

■ 钱坤强 ■ Jeff Cheap (美) ■ 袁宪军 著

GRE 作文 100

· ISSUE 篇 ·



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篇 篇 经 典

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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



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- 钱坤强
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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

(京)新登字 155 号

图书在版编目(CIP)数据

GRE 作文 100 篇·ISSUE 篇/钱坤强等著. —北京:外语教学与研究出版社, 2004. 7

ISBN 7-5600-4185-X

I. G… II. 钱… III. 英语—写作—研究生—入学考试—美国—自学参考资料 IV. H315

中国版本图书馆 CIP 数据核字(2004)第 049168 号

GRE 作文 100 篇·ISSUE 篇

钱坤强 等 著

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责任编辑: 窦中川

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京市鑫霸印务有限公司

开 本: 787×1092 1/16

印 张: 17.25

版 次: 2004 年 6 月第 1 版 2004 年 6 月第 1 次印刷

书 号: ISBN 7-5600-4185-X/G·2140

定 价: 22.00 元

* * *

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前言

Preface

近年来,美国教育考试服务中心(Educational Testing Service, ETS)发现,虽然多数中国留学生 GRE 分数非常高,写作水平却较低,在赴美后的学习中遇到了许多麻烦,也给教授们造成了很大的困扰。因此,他们开始认为 GRE 分数并不能完全代表一个学生的英文水平。鉴于此,自 2002 年 10 月开始,美国教育考试服务中心将原 GRE 考试中的 Analytical Section 替换为 Analytical Writing,从而将写作变为 GRE 必考项目。

GRE 考试的“分析性写作”包括两个部分:一个是 45 分钟的“观点陈述”(Issue)。这个部分往往是给出普遍关注的现象,或提出一个常见的问题,例如:“观念的进步是通过不同观点的人们之间的争辩来实现的”,然后要求考生来陈述对这样一个问题的看法。考生可以从任一角度去陈述自己的看法,提出自己的观点,并列论据加以论证。

另一个是 30 分钟的“论证辨析”(Argument)。这部分的题目类型与过去逻辑题中的单题有些类似,题目往往是提供一个论点、支持论点的论据以及相当完整的论证过程。写作要求考生不仅仅是表示对某种观点的支持或反对,而且需要对问题的逻辑关系进行深入分析,也就是要对论点、论据及论证过程都进行分析,提出自己的判断和判断依据。这类题目对考生的挑战性将更大。

“观点陈述”与“论证辨析”这两个题目是互为补充的。第一个题目要求考生陈述自己的观点;第二个题目要求考生对别人的论述进行评析。这样的考题可以测试考生是如何清晰地说明一个较复杂的问题;规范、流畅地陈述观点并为其提供支持证据;通过事实和例证来支持自己的观点、紧紧围绕主要问题展开讨论的,可以有效考查考生的“论(逻辑)说(说理)”能力。

GRE 作文考试变成必考项目之后,对中国考生的影响非常大。虽然大多数中国考生的 TOEFL 作文考试能勉强得 4.0—4.5 分(5.0 及 5.0 以上者仅为少数),但要想在 GRE 作文考试中同样也取得 4.0 及 4.0 以上的分数,实属难上加难,除非考生们能获得出色而又有效的指导和培训。事实证明,2002 年 10 月以后的 GRE 考生数量锐减(此前的考试报

名早已爆满), 考试总得分锐降, 大批中国考生倒在了作文这片“雷区”。

但辩证法哲学告诉我们, 再糟糕的事情也有其积极的一面。套用英语中的一句谚语 “One man's meat is another man's poison”, 我们可以反其义而用之, 将其演绎为 “A majority of people's poison is the minority's meat.” GRE 作文考试的出现, 为中国学生中的一部分优秀者排除了无数的潜在竞争对手。可以预计, 极少数作文优秀者在今后的申请过程中, 只要留学文书材料做好了, 所面临的将是一片坦途。惟有独具慧眼者才能把握机会, 惟有把握机会者才能赢取胜利。这便是你所需牢记的一切。

有鉴于此, 北京嘉文博译教育发展公司属下的留学写作中心积极斥资研发了 GRE 作文项目。《GRE 作文 100 篇 (Issue 篇)》和《GRE 作文 100 篇 (Argument 篇)》中的 100 篇 GRE 范文均由常年从事 GRE 培训的美籍教师与中方人员执笔完成, 精选了有代表性的 ETS 公布的作文题目, 并参考 GRE 作文评分标准而写成。本书的出版经历了相当艰辛的过程, 从题目的筛选、文章的构思、语言的运用, 到文章的完成、修改和校对, 每一篇都耗费了我们长时间的心血。为方便读者参阅, 每篇范文均附有中文翻译, 生词也酌加注释。

今后, 希望爱护我们的读者能继续给予我们批评和指正。你们的宝贵意见, 就是我们追求完美的最佳指针。

2004 年 5 月

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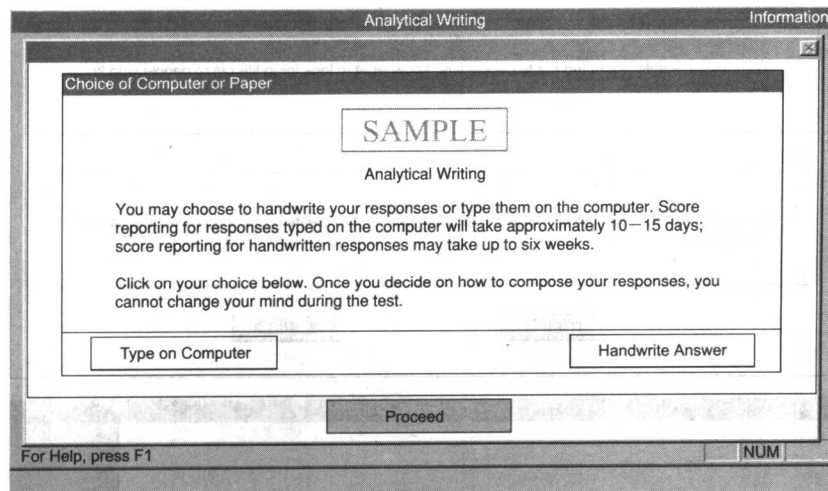
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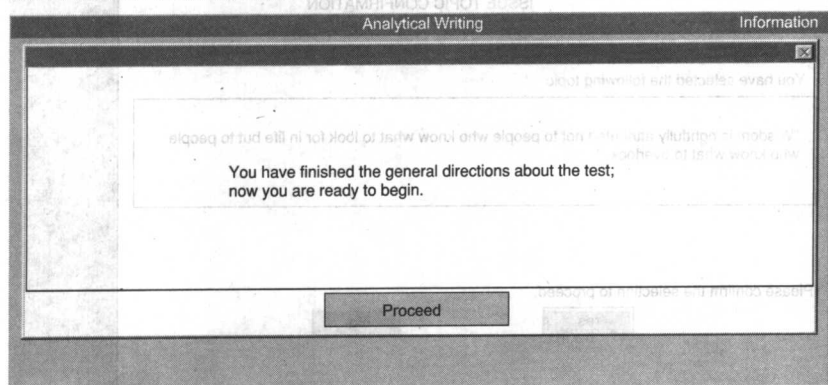
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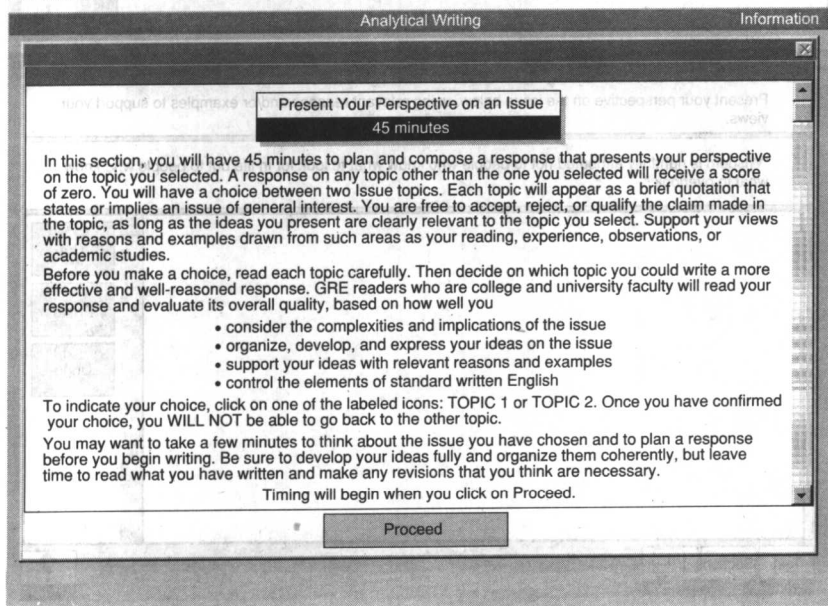
GRE 作文考试流程



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。

5. 接着会出现题目确认界面。确认后, 即可进入写作界面。

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

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

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

00:44 Analytical Writing—Section 1

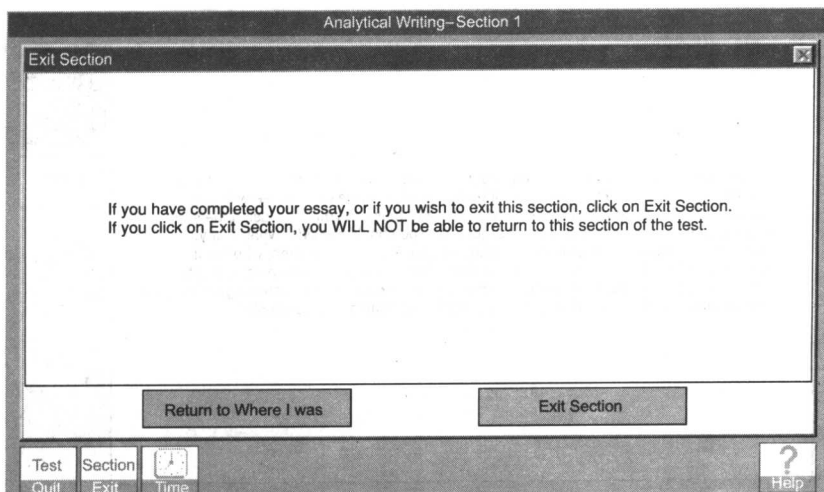
Present your perspective on the issue below, using relevant reasons and/or examples to support your views.

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

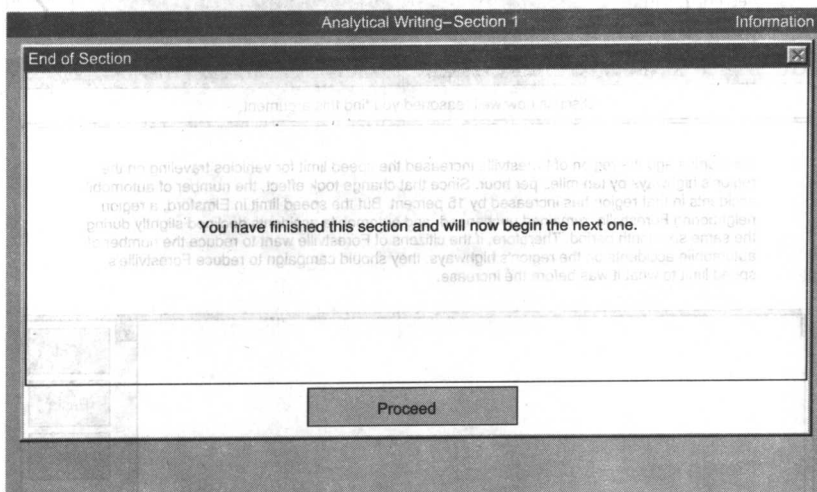
Cut Paste Undo

Test Section Time Quit Exit

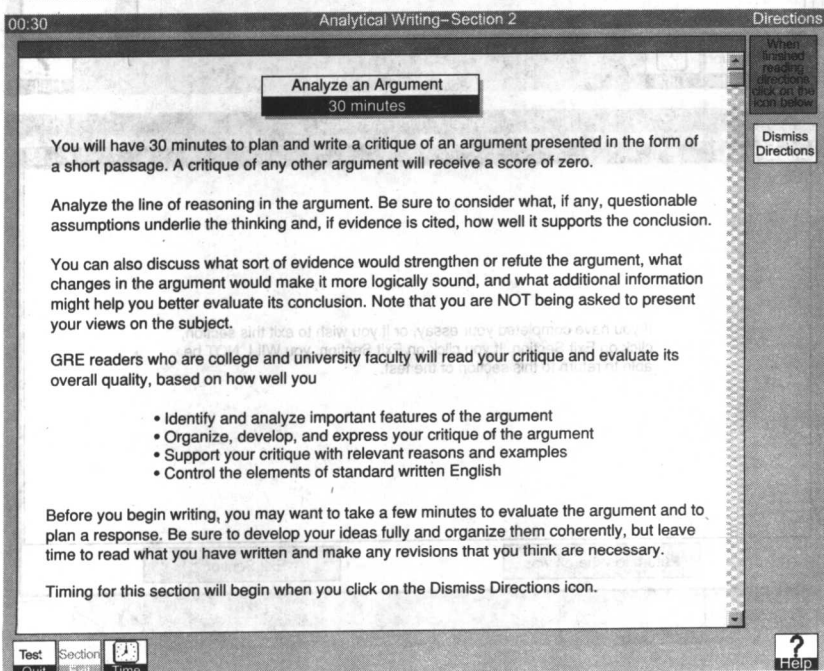
Help



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。

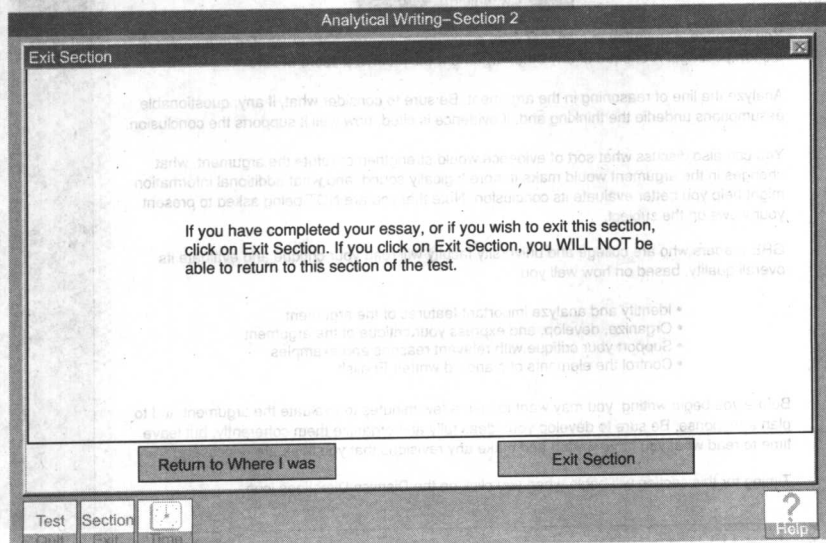
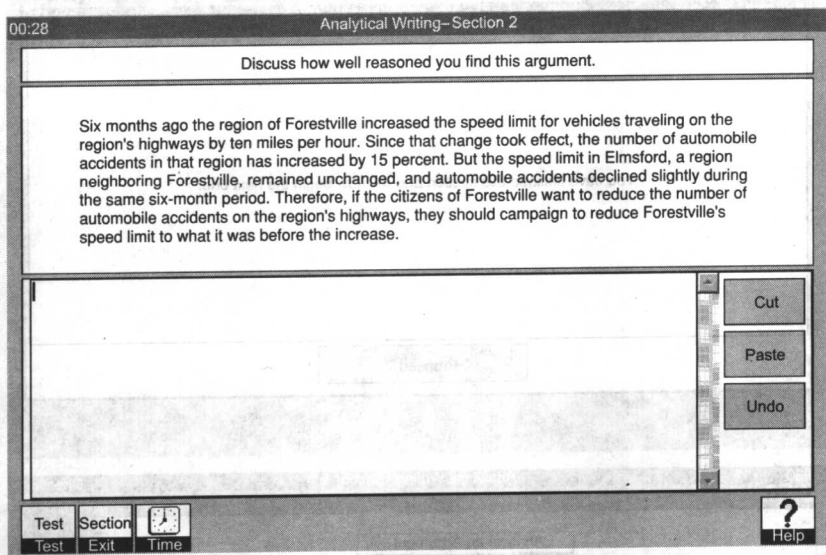
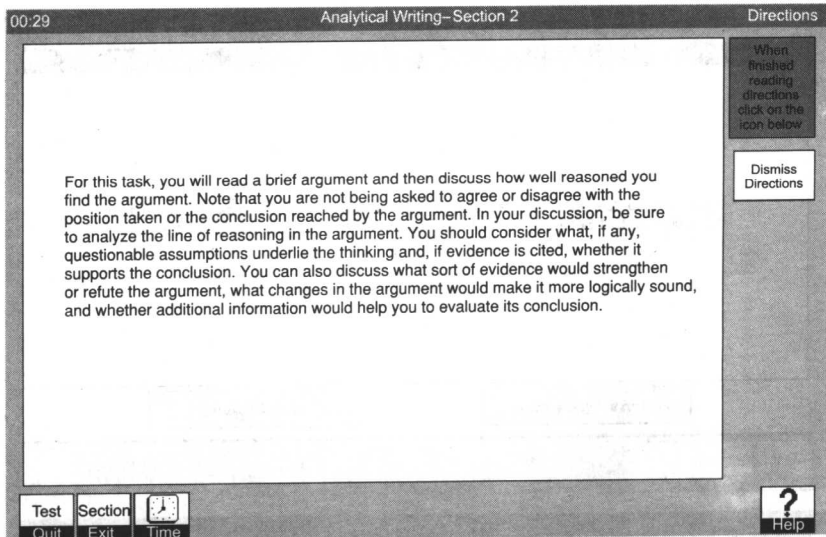


9. 迅速跳过指令(因为浏览指令的时间也计算在 30 分钟内), 点击“Dismiss Directions”按钮, 出现下面的界面。

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。



GRE 作文实战全攻略

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/她所想申请的学校，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。”)

▶▶ 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