

GMAT

美国 MBA 报考成功方略

(第2册)

主编 吴建国 欧阳旭东

审校 *David Nightingale*

GMAT-CAT 作文考试简介
作文考试准备、谋篇与要领

- 89 篇“是非分析”作文
- 全真试题和全真范文
- 89 篇“观点辨析”作文
- 全真试题和全真范文

北京航空航天大学出版社

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GMAT-CAT 作文考试

第一章 GMAT-CAT 作文考试简介

概 述

GMAT-CAT 作文考试是应美国商学院的要求而设立的。

随着国际、国内市场竞争日趋激烈,商业界越来越看重人才的“软件”能力,如捕捉商机,开拓市场,开发新品,推销产品,建立商业网络等。而思维敏捷,敢想敢为,且富有创新精神的商业人才大都具备良好的语言素质。因此,美国商学院认为,通过作文考试可以发现这类人才的苗子,加以悉心培养后可望成为商业精英。

其次,近年来美国商学院发现,在日益增加的国际学生的申请中出现了“捉刀代笔”的现象,即申请时要求考生提供的“短篇作文”(Essay Questions)并非完全出自申请者之手;少数国际学生被录取后在学习过程中表现出语言的实际运用能力与入学录取时的 GMAT 高分不相符,影响了学习效果,降低了人才的质量。有了作文考试后,商学院可以考察考生当场作文的能力与水平,并以此作为录取的重要条件之一。对于英语为非母语的申请者,商学院有时还会向“教育考试中心”(ETS)调看申请者的作文,以确定申请者是否已具备参与 MBA 项目学习的语言能力。

第一节 考试形式、要求与目的

GMAT 要求考生必须在 60 分钟内完成两篇议论文。这两篇文章,一篇为“是非分析”(Analysis of Issue)作文,即给出一个观点及对这个观点表示赞同和表示反对的两种意见,要求考生选择或是赞同或是反对的立场,并举例说明自己所持立场的理由,如:

例 1

“People often complain that products are not made to last. They feel that making products that wear out fairly quickly wastes both natural and human resources. What they fail to see, however, is that such manufacturing practices keep costs down for the consumer and stimulate demand.”

Which do you find more compelling the complaint about products that do not last or the response to it? Explain your position using relevant reasons and/or examples drawn from your own experience, observations, or reading.

另一篇为“观点辨析”(Analysis of Argument)作文,即给出一段短文,表达某一结论及支持这一结论的有关论据,要求对短文展开讨论,分析短文的论证思路,报告论证前提的漏洞或失误,举例反驳短文的结论并提出修正短文论证的方案等。如:

例 2

The following appeared as part of an article in a daily newspaper.

“The computerized onboard warning system that will be installed in commercial airliners will virtually solve the problem of midair plane collisions. One plane’s warning system can receive signals from another’s transponder — a radio set that signals a plane’s course — in order to determine the likelihood of a collision and recommend evasive action.”

Discuss how well reasoned you find this argument. In your discussion, be sure to analyze the line of reasoning and the use of evidence in the argument. For example, you may need to consider what questionable assumptions underlie the thinking and what alternative explanations or counterexamples might weaken the conclusion. You can also discuss what sort of evidence would strengthen or refute the argument, what changes in the argument would make it more logically sound, and what, if anything, would help you better evaluate its conclusion.

GMAT 作文考试的目的在于检测考生下述四个方面的能力:

1. 运用英语语言以书面形式自如表达思想的能力。
2. 观察问题的敏锐程度及准确剖析要害的能力。
3. 分析问题的逻辑思维能力及表达的能力。
4. 挑战权威意见及思辨与创新的能力。

第二节 作文评阅与评分标准

ETS 并不直接参与作文的评阅工作,既没有固定的专业阅卷人员,也不可能(至少在目前情况下)用计算机来阅卷。

ETS 在 GMAT 考试前即在全国范围内招募大中院校的英文教师,对他们进行短期的作文评阅方法与标准的带薪训练。考试结束后,ETS 将受训人员召集到几个评阅点上批阅作文。有时,ETS 将作文送到一些美国商学院,聘请正在攻读 MBA 的二年级的助教评阅。

每篇作文须由两名阅卷人员分头评阅,并按评分标准给出相应等级的分数。一篇作文的最终成绩是两名阅卷人员所给分数的平均值。如果两名评阅人员的分数相差太多(>1.5 分),则这篇作文由第三名阅卷人员再评,然后取两个最接近的分数相加并计算出平均值作为最终成绩。

ETS 每年要评阅 600,000 多份作文!这么大的工作量要求评阅人员在每篇作文上所花的时间不能超过 2 分钟!这么短的时间内要完成阅卷和评分,评阅人员是如何掌握标准的呢?ETS 用的是“整体印象分”(Holistic)的方法,即从作文的几个大的方面,如组织、思路、内容、字数等所得的印象之和。

作文的分数分为 8 个等级,每个等级均有具体的评分标准。下面是 ETS 公布的作文评分标准:

1. “是非分析”作文评分标准

A 级(6 分):说理雄辩,分析全面,表达准确,写作得心应手。表现出下列特征:

- 问题阐述全面,观点表达有深度,举例有说服力。
- 全文组织清晰流畅。
- 有很强的驾驭语言的能力,拼写正确,句子多样化。
- 对标准书面英语的使用,如语法、惯用法及写作技巧运用自如,但偶尔有小错。

B 级(5 分):分析全面,写作能力较强。表现出下列特征:

- 充分表达了自己的观点,举例恰当。
- 文章条理分明。
- 驾驭语言的能力明显,拼写正确,句子有变化。
- 对标准书面英语使用熟练,但有小错。

C 级(4 分):分析得当,具备充分表达思想的写作能力。表现出下列特征:

- 表达了自己观点,并能运用与之相关的例证。
- 文章组织有序。
- 有一定的驾驭语言的能力,拼写与句法正确,但句子缺乏变化。
- 有一定的标准书面运用能力,但有一些缺陷。

D 级(3 分):对问题作部分阐述,具备一定的写作能力,但有明显缺陷。表现出下列特征:

- 观点表达含糊不清,局限性大。
- 文章条理不清。
- 举例说明的能力弱。

——语言表达不准确,句子单一无变化。

——偶尔出现语法、惯用法及写作技巧方面的严重错误,小错不断。

E级(2分):在分析与写作方面表现出严重的难以胜任。具有下列之一或数个特征:

——个人观点表达不清或十分有限。

——文章组织一团糟。

——很少相关例证。

——在语言运用与句子结构方面频频出现严重错误。

——语法、惯用法或写作技巧错误成堆,影响了意思的表达。

F级(1分):缺乏基本的分析与写作能力。表现出下列之一或数个特征:

——对指定的作文题几乎不能组织连贯的表达。

——在语言和句子结构方面存在着严重的、顽固的错误。

——语法、惯用法及写作技巧普遍存在错误,严重影响意思的表达。

G级(0分):作文离题,以非英语写作,仅抄写作文题,或写下一些字母的笔划。

NR级:白卷

2.“观点辨析”作文评分标准

A级(6分):说理有力,批评击中要害,写作挥洒自如。具有下列特征:

——抓住要点,分析透彻入里。

——说理雄辩,逻辑性强,衔接连贯。

——有效论证反驳观点。

——驾驭语言的能力强,拼写无错误,句子变化多。

——对标准书面英语运用自如,但偶有小错。

B级(5分):说理充分,写作能力较强。具有下列特征:

——抓住要点,分析思路清晰。

——表达很有条理且逻辑性强,层次分明。

——支持反驳观点有理有据。

——驾驭语言的能力较强,拼写无大错,句子有变化。

——对标准书面英语运用自如,但偶有小错。

C级(4分):说理得当,具备充分表达观点的写作能力。表现出下列特征:

——能抓住要点并展开分析。

——思想表达与组织令人满意,但缺乏合理连接。

——能有效地支持反驳观点。

——能充分而清晰地表达自己的观点。

——能按照标准书面英语的要求作文,但会出错。

D级(3分):具有一定的分析与写作能力,掌握写作要点。表现出以下之一或更多特征:

——不能辨别或分析大多数重要论点,仅有少量分析。

——所分析的大量为离题的或不相干的事物;说理贫乏无力。

——逻辑展开与组织观点的能力有限。

——反驳观点论据不足,且没有意义。

—— 意思表达不清。

—— 偶尔出现重大错误;在语法、惯用法及写作基本知识方面小错不断。

E 级(2 分):难以胜任分析与写作。表现出以下之一或多个特征:

—— 未能在逻辑分析的基础上表达一个反驳观点反而转向支持作者的观点。

—— 未能表达思想,或思路混乱,或不合逻辑。

—— 未能提供相关的支持论据。

—— 在语言使用和句子结构方面屡出大错。

—— 在语法、惯用法及写作基本知识方面大量出错,影响了意思的表达。

F 级(1 分):缺乏最基本的分析与写作能力。表现出下述之一或多个特征:

—— 无法证明具有理解和分析观点的能力。

—— 不具备进行有组织的思维的能力

—— 语言和句子结构存在严重的,顽固的错误。

—— 语法、惯用法及写作基本知识普遍存在着固定的错误,导致前言不搭后语。

G 级(0 分):偏离正题,以非英语语言写作,仅能照抄作文题,或写下一些字母的笔划。

NR 级 白卷

以上两种作文的各级评分标准中都没有提及另两项重要的标准:文章的长度与分段。

在实际操作中,评阅者对作文的第一印象来自文章的长度。有人做过一个调查,获得高分的作文往往是文章长度长达 3~4 页的作文!而一篇分段合理的作文会给读者一种错落有致的感觉,也能赢得评卷人的好印象。

综上所述,一篇作文的“总体印象”是由下述 7 个主要因素构成的:

① 组织有序,前后呼应,上下连贯。

② 拼写正确,字迹清晰,卷面整洁。

③ 观点鲜明,说理有力,证据充分。

④ 措辞得当,词意相符,用词准确。

⑤ 句子多样,结构正确,语法无误。

⑥ 洋洋洒洒,畅抒胸臆,别具新意。

⑦ 层次分明,错落有致,过渡自然。

第三节 分级作文示例

1. “是非分析”作文示例

Sample Topic 1

“People often complain that products are not made to last. They feel that making products that wear out fairly quickly wastes both natural and human resources. What they fail to see, however, is that such manufacturing practices keep costs down for the consumer and stimulate demand.”

Which do you find more compelling the complaint about products that do not last or the response to it? Explain your position using relevant reasons and/or examples drawn from your own experience, observations, or reading.

A 级(6 分)

Many people feel that products are not made to last, and correspondingly, many natural and human resources are wasted. On the other hand, it can be noted that such manufacturing practices keep costs down and hence stimulate demand. In this discussion, I shall present arguments favoring the former statement and refuting the latter statement.

Products that are not made to last waste a great deal of natural and human resources. The exact amount of wasted natural resources depends on the specific product. For example in the automobile industry, the Yugo is the classic example of an underpriced vehicle that was not made to last. Considering that the average Yugo had (not “has” since they are no longer produced!) a life expectancy of two years and 25,000 miles, it was a terrible waste.

Automobile industry standards today create vehicles that are warranted for about five years and 50,000 miles. By producing cheap Yugos that last less than half as long as most cars are warranted, the Yugo producer is wasting valuable natural resources. These same resources could be used by Ford or Toyota to produce an Escort or Tercel that will last twice as long, thereby reducing the usage of natural resources by a factor of two.

Human resources in this example are also wasteful. On the production side, manufacturers of a poor quality automobile, like the Yugo, get no personal or professional satisfaction from the fact that their product is the worst automobile in the United States. This knowledge adversely affects the productivity of the Yugo workers.

Conversely, the workers at the Saturn plants constantly receive positive feedback on their successful products. Saturn prides itself with its reputation for quality and innovation — as is seen in its recent massive recall to fix a defect. This recall was handled so well that

Saturn’s image was actually bolstered. Had a recall occurred at a Yugo plant, the bad situation would have become even worse.

Another factor in the human resources area is the reaction by the consumer. A great deal of human resources have been wasted by Yugo owners waiting for the dreaded tow truck to show up

to haul away the Yugo carcass. Any vehicle owner who is uncertain of his/her vehicle's performance at 7 AM as he/she is about to drive to work, senses a great deal of despair. This is a great waste of human resources for the consumer.

While the consumer senses the waste of natural and human resources in a poor quality product, so does the manufacturer. People who argue that low quality manufacturing processes keep costs low for the consumer and hence stimulate demand should look at the Yugo example. In the mid-1998's the Yugo was by far the cheapest car in the United States at \$3995. By 1991, the Yugo was no longer sold here and was synonymous with the word "lemon."

C 级(4 分)

I find the response to the complaint more compelling. Although the complaint is valid, it is most often the case the building a product to last forever will indeed cost more than the average consumer is willing to pay. Creating such a product would require more materials and/or more heavy-duty wear resistant materials which inherently are more expensive. Another factor that would drive costs up is the fact that demand for products would decrease. The demand would decrease since people do not have to replace old products with new products as often. With the increased variable costs for materials combined with a reduction in the production volume associated with lower demand, manufacturers must raise prices to break even or maintain the current level of profits.

Although a few producers may make products to last, it is understandable how these companies can be driven out of existence. If a new competitor enters the market with a similar product that has a shorter life but a substantially lower price, then they will probably steal major portions of the other company's market share. The effects depend heavily upon the consumer's perception of quality and what the customers requirements from the product actually are.

For example, consumers may decide between two types of automobiles. One car may be built to last a long time but may not have the performance or be as comfortable as another car that is cheaper. So most consumers would purchase the cheaper car even though it may not last as long as the heavy-duty car. Consumers may not realize that the more expensive car is of higher quality in the sense that it will last longer and will not be willing to pay the extra cost.

Consumer decisions also depend on what consumers are actually looking for in a product. Consumers typically get tired of driving the same car for many years and want to buy new cars fairly often. This tendency forces producers to keep costs low enough to allow low enough prices for people to buy cars often. People don't want cars to last forever.

In conclusion, producers are in the situation that they're in due to external forces from the consumers. Producers must compete and they have found the best way satisfy the majority of the consumers.

E 级(2 分)

I find the response better than the complaint of people. The response seems to originate

without much thought involved. It is more of an emotional complaint than one anchored in logic or thought. Yes, it is a waste of human resources but that is without consideration to the benefits: lower costs and stimulated demand. Thus, the response fails to recognize the benefits.

The strength of the response is that it forces the reader to reconsider the complaint. It adds a new dimension to the argument. It, however, fails to address the issue of wasting human resources. Does this mean the responder agrees with the notion of wasting resources.

In all actuality both the response and complaint as ineffective. The complaint doesn't recognize or address the benefits, like the response doesn't address the issue of wasting resources. The response, however, does bring in a new dimension and thus weakens the argument of the complaint.

2. “观点辨析”作文示例

Sample Topic 2

The following appeared as part of an article in a daily newspaper.

“The computerized onboard warning system that will be installed in commercial airliners will virtually solve the problem of midair plane collisions. One plane's warning system can receive signals from another's transponder — a radio set that signals a plane's course — in order to determine the likelihood of a collision and recommend evasive action.”

Discuss how well reasoned you find this argument. In your discussion be sure to analyze the line of reasoning and the use of evidence in the argument. For example, you may need to consider what questionable assumptions underlie the thinking and what alternative explanations or counterexamples might weaken the conclusion. You can also discuss what sort of evidence would strengthen or refute the argument, what changes in the argument would make it more logically sound, and what, if anything, would help you better evaluate its conclusion.

A 级(6 分)

The argument that this warning system will virtually solve the problem of midair plane collisions omits some important concerns that be addressed to substantiate the argument. The statement that follows the description of what this warning system will do simply describes the system and how it operates. This alone does not constitute a logical argument in favor of the warning system, and it certainly does not provide support or proof of the main argument.

Most conspicuously, the argument does not address the cause of the problem of midair plane collisions, the use of the system by pilots and flight specialists, or who is involved in the midair plane collisions. First, the argument assumes that the cause of the problem is that the Planes' courses, the likelihood of collisions, and actions to avoid collisions are unknown or known. But if the cause of the problem of midair plane collisions is that pilots are not paying attention to their computer systems or flight operations, the warning system will not solve the collision problem. Second, the argument never addresses the interface between individuals and the

system and how this will affect the warning system's objective of obliterating the problem of collisions. If the pilot or flight specialist does not conform to what the warning system suggests, midair collisions will not be avoided. Finally, if planes other than commercial airliners are involved in the collisions, the problem of these collisions cannot be solved by a warning system that will not be installed on non-commercial airliners. The argument also does not address what would happen in the event that the warning system collapsed, fails, or does not work properly.

Because the argument leaves out several key issues, it is not sound or persuasive. If it included the items discussed above instead of solely explaining what the system supposedly does, the argument would have been more thorough and convincing.

C 级(4 分)

The argument is not logically convincing. It does not state whether all planes can receive signals from each other. It does not state whether planes constantly receive signals. If they only receive signals once every certain time interval, collisions will not definitely be prevented. Further if they receive a signal right before they are about to crash, they cannot avoid each other.

The main flaw in the argument is that it assumes that the two planes. Upon receiving each other's signals, will know which evasive action to take. For example, the two planes could be going towards each other and then receive the signals. If one turns at an angle to the left and other turns at an angle to the left and the other turns at an angle to the right, the two planes will still crash. Even if they receive an updated signal, they will not have time to avoid each other.

The following argument would be more sound and persuasive. The new warning system will solve the problem of midair plane collisions. Each plane will receive constant, continual signals from each other. If the two planes are headed in a direction where they will crash, the system will coordinate the signals and tell one plane to go one way, and the other plane to go another way. The new system will ensure that the two planes will turn in different directions so they don't crash by trying to prevent the original crash. In addition, the planes will be able to see themselves and the other on a computer screen, to aid in the evasive action.

E 级(2 分)

This argument has no information about air collisions. I think most cases happen is new airports because the air traffic is heavy. In this case sound airport control could solve the problem.

I think this argument is logically reasonable. Its assumption is that plane collisions are caused by planes that don't know each others positions. So pilots can do nothing, if they know each other's position through the system it will solve the problem. If it can provide evidence the problem is lack of knowledge of each other's positions, it will be more sound and persuasive.

More information about air collisions is helpful, (the reason for air collisions)

第二章 GMAT-CAT 作文考试准备

第一节 作文考试的工具及使用说明

供作文考试的计算机屏幕设计成三个区域(见附图):1. 作文题框(位于屏幕上部);2. 写作区(位于屏幕中间的一大块地方);3. 编辑框(位于屏幕右侧)。

写作文前,将鼠标移至“写作区”内,单击一次后,即出现一个垂直闪动的光标,随即可以开始写作。

写作时,使用的最多的是键盘,而经常用到的只有 10 个键:

① Backspace (后删除键),从右向左删除文字。

② Delete (删除键),从左向右删除文字。

③ Home (句首键),掀此键,光标移至本行句首。

④ End (句尾键),掀此键,光标移至本行句尾。

⑤ Arrows (方向键),共有 4 个,排在一组,分上、下、左、右;掀动左、右键一次,光标朝相应方向移动一个字母;掀动上、下键则上、下移动一行。

⑥ Enter (键入键),有的键盘上标为 Return,功能相同。掀动后,光标移到下一行的开头。通常用来换行。

⑦ Page Up (上页键),掀动此键,光标回到前面一页,例如从第 3 页返回到第 2 页。

⑧ Page Down (下页键),掀动此键,光标回到下面一页,例如从第 3 页到第 4 页。

⑨ Space Bar (空格键),掀动此键一次,光标向右移动一个字母,通常在完成一个词之后,作空格用。

⑩ Shift(大写键),将此键下压时,打出来的字母为大写;松开后,打出来的字母为小写。

其余的在写作中要用到的标点、符号、数字,键盘上均有相应的键。使用方法同字母键,只是注意当某个键上标有两个符号时,下压“大写键”,再击这个键,打出来的是标在该键上面的那个符号。标在下面的符号同其他字母键一样使用。

写作过程中或作文写完后,考生如果要修改作文,例如,调整某个句子的位置,或将某一段落移至文章的另一处,就需要用到屏幕右侧的编辑框。

1. Cut (剪切); 2. Paste (粘贴); 3. Undo (撤消)

操作步骤:

① 将鼠标光标移至准备剪切的句子的句首;

② 手指压住鼠标按键,将鼠标向后移动至准备剪切句子的尾部。

③ 松开鼠标按键,该句子立即被凸显出来 (highlighted)。

④ 将鼠标光标移至“Cut”框并单击一次,被凸显的句子从文章中消失(实际上被存入计算机记忆系统中),完成“剪切”。

⑤ 将鼠标光标移至准备嵌入的文章的某个位置上并单击一次,光标被激活并闪动。

⑥ 将鼠标光标移至 Paste 框并单击一次,被剪切的句子立即出现在闪动光标之后。完成“粘贴”,编辑结束。

如果觉得被剪切的句子放在文章的新位置上不合适,打算恢复原样,只需将鼠标光标移到“Undo”框内,单击后,被剪切的句子恢复到原先的位置上。

如果刚把句子凸显后就觉得不合适时,只需在“作文区”的任何一个位置上单击一下鼠标,凸显便会自动消褪。

对于中国考生来说,作文考试的时间是紧迫而宝贵的,不可能把时间花在编辑上。写完作文后有剩余时间时,应认真检查有无语法和拼写错误并当场订正。所以考前应该尽量熟悉键盘上主要键的使用,多多练习,做到熟巧。同时还应练习录入速度和正确拼写。对于没有把握的单词,可以在该词的后面输入一个“?”号,以便事后返回更改。改完单词或句子后,一定要删去“?”号!

第二节 “是非分析”作文的谋篇布局与写作要领

“是非分析”作文建议按以下五个步骤去做:

第一步:研读作文题, 弄清作文题的文字意思。

第二步:选择立场, 或持赞成的观点, 或充当反对的一方。

第三步:开动脑筋打腹稿。迅速思考 3~5 个例子用以支持自己的观点, 并写在草稿纸上。

第四步:开始写作。将考前制定的“五段式”作文格式输入计算机屏幕, 然后将支持的例子按顺序输入各段。

第五步:结束初步写作;通读作文一遍, 进行必要的文字修改, 并定稿。

如何才能写出一篇高质量的“是非分析”作文呢?

首先回顾一下“作文评分标准”中关于 A 级(6 分)作文的四点要求:

1. 充分表达自己的思想, 确立自己的观点并提供有见地的理由和有说服力的例证。

2. 文章思路清晰, 组织有序。

3. 对语言有很强的驾驭能力, 措词得当, 句子多样。

4. 熟练运用标准书面英语, 但会出一些小错。

归纳起来, 实际上是四个方面的东西:①观点;②例证;③组织;④语言。

考生无法事先得知将会考什么作文题, 但却可以事先做好以上四个方面中的①, ③两项准备。

在“是非分析”作文考试中, 考生无需自己去创立一种观点, 作文题中已给出了关于某一事物的两种观点, 支持和反对。考生只需选择其中一种观点并对它进行论证即可。至于作文的组织形式, 这里向考生推荐美国学生常用的一种“五段式”的写作格式(或称“美式八股文”)。

第 1 段

The issue of _____ is a controversial one. On the one hand, _____. On the other hand, _____. However, in the final analysis, I believe that _____.

第 2 段

One reason for my belief is that _____

_____.

第 3 段

Another reason for my belief is _____

_____.

第4段

Perhaps, the best reason is _____

第5段

For all these reasons, I therefore believe that _____

这种“五段式”给人一种条理清晰,思路连贯的感觉。五段的内容安排如下:

第1段:复述有争议的某事及两种不同的观点,并表达自己的立场或观点。注意:必须在给出的两种观点中择其一,不可另立观点,也不能折中。共用3个句子完成。

第2段:举出支持自己观点的第一个理由。用5~6个句子完成。

第3段:举出支持自己观点的第二个理由。用5~6个句子完成。

第4段:举出支持自己观点的第三个理由。用6~8个句子完成。

第5段:结尾段,总结概括前第2,3,4段的内容,并与第一段中自己所持的观点相呼应。可用3~5个句子完成。

以上五段中,第一段的内容可直接取材于作文题中的文字表述,略加修改,即可填入第一段的三个句式中。如下面这道“是非分析”作文题:

“Reacting to statistics of increased crime and violence, some advocates have argued that it is necessary for the entertainment industry to police itself by censoring television programs and popular music lyrics. However, civil liberties advocates argue that it has not been demonstrated that watching television violence or listening to violent lyrics in songs leads to real violence.”

Which do you find more compelling, the call for censorship of entertainment media or civil libertarians' response to it? Explain your position, using relevant reasons and/or examples drawn from your own experience, observations, or reading.

作文题的第一部分由两个句子组成,分别表达了对娱乐界播放的电视节目和音乐剧施以新闻检查制度一事的两种观点:支持和反对。

假设选择反对的观点,第1段的内容如下:

The issue of censorship of television programs and popular music lyrics is a controversial one. On the one hand, free speech is one of our most important freedoms guaranteed by the constitutions. On the other hand, increased crimes and violence are causing disintegration to the frame-