，便成为考生们的当务之急。

实际上，如果中国考生能摒弃某些好高骛远、不切实际的目标，那么，研究一下ETS的

作文评分标准以及对应于各分数段的作文样品, 我们就会发现, 要达到 4.0 的平均分, 其实并不是很困难。当然, 能获得 5.0~6.0 分的成绩无疑会使人欣喜若狂, 但这一成绩在目前的中国考生中, 仅限于英语专业研究生中训练有素的学生、英语专业本科生中的佼佼者以及非英语专业本科、研究生中具备英文写作特长的学生。如果考生愿意将分数底线设定在 4.0 分并全力以赴朝着这一目标努力的话, 则不失为一种明智、务实之举。

考虑到一般考生在 Argument 类文章上得分较高而在 Issue 类文章上得分较低这一实际情况, 考生可力争在 Argument 类文章上获得 5.0 分, 在 Issue 类文章上获得 3.0 分; 或者, 如果在 Argument 类文章上获得 4.5 分, 但在 Issue 类文章上则必须获得 3.5 分, 从而达到总平均分 4.0 分的目标。

那么, 只有在写出什么样的文章之后才有可能在 Issue 类文章上获得 3.0 及以上的分呢? 相信看了下述 ETS 公布的 3.0 分标准的作文样本后, 考生们都会信心倍增。

▶▶ Issue

In our time, specialists of all kinds are highly over-rated. We need more generalists—people who can provide broad perspectives.

(“在我们这个时代, 人们对各种类型的专才评价过高。我们所需要的是更多的通才——那种能提供广泛视角和见解的人才。”) 所罗门的例子仅有一个, 即美国宪法这一

▶▶ Sample Essay

Generalists have the ideas and beliefs of what America is made of. America's wealth of knowledge can be related to the generalists of the past generations and the original leaders of our Constitution Period that helped shape our great nation. If our former leaders would have not been generalists when creating our country's Constitution in the late 1770's, American generations of would have been burdened with the constant understanding that they are doomed to failure.

The fact that our past leaders were not specialists gave the creation of the Constitution the ability to be changed through amendments passed by our represented leaders of today. The Constitution was created with the ability to adapt to the countries needs and demands in running our society as it changes over time. The generalists approach to this creation of a non-specialized Constitution shows the need for today's generations to continue with the beliefs that a specialist would not follow.

America has learned from its past and has done what it can to make the changes through adaption. America's greatness has been from the generalist leaders of the past, thinking for the Americans of the future. Americans with a broad perspective is what will continue to lead our great nation into the twenty-first century.

(209 words)

全文总共 209 个英文单词。对于中国考生而言, 其写作能力无论糟糕到何种地步, 在考场上规定时间内写出 209 个英文单词应在情理之中。综观上述作文样本, 原文作者主要是较好地组织了三个层次的论点, 并清晰地表述出来, 所援引的例子仅有一个, 即美国宪法这一

例子。在国内很多 TOEFL/GRE 培训班上，作文老师告诫学生应该尽可能将文章的篇幅写得长一些。但这种“多多益善，以长取胜”的做法至少在这里已不适用。因此，中国考生与其漫无边际地多写，在语言文字上冒错误连篇、又臭又长之风险，还不如尽量使内容简洁有力，将结构加以精心组织为好。

撇开上述这篇作文样本语言文字上的各种错误不谈，如果作者能将每个论点稍加扩充，议论更加深入一点（再多写 100 个左右的英文单词），并且论点再稍加平衡一点（原文作者对题目全盘肯定，一点都没有考虑特殊、例外的情形），则分数有望达到 3.5 或 4.0 分。

我们不妨看一下 ETS 评阅人对该文的评语：

Benchmark 3: Limited

This response displays some competence but is flawed by imprecise use of language and limited analysis of the issue.

The writer supports the claim that generalists are preferable to specialists, offering as evidence the historical example of the generalists who created the U.S. Constitution. The example, while relevant, is not adequately developed. The middle paragraph traces the flexibility of the U.S. Constitution to the generalist orientation of 18th century leaders, but the ideas in the first paragraph are too vaguely expressed to contribute to this discussion, and the final paragraph consists of unsubstantiated generalities.

Frequent minor errors in punctuation, pronoun use, and verb tense, as well as imprecise syntax and phrasing (e. g., “Generalists have the ideas and beliefs of what America is made of.” and “... gave the creation of the Constitution the ability to...”) contribute to the overall inadequacy of this response.

在看完了 3.0 分的 Issue 类的作文样本之后，我们不妨再来看一篇得分为 4.0 分的 Issue 类文章。

▶▶ Issue

In our time, specialists of all kinds are highly over-rated. We need more generalists—people who can provide broad perspectives.

▶▶ Sample Essay

The need for generalists is undeniable but one can not underestimate the need and importance of specialists. The medical profession is a good example of an area that requires both generalists and specialists. If there were no generalists in the profession there would be no one to help patients determine when a specialist was needed. There are certain problems that a general practitioner can take care of and there are other problems that are out of his or her league. The general practitioner is the an appropriate place to start when a patient develops a problem. Many times the general practitioner is more than capable of handling problems that arise and other times he or she is unable to fully take control of the patient's care. It isn't a fault with the general practitioners. There is just too much to know for any one person to be an expert on all topics. It takes people years to become experts on a single topic, never mind being an expert on

everything in the medical profession.

I am currently working in a large teaching hospital where the need for both general practitioners and specialists is obvious. When a patient is admitted to a general medicine floor, the general medicine physicians are not always able to deal with every problem the patient has without some help from the specialists. It would be unrealistic, not to mention unfair to the general practitioners, to expect the general practitioners to know everything about everything. The key is to know where everyone's knowledge and area of expertise lie and use their strengths to optimize patient care.

On the general medicine team in which I worked, the team would constantly be requesting consults from specialists. Whether it be a renal, psychiatric, orthopedic, rehabilitation, speech, gastroenterologist, or any other specialist, their input was constantly needed and used to get the patient well as quickly as possible. The list of specialists can go on longer than one would think and it is just impossible for one person to know everything about each one of them.

Although the need for generalists is apparent, it would be hard to survive without specialists, also. When a person acts as a generalist, they know little bit about everything, but certainly not a totally inclusive knowledge of everything. The specialist is there to help add the expertise and inclusive knowledge that the generalist may be lacking. The most important thing to remember with specialists and generalists is to recognize both's strengths and weaknesses and capitalize on the strengths to achieve whatever goal may be desired. (430 words)

如果我们将上述两篇 Issue 类文章稍加对比的话,那么,被评为“Limited”的 3.0 分文章在所提出的论点、所展开的论述以及所列举的事例这三方面仿佛是话仅说了一半,显得意犹未尽,且由于仅持一面之辞而显片面。而综观这篇被评为“Adequate”的 4.0 分的文章,作者的观点是平衡的。从结构上来说,其综合的论点在第 1 段得到了全面的表述。如果我们将第 1 段视作议论的话,则第 2、第 3 段则是在进行举例说明。与我们有些考生爱用“举世闻名”的事例相反,该文作者所引用的是其工作中的亲身感受,因此决不会落入俗套而与人人熟知的事例相雷同。此外,所举例子确实能有力地论证文章的论点。ETS 评阅人认为,该文的主要缺点是第 2 段的例证有“掉链子”的迹象,而最后一段的结论仅仅是在复述第 1 段的主题,没能“推陈出新”地深化和发展主题。这篇 4.0 分的文章全文共 430 个单词,是前面那篇 3.0 分文章的一倍多。

对中国考生来说,在实际考试的时间限制内,可能只有一半的考生能写出 400~450 个英文单词。如果考生虽能写出 450~500 个单词,但仍然没能得到 4.0 分,那么除去文字和语言上的问题,原因主要在于立论、论证和例证三方面缺乏条理和深度。

下面是 ETS 评阅人对 4.0 分作文的评语。

Benchmark 4: Adequate

Overall, this is a competent response to the topic. The writer disputes the claim that

“specialists are over-rated” and argues from the position that both specialists and generalists are needed. The single extended example clearly supports the premise of the argument as the writer compares the roles and responsibilities of generalists and specialists in the medical profession. By paragraph 3, however, the discussion falters, and the concluding paragraph does little more than repeat ideas presented in the first two paragraphs. This essay displays generally adequate control over syntax and usage, and the word choice, while appropriate, lacks precision.

在扼要分析了 Issue 类文章的评分标准及相应样本之后，我们不妨接下来审视一下 Argument 类的作文样本及其评分标准。

记得在第一次读到 ETS 公布的 Argument 6.0 分的作文样本时，我在读完最后一句时曾确实情不自禁地为之拍案称奇，深深感慨于其鞭辟入里之深邃，丝丝入扣之细腻，实有一种令多数考生不可企及的感觉。但是，如果我们不以 Argument 作文 6.0 分作为终极目标，并且，当我们将对 5.0 分的 Argument 类文章作一番分析之后，信心和成功的希望在我们内心深处又会油然而生。

▶▶ Argument

Hospital statistics regarding people who go to the emergency room after roller-skating accidents indicate the need for more protective equipment. Within this group of people, 75 percent of those who had accidents in streets or parking lots were not wearing any protective clothing (helmets, knee pads, etc.) or any light-reflecting material (clip-on lights, glow-in-the-dark wrist pads, etc.). Clearly, these 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.

(有关溜冰事故发生后前往急诊室接受救治的患者，医院方面所提供的数据表明他们需要更多的保护性装置。在这一群体中，曾在街道或停车场发生过事故的溜冰者，其中的 75% 没有穿戴任何保护性装备（头盔、护膝垫等），也没有任何反光材料（夹在衣服上的发光体、黑暗中发光的护腕垫等）。显而易见，这些数据表明，如花钱购置高质量的保护性装备和反光设备，溜冰运动者便有望大大减少他们在事故中严重受伤的风险。)

▶▶ Sample Essay

①The argument presented is limited but useful. ②It indicates a possible relationship between a high percentage of accidents and a lack of protective equipment. ③The statistics cited compel a further investigation of the usefulness of protective gear in preventing or mitigating roller-skating related injuries. ④However, the conclusion that protective gear and reflective equipment would “greatly reduce... risk of being severely injured” is premature. ⑤Data is lacking with reference to the total population of skaters and the relative levels of experience, skill and physical coordination of that population. ⑥It is entirely possible that further research would indicate that most serious injury is averted by the skater’s ability to react quickly and skillfully in emergency situations.