

GRE写作指南

编著：傅顺贤



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前言

本书是我在新东方讲授 GRE 写作近两年的积累。虽然写作没有统一的答案，但是仍然有章可循。希望本书能为大家备考 GRE 写作提供一个全面的参考和冲刺高分的起飞平台。

GRE Analytical Writing (简称 GRE 写作)，原是一个 GRE 专项考试。自 2002 年 7 月 1 日起，由于 ETS 改革 GRE General Test (即通常说的 GRE 考试)，GRE 写作专项考试并入 GRE General Test 而成为其一部分。但是，它的评分标准、考试要求、题型等都没有变化，所变的是几乎翻番的题库题量。说到 GRE 写作的艰难和恐怖，除了写作本身的难度以外，巨大的题库也是一个很大的原因。那么，这庞大的题库为什么引起考生的恐怖和焦虑呢？写作考试和 GRE 考试其他部分不同。其他部分，不论是 Verbal 还是 Quantitative，理论上来说考生考前是不可能复习到真题的（其实在笔考时代，实际上也是没有办法练习真题的）。而写作部分 ETS 是明确地告诉我们考试的题目。所谓题库就是考试可能出现的所有题目。遗憾的是这个题库包括了 486 道题目！试想，用 1 个小时来熟悉并练习 1 道题目并不算多，那么整个题库过一遍得需要近 500 个小时！这就是为什么作文题库让人欢喜让人忧、既诱人又无奈的原因。编写本书的目的就是帮大家做一些基础性的工作，比如题库的解剖分析等，以提高大家的备考效率，缩短备考时间，以便早日攻克这个横在留学之路上的最坚固的堡垒。

由于 GRE 写作考试，同学们对 ETS 又平添了几分“阶级仇恨”。但是又有谁想过 ETS 迫使我们接受这魔鬼训练的一片苦心呢？说实在的，这样的训练对提高我们的能力是非常必要的。这种能力的提高是多方面的：1. 批判性思维能力 (critical thinking ability)；2. 学术性写作的技巧 (academic writing skills)；3. 规范书面英语的运用能力 (standard written English)。这些能力在平时很少有机会获得，尤其是在目前中国的教育体制和教育思想下，学生要接受统一的思想，连写作都是有统一答案的！大家一直以来都被鼓励甚至被要求服从和被动接受，哪里还有什么批判性的思维习惯啊。只能从头来训练吧。可以说几个月的训练补上了必要的一课！另外，目前的教育不重视人文精神的培养。大学生的知识面狭窄，试想有多少人会去读一读《西方哲学史》、《独立宣言》、《人权与公民权宣言》等？更不要说 Montesquieu 的 *The Spirit of Laws* 或 Rousseau 的 *The Social Contract*。假如 GRE 写作考试能迫使大家去多读些书却也不失为一件好事。

从另一个角度来看，考完 GRE 后的申请学校的过程中，最难的就是申请文书写作了。以前，大家考完了 GRE 后，面对申请文书仍然只能哀叹一声。而现在经过 GRE 写作考试“炼狱”般的磨练，对于申请文书写作无异于多作几篇 GRE 作文，更不用说套词之类的。真可谓是梅花香自苦寒来，宝剑锋从磨砺出！可见，所谓良药苦口利于病，咱们不必去深究 ETS 设立写作考试的初衷，但是，有一点我们可以相信，那就是此番辛劳绝不会白费。

仔细推敲 ETS 对考生的要求，不外乎三个基本点。其一，思想内容，其二，结构与逻辑



性,其三为规范书面英语。这三点是 ETS 评判一篇 GRE 作文的三个纬度,其实也是任何美国式的学术性写作的核心要求。这第一个基本点:思想内容,要求我们对某个给定的问题能展开批判性的思维。就驳论文来说,就是要求我们能将原文推理中的主要错误找出来,然后加以驳斥。但是,许多同学看了老半天却无法找出其中的主要错误。对于立论文来说 (Issue),就是要我们能对某个主题从几个方面加以论述,并有充分的、有说服力的论据支持。本书两章“题库解读”(AA 和 Issue 各一章)就是针对这一个基本点,帮大家正确地理解题目并把文章的架子先搭起来。但是,光有架子还不够,还必须具有具体的内容。本书的“Argument 写作模板”和“Issue 论据库”就是这个用途。“Argument 写作模板”中有各种典型逻辑错误的通常写法供大家参考,大家先模仿,然后一定会有所创新。“Issue 论据库”有许多论据素材,包括名人的故事,加上大家平时自己的积累——比如中国古代著名思想家的事例、典故、成语故事以及平时看电视或杂志所了解的时事与案例,再加上一定量的练习,那么到考试的时候就会才思如泉涌。

而对 ETS 的第二个基本点:结构和逻辑性,大家注意三点:1. 统一:一个段落一般只有一个中心,那就是段落的主题句(一般在每段的第一句)。后面的内容必须围绕主题句来写。2. 相关:比如 Issue 题中的论据应该和主题句的意思相关。3. 连贯:句子之间的逻辑关系用连接词(过渡词)来连接会使行文连贯顺畅。

最后,第三个基本点,可能也是最依靠你自己去搞定的就是:语言能力,建议大家模仿以下步骤:高考英语阅读→四六级考试阅读或考研阅读→TOEFL 阅读或新概念第四册→GRE 阅读。这里的递进关系是由易渐难。如果你能模仿到写出来的作文像 GRE 阅读,那就是超一流(超 6 分)的语言水准。

本书中的“习作修改”是笔者在新东方讲授 GRE 写作课期间选取部分学生习作加以修改而成的。您可以对照一下原作和修改后的作文 (Revision/Revised Version),也许这些同学常犯的错误您在写作的时候也会出现。

笔者在新东方讲授 GRE 写作期间感到最困扰学生的是没有一个内容全面的参考用书。每次学生来要资料,面对同学们满怀希冀的双眼,我会感到一种痛楚和莫名的压力。我觉得作为老师,我有责任去帮助他们。因此,一年多来一直像蚂蚁搬家一样地在积累、积累、积累。现在,虽然书稿仍不完善,但是内容已经比较全面。所以拿出来和大家共享,我觉得这才对得起同学们的期待和自己因为经常连续盯着电脑到深夜而熬红的双眼。我衷心地希望我的努力能对大家有所帮助。

限于能力和精力,书中一定有不足甚至错误之处,请大家不吝指正 (E-mail: grewa@sina.com)。对于 GRE 写作的其他补充资料,或者在今后的教学中有新的内容和改动,我会将它们放到我的个人网站 <http://yourguide.3322.net>,或放在留学专业网站 www.51chuguo.org 写作中心,供大家参考。

傅顺贤

2003 年 9 月于上海新东方学校



你我本有缘
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第一编

GRE 写作概述

GRE 写作考试分两大题型：Analysis of Argument (简称 Argument, 驳论文), Analysis of an Issue (简称 Issue, 立论文)。Argument 题型大家比较陌生, 该题目为一篇微型的议论文, 一般 100 词左右。具有议论文所具有的两大基本要素: 结论与论据。该题型要求考生分析题目中从论据推向结论的推理过程或推理主线 (line of reasoning), 分析推理中存在的逻辑错误 (logical fallacy) 或曰推理错误 (reasoning error)。然后针对这些错误进行分析 (analyze) 或曰驳斥 (weaken)。第二个题型 Issue, 大家都比较熟悉。作为立论型的议论文, 大家从小到大一直在写。和托福的写作 TWE 其实属同一风格和类型。所不同的是, TWE 的题材主要是日常性的、个性化的, 比如对比城市和农村问你更喜欢住哪, 有什么理由。而 GRE 的 Issue 题型内容抽象多了, 题材包括了社会科学的各领域——教育、文化艺术、宗教、法律、政治、哲学、心理学、社会学等。

Part I 关于 Argument 题型

1. 先把最新题库 (242 题) 看一遍 (题库可从 ETS 官方网站下载 www.gre.org, 找到 pool of argument)。目的是熟悉一下题库。因为考试时候 ETS 是从这些题目中随机抽取的, 所以任何一个题目出现的概率从理论上来说是相同的, 这个题型考试时间只有 30 分钟, 如果事先不熟悉题目, 在考试现场就要浪费时间, 因此熟悉一下题目很有必要。作为熟悉题目, 不但要求看懂, 而且应该分析出题目中所存在的逻辑错误。

2. 两个阶段: 练习与模考

在走进考场之前, 一定的写作训练量对于获取高分是必不可少的一步。

(I) 练习阶段

你最好不要限制自己写作的速度, 而应该以质量为目标。也就是说, 一定要写好, 哪怕花好几个小时。什么叫写好, 其实同学们可以从三个角度去考查:

- A. 内容: 一般来说每一个题目都存在 2-3 个 (有时甚至更多) 的逻辑错误。如果你只找到一个问题, 那么你的文章一定上不了 4 分。关于题目中存在的逻辑错误, 参考本书的 Argument 写作提纲。
- B. 结构和逻辑: 恰当运用过渡词 (Transitional words) 有助于体现行文的逻辑性。
- C. 规范的语言。首先, 尽量不要有语法错误。第二, 尽量多用复合句, 句式要富有变化。第三, 用正式的文体。比如, 一般不写: The author didn't tell me if... (作者并没有告诉我是否...), 这个 idea 可以用更 formal 的语言来表述:



The author fails to provide any information whether...

The author provide inadequate information whether...

We are merely informed that... However, the author cannot ensure that...等。



(II) 模考阶段

一定要控制时间，掌握进度的节奏感——pace。各个部分要用的时间（具体建议请参见第一章“Argument 写作要求和评分标准”）在平时的模考中都应尽量把握好，以养成习惯。

Part II 关于 Issue 题型

1. 熟悉题库（共 244 题）。题库也可以从 ETS 网站下载：www.gre.org，找到 pool of issue)

2. 分类训练：把题库分成 10 大类（详见 Issue 分类题库）。然后从每一类中抽取部分题目进行练习，以此来提高练习的效率。

3. 论据库的运用。本书附论据库，同学们在审题或训练时候可从中引用相关的例子来支持你的 Idea。

4. 关于词汇

GRE 写作和 TOEFL 写作的区别除了要求很强的逻辑思辨能力和社会科学知识的广泛的涉猎以外，还要求用很规范的语言，这除了需要构造复杂而优美的句型以外还要求丰富的词汇来表达你的 Idea。句子和语汇的复杂是由于你要表达的意思很复杂。所以，背红宝书对于写作尤其是 Issue 题型有着基本建设的意义，当然要除去那些生僻的单词。但是，在用一个“大词”的时候，最好搞清楚这个词的确切含义和适用语境，不然效果可能适得其反。

第二编

Argument 题型 (驳论文) 写作

第一章 Argument 写作要求和评分标准

一、评分标准剖析

1. 议论文的普遍要求

- 1) 思想内容
- 2) 组织结构
 - a) Unity
 - b) Coherence
- 3) 语言表达
 - a) Standard written English
 - b) Diction (choice of words)
 - c) Syntactic (variety of sentence structure) 句式的变化, 简单句/复杂句

2. ETS 的 6 分标准

A 6 paper presents a cogent, well-articulated critique of the argument and conveys meaning skillfully.

A typical paper in this category

- 1) clearly identifies important features of the argument and analyzes them insightfully,
- 2) develops ideas cogently, organizes them logically, and connects them with clear transitions,
- 3) effectively supports the main points of the critique,
- 4) demonstrates control of language, including appropriate word choice and sentence variety,
- 5) demonstrates facility with the conventions (i.e., grammar, usage, and mechanics) of standard written English but may have minor errors.



二、写作步骤和时间分配

6 steps, 30 minutes

步骤与任务	时间安排	考前要求
审题	1 分钟	熟悉题库
首段	3-5 分钟	准备模板
正文提纲	3-5 分钟	逻辑知识
正文展开	5 分钟	分析技巧
结尾段	3-5 分钟	准备模板
检查	2-3 分钟	

三、机考指导

Directions for the Argument Task

You will have 30 minutes to plan and write a critique of an argument presented in the form of a short passage.

You will be asked to consider the logical soundness of the argument. A critique of any other argument is not acceptable.

College and university faculty from various subject matter areas will read your critique and evaluate its overall quality, considering how well you do the following.

1. Identify and analyze important features of the argument
2. Organize, develop, and express your ideas
3. Support your ideas with relevant reasons and/or examples
4. Control the elements of standard written English

Before you begin writing, you may want to take a few minutes to evaluate the argument and to plan a response. Be sure to develop your ideas fully and organize them coherently, but leave time to reread what you have written and make any revisions that you think are necessary.

For this task, you will read a brief argument and then discuss how well reasoned you find the argument. Note that you are not being asked to agree or disagree with the position taken or the conclusion reached by the argument. In your discussion, be sure to analyze the line of reasoning in the argument. You should consider what, if any, questionable assumptions underlie the thinking and, if evidence is cited, whether it supports the conclusion.//You can also discuss the sort of evidence that would **strengthen** or refute the argument, changes in the argument that would make it more logically sound, and whether additional information would help you to **evaluate** its conclusion.

四、一些重要概念

1. **alternative explanation**—a possible competing version of what might have caused the events in question; an alternative explanation undercuts or qualifies the original explanation.



tion because it too can account for the observed facts

2. **analysis**—the process of breaking something (e.g., an argument) down into its component parts in order to understand how they work together to make up the whole; also a presentation, usually in writing, of the results of this process
3. **argument**—a claim or a set of claims with reasons and evidence offered as support; a line of reasoning meant to demonstrate the truth or falsehood of something
4. **assumption**—a belief, often unstated or unexamined, that someone must hold in order to maintain a particular position; something that is taken for granted but that must be true in order for the conclusion to be true
5. **conclusion**—the end point reached by a line of reasoning, valid if the reasoning is sound; the resulting assertion
6. **counterexample**—an example, real or hypothetical, that refutes or disproves a statement in the argument



第二章 Argument 写作模板

第 1 节 写作模板句型

首先有必要客观地评价一下模板的作用。

不管形势如何变化,其实模板还是有它的用处。首先,对于刚刚起步的学习者来说没有模板的帮助,要在短期内大致掌握 Argument 的写作技巧、结构设计和语言构造很难。另外,虽然题库庞大,但是隐藏在大题量背后的是共性。如果分析题库会发现大量的题目会存在相同的逻辑错误。因此模板可以大大地提高写作的效率。但是,最忌讳的是消极地运用模板,有些同学很懒,拿来题目三下五除二把几个模板一拼凑,15 分钟就把文章搞出来了,而不管这些模板化的语言用在这个题目中是否合适、恰当,是否和某个具体题目的内容相关。ETS 最痛恨僵硬的、抽象的和具体题目内容情节脱节的分析 (analyzing)。阅卷人一看就知道这篇文章不能反映你的逻辑思维能力、写作能力和语言表达能力。因为你的分析没有和题目内容有机结合。这种文章很难拿 4 分以上, unless the raters are careless or ill-trained.

一、开头段落

开头段一般包括三句话,这种套路比较固定。三句话出现的顺序也相对是固定的,写作者不可漏写一个内容或调整三个内容出现的顺序。其实,整篇作文也是如此。大家就把这篇文章当做八股文来训练吧。



(一) 参考模板

1. The author concludes that _____. 2. To support the conclusion, the author reasons that _____. The author also points out that _____. 3. The argument is flawed for several reasons.



(二) 开头段模板替换句型

1. The author concludes that _____.
• The author/editor/speaker concludes/reaches (come to/draw) the conclusion/argues/asserts/proposes/recommends/rejects that _____.
• The conclusion of the author is that _____.
2. In support of the conclusion, the author points out/reasons that _____.
• The author reaches the conclusion on the basis of/on the grounds that _____.
• The line of reasoning is that _____.
• The author employs several lines of reasoning to reach this conclusion _____.



3. The argument appears plausible, at the first glance, however, strict examination (scrutiny) reveal that it (the author's reasoning) is unconvincing * ,
- for several reasons
 - for the following logical fallacies/reasoning errors,
 - because it suffers from several critical flaws.
 - because it rests on (depends on, relies on, is based on) several unwarranted (doubtful, problematic, ungrounded, groundless, questionable, gratuitous, dubious) assumptions.
 - because several questionable assumptions must be made for the stated evidence to support the author's conclusion.
3. However (nevertheless, nonetheless), the argument suffers several fallacies (drawbacks, flaws, reasoning errors), which renders it unacceptable * .
3. However, several logical fallacies seriously weaken (undermine, cast doubts on) the validity of the reasoning, making/rendering the argument highly suspect. (*adj.*)

* 形容词替换 (*adj.*)

unacceptable, unconvincing, unpersuasive, // ungrounded, (groundless), unfounded, unwarranted, // unsound, weak, unsubstantiated, flimsy, flawed, faulty, fallacious, fallible, erroneous, // doubtful, dubious, doubtable, dubitable, suspicious, suspect // problematic, questionable



(三) 改写

重在做 Paraphrase, 不可原封不动地把题目中的内容直接 copy, 至少也要换它几个单词。

二、主体段落

1. **Recognize** at least 2 logical fallacies
2. **Weaken**: how to weaken them?

三、结尾段落

In conclusion, this argument is unacceptable (unconvincing, not convincing) as it stands. *To strengthen the argument*, the author would have to demonstrate that _____. *To better evaluate the argument*, the author must _____.

四、主体段落开头句模板

到此, 大家都已经知道如何写首段、尾段, 也清楚中间主体段落该写些什么东西, 记熟那些典型的逻辑错误以及针对这些错误驳论的写法和套路, 考试中只要碰到这种问题就对号入座, 搞定它!

我们知道, 主体段落的第一句话应该是该段落的 Topic sentence, 因此这句话 ETS 的阅卷人往往会看得仔细一些。所以从语言方面来说, 至少这句话应仔细琢磨一番。常见的逻辑错误就那么多, 所以是可以事先准备的。下面提供一些中间段落开头句的句型:

1. The first problematic assumption is that/involves that _____.



2. The argument depends on (rests on/relies on) the gratuitous assumption(s) that _____.
3. There are several assumptions that deserve attention.
4. The author unfairly assumes that _____.
5. The second/another assumption (that is) short of/lacking legitimacy/without justification is that _____.
6. The author commits a fallacy of _____.
7. The first/major problem with the argument is that/involves that _____.
8. Another reasoning error is that _____.
9. The author fails to provide evidence to prove that _____.
10. The author fails to consider/fails to take into account/ignores/neglects/overlooks the possibility that _____.
11. The author fails to consider/acknowledge and rule out/eliminate/exclude other possibilities/factors that _____.
12. The author provides no justification for _____.
13. If so, even if _____, the argument that _____ would be seriously undermined.
14. We are merely informed that _____. We cannot ensure that/whether _____.
15. While it is true that _____, it is also likely/true that _____.
16. Unless the author can prove that _____, the author's claim/assumption/conclusion/assertion that _____ is unfounded.
17. Given that _____, the author made a premature conclusion/the author's claim/conclusion is premature.
18. From the survey quoted in the argument, we find no sign of such procedures for random sampling and have good reason to doubt/cast doubt on whether the sample of the survey is representative so that it can reflect the general _____ as a whole.
19. Not only does the author fail to _____, but also he fails to _____.
20. The evidence/facts cannot lend support to the claim/assumption/assertion that _____.
21. The fact that _____ lends no support to the conclusion that _____.
22. The fact that _____ is insufficient to prove/establish that _____.
23. The author fails to establish a causal relationship between the fact that _____ and the assumption/assertion/conclusion that _____.
24. The fact that _____ does not necessarily mean that(ensure that) _____.
25. We cannot safely infer that _____ from the mere fact that _____.
26. The arguer assumes that _____ merely based on the fact that _____.
27. The arguer assumes that _____. However, no evidence is provided to support this assumption. We are only informed that _____.
28. The fact that _____ tells little/nothing (can say nothing) about the conclusion that _____.
29. The fact _____ does not lend significant support to the claim/assumption that _____.
30. The fact _____ is scant evidence that _____.
31. The fact that _____ accomplishes nothing toward bolstering _____.
32. The reasoning _____ is open to doubt/doubtful.



33. The author assumes that _____. _____ may be indicative of _____. However, there is no clear/compelling evidence to prove that _____.
34. _____ is not a good indicator of _____.

第 2 节 典型推理错误及其 weaken 套路

- I. 有问题的数据调查 (doubtful statistics / result of survey)
- II. 归纳错误 (Hasty / False Generalization)
- III. 因果错误 (fails to establish the causal relationship / "post hoc, ergo propter hoc", "concurrency")
- IV. 类比错误 (False Analogy)
- V. 未经证实之假设 (Unwarranted assumption)
- VI. 非此即彼 (either-or thinking)
- VII. 以过去证据推断现在或将来 (all things are equal)

I. 有问题的数据调查 (doubtful statistics / result of survey)

模板 1. (1) The survey cited by the author is too ^①vague to be informative. (2) The author does not indicate (fails to provide information concerning) ^②how many people responded to the survey and ^③whether the respondents¹ can represent _____. (Nor does the author offer any information about _____.²) (3) Until these questions are answered, it is impossible to assess the validity and reliability of the survey. (4) As it stands, the results are worthless as evidence for conclusion.

注: 1 (根据题目中的具体情况选词)

2 比如 subjects/respondents characteristics: age, sex, health condition, profession...

句型替换:

- (1) The survey, on which the argument depends, lacks representative.
- (2) The argument depends on a doubtful survey to make a conclusion that _____.
- (3) The author does not indicate who conducted the poll, who responded, or how the poll was conducted.

模板 2. (1) The first problem with the argument involves the statistical reliability of the survey.

(2) The author provides no evidence that the number of the respondents is statistically significant or that the respondents are representative of all the _____ in general. (3) It is likely that _____. (4) Lacking information about the randomness of sampling or the size of the survey's sample, the author cannot make a convincing argument (draw any firm conclusion) just based on the survey.

句型替换:

- (1) The arguer provides no assurances that the survey on which the argument depends is statistically reliable.



(4) Unless the survey's respondents are representative of the overall population of _____, the arguer cannot rely on it to conclude/predict that _____.

(4) Lacking such evidence the author cannot draw any firm conclusion based on the study.

例题 1. AA186 (题目见题库)

写作提纲:

- 1) The first problem with the argument involves the statistical reliability of the survey.
- 2) Even assuming that results of the survey are reliable, the argument also depends on a false analogy in assuming that the printing company can likewise increase productivity and save money.
- 3) The assumption that employing older workers will automatically increase productivity and save money is ungrounded and may run counter to facts.

The first problem involves the statistical reliability of the survey. The director provides no evidence that the number of respondents is statistically significant or that the respondents were representative of all the workers in the company in general. The survey was conducted through telephone, in which case, those workers without telephone had no chance to be interviewed and to be included in sample of the survey. Therefore, the situation may indicate that the respondents were not chosen randomly and the sample may lack representativeness. Another problem is whether the younger workers told the truth. It is entirely possible that they were not forthright. For example, in order to get a rise, they had to admit that they were more productive in the presence of their immediate supervisors, who could help them getting a rise. On the other hand, the older employees might retire from their places soon and they did not fear to offend their supervisors. (156w)

例题 2. AA176 (题目见题库)

写作提纲:

- 1) The result of the study may be unreliable and misleading.
- 2) The decrease of cholesterol and risk of heart attack may be resulted from other factors rather than Venadial.
- 3) The author also commits a fallacy of false analogy.
- 4) The author simplifies the issue of profitability. Many other factors determine a company's profitability.

Firstly, the result of the study may be unreliable and misleading. No information is available about how many subjects participated in the study, how the subjects in the study were chosen and whether the subjects are representative of the overall population in the country of Alta. Without such information, we cannot ensure that the result of the survey is statistically reliable. It is quite possible that the subjects are not typical in the overall people in the country of Alta, in which case, the survey cannot constitute a reliable basis for the argument. Moreover, we are not informed whether the other conditions possibly affecting the result remain constant. (108w)