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新SAT 写作大讲堂

方法、语言、素材、范文剖析

李现伟 田新笑 孙海牧 编著

赠

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三大明星导师率团队10+年在中国（大陆地区和香港地区）的SAT教研成果
根据新SAT官方指南（2016）编写



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本书严格遵照新 SAT 的官方改革报告和最新考情进行编写，内容科学准确，编著者是国内著名的 SAT 教学名师，能帮助考生快速掌握新 SAT 写作的方法和技巧。

本书共分两大部分。第一部分为方法论，从词、句、段、篇四个方面指导考生，手把手地教会考生如何阅读、分析、写作一篇文章；第二部分为 66 篇 Passage，从阅读材料和范文出发，以词、句、段、篇为分析的基础，以修辞与逻辑为分析的基本要素，对这些文章进行了深度的剖析。建议考生结合书中的分析来剖析自己写的文章，从而不断精炼自己的阅读、分析、写作的能力。

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前言

旧 SAT 写作只考写作能力，新 SAT 写作开始考查综合素质：阅读能力、分析能力、写作能力，写作考查的重心从原来旧 SAT 对观点的深入探索变成了考生解释文章精髓以及如何提出观点和表达的过程。

改革后的写作将作为独立可选择的部分，那么参加新 SAT 考试的时候需不需要参加写作呢？毕竟考试时间被延长了将近 50 分钟。目前众多美国大学已经就新 SAT 写作的认可做出了比较明确的确认，其中：

Harvard, Yale, Princeton, Stanford 和 UC 系统全部学校已经确认要求写作的部分；

U Penn, Columbia, Cornell, Northwestern 等大学表示并不强制需要写作的部分。

对于写作这种全新的考试模式，CB（新 SAT 出题机构）还在摸索适应，需要为判分曲线进行大量的取样，所以改革初期写作的分数并不能很有效地反映考生的真实写作水平。但是在竞争激烈的今天，考生要想增加自己申请名校成功的砝码，就需要认真对待这项考试。

为了让更多考生快速掌握新 SAT 写作的方法，我们倾情打造了这本能够真正提高考生考试成绩和写作能力的《新 SAT 写作大讲堂——方法、语言、素材、范文剖析》。

本书严格遵照新 SAT 的官方改革报告和最新考情进行编写，内容科学准确，编著者是国内著名的 SAT 教学名师。本书第一部分为方法论，从词、句、段、篇四个方面对考生进行指导，手把手地教会考生如何阅读、分析、写作一篇文章；第二部分为 66 篇 Passage，从阅读材料和范文出发，以词、句、段、篇为分析的基础，以修辞和逻辑为分析的基本要素，对这些文章进行了深度的剖析。建议考生结合我们的分析来剖析自己写的文章，从而不断精炼自己的阅读、分析、写作的能力。

新 SAT 写作的提高是一项长期的工作。除了上培训班，考生平时一定要多加练习。特别建议考生在学习本书的同时，可以几位考生组成一个写作批改小组，并辅辅以有经验的老师进行指导，可能写作的提高幅度会更快一些。

感谢在本书编写过程中给予指导和修改建议的以下老师和同学：陈焕、杨桂霞、陈鹰、彭巧云、王逸飞、陈懿、David Gao、Garret Twitch。

本书在编写过程中，难免有纰漏，如有修改建议或疑问，请发送邮件至 lixianwei@vip.126.com 或者 tianxinxiao@vip.qq.com，也可以直接扫码加三位作者的个人微信号：



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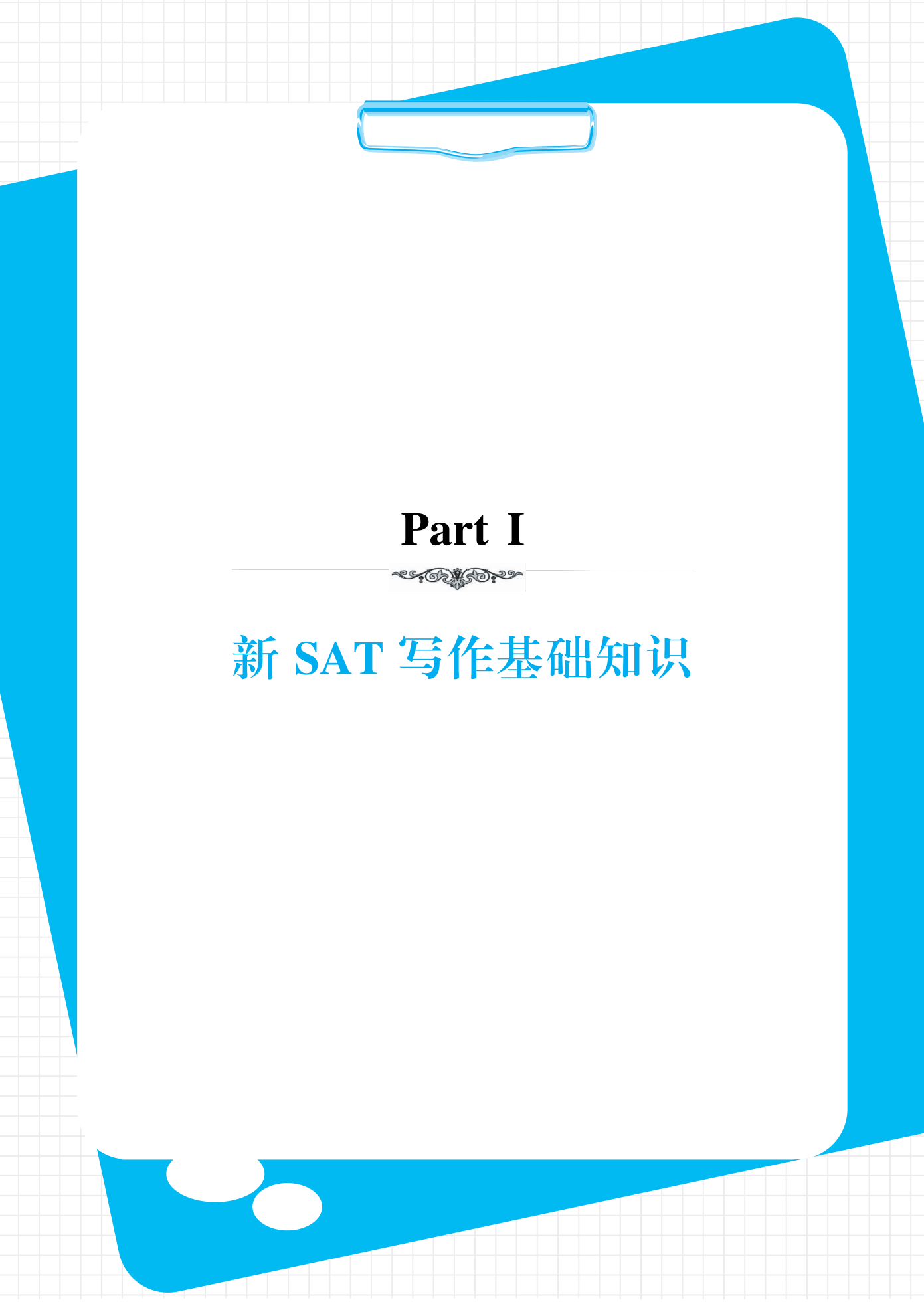
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Part I



新 SAT 写作基础知识



Section 1 基础知识

1.1 新 SAT Essay 的要求

改革后的新 SAT 考试有一些主要的变化，其中就包括 Essay 部分变为了选择性的考试，这意味着学生可以根据其申请的学校来决定是否参加 Essay 考试，但这并不代表 Essay 变得不重要。Essay 成绩不会计入 SAT 总成绩，但将分开报告。在新 SAT 的 Essay 部分，考生需要展示其理解原材料的能力、分析论点的能力和有效写作的能力。

旧 SAT 的 Essay 要求考生能够有自己的论点和证据，以回答一个比较概括而主观的问题。新 SAT 的要求则不同，以下为新 SAT Essay 考试的变化：

- 1. 新的考试形式：**在新 SAT 考试中，考生有双倍时间来撰写 Essay，由原先 25 分钟变为 50 分钟，同时考生也拥有双倍的空间来作答，共有 4 张答卷，这使得考生可以写得更更多，也有更多时间来做修改。
- 2. 新的内容形式：**旧 SAT Essay 要求考生针对多方位的主观的问题进行回答，新 SAT Essay 则要求考生阅读并分析一段提供的文章。每次考试的要求都是一样的，但是每次考试提供的文章不同。

1.2 Essay 打分系统

旧 SAT 考试打分使用一份概括性的整体标准，新 SAT Essay 则根据具体的标准来评分：阅读、分析和写作，每一个标准都以 1 ~ 4 分的标准来打分。这种打分标准体现了大学想要在 Essay 中看到的以下内容：

- 1. 阅读：**大学希望可以在 Essay 中看到考生阅读且理解了文章，有一个很简单的方法来证明这一点：从文章中摘录。考生能有效地在 Essay 中使用文章片段是证明考生读懂了文章内容的最好方式。
- 2. 分析：**大学希望看到考生能够分析别人论点中的要素，并将这些分析用于考生自己的论点中。考生可以选择强有力的、相关的论据来支持自己的论述。
- 3. 写作：**大学希望能够找到证据来证明考生不仅能够进行很好的分析，还能够有效地将分析传递给读者。评分人会根据文章的内部框架对词语和句子的运用来判断考生的写作能力。

1.3 范例 Essay 提示

以下是范例 Essay 提示：

阅读以下文章，思考 Donald Trump 是如何：

- 使用**论据**，如事实和例子来支持其主张；
- 通过**论证**来发展其观点，并将主张与论据相联系；
- 使用**有特点或有说服力的元素**来加强其表达的观点，如使用的词语或情绪上的呼应。

Adapted from “Tear Down ‘Deadbeat’ Dams” by Donald Trump, by the New York Times Company. Originally published on May 7, 2014.

Of more than 80,000 dams listed by the federal government, more than 26,000 pose high or significant safety hazards. Many no longer serve any real purpose. All have limited life spans. Only about 1,750 produce hydropower, according to the National Hydropower Association.

In many cases, the benefits that dams have historically provided for water use, flood control and electricity — can now be met more effectively without continuing to choke entire watersheds.

Dams degrade water quality, block the movement of nutrients and sediments, destroy fish and wildlife habitats, damage coastal estuaries and in some cases rob surrounding forests of nitrogen. Reservoirs can also be significant sources of greenhouse gas emissions.

Put simply, many dams have high environment costs that outweigh their value. Removing them is the only sensible answer. And taking them down can often make economic sense as well. The River Alliance of Wisconsin estimates that removing dams in that state is three to five times less expensive than repairing them.

The message has been slowly spreading around the country. More and more communities and states have reclaimed rivers lost to jackhammers and concrete. Last year, 51 dams in 18 states were taken down, restoring more than 500 miles of streams, according to the group American Rivers. Nearly 850 have been removed in the last 20 years, and nearly 1,150 since 1912.

But the work is far from done. I was disappointed to see the Energy Department release a report last week on the potential to develop new sustainable hydroelectric dams on rivers and streams across the country. The report follows President Obama’s signing of 2 laws last year to encourage small hydro projects and revive non-producing dams.

New dams are a bad idea. We’ve glorified them for decades, but our pride in building these engineering marvels has often blinded us to the environmental damages they cause. The consequences run the length of the river and beyond. Our many complex attempts to work around these obstacles would make Rube Goldberg proud. Interventions like fish elevators and trap-and-haul programs that truck fish around impoundments don’t lead to true recovery for wild fish population or reverse the other environmental problems caused by blocking a river’s flow.

But we do know that removing dams brings streams and rivers back to life and replenishes our degraded aquifers.

A case in point is the Elwha River on the Olympic Peninsula in Washington, where 2 hydroelectric dams built early in the last century exacted huge environmental costs but were no longer important as power generators. Salmon runs that once reached about 40,000 fish a year dropped to fewer than 3,000. A year after the Elwha Dam was removed, Chirook salmon returned to the river in numbers not seen in decades, with three-quarters of them observed spawning upstream of the former dam site. Today, the river runs free from its headwaters in Olympic National Park to the Strait of Juan de Fuca, and a terrible wrong imposed on the salmon-dependent Lower Elwha Klallam tribe has been righted.

President Obama should learn from that example. Most urgently, he should turn his attention to the Snake River in eastern Washington, where four dams along its lower reaches provide marginal (and replaceable) electricity generation that is outweighed by the opportunities for the revival of endangered salmon populations, plus the jobs and communities a healthy salmon fishery would support. Those “deadbeat” dams should be taken down and added to the list of dams in the process of being removed along the White Salmon River in Washington, the Penobscot in Maine and Klamath in southern Oregon.

I’ve been working to take down dams for most of my life. The idea, once considered crazy, is gaining momentum. We should seize it and push for the removal of the many dams with high costs and low or zero value. The environmental impacts are too enormous.

Time and again, I’ve witnessed the celebration that comes with the removal of an unnecessary dam. After a river is restored and the fish have returned you never hear a single person say, “Gee, I wish we had our dam back.”

要求：撰写一篇 Essay，解释 Donald Trump 如何构建论点来说服他的读者同意“废弃的大坝应当被拆除”这一观点。在你的论文里，应分析 Trump 如何使用上述观点（或列出你自己总结的观点）来加强他论点的逻辑性和说服力，确保你的分析集中于本篇文章相关的观点。

你的论文不应当解释你是否同意 Trump 的主张，而应当解释 Trump 如何建立起论点来说服他的读者。

旧 SAT 要求考生自己组织所有的论据，新 SAT 则把论据都放在考生面前，考生只需要学会如何使用论据。



Section 2 官方评分标准解读及应用

新 SAT 的 Essay 体系将对三个部分进行评分：阅读、分析和写作。之前我们已经看过了评分人如何在论文中寻找这三种能力，现在让我们看看在 Essay 中如何体现这三种能力。

2.1 College Board 的题目

首先，让我们看看 College Board 在其题目中想要看到的内容，本节将介绍 College Board 在每个部分（阅读、分析和写作）的评分标准，并辅以例子来说明。我们主要使用的文章是本书第 3 页提到的“Tear Down ‘Deadbeat’ Dams”。

阅 读

Reading

在阅读部分，评分者将评价你是否能够很好地理解文章内容，包括其主要论点和重要的细节。

College Board 想要看到的	范 例	反 例
抓住文章中的主要观点 即使文章中会提到主要观点，但 College Board 仍然希望你能够主动找到它	In this passage, Donald Trump argues that dams have a negative impact on the environment and generally should be removed.	In this passage, Donald Trump talks about his own personal agenda that has something to do with dams.
使用文章中的论据 回到文章中，直接引用，或概括使用	Trump supports his claim with statistics, such as the fact that “of the more than 80,000 dams listed by the federal government, more than 26,000 pose high or significant safety hazards.”	Trump talks about how lots of dams are doing bad things.
正确使用论据 使用论据要精确、正确，引用论据时的态度应当与作者一致	Trump supports his claim with statistics, such as the fact that “of the more than 80,000 dams listed by the federal government, more than 26,000 pose high or significant safety hazards.”	Trump doesn’t cite good facts to support his argument. For example, he states that only 20,000 of the more than 80,000 dams listed by the federal government pose significant safety hazard, which is not that many.

分 析

Analysing

在分析部分，评分人主要看你是否能够明白论文的要求，他们希望你能够分析作者的观点，而不是给出自己的观点，这些都会影响到评分人对你的评价。

College Board 想要看到的	范 例	反 例
分析，而不是回应文章内容 你的任务是分析作者的论点，而不是用自己的观点来回应	Trump utilizes a combination of statistical evidence, personal examples, and appeals to authority to make the argument that harmful dams should be removed.	Trump really doesn't know what he's talking about; in my opinion, dams are super helpful.
选择好的部分来论述 通读文章，找出作者用来阐明其论点的方法	Trump's use of strong numerical evidence shores up his argument and makes the issue seem more important and urgent.	Trump writes really well and thus makes a good argument.
找到支持观点的内容 找到最强、最相关的部分来支持你的论述	For example, Trump uses statistics about the decreasing number of salmon in the Elwha River (40,000 down to fewer than 3,000) to demonstrate the negative effects dams have on wildlife.	Trump cites lots of statistics to support his argument. For example, he states once a dam is taken down, "you never hear a single person say, 'Gee, I wish we had our dam back.' " That is some strong statistic evidence.

写 作

Writing

在写作部分，评分者会评断你组织论文以及使用语言的能力。

College Board 想要看到的	范 例	反 例
举出论点 当你写论文时，你需要有一定的论点或者论证，必须形成清楚、精确的论文陈述	Choinard uses statistical evidence, personal examples, and appeals to authority to build his argument that removing harmful dams is necessary to restore justice.	This is an interesting article about dams.
组织论点 如果读者看不懂你的论点，他们也就无法理解你分析的内容	在 Section 2 中已有介绍	在 Section 2 中已有介绍

(续)

College Board 想要看到的	范 例	反 例
斟酌用句 不要使用简单句	Though some of Trump's evidence comes in the form of personal anecdotes, much of it comes from authoritative sources. This combination of evidence makes his argument more well-rounded as well as easier to read.	Trump is a good writer. He makes good points. He uses good evidence.
斟酌用词 尽量在句子中使用高阶词汇, 但是不要使用那些你自己都不了解全部含义的词	Trump appeals to the federal government when he directly addresses President Obama.	Trump pretends he's talking to President Obama to make a point.
使用学术口吻 对于这类学术论文, 你应当使用正式语言, 避免使用俚语或非正规语言	Although Trump can be didactic at times, overall he effectively argues for the removal of dams.	Even though this guy is pretty boring sometimes, you can really understand where he's coming from.
使用正确的语法 要使用正确的语法和拼写, 写完论文后要阅读一遍, 以纠正其中的错误	Trump argues that there are many reasons to close down deadbeat dams.	Trump argues "there are many reasons closing down Deadbeat Dams".

2.2 范文

下面我们将通过 4 篇 Essay 来看如何将 College Board 的评分标准用于整篇论文。这 4 篇 Essay 都体现了阅读、分析、写作的能力, 评分由低到高分别为 1, 2, 3, 4。

范文试题

阅读下面文章, 思考 Al Gore 如何:

- 使用**论据**, 如事实和例子来支持其主张;
- 通过**论证**来发展其观点, 并将主张与论据相联系;
- 使用**有特点或有说服力的因素**来加强其表达的观点, 如使用的词语或情绪上的呼应。

Adapted from former Vice President Al Gore's 2004 speech "The Climate Emergency", collected in Red, White, Blue, and Green: Politics and the Environment in the 2004 Election (2004), edited by members of Yale School of Forestry & Environment Studies, James, R. Lyon, Heather S. Kaplan, Fred Strebeign, and Kathleen E. Campbell.

The environment is often felt to be relatively invulnerable because earth is so big. People tend to

assume that the earth is so big that we as human beings can't possibly have any impact on it. That is a mistake.

In Europe during the summer of 2003, we experienced an extreme heat wave that killed an estimated 20,000 people, and many predict such events will be much more commonplace as a result of increasing temperatures. The anomaly was extreme, particularly in France, with consequences that were well reported in the press. Year to year, decade to decade, there's variation, but the overall upward trend worldwide since the American Civil War is really clear and really obvious, at least to me.

If you look at the glaciers around the world, you see that many are melting away. A friend of mine named Lonnie Thompson of Ohio State studies from now there will be no more snow on Kilimanjaro. This shrinking of glaciers is happening all around the world, including Latin America, China, and the U. S. In our own Glacier National Park, all of the glaciers are predicted to be gone within 15 to 20 years.

An area of Bangladeshi is due to be flooded where ten million people live. A large area of Florida is due to be flooded. The Florida Keys are very much at risk. The Everglades are at risk.

The trend is very clear. What's behind it all? I've come to believe that global warming, the disappearance of the ocean fisheries, the destruction of the rain forests, the stratospheric ozone depletion problem, the extinction crisis, all of these are really symptoms of an underlying cause. The underlying cause is a collision between our civilization and the earth. The relationship between the human species and our planet has been completely changed. All of our culture, all of our literature, all of our history, everything we've learned, was premised on one relationship between the earth and us, and now we have a different one.

Think about the subsistence that we have always drawn from the earth. The plow was a great advance, as was irrigation. But then we began to get more powerful with these tools. At the Aral Sea in Russia, something as simple as irrigation on a large scale led to the virtual disappearance of the fourth largest inland body of water in the world. We're changing the surface of the earth, and technology sometimes seems to dwarf our human scale. We now have to try to change this pattern.

There's another assumption that needs to be questioned. In contrast to the idea that the earth is so big that we can't have any impact on it, there are others who assume that the climate change problem is so big we can't solve it. I, however, believe that we can if we put our minds to it. We had a problem with the ozone hole, a big global problem that seemed too big to solve. In response, we had political leadership and the world passed a treaty outlawing chlorofluorocarbons, the chemicals that caused this problem. The United States led the way, and we brought about a dramatic drop in CFCs and are now in the process of solving that problem. We now have the ability to buy hybrid cars like the Toyota Prius and marketplace for new sources of energy is increasing

dramatically. We're also seeing new efficiencies with energy savings. If we have political leadership and the collective political will to say it is important to solve this problem, we can not only solve it, we can create more jobs, we can create higher incomes, a better way of life, and a higher quality of life by solving the problem.

Everything we have ever known, the Carl Sagan made a beautiful long statement about this — all the wars, all the heartbreak, all the romance, every triumph, every mistake, everything we've ever known is contained in this small planet. If we keep the right perspective and keep our eyes on the prize, we can solve this problem, we will solve this problem, we must solve this problem. It really is up to you.

要求：写一篇论文，论述 Al Gore 如何来说服他的读者相信气候变化是一个需要注意的非常严重的问题。在你的论文中，应分析 Gore 如何使用一个或多个方法来加强其论点的逻辑和说服力。论文不应讨论你是否同意 Gore 的观点，但需要解释 Gore 是如何建立其论点并说服读者的。

Essay 1

I agree with Al Gore that it's a good trend to help the environment. Earth is the only planet we have, its our responsibility to keep it safe. Otherwise, who will? Like he says in the time of the Civil War, they didn't know about pollution but now it's different. We now have the ability to buy hybrid cars or recycle your plastic to help the environment. No excuses. Two thousand people died in Europe because of global warming. It's time to shape up financial. These days, there is to much technology and there messing up the oceans. Like I say on the news that turtles are dying because people don't recycle plastic. Like Al says, we gotta stop assuming that nature is going to be OK when really we're the one's who are hurting nature. But I think things are getting better. You know? You see people now they are really working hard to make a difference. Helping animals and planting trees. Green technology too. Scientists are figuring out important stuff that will help. I believe that in the end, we will be able to save the planet.

阅读：1 分。作者没有展现出自己是否理解了 Gore 的主要论点（即气候变化是个我们必须面对的重要问题）。作者也没有表现出对于文章重要细节的理解，以及它们如何与主要观点相联系。虽然他提到了 Gore 和内战，但这并不是 Gore 论点的主要论据。同时，作者忽视了他更重要的与主题联系更紧密的细节。此外，作者提到了文章所没有提到的内容，比如他说因为炎热，欧洲的死亡人数为 2000，而文章说的数字是 20,000。作者没有使用文章中的论据。唯一直接引用自论文的是 “We now have the ability to buy hybrid cars”，但这句话没有在论文中以引用形式出现。

分析：1 分。作者没有分析 Gore 是如何建立起论点的。相反，作者对 Gore 的论点发表了自己的看法，这不符合要求。此外，作者没有围绕 Gore 所使用的方法展开论述，也没有针对文章本身展开论述。相反，作者提到了自己的论据，比如他在新闻上看到的内容，而不是分析

Gore 对于论据的应用。作者还提到了一些与文章无关的内容。比如，他说科学家正在进行重要的开发，但是文章中没有提到这一点。

写作：1 分。作者展现了对语言的有限的掌控能力及组织能力。

总结：作为一篇学术论文，其语言和形式都过于休闲，使用了惊叹词、夸张的问句，并且不正式地使用别人的论点，这些对于正式写作而言都是不合适的。在选词上比较含糊其辞（比如“figuring out stuff”），并用了许多陈词滥调。同时，还有许多语法和用词的错误，包括句子碎片化、词语拼写错误等。句子都很简单，也没有什么变化。总之，弱爆了。

整篇论文缺乏一个清晰的整体结构，尽管作者在第一句话中提出了中心论点，但剩下的篇幅都没有把焦点放在这个论点上。作者的想法也没有分成多个段落来写，句子间的过渡也很模糊。论文整体太短，无法发展成好的论述。

Essay 2

Al Gore says that we need to take better care of the earth. If we don't, things will get worse, and things are already pretty bad. “In Europe during the summer of 2003, we experienced an extreme heat wave that killed an estimated 20,000 people, and many predict such events will be much more commonplace as a result of increasing temperatures.” The earth is in bad shape, we need to fix it.

One example Al Gore uses is the glaciers. The glaciers are melting, according to his friend Lonnie, and that's a big problem. If there are no more glaciers, that will mean we no longer have Glacier National Park. This is a big problem. The trend is very clear. Rain forests are being destroyed, fisheries are disappearing from the oceans. This situation could be deadly.

Things are basically different than the year ever been before. Humans used to be farmers, so they didn't need technology. Now we have made enormous technological advances, but they are bad for the planet. All the machines that we use are causing global warming.

But don't worry, there is some hope. We can still stop this menace if we get to work right now. There is other new technology that is making things better. For example, the Toyota Prius is a hybrid car which is better for the environment. The United States is striving to improve and lead the way. Right now. We need politicians to step up. “If we have political leadership and the collective political will to say it is important to solve this problem”, we can get it done. Al Gore thinks that we can solve the problem and have a “higher quality of life solving the problem”. This means that things can only get better for us from here on out. If we listen to what he says, we made this problem, but we can fix it.

阅读：2 分。作者展示出了对文章主要观点的有限的理解。

作者理解了 Gore 的中心观点是我们需要解决重要的环境问题，但是未能抓住文章论点的核心，即人类和科技之间的关系。此外，作者未能阐明 Gore 是如何将这些论点联系起来的，比如，作者提到了 Gore 关于冰川融化的例子，但没能将其与许多人类居住地产生的洪水联系起来，这是举例能够验证观点的原因。

虽然作者在参考文章时没有犯大错误，但作者的讨论总是不精确。他虽然引用了原文，但未能提供精准的引用，或解释为什么它们很重要，同时作者还提出了一些没有依据的论述。

分析：2 分。作者理解了他应该写的是文章的内容，而不是和文章相同的主题。但是，他的分析缺乏深度，往往写得像在写他自己的观点而不是 Gore 的观点。作者总结了他理解的 Gore 的主题，但他没有检查 Gore 是如何建立自己观点的。他讨论了一些 Gore 论点中最突出的特点（比如 heat wave 的例子），但遗漏了其他论点（比如 changing relationship between humans and the planet）。作者提到了 Gore 用的论据，但他没能进行有效的论述，也没有分析 Gore 的说理或有特色的用法。作者为其论点提供了论据，比如当他支持观点认为 the earth is in bad shape，作者就提到了冰川融化。但是，其他论述都很宽泛，也没有论据支持。

写作：2 分。作者展现了对语言和结构有限的把握能力。论文的基调还不错，但是风格却很单调，并且常常使用过于口语化的写作方式。句子结构之间有差别，但是差别不大。在语法和使用上存在错误，比如不断句。作者的确提到了主要论点：“the earth is in bad shape, and we need to fix it.”但这不是文章的主要观点。作者没能够把焦点放在文章的主要观点上。论文中明显存在多种观点，但没有很好地联系起来。此外，虽然论文有明确分段且每段都有一个主题，但每段的句子都没能够很好地呈现论点。

Essay 3

In Al Gore's speech, he describes some of the major issues that our environment is facing today. He says that although humanity has caused these problems, we also have the power to fix them. Gore uses strong evidence and persuasion to make his message urgent and important.

One of the most important ways that Gore builds his argument is the evidence he uses. He mentions an “extreme heat wave” in Europe that resulted in 20,000 deaths, which was “well reported in the press”. This example of the consequences of raising temperatures makes the crisis seem massive. He also mentions a researcher at Ohio State who studies glaciers, using an authoritative source for his claim that the glaciers are melting at an alarming rate and will be gone “within 15 to 20 years”. He explains that one of the issues with glaciers melting is mass flooding, such as in part of Bangladesh “where ten million people live”. Gore uses evidence to show that if we do not do something about climate change, many people will die.

The way he structures his argument is important to his message. First, he uses evidence to show that we are in a serious crisis. Then he explains why he thinks we have wound up here, because “the relationship between the human species and our planet has been completely changed”. Modern technology, which has caused the problem, “sometimes seems to dwarf our human scale”. Which is why the crisis is so big that it can seem hopeless. After Gore makes the problem seem huge, he switches to a hopeful note, writing that although some people think we can't solve the problem, I, however, believe that we can.

Another thing that makes his argument feel more emotional is the rhetorical tools that he uses. He uses repetition, which has a dramatic affect. He repeats “at risk” to describe the Florida

Keys and the Everglades, which really drives the risk home. Then he uses more repetition in the phrase, “we can solve this problem, we will solve this problem, we must solve this problem”. He is driving his point home again, but this time what he is driving is hope.

Ultimately, Gore is able to make his speech inspirational for the reader rather than depressing, because of how he builds his speech from the dire reports of a European heat wave to encouraging the reader to “keep our eyes on the prize”. He gives a lot of bad news, but he makes the reader feel like all is not lost. After all, as he says, “It really is up to you”.

阅读: 3 分。作者理解了 Gore 的主要论点, 并在其论文的第一段就写明了。作者使用了文章中的论据来支撑他的观点。在直接引用时, 他引用了足够多的部分来让读者明白, 并且他解释了为什么引用的部分与他的论证有关。他注重引用重要的细节来表达文章的中心意思, 并准确引用了它们。为了达到 4 分, 作者应当更多地讨论一些 Gore 论证的细节部分, 比如他是怎么把人类和地球之间变化的关系问题、解决方案联系到一起的。

分析: 3 分。作者完成了聚焦于描述 Gore 如何建立起论点的任务, 而不是聚焦于文章的话题。作者分析了 Gore 的论点中论据的作用, 他还分析了文章的结构和 Gore 论点有特色的部分。此外, 作者还用心选择了文章中重要的部分, 深化了 Gore 的观点, 并用文章中的论据来支撑这些观点。为了达到 4 分, 作者还需要更全面、更一致地进行分析, 比如, 在第三段, 如果他能够解释他提到的变化如何为 Gore 的论点服务, 那就更好了。

写作: 3 分。作者展现了对多变的语言和结构的掌握能力。作者将论文结构安排为每段都有一句主题句, 并在每段中都有一个清晰的论点。段落以逻辑顺序安排, 同时使用了连接词连接这些段落, 以使读者更容易理解作者思路。在语言和风格上整体比较一致, 也比较学术化。作者使用了简单句和一些较为复杂的句子, 用词也较准确地体现了自己的想法。虽然仍然存在一些错误, 但文章整体表现出了作者在语法和用词上的熟练程度。为了达到 4 分, 作者在句式上应当多一些变化, 减少重复用词, 使用一些复杂的词句。同时他也应该在段落间使用更多转折句来更好地发展自己的论点。

Essay 4

Al Gore argues that climate change is a major problem that we must address. He views both climate change and the potential solutions for climate change not just as a matter of technology, but also a matter of changing the human relationship with the earth. By focusing on the role of humanity in both creating and stopping climate change, Gore imports to his audience a sense of both responsibility and hope.

Gore begins by asserting that “people tend to assume that the earth is so big that we as human beings can’t possibly have any impact on it”, but this is a “mistake”. He uses multiple examples to demonstrate that the popular perception of the earth as “vulnerable” is wrong. His first piece of evidence is a European heat wave that killed 20,000 people, which allows him to foreground the human cost of climate change. This continues as he talks about the melting of the glaciers. Citing the work of a research at Ohio State as an authoritative source to give his

argument scientific credibility. Gore directly connects the shrinking of the glaciers to flooding in Bangladesh “where ten million people live”. Once more, he emphasizes the human cost of climate change as he is establishing the severity of the crisis.

He also centers on humanity when discussing the “underlying cause” of climate change, which he believes is “a collision between our civilization and the earth”. The word “collision” dramatizes how suddenly things have changed. To further underscore the extent to which our relationship with the earth has changed, he writes that “all of our culture, all of our literature, all of our history” came out of the old relationship between the earth and humanity, the repetition highlights the immense scope of this history, which in turn brings home the scope of the crisis.

However, Gore does not center on humanity only to make his audience aware of the danger, he also does so to promote a hopeful outlook. He uses the disappearance of the Aral Sea due to large-scale irrigation as an example of how technological advance can change the earth for the worse, but then transitions into discussing his belief that we can solve the problem of climate change “if we put our minds to it”. He illustrates this belief with the successful campaign to bring about “a dramatic drop” in chlorofluorocarbons, which were contributing to the problem of the ozone hole. By juxtaposing an example of humans harming the earth with one of humans working to fix a problem they had created, Gore reinforces his argument that the power lies with us.

Furthermore, just as Gore emphasized the human costs of climate change he also emphasizes the human benefits of working to solve the problem. He points out that “the marketplace for new sources of energy is increasing dramatically”, making a solution seem economically feasible. He goes on to assert that “we can create more jobs, we can create higher incomes, a better way of life and a higher quality of life”. In the quest to stop climate change. The subtle repetitions of “we can create” and “life” stir the audiences' emotions as Gore leads them to envision a brighter future.

That future once again, lies with us. In his final triple repetition “we can solve the problem, we will solve this problem, and we must solve this problem” Gore brings together the two sides that together make his argument so powerful our role in creating the problem and our ability to solve it. In keeping his focus on humanity, Gore inspires his audience to feel responsible for the fate of the earth and hopeful about our ability to fix it.

阅读：4 分。作者展现了其对 Gore 论点清晰且细致的理解，并在介绍段就将其阐明。作者主要关注了文章的细节，并说明了它们对于 Gore 论点的重要性。他用文章中的证据来证明自己的观点，同时也为他引用原文的部分提供了说明。

分析：4 分。作者清楚地理解了任务，写作时完全围绕 Gore 的演讲展开并加以分析，主题清晰明确。作者同时分析了 Gore 的论据所起到的作用，表明这些和他自己的论文有什么关联。作者还分析了 Gore 论点中在结构上和风格上的特点，以及他们如何支持了 Gore 的演讲。作者

在每一段都使用了文章中的证据来支撑。

写作：4 分。作者表现出了超常的语言功底和强大的结构能力。作者在开头段就清晰地阐明了他的观点，并在整篇文章中展开。他的论文结构很清晰，按照逻辑顺序安排主要段落，使下一个论点都是建立在上一个论点之上。在每个段落的最后，他阐明了主要观点之间的关系。他同时使用了连接词来使论点更容易被接受。论文语言基调平实而学术化，并使用了多种句子结构和词汇。这些都证明了作者具有很好的语法能力和功底。

Section 3 分析论点

新 SAT 论文不仅测试你的写作能力，也测试你的阅读能力。写作任务并不仅仅是要求你根据所提供的文章的主题写一篇论文，而是要求你就作者如何建立其论点来写一篇文章。这意味着如果你没有理解和分析文章，就无法写出一篇好论文。

我们要做的第一步是仔细阅读文章，采取主动阅读的方法，在提供的文章中做标记。通过这种方法你可以在之后方便地回到文章中分析作者用来建立其论点的技巧。这些技巧将会是你的 Essay 的主要部分。

在本章中，我们会提供三种不同的可用来分析文章作者论点的角度：语言（Language）、结构（Structure）和论据（Evidence）。我们会讨论如何通过这些角度来撰写 Essay，以及如何支撑你的观点，让你的 Essay 看起来具有洞察力并显得完整。

3.1 语言（Language）

文章作者对其选择的每一个词语都十分小心，选择某一个句子或词语都可以向你传达很多信息，包括作者的观点，以及在陈述事实的基础上加上情感的成分。这可能听起来很复杂，但是你在撰写自己论文的同时也在选择词语。你和老师说话时所使用的词语与你和朋友说话时所使用的单词是不同的，甚至你在不同的朋友圈里使用的词语也是不同的。比如：

After sleeping through his alarm, Carlos **ran** all the way to school.

After sleeping through his alarm, Carlos **sprinted** all the way to school.

上面两句句子中的信息是一样的：Carlos 睡过了头，并马上冲向学校。不同点在于语言的使用。使用“sprinted”后，第二句句子表明 Carlos 不仅仅是跑，而且是尽可能地跑得快。这就传达了一种 Carlos 要按时到达学校的紧急感。如果 Carlos 在第一声铃响后就坐进了教室，他可能会使用“sprint”来向他的老师解释他已经尽其所能，并没有拖拉，老师可能就会放过他一马。

当然，文章的作者可能并不是在讨论一个年轻人可能会迟到，但是相同的原则也同样使用。当你看到一个文章中的词语抓住了你的眼球，你可以问自己：这个词语是否扩大了作者想要传递的信息？相较于使用别的词语，这个词语会加入什么信息？

3.1.1 单词的内涵（Connotation）

考虑单词的内涵十分重要，内涵可能并不是这个单词的字典意义，而是在人们使用这个词时所隐含的意义。比如，你可能会用 eccentric 或 weird 来形容你那个收集蜥蜴的叔叔。这两个词都可以表示他不是那种大多数人都认为的正常人，但是 eccentric 具有中性意义或者正面内涵，而 weird 则具有负面内涵。一个 eccentric 的叔叔是你希望能够在家庭聚会中发挥正面作用的叔叔，而 weird 的叔叔则是你希望不要出现在家庭聚会上的人。

确定词语的内涵时需要考虑人们平时的使用习惯。人们平时用来形容他们不喜欢的东西的

词语具有负面意义，用来形容他们喜欢的东西的词语具有正面意义。如果作者选择了一个词语具有负面意义，那么他就是在形容一个负面的东西。

3.1.2 修辞手法 (Rhetoric)

修辞手法是一种作者用来说服读者同意其观点的工具。修辞手法并不仅仅是关于词语的文学意义，还可以是关于如何使用词语可使一个论点显得更加生动或者能够调动读者的情绪。

比如，作者担心蜜蜂数量，可能会这样写：Bees are dying in North America, South America, and Europe. 但是，他也可以这样写：Bees are dying in North America. They're dying in South America. They're dying in Europe. 作者通过使用重复 (Repetition) 以使其观点显得更加戏剧化，来说服读者。

同样的，作者可以通过修辞手法来解释为什么我们应当更关心蜜蜂。他可以说，比如：Bees are as important to the planet as bones are to the human body. 这就是明喻 (Simile)，用来将两样并不相像的东西放在一起比较，使用如 like 或 as 这样的词。在这句中，作者将蜜蜂和人类骨头进行了比较，强调了蜜蜂的重要性。没有了骨头，人类的身体就会瓦解，所以作者是在表示如果没有蜜蜂，这个星球就会瓦解。

需要记住的是，单单识别作者所使用的修辞手法是不够的，你还要能够了解作者在哪里使用了这些手法，以及说明白这些手法如何对作者的观点起作用。

● 举例： Our nation's trees are crying out for relief from air pollution.

树木本身并不会哭泣，在某个物品上给予了人类的特征，这句话是在使用拟人化 (Personification) 的修辞手法。但是，评卷人并不会因为你仅仅指出了 “the author uses personification” 就会有好的印象。你必须明确说明作者在哪里使用了它，该手法实现了什么，如果可能的话，这一手法如何为整个论点做出了贡献（即 WWH 原则，what, why, how，即作者为了达到一个 why，使用了 what，通过 how 的方式达到了他的目的，我们在 Section 7 中会专门介绍 WWH 原则）：the author states that our nation's trees are “crying”，thus using personification to rouse the reader's sympathy. This gives emotional weight to her argument that we must work to end air pollution soon.

● 举例： 假如在一篇讨论保护操场是十分重要的文章中，作者这样写道：

Neglected playgrounds become dangerous playgrounds, and for most parents the risk posed by a dangerous playgrounds are worse than no playground at all. Do we want future generations to grow up without memories of going down slides or playing on the swing?

第二句是修辞问句 (Rhetoric Question)，它并不是一句作者认为真正需要解答的问句，而是通过问句来实现其论点。单单写 “the author uses a rhetorical question” 或者 “the author uses a rhetorical question to support his point” 是不够的，更好地说明这个论点的回答是：“By posing a rhetorical question about ‘future generations’, the author invites the reader to imagine those generations growing up without safe playgrounds.”

练习：语言

在下面这个节选中，通过下划线标出了可以用来分析作者如何使用语言来强调其论点——我们应当拆除大坝而不是建立新的大坝。回答下列 4 个问题。记得要引用节选中的文字并与作

者的目的相联系。

Adapted from “Tear Down ‘Deadbeat’ Dams” by Donald Trump, 2014 by the New York Times Company. Originally published May 7, 2014.

New dams are a bad idea. We’ve glorified them for decades, but our pride in building these engineering marvels has often blinded us to the environmental damages they cause. The consequences run the length of the river and beyond. Our many complex attempts to work around these obstacles would make Rube Goldberg proud. Interventions like fish elevators and trap-and-haul programs that truck fish around impoundments don’t lead to true recovery for wild fish population or reverse the other environmental problems caused by blocking a river’s flow.

But we do know that removing dams brings streams and rivers back to life and replenishes our degraded aquifers.

问题 1：作者为什么要选择 “glorified” 这个词？

问题 2：作者为什么要选择 “marvels” 这个词？

问题 3：作者为什么要选择 “blinded” 这个词？

问题 4：作者为什么要选择 “run the length of the river and beyond” 这个短语？

●●● 参考答案

1. The author uses “glorify” other than “praise” or “welcome” and the like to create a strong contrasting effects between the ironic results of construction of dams.
2. The author uses the word “marvels” to highlight the actual bad effects of dams and thus creates a surprising and ridiculous effects.
3. The author uses a human body relevant words to criticize how myopic and shortsighted we human beings are.
4. The author uses such a phrase to create a vivid description of the extent of the bad results of building new dams.

3.2 论据 (Evidence)

所提供文章的作者会使用不同的论据来支撑其观点。

3.2.1 个人论据 (Personal Evidence)

一些论据会基于个人经验：文章的作者曾经有过的对话，或其目击的事件，这些都可以联系到他目前正在进行的话题。比如，作者可能会在写到年轻人使用科技的时候，讨论他自己的孩子花费了整个晚饭的时间来玩手机，一个大学教授在写到对本科生的态度时，会使用一些他的学生曾经在他的课上所用过的评论，一个在写阅读科幻文章好处的作者可能会讨论其自身的

阅读经历以及科幻文章如何使他受益。

个人论据可以将一个很大的问题化解为一个与日常生活紧密相关的问题。作者使用这些论据也会让文章看起来更加真实，更加可信。比如，在我们一直所使用的这篇文章中，Donald Trump 写道 “Time and again, I’ve witnessed the celebration that comes with the removal of an unnecessary dam.” 这使得读者能够将一幅特殊的画面与大背景联系起来。

3.2.2 数据及其来源 (Data and its Source)

论据也可以是数据或由研究员收集的事实，以便为某一个群体或者问题提供信息。这一类论据以数字形式出现，比如 “80% of all statistics are totally made up”。在其他情况下，如果没有给出具体数字，作者会用 most 或者 fewer than half 这样的词来总结数据。作者通常会对以数据形式出现的支撑论据给出出处，有时会很宽泛，比如 “studies show...”，如果论据来源于一个比较权威的机构，或者是一个让读者信服的机构，那么这就会暗示这些数据是真的，增加作者的可信度。

权威性的来源有很多。政府机构是很常见的一种，无论其名称是否被写明（比如 Bureau of Labor Statistics）或仅仅只写 the federal government。作者还会使用一些公共服务机构如 American Medical Association，国际机构如 World Health Organization。如果你不确定作者所列举的机构是哪种类型的机构，也没有关系，只要写明这是从权威机构获取的数据即可。数据来源也可能因为其第一次出现的地方而变得权威，比如著名的出版物 *New England Journal of Medicine*。你也可能看到一些大学的名字，一般这也意味着是权威机构，他们可能出现在引用数据的时候（“Researchers at Howard University have found...”），或者在提供个人专家证言时（“Henry Louis Gates, a professor at Harvard University...”）。数据来源还可能是其他方式，比如有人曾经就相关主题写过书（“Michelle Alexander, whose recently published *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* deals with this topic...”），某一专家可能在其领域内获得过杰出的奖项，（“Steven Chu, who received the 1997 Nobel Prize in Physics...”），某人可能因为某一领域的杰出地位而成为这一领域的权威（“Supreme Court Justice Sonia Sotomayor has stated...”）。

3.2.3 关于论据的论述

论述论据，意味着需要从与语言不同的角度来看文章。我们在上文中已经讲述了如何寻找作者使用论据的方法。但是，正如我们所讨论的，判断这些因素只是第一步。更重要的是，你要能够在论证的过程中提到这些论据，并讲述为什么作者使用这些论据来支撑其观点。

● **举例：** Recently, researchers at the University of Pennsylvania have found that sleep deprivation causes permanent brain damage in mice. This should give us pause as we contemplate the trade-offs of encouraging young people to achieve success at the expense of resting their bodies.

你可以这样写：“The author uses an authoritative source to show that sleep deprivation causes brain damage in mice.” 这样写是准确的。但是，这样并不足够，因为写老鼠并不是作者的主要意图，作者是希望通过这个论据来讨论睡眠不足对于人类的影响。更好的讨论方法是这样

的：“The author cites research on mice from the University of Pennsylvania, an authoritative source which gives scientific credibility to her argument that we should be concerned about the physical dangers of sleep deprivation in people.”

最值得注意的是，我们在作者做了什么（引用权威性来源的数据）和作者为什么这样做（为了支持文章观点）之间建立了联系。不要假设这种关系对于读者是显而易见的，虽然它可能的确是显而易见的，但你仍然需要证明你看到了这个联系。

练习：论据

在下面这个节选中，从不同角度思考作者如何使用论据来支撑其论点：旧大坝应当被拆除，新的大坝不应被建立。请找出四处论据及其数据来源，并描述这些证据是如何支撑作者观点的。

Adapted from “Tear Down ‘Deadbeat’ Dams” by Donald Trump, by the New York Times Company. Originally published on May 7, 2014.

Of more than 80,000 dams listed by the federal government, more than 26,000 pose high or significant safety hazards. Many no longer serve any real purpose. All have limited life spans. Only about 1,750 produce hydropower, according to the National Hydropower Association.

Last year, 51 dams in 18 states were taken down, restoring more than 500 miles of streams, according to the group American Rivers. Nearly 850 have been removed in the last 20 years, and nearly 1,150 since 1912.

A case in point is the Elwha River on the Olympic Peninsula in Washington, where 2 hydroelectric dams built early in the last century exacted huge environmental costs but were no longer important as power generators. Salmon runs that once reached about 40,000 fish a year dropped to fewer than 3,000. A year after the Elwha Dam was removed, Chirook salmon returned to the river in numbers not seen in decades, with three-quarters of them observed spawning upstream of the former dam site.

Time and again, I’ve witnessed the celebration that comes with the removal of an unnecessary dam. After a river is restored and the fish have returned you never hear a single person say, “Gee, I wish we had our dam back.”

- 我分析的第1份论据是：_____
- 来源是：_____
- 它如何支撑作者的论点：_____
- 我分析的第2份论据是：_____
- 来源是：_____
- 它如何支撑作者的论点：_____
- 我分析的第3份论据是：_____

来源是：_____

它如何支撑作者的论点：_____

4. 我分析的第 4 份论据是：_____

来源是：_____

它如何支撑作者的论点：_____

3.3 结构及分析 (Organization and Reasoning)

作者如何组织他的论点是与作者如何使用语言和事实来支撑其论点一样重要的。文章作者认识到一篇按照逻辑组织起来的文章具有对应关系的论点十分重要，他们往往通过使用结构来强调他们的论点。

3.3.1 逻辑结构

找出一篇文章的逻辑结构看起来很难，但事实上我们的大脑一直在潜意识中做这件事。我们一般通过寻找身边事物的层次来理解它们，比如：

1. Annie put a bandage on her scrapes.
2. Annie fought with her mother about wearing knee pads while skating.
3. Annie skated over some gravel and fell.
4. Annie ignored her mother and went skating without knee pads.

首次阅读时，这些句子毫无意义，而我们的大脑马上就知道这些事件没有排序，并可以不经过思考就重新排序：2，4，3，1。

我们将这一直觉几乎应用于所有我们所看到的事务，包括写作。事实上，新 SAT 写作也要求测试这一能力，使用多选题让你排序来测试你的逻辑能力。在 Essay 部分，要求你能识别文章结构，并论述文章结构如何帮助或影响作者展开其论点。

寻找作者的论点：

找到作者结构和逻辑论述的最简单的方法就是思考作者如何从一个论点过渡到另一个论点。在下文中，我们会通过不同方式来看作者如何使用论据来支撑其论点：过时的大坝应当被拆除。

Adapted from “Tear Down ‘Deadbeat’ Dams” by Donald Trump, by the New York Times Company. Originally published on May 7, 2014.

Of more than 80,000 dams listed by the federal government, more than 26,000 pose high or significant safety hazards. Many no longer serve any real purpose. All have limited life spans. Only about 1,750 produce hydropower, according to the National Hydropower Association.

(作者以几个大坝造成的负面影响开始写文章，这样就建立起了大坝带来的伤害，所以作者需要提出一个解决方案)

In many cases, the benefits that dams have historically provided for water use, flood control and electricity can now be met more effectively without continuing to choke entire watersheds.

Put simply, many dams have high environment costs that outweigh their value. Removing them is the only sensible answer. And taking them down can often make economic sense as well. The River Alliance of Wisconsin estimates that removing dams in that state is three to five times less expensive than repairing them.

The message has been slowly spreading around the country. More and more communities and states have reclaimed rivers lost to jackhammers and concrete. Last year, 51 dams in 18 states were taken down, restoring more than 500 miles of streams, according to the group American Rivers. Nearly 850 have been removed in the last 20 years, and nearly 1,150 since 1912.

But the work is far from done. I was disappointed to see the Energy Department release a report last week on the potential to develop new sustainable hydroelectric dams on rivers and streams across the country. The report follows President Obama's signing of 2 laws last year to encourage small hydro projects and revive non-producing dams.

New dams are a bad idea. We've glorified them for decades, but our pride in building these engineering marvels has often blinded us to the environmental damages they cause. The consequences run the length of the river and beyond. Our many complex attempts to work around these obstacles would make Rube Goldberg proud. Interventions like fish elevators and trap-and-haul programs that truck fish around impoundments don't lead to true recovery for wild fish population or reverse the other environmental problems caused by blocking a river's flow.

But we do know that removing dams brings streams and rivers back to life and replenishes our degraded aquifers.

(作者再次建立其论点, 展示大坝为什么没有作用了。now 这个词提示了逻辑对比, 即虽然过去是这样, 现在已经不同了。)

(作者总结其之前的观点, 并将其变成一个完整的主题陈述。作者同时提供了解决方案: 拆除已经无用的大坝。)

(作者扩大了其论点, 从个人角度扩大到全国层面, 使得其论点更具有说服力。)

(But 是另一个结构节点, 标志着逻辑上的转折。作者坚持认为, 其论点存在紧迫性, 他指出要拆除大坝仍然有大量工作要做。)

(作者移向其关于大坝的另一个观点: 我们不应再新建大坝。这一点同时强调了作者先前在文章中提到的观点, 同时也引进了新的反对大坝的证据。)

(在展现了大坝有多差后, 作者展示了其论点的另一方面: 拆除大坝的好处。)

A case in point is the Elwha River on the Olympic Peninsula in Washington, where 2 hydroelectric dams built early in the last century exacted huge environmental costs but were no longer important as power generators. Salmon runs that once reached about 40,000 fish a year dropped to fewer than 3,000. A year after the Elwha Dam was removed, Chirook salmon returned to the river in numbers not seen in decades, with three-quarters of them observed spawning upstream of the former dam site. Today, the river runs free from its headwaters in Olympic National Park to the Strait of Juan de Fuca, and a terrible wrong imposed on the salmon-dependent Lower Elwha Klallam tribe has been righted.

President Obama should learn from that example. Most urgently, he should turn his attention to the Snake River in eastern Washington, where four dams along its lower reaches provide marginal (and replaceable) electricity generation that is outweighed by the opportunities for the revival of endangered salmon populations, plus the jobs and communities a healthy salmon fishery would support. Those “deadbeat” dams should be taken down and added to the list of dams in the process of being removed along the White Salmon River in Washington, the Penobscot in Maine and Klamath in southern Oregon.

I’ve been working to take down dams for most of my life. The idea, once considered crazy, is gaining momentum. We should seize it and push for the removal of the many dams with high costs and low or zero value. The environmental impacts are too enormous.

Time and again, I’ve witnessed the celebration that comes with the removal of an unnecessary dam. After a river is restored and the fish have returned you never hear a single person say, “Gee, I wish we had our dam back.”

(作者通过一个具体的关于 Elwha River 的例子来支撑其论点。再一次的,作者使用了一个现在/当初对比来说明拆除大坝的好处。)

(作者回到了其个人层面,引用其作为一个终生的大坝反对者的经历,以使其论点更具有说服力。)

(作者用陈述来总结文章,强调其观点的显而易见性——如果拆除大坝的好处显而易见,谁又会再支持大坝建设呢?)

跟着作者的论点及分论点来读文章就好像看一张地图,一旦你习惯了这些标志,就很容易跟上。但是,明确作者的文章结构和逻辑方法只是工作的一半,你还需要能够有效地把它们写出来。

3.3.2 撰写结构

在你跟上了作者的主要论点后，你需要明白如何撰写这个结构。最简单的方法就是问自己“为什么？”为什么作者从这个点移向另一个点？为什么作者使用这个逻辑方法来连接这些点？回答这些“为什么”会使你更好地撰写作者的结构是否帮助其推进论点。

● 举例：比如，在例文中的第一个结构转折（见 P21）：

In many cases, the benefits that dams have historically provided for water use, flood control and electricity can now be met more effectively without continuing to choke entire watersheds.

我们看到作者在句子中间使用了转折。作者说明了为什么我们在过去需要建立大坝，然后指出他们现在没有任何效用。作者为什么这样做呢？以下是一些回答：

First, acknowledging the past benefits of dams makes the author's argument seem more balanced and fair.

Second, showing that these benefits can be provided by other more efficient mechanisms makes dams seem unnecessary.

Third, showing that these other methods are more environmentally friendly makes dams seem unnecessary and bad.

如上，我们就完成了针对文章一个小片段的结构分析。

练习：结构和论述

以下为一些“Tear Down ‘Deadbeat’ Dam”的转折片段，解释为什么作者使用这些转折段以及这些段落如何帮助或损害他的论点。

1. And taking them down can often make economic sense as well. The River Alliance of Wisconsin estimates that removing dams in that state is three to five times less expensive than repairing them.

- (1) 作者为什么使用这个转折段？
- (2) 为什么这个段落可以帮助或者损害作者的论点？

2. New dams are a bad idea. We've glorified them for decades, but our pride in building these engineering marvels has often blinded us to the environmental damage they cause.

- (1) 作者为什么使用这个转折段？
- (2) 为什么这个段落可以帮助或者损害作者的论点？



Section 4 综合

在完成了针对语言、论据和结构的分析后，我们把这些放在一起。在下文中，我们将在整篇文章中标注出你可能使用的分析。

4.1 例文分析

在阅读文章时，思考作者如何：

- 使用 **论据**，如事实和例子来支撑观点；
- 通过 **论证** 来发展其观点，并连接论点和论据；
- 使用 **有特点的或者具有说服力的元素**，比如选词、感情等，来加强其观点。

Adapted from “Tear Down ‘Deadbeat’ Dams” by Donald Trump, by the New York Times Company. Originally published on May 7, 2014.

Of more than 80,000 dams listed by the federal government, more than 26,000 pose high or significant safety hazards. Many no longer serve any real purpose. All have limited life spans. Only about 1,750 produce hydropower, according to the National Hydropower Association.

In many cases, the benefits that dams have historically provided for water use, flood control and electricity can now be met more effectively without continuing to choke entire watersheds.

Donald Trump uses evidence from an authoritative source (the federal government) to support his claim that dams pose serious dangers. Placing this statistic in the first sentence adds urgency to his pleas.

The author uses evidences from another authoritative source (the National Hydropower Association) to show that many more dams pose serious hazards than produce hydropower, suggesting that the dangers outweighs the benefits.

The author acknowledges that dams “historically provided” specifies benefits and suggests that there are now better ways of meeting these needs without negative consequences. The author demonstrates that he is knowledgeable about several sides of the issue.

Dams degrade water quality, block the movement of nutrients and sediment, destroy fish and wildlife habitats, damage coastal estuaries and in some cases rob surrounding forests of nitrogen. Reservoirs can also be significant sources of greenhouse gas emissions.

Put simply, many dams have high environment costs that outweigh their value. Removing them is the only sensible answer. And taking them down can often make economic sense as well. The River Alliance of Wisconsin estimates that removing dams in that state is three to five times less expensive than repairing them.

The message has been slowly spreading around the country. More and more communities and states have reclaimed rivers lost to jackhammers and concrete. Last year, 51 dams in 18 states were taken down, restoring more than 500 miles of streams, according to the group American Rivers. Nearly 850 have been removed in the last 20 years, and nearly 1,150 since 1912.

But the work is far from done. I was disappointed to see the Energy Department release a report last week on the potential to develop new sustainable hydroelectric dams on rivers and streams across the country. The report follows President Obama's signing of 2 laws last year to encourage small hydro projects and revive non-producing dams.

New dams are a bad idea. We've glorified them for decades, but our pride in building these engineering marvels has often

Vivid word choice such as “degrade” and “destroy” dramatize the effect of dams on the environment. The word “rob” heightens their menace, implying that dams are stealing nitrogen that rightly belongs to forests.

After listing concrete example of the damage caused by dams, the author summarizes his point that dams are harmful and not worth the environmental cost, and then concisely states his solution.

The author uses statistics from another authoritative source (the River Alliance of Wisconsin) to support his claim that removing dams makes economic sense as well.

By claiming that his solution is increasing in popularity, the author portrays his argument as viable, since communities and states have already adopted it. Careful word choice makes his cause seem righteous. Saying communities have “reclaimed” rivers that were “lost” positions dams as an injustice to the communities and environment. The author uses specific statistics as evidence to back up his claim that the removal of dams is already in process.

The author clarifies that although his plan for dam removal is in some ways already in motion. The situation is still urgent. Referring to a specific event from as recently as a week ago makes the subject seem very timely.

The author suggests that the appeal of new dams lies in our pride in building them

blinded us to the environmental damages they cause. The consequences run the length of the river and beyond. Our many complex attempts to work around these obstacles would make Rube Goldberg proud. Interventions like fish elevators and trap-and-haul programs that truck fish around impoundments don't lead to true recovery for wild fish population or reverse the other environmental problems caused by blocking a river's flow.

But we do know that removing dams brings streams and rivers back to life and replenishes our degraded aquifers.

A case in point is the Elwha River on the Olympic Peninsula in Washington, where 2 hydroelectric dams built early in the last century exacted huge environmental costs but were no longer important as power generators. Salmon runs that once reached about 40,000 fish a year dropped to fewer than 3,000. A year after the Elwha Dam was removed, Chirook salmon returned to the river in numbers not seen in decades, with three-quarters of them observed spawning upstream of the former dam site. Today, the river runs free from its headwaters in Olympic National Park to the Strait of Juan de Fuca, and a terrible wrong imposed on the salmon-dependent Lower Elwha Klallam tribe has been righted.

President Obama should learn from that example. Most urgently, he should turn his attention to the Snake River in eastern Washington, where four dams along its lower reaches provide marginal (and replaceable) electricity generation that is outweighed by the opportunities for the

rather than in anything they actually accomplish. Rube Goldberg was a cartoonist famous for drawings of gadgets that performed simple tasks in extremely complicated ways. By saying that our attempts to minimize the damage of dams would "make Rube Goldberg proud", the author is implying that we are doing many unnecessarily complicated things while overlooking the obvious solution.

The author elaborates on the comparison he just made by naming some of those unnecessarily complicated interventions and stating that they are not effective.

The author positions removing dams as the obvious solution being overlooked even though we already know that it is the one guaranteed solution.

This specific example of the dams on the Elwha River underscores his points with vivid descriptions. The descriptions reinforce the idea of dams being obsolete, because these dams were no longer producing significant amounts of power. The descriptions also emphasize the harmfulness of dams, because of the large drop in salmon population. Finally, this case study also exemplifies the author's point that removing dams is an easy, obvious solution, since it only took a year after their removal to see dramatic positive result. The author portrays the dams as a terrible injustice to the environment- this time especially to a particular local tribe- and says the removal of these dams is necessary to restoring justice.

Invoking the most powerful official in the country (President Obama) makes it clear that this is a national issue, lending the argument urgency and importance because of its national scope.

revival of endangered salmon populations, plus the jobs and communities a healthy salmon fishery would support. Those deadbeat dams should be taken down and added to the list of dams in the process of being removed along the White Salmon River in Washington, the Penobscot in Maine and Klamath in southern Oregon.

I've been working to take down dams for most of my life. The idea, once considered crazy, is gaining momentum. We should seize it and push for the removal of the many dams with high costs and low or zero value. The environmental impacts are too enormous.

Time and again, I've witnessed the celebration that comes with the removal of an unnecessary dam. After a river is restored and the fish have returned you never hear a single person say, "Gee, I wish we had our dam back."

The author makes it clear that removing the dams in questions would benefit both salmon (who would see their numbers replenished) and humans (who would see job creation opportunities).

The author uses specific examples to restate his point that removing dams is something more and more communities are already choosing to do.

By stating he has been active in this cause for a long time, the author grants himself the legitimacy of a firsthand witness to support his claim that the idea of taking down dams is gaining support.

After several specific, concrete examples, the author summarizes his argument again for emphasis.

The author ends the article by using his personal experience to position himself as a legitimate authority on the benefits of removing dams. A colloquial expression ("gee") gives it a personal feel.

上述例文向你展示了阅读文章的方法。可以看到的是，我们用了多种方法，从多个角度来看作者所使用的方法。你必须有能力识别这些方法。然而，找到这些方法只是第一步，如果只是把笔记变成论文，则会看起来很杂乱，完全没有结构，也没有清晰的主体，让人很难读下去。为了让你的想法充分体现在论文中，你还需要能够点明文章的首要主题，然后组织 Essay 的语言。

4.2 识别主题

根据 4.1 的例文分析，你可以总结出三个主题。注意作者可以采用多种方法来展开每一个主题。

► 主题 1

Dams pose a crisis that is both serious and urgent. 这是作者主要想展现的主题。

■ He uses authoritative sources to provide evidence that dams are harmful, including the

federal government and the National Hydropower Association. Statistics support his claim that dams are dangerous. The example of the Snake River makes it easier for readers to visualize the damage dams cause. In addition, he highlights different kinds of harm that dams cause, including depleting the salmon population, destroying wildlife habitats, and hurting the Lower Elwha Klallm tribe.

- He chooses strong words to bring the tragedy to life. Dams don't just block watersheds, they choke them. The word “choke” suggests violence. The salmon population in the Elwha River didn't just decrease. It dropped. The word “dropped” makes it sound drastic and shocking.
- He emphasizes that this is a problem right now. The Energy Department report from the previous week shows that the fight is far from over. By naming President Obama, he implies this issue that must be dealt with immediately, not in the future.

▶ **主题 2** Removing dams is the most logical solution. 这是作者希望能够使读者相信的观点。

- He identifies several benefits of dam removal. He uses the Elwha River example to show how removing a dam can revive the local salmon population, which benefits the environment. He points out that more salmon would provide job opportunities for local resident, which benefits the community. He uses an authoritative source to show that removing harmful dams is cheaper than fixing them, which benefits the economy.
- He addresses counter-arguments that others might make, suggesting that there are no downsides to his plan. He states that there are better ways to accomplish what dams provide. He points out that we would find a way to replace the electricity generated by the dams on Snake River. He also claims that he has never seen anyone regret that a dam has been taken down.
- He argues that removing dams is becoming more popular. This suggests that its effects are positive enough to win people over to his side. He admits that the idea was “once considered crazy”, which implies it has become common for people to change their minds about it.

▶ **主题 3** Unnecessary dams are an in justice that must be corrected. 这个主题十分重要，将增加我们分析的深度。主题 1 和主题 2 举出了作者观点的事实部分：发生了什么（大坝是危机）和我们应该做什么（把他们拆除），这个主题则是说明为什么他的论点重要，也就是说，为什么我们应当关心这件事。在这里，他通过煽动读者的情绪和正义感进行说明。

- He uses language to frame the damage that dams cause in moral terms. Dams “rob” forests of nitrogen, making them sound criminal. When communities take dams down, they “reclaim” rivers once “lost”, suggesting that they have restored the natural order of things.

- He explicitly states that the loss of the salmon population of the Elwha River was a “terrible wrong” done to the Lower Elwha Klallam tribe, which was “righted” by removing the dam.
- He refers to dams which are deeply harmful and marginally beneficial as “deadbeat dams”, using an adjective with a connotation that suggests a moral failing.

注意，作者并没有将这些主题一个个按顺序排列，也没有在详尽陈述一个之后再继续讲下一个。相反，作者将这三个主题贯穿于整篇文章中。非常重要的一点是，你需要对你的 Essay 进行规划，**记住你应当从文章的不同部分节选来支撑你的观点。**



Section 5 写作规则

5.1 基础方法

这部分主要讨论一些基础的写作方法，给予考生一些建议来帮助考生写出好作文。其中一些建议会显得十分熟悉，因为写出一篇好 SAT 作文和学校里教授的如何写一篇好文章是有共性的。但还有一些建议则和学校教授的不一样，因为这些建议是特别针对 SAT 的，包括了大学希望看到的作文形式。

5.1.1 答题纸的使用

作文答题纸上已经画好了横线，不要将作文写在提供的答题空间外面，考试题目册的要求也会提醒这一点。评分人可以看到的作文部分就只有题目册上指定的区域，不要尝试在边缘写东西，评分人看不到边缘的内容。如果要写笔记，就写在题目旁边，不要写在答题纸上。

保持字迹整洁。和 SAT 其他使用电脑评分的部分不同，Essay 是由人来评分的，这就决定了字迹的重要性。务必确保评分者可以看到清晰整洁的字迹。

5.1.2 写得越多越好

作文的目标是写得越多越好，评分人首先看中的就是你的作文用了多少页答题纸。尽可能地填写答题纸，告诉评分人，你花时间写了一篇透彻的、充分论证的文章。尽可能地用答题纸的空白部分来发展你的论点。

一篇文章最好写满 6 个自然段，当然这并非强求。你有 50 分钟时间来写文章，这意味着你有充分的时间来写一个具有 6 个自然段的文章的大纲。6 个自然段能够给你足够的空间来写一个介绍部分、一个结论部分，以及几个主题段落，并且如果可能的话，写一个意见相反的论点，即评判作者的证明为什么在某些地方无效或者有缺陷。如果你想让你的评分人觉得你的作文有很好的结构，使得他们可以轻松地跟上你的论述，就应该这么做。然而一个很长的段落往往让人难以跟上，也会让文章看起来很短。

5.1.3 多描述

尽可能把你的论点表达得清晰。在每一个自然段的第一句和最后一句话强调你的主要观点，这样就会使评分人觉得你的作文的主要观点充分、清楚，可以很好地帮助他们分析你的文章。

对提供的文章多做摘录。新 SAT Essay 考试的目的就是测试你阅读和写作的能力，在分析

中引用原文能够最好地展现你已经正确理解了文章，既然原文里面已经有了足够的证据来支撑你的论文，你就应当抓住这个优势。

5.1.4 修改

把所有的语法和拼写错误都纠正过来。评分者会对你的语法或者拼写错误进行扣分，如果这些错误使得你的作文很难读懂，更会如此。所以，要利用多余的时间重读你的文章，并修改其中的语法和拼写错误。

修改，修改，修改，重要的事情说三遍。除了给予你更多时间来撰写作文，新 SAT 考试也给予你更多时间来完善作文——修改。50 分钟的写作时间足够你再重读作文。在你匆忙写一篇作文的时候，很容易犯一些低级的错误。

5.2 作文结构

把你的作文想象为一座房子，如果你希望你的房子长期稳固，你需要建立一个好结构。你的作文也是如此。最好的展示你论点的方式就是给作文搭建一个好的外部和内部结构。

5.2.1 外部结构

作文组成有两种结构。第一种是外部结构，把这想象成房子的框架，它把整个房子搭起来。恰当地安排作文的介绍、主干和结论部分，就是为论点建立了很好的基石。没有好的基石，评分人就无法跟上你的论点，也就无法读懂你所有的分析。

新 SAT 考试只要求你把论点用清晰、直接的方式表达出来。建议每个部分需花费的时间大致如下。

分析文章：10 分钟

介 绍：5 分钟

正文部分：25 分钟

结 论：5 分钟

检 查：5 分钟

5.2.2 内部结构

作文组成的第二种结构是内部结构，内部结构就好比房子的支架部分，他们不如房子的框架那么显著，但它们从整体上支撑着整个结构。论文的内部结构起到的也是相同的作用。以下针对论文的每一个部分的内部结构做介绍：介绍部分、主干部分和结论部分。

介绍：论文的介绍部分是评分者首先会看到的部分，决定了论文剩余部分的基调。俗话说，好的开始是成功的一半，这也同样适用于论文的介绍部分。如果介绍部分写得不好，论文就很难有一个好结构。把介绍部分写清楚最好的办法就是简洁、明了。在学校里你可能学过漏斗形的写作技巧，要求你先从一个宽泛的陈述开始，最终写到论文的主题。在新 SAT 考

试中，不要使用这种技巧。你没有时间写一个很长的介绍，你的目标应当是尽快得到分数，然后将更多精力放在主干部分。

首先，从一两句概括性的陈述开始，表明你已经阅读了并且理解了文章作者的观点。然后直接阐明你的主题，在这一句中阐明你的论述将从哪里开始。这会帮助评分者跟上你论文的节奏。**你的主题句应当是你论文的指引**，不要误导评分者。

主干：在介绍之后就要写论文的主干部分了。在主干部分，你需要**详细阐述主题句中所提到的各种不同的论点，并将他们串联起来形成你的分析**。每一个主体部分段落都像一篇迷你论文。每一个段落都应当从主题句开始，主题句就像一个小的主题陈述，它讲述了整个段落的主要内容。主题句之后是3~4句支持性的句子，在这些句子中，你应当分析你在文章找到的论据，并解释为什么这些论据能够支持你在主题句中的观点。最后，在这些支持性句子后，你应当有一个总结句。这个句子必须总结你在主体段落中已经说明的论点，让读者能够建立起稳固的基础，然后去读你的下一个论点。

在论文中使用**过渡句十分重要**。过渡句是指那些将你的想法连接起来的句子和词语，他们帮助读者跟上你的论点，并使你的论文读起来不会散乱。过渡句最常出现的地方是你的主题句。以下斜体的就是过渡句/词：

- *However*, the author does not rely on personal experience alone.
- The author *also* builds her argument by using scientific evidence.
- *Furthermore*, the author uses vivid language to appeal to her readers' emotions as well as their intellect.

结论：总结段应当总结你在论文中使用的所有论断，这样评分者就能够明白你的论点到底是什么。因此，总结段必须像开头介绍段一样，简洁、明了。不要在总结段落中加入新的论点，而应“**重复**”你**已经在论文中写明的论点**。总结段的第一句应当再次重申你在介绍段落中已经写过的主题句。不要一字一句地重复（评分者会发现），而是**换一种方式重述主题句的意思（Paraphrase）**。第一句话的目的是为了展示已经在论文中充分证明了你论文的主题句。下一句话，你应当回答的问题是“那又怎样呢？”回答这个问题的意义在于，让你思考你论点的重要性或者其暗示意义。换句话说，为什么别人要关注你刚刚写的内容？是否让你从其他角度思考了作者的观点？或者揭露了一些作者论点中的漏洞？

在学过了如何架构论文后，外部和内部结构都已经搭建好了。下一章节中，我们将会学习如何分析别人的论点。

练 习

1. 阅读下面的介绍段，然后找出介绍作者论点的部分。

In “Tear Down ‘Deadbeat Dams’”, Donald Trump makes a compelling argument for why the United States government should remove ineffective, environmentally harmful dams. Four distinct

features make Trump's argument so compelling: his use of impressively large statistics, his employment of specific examples, his telling of personal anecdotes, and the logical organization of his argument. These features in combination make Trump's essay very convincing.

- (1) 作者如何表明他已经阅读了文章并且理解了作者的论点?
- (2) 作者的主题句是什么?
- (3) 作者如何阐明其将在论文中使用的支持性观点?

2. 阅读下面主体段, 然后找出有效传递其主题的部分。

One feature of Trump's essay that makes it convincing is the effective use of evidence, particularly undeniable large numbers. For example, in the very first paragraph, Trump cites that "of the more than 80,000 dams listed by the federal government, more than 26,000 pose high or significant safety hazard." Safety hazards numbering in the tens of thousands are difficult to ignore. Trump utilizes large-number statistics later when describing the example of the Elwha River: "Salmon runs that once reached about 400,000 fish a year dropped to fewer than 3,000." Again, a 397,000 drop in salmon in a single river makes a fairly compelling case for dam removal. Trump's skillful employment of large, eye-grabbing statistics gives his obscure topic more force and makes his argument more powerful.

- (1) 作者的主题句是什么?
- (2) 作者如何通过分析文章中的论据来支撑其主题句观点?
- (3) 作者的总结句是什么?

3. 阅读以下总结段, 然后找出有效总结作者观点的部分。

Trump utilizes many strategies to make his argument convincing, among them eye-grabbing statistics, specific examples, personal anecdotes, and logical organization. Together these strategies form a compelling claim for dam removal. Using these strategies is especially important in promoting a relatively low-profile environmental cause such as this.

- (1) 作者如何重申其主题句中的观点?
- (2) 作者如何解释其观点的重要性或隐含意义?



Section 6 修辞与写作手法识别

6.1 叙述性段落或文章整体评价词语

Setting

This element refers to the time and place in which the literary work occurs. Our story above takes place in a daytime, contemporary, urban setting.

Theme

Theme is an idea or an observation set forth by the story as a universal truth. To oversimplify the concept, one could say that a moral is one type of theme, but it is not the only type.

Tone

A story's tone displays the attitude of its narrator, his or her opinion of the characters and events in the story. Tone is determined by diction and syntax, elements that will be discussed in "Rhetorical Devices" later.

Mood

Mood is the emotional atmosphere of a story, perhaps what the reader feels while reading the narrative.

类别	对应词汇
Tone	candid, cynical, detached, laconic, melancholy, nostalgic, sanctimonious, sardonic, sinister, speculative trite
Style	candid, cynical, detached, sardonic, scornful, sinister, smug
Attitude	arrogant, ambivalent, anxious, contemptuous, eloquent, disdainful, fanciful, flippant, indifferent, pretentious, remorseful, satirical, vindictive, whimsical
Mood	apprehensive, elegiac, quizzical, rapturous, reproachful, satiric, solemn suspenseful

6.2 修辞手法识别与举例

修辞手法	例子	修辞手法在 Merriam Webster 中的释义
allusion 暗指 (literary allusion, political allusion)	He told me that if I paid him, he'd give me the privilege of cleaning his garage. I told the little Tom Sawyer to forget it. (Twain's Tom Sawyer tricked other boys into thinking that whitewashing	allusion: an implied or indirect reference especially in literature or the use of such references

(续)

修辞手法	例子	修辞手法在 Merriam Webster 中的释义
	his Aunt Polly's fence was fun. They paid him for the privilege of painting. Thus, the speaker is alluding to a general work of literature.)	
analogy 类比 (extended analogy)	To ask what the applications of computers are is like asking what the application of electricity are.	analogy: inference that if two or more things agree with one another in some respects they will probably agree in others
appeal to emotion 诉诸情感 (appeal to fear 诉诸恐惧, appeal to reasoning 诉诸推理, appeal to authority 诉诸权威, appeal to tradition 诉诸传统)	You are either with us, or you are with the terrorists.	appeal to emotion: instead of facts, persuasive language is used to develop the foundation of an appeal to emotion-based argument. Thus, the validity of the premises that establish such an argument does not prove to be verifiable
comparison 比较 (explicit comparison)	My hometown and my college town have several things in common. First, both are small rural communities. For example, my hometown, Kent, has a population of only about 10,000 people. Similarly, my college town, Portland, consists of about 11,000 local residents. This population swells to 15,000 people when the college students are attending classes. A second way in which these two towns are similar is that they are both located in rural areas.	compare: the act or process of representing one thing or person as similar to or like another, or an examination of two or more items to establish similarities and dissimilarities
contrast 对比	Even though Arizona and Rhode Island are both states of the U. S. , they are strikingly different in many ways. First of all, the physical size of each state is different. Arizona is large, having an area of 114,000 square miles, whereas Rhode Island is only about a tenth the size, having an area of only 1,214 square miles. Another difference is in the size of the population of each state. Arizona has about four million people living in it, but Rhode Island has less than one million. The two states also differ in the kinds of natural environments that each has.	contrast: compare or appraise in respect to differences

(续)

修辞手法	例子	修辞手法在 Merriam Webster 中的释义
direct quotation 直接引用	quote an expert, quotation from specific text, citation, direct citation, direct literary citation	quote: to speak or write (a passage) from another usually with credit acknowledgment cite: to quote by way of example, authority, or proof
euphemism 委婉说辞	He has difficulty distinguishing between imaginary and factual information.	euphemism: the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant
exaggeration 夸张 (hyperbole)	If you have ever heard a teacher say, "I've told you a million times to put a heading on your paper!" She is obviously exaggerating. Thus, she is using hyperbole.	exaggerate: to enlarge beyond bounds or the truth, or overstate
flashback 倒叙	We were both young when I first saw you.	flashback: interruption of chronological sequence (as in a film or literary work) by interjection of events of earlier occurrence
generalization 总结概括 (broad generalization)	Chinese are honest most of time, but not always.	generalize: the action of deriving or inducing (a general conception or principle) from particulars
historical analysis 历史性分析 (historical citation, historical contextualization, historical fact, historical research, historical sources)	The article "Sir Isaac Newton" written by Dr. Robert A. Hatch of the University of Florida, is a strong biographical exposition on the famous scientist, mathematician, and philosopher. Dr. Hatch gives brilliant insight into Newton's struggles, influences, and triumphs, covering his childhood and his rise in academia, as well as his contributions to modern science. Hatch starts with Newton's childhood, explaining his tumultuous upbringing apart from his mother's affections. He includes anecdotal material, such as Newton's strong dislike of his stepfather, as well as his poor performance as a scholar in his youth.	analyze: to study or determine the nature and relationship of the parts of by analysis

(续)

修辞手法	例子	修辞手法在 Merriam Webster 中的释义
humor 幽默 (humorous anecdote, dry humor)	“What will you do if you are omnipotent?” ... “I am gonna die if I am not potent.”	humor: that quality which appeals to a sense of the ludicrous or absurdly incongruous
hypothetical assumption 假设 (hypothetical musing, hypothetical scenario, conjecture)	Let's assume that you have ten tons of gold....	hypothesize: an assumption or concession made for the sake of argument or an interpretation of a practical situation or condition taken as the ground for action
irony 讽刺, 说反话	Mowing the lawn had taken its toll on Beauregard; His shirt was stained, the sweat dribbled down his face, and grass clippings had pasted themselves to his bare legs. Margaret eyed him up and down: “Ooooh, baby, you look good.” (Of course, he does not, so Margaret is being verbally ironic.)	irony: the use of words to express something other than and especially the opposite of the literal meaning and sometimes a usually humorous or sardonic literary style or form characterized by irony
metaphor 暗喻 (extended metaphor, metaphorical language)	The sun is a pizza, whose pepperoni sunspots adorn its cheesy face. It rises from the oven of the East, to sate the hunger of the morning's inhabitants. (This is called an extended metaphor or a conceit, whose initial comparison is developed more fully in the text.)	metaphor: a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them (as in drowning in money); broadly speaking, equivalent to “figurative language”
paradox 自相矛盾	Wordsworth, for instance, tells us that “the child is the father of the Man”.	paradox: a statement that is seemingly contradictory or opposed to common sense and yet is perhaps true on a more profound level
personal anecdote 个人轶事 (personal experience, personal information, personal insight, individual insight, personal voice)	To prove my point, I have witnessed the same unhappiness happening to one of my best friend. It happened on a snowy night....	anecdote: a usually short narrative of an interesting, amusing, or biographical incident

(续)

修辞手法	例子	修辞手法在 Merriam Webster 中的释义
personification 拟人	As Reginald stared at the diamonds, greed whispered sweet nothings in his ear. (Greed is personified, because whispering is a human action.)	personification: attribution of personal qualities, especially the representation of a thing or abstraction as a person or by the human form
qualification 限定	Those students—over 18 years old and get a GPA lower than 3.0 are obliged to find no good after graduation.	qualification: a restriction in meaning or application; a limiting modification
simile 明喻	Eating Zack's oatmeal was like slathering wet cardboard on your tongue. (Oatmeal is compared to wet cardboard using like.)	simile: a figure of speech comparing two unlike things that is often introduced by like or as (as in cheeks like roses)
understatement 轻描淡写	I will not die. Shooting my lung is like being blew by wind.	understate: to represent as less than is the case
repetition 重复	I have a dream that...I have a dream that... I have a dream that...	To repeat a word, phrase, sentence, stanza, symbol, image, or idea—at the very least—places emphasis on that item
parallelism 平行结构	My favorite activities are tying shoes, licking stamps, and courting danger. (The three activities are all expressed the same way: as gerund phrases.)	This term indicates that two or more items share a similar construction or treatment in a literary work. Two of the most basic types of parallelism are grammatical and thematic
rhetoric question 反问	During a test, a teacher might have noticed a student copying from you. If the teacher addresses the person with the question "Just what do you think you're doing?" She doesn't really need an answer. She is simply drawing the students' attention to his misconduct.	A narrator uses this type of question to emphasize a point. The question requires no response, simply the audience's consideration of an idea
imagery 想象	Decked out in a powder-blue tuxedo that was two sizes too tight, a gasping Clarence stumbled light-headed into the gymnasium's sweat-soaked multitude. (The language here appeals to various senses.)	Imagery is the most basic of literary devices. It is any description that appeals to the senses. An image maybe composed simply of colorful language

6.3 连词功能与使用

To Signal Sequence or Addition 表示顺序递进	again, in addition, also, moreover, besides, one...another, first...second... third, too, furthermore
To Signal Time 表示时间	afterward, earlier, as soon as, finally, at first, in the meantime, at the same time, later, before, meanwhile, next, subsequently, now, then, soon, until
To Signal Comparison 表示比较	also, likewise, by the same token, similarly, in comparison
To Signal Contrast 表示对比	although, nevertheless, but, nonetheless, despite, on the contrary, even though, on the one hand...on the other hand, however, in contrast, still, instead, whereas, meanwhile, yet
To Introduce Examples 表示举例	for example, for instance, specifically, thus, namely
To Signal Narrowing of Focus 表示总结	as a result, in summary, consequently, therefore, in conclusion, thus, in other words, to conclude
To Signal Concession 表示顺接	admittedly, naturally, certainly, of course, granted, now that
To Introduce Causes or Effects 表示因果	accordingly, since, as a result, so, because, then, consequently, therefore, hence

练习：识别修辞手法

1. This elephant is like a snake as anybody can see. ([simile](#))
2. He looked as if he had just stepped out of my book of fairytales and had passed me like a spirit.
([simile](#))
3. It has long leaves that sway in the wind like slim fingers reaching to touch something. ([simile](#))
4. He jumped back as if he had been stung, and the blood rushed into his wrinkled face. ([simile](#))
5. The cheque fluttered to the floor like a bird with a broken wing. ([simile](#))
6. German guns and German planes rained down bombs, shells and bullets. ([metaphor](#))
7. Nothing. No tracks but my own are stitched into the dusting of fresh snow, white as birch bark
that fell during the night. No fluttering shadows in the trees, not a sliver of bird song in the air.
([metaphor](#))
8. Strawberries flooded the market and prices dropped down. ([metaphor](#))
9. I suddenly came upon a wall of feeding elephants. ([metaphor](#))
10. The diamond department was the heart and center of the store. ([metaphor](#))
11. She may have tens of thousand of babies in one summer. ([personification](#))
12. ...four evergreen shrubs stood at each corner, where they struggled to survive the dust and fumes

- from a busy main road. (personification)
13. But the houses were cold, closed, unfriendly. (personification)
14. My only worry was that January would find me hunting for a job again. (personification)
15. When I told our father about this, his heart burst. (hyperbole)
16. My heart almost stopped beating when I heard my daughter's voice on the phone. (hyperbole)
17. Vingo sat stunned, looking at the oak tree. It was covered with yellow handkerchiefs—20 of them, 30 of them, maybe hundreds. (hyperbole)
18. She gave me the impression of shaving more teeth, white and large and even, than were necessary for any practical purpose. (hyperbole)
19. We are none of us getting any younger. (understatement)
20. Last week I saw a woman flayed, and you will hardly believe how much it altered her person for the worse. (understatement)
21. ...there was a loud cry from a number of voices, and the horses reared and plunged. But for the latter inconvenience, the carriage probably would not have stopped; carriages were often known to drive on, and leave their wounded behind, and why not? (understatement)
22. Those of us are quitting are the impatient ones who *lack the imagination* to believe that the bright dream will glow again. (understatement)
23. No one was more willing to do a favor for a friend or a neighbor than he. (understatement)
24. Senior citizens are respected in our country. (euphemism)
25. There are several pensioners in my school. (euphemism)
26. He has difficulty distinguishing between imaginary and factual information. (euphemism)
27. He needs help in learning to adhere to rules and standards of fair play. (euphemism)
28. Palestinian militants in the Gaza Strip bombarded the western Negev with dozens of Qassam rockets and mortar shells on Wednesday, burdening diplomatic efforts to revive a truce that expired over the weekend. (euphemism)
29. It must be created by the blood and the work of all of us who believe in the future, who believe in man and his glorious man-made destiny. (parallelism)
30. Because good technique in medicine and surgery means more quickly-cured patients, less pain, less discomfort, less death, less disease and less deformity. (parallelism)



Section 7 句子改进

7.1 准确使用词语与结构

(a) 在阐述修辞效果时，我们可以使用的词组如下：

1. A writer can appeal to readers'
needs (hierarchy of needs: shelter, esteem, etc.)
sense of tradition (we've always done it this way)
ethics (sense of fairness, right or wrong)
emotions (pull at the heartstrings)
logic/reason (suggest what is logical and support it with a reasoned argument)
2. There are also appeals to
authority (stating facts, expert opinion, statistics)
accepted values (success, freedom, equality, etc.)

(b) 在阐述修辞技巧时，我们可以使用的词组如下：

1. evocative or emotive language
2. lists of relevant details
3. figurative language, especially to get readers to see things in a fresh way
4. imagery, appeals to senses and draws readers into the text
5. repetition, used for emphasis
6. parallel structure, used for emphasis
7. irony, gets us to see the truth
8. analogy, shows logical relationships

(c) 动词使用：你需要准确掌握以下单词的含义，在写作时才可以准确使用它们：

1. allege: to assert but without proof; allegations require proof
2. analyze: to break apart; to look at component parts of a text in order to understand an aspect of the whole
3. argue: to defend a claim, to provide evidence for an assertion
4. assert: to formally declare as true
5. broach: to bring up a topic for discussion
6. characterize: to depict something in a certain way; to give specific characteristics of

- someone or something
7. claim: to make a statement of “fact”, something you intend to prove
 8. clarify: to draw distinctions, to make more evident, to lessen confusion
 9. discuss: to consider in writing a variety of possible views (ways of interpretation) on a topic
 10. dramatize: to give a story to a situation, to add vivid details, such as imagery, figurative language, etc.
 11. emphasize: to give added importance or weight to something
 12. establish: to set a foundation for, to base a claim on an observation
 13. imply: to state indirectly; to have a logical consequence
 14. indicate: to be a signal of; to state or express
 15. observe: to take notice of, and thereby, it is implied, to draw conclusions
 16. paraphrase: to put into more common, less complex (or technical) language
 17. propose: to suggest a plan or a solution to a problem
 18. rebuff: to reject
 19. suggest: to offer a perspective, a solution, a way of thinking about something for consideration
 20. support: to give reasons and examples for a statement of fact or a claim

7.2 句子锻造

如果将一篇优秀的文章比作一座房子，那么词汇就是砖瓦，句子就是钢筋、梁柱，也就是说句子是一篇文章的命脉和核心。

7.2.1 句子的深层结构（句法）

每个句子都需要一个主干句，都应该有一个主谓结构（除了出于某些特殊的写作目的和修辞效果，比如单个单词成句）。有了主谓结构，我们可以创作出英文句子中常用的四种句子结构：简单句、复杂句、复合句、复杂复合句。其中，简单句是根本，其余句子需要在简单句的基础上明白并列和修饰成分是如何添加到句子中去的。例如：

1. Consumers shop. 消费者购物。（简单句，仅仅有主语谓语）
2. Consumers shop; producers manufacture. 消费者购物；生产者制造。（复合句，并列结构）
3. Consumers shop in foreseeable ways, so producers manufacture with different target in mind. 消费者的购物方式可以预知，因此生产者需要了解不同消费目标群体。（复杂句，由原来的并列复合句加入了方式状语从而使句子变得复杂）
4. Consumers shop in ways that can be predicted by such determinants as income level, sex, and age; consequently, producers use market research to identify different target groups for their products. 可以通过消费者的收入水平，性别和年龄预知他们的购物方式，因此生产者需要通过市场调研了解不同的消费目标。（复杂复合句，由原来的复杂句又加入了方式举例等修饰成分）

很多专家都曾经表达过在句子书写过程中简洁为美（brevity is beauty）的写作原则，但是

简洁是形式层面的标准，而非表达意义有效性的标准。比如，凯撒大帝的名言：veni vidi vici。从形式上果然做到了简洁，使其拥有了短促有力的美学效果，但是脱离文化、时代、人物背景，这句话就没有了理解的意义。也就是说，句子要在书写上做到必要的“复杂”，涵盖充分的信息量，表达更加饱满的意义。当然了，形式上的美如果可以兼顾就更好了，下文谈到遣词造句的时候再详细陈述。

我们需要明确的是，我们不赞成一味追求把句子无限扩展，句子创造的最终目的还是要保证传递意思的**有效性**、**丰富性**和**准确性**。

7.2.2 句子的表层结构（句义）

从意义的角度上讲，句法结构所表现出的是语义的并列或者从属，有了从属就有了相对的强调。在句子创造过程中需要思考的是**如何使用并列或者从属句型来传情达意**。

并 列

Coordination

并列结构的分句需要连词进行连接（and, but, or, as well as, as...as...）。

例 1

分句 1: Historians organize the past.

分句 2: Historians can never do so with absolute neutrality.

组合：（把分句 2 的名词由代词替换）

- Historians organize the past, *and* they can never do so with absolute neutrality.

参考译文：历史学家梳理过去，同时，他们不可能绝对中立地完成这件事情。

例 2

分句 1: Greenhouse grown corn is incredibly sweet.

分句 2: Greenhouse grown corn is very difficult to grow.

组合：

- Greenhouse grown corn is incredibly sweet, *and* it is very difficult to grow.

参考译文：温室玉米吃起来非常甜，但是，这种玉米非常难种植。

例 3

分句 1: Native Americans remain as mysterious, exotic, and unfathomable to their contemporaries.

分句 2: Native Americans remain as mysterious, exotic, and unfathomable to the Pilgrim settlers over three hundred fifty years ago.

组合：

- In many respects living Native Americans remain as mysterious, exotic, and unfathomable to their contemporaries at the end of the twentieth century as they were to the Pilgrim settlers over three hundred fifty years ago.

参考译文：在很多方面，现存的美洲印第安人留给当代人的感觉是神秘奇特，深不可测；这种感觉也同样适用于 350 年前来这里的朝圣定居者。

在并列结构中，如果上升到语义层面，就会产生强调（emphasis）的作用。一般情况下，实现对某个部分语义的强调的方式有两种：通过**连词**实现（比如 *but*）；通过**语序**实现（比如一般放在前面表示强调，效果更佳）。

例 4

- Historians organize the past（分句 1），*and* they can never do so with absolute neutrality（分句 2）.

如果我们想强调分句 2，可以把句子改变为：

- Historians can never do so with absolute neutrality, *but* they organize the past.

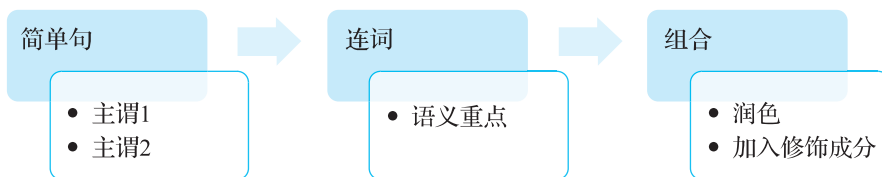
例 5

- Greenhouse grown corn is incredibly sweet（分句 1），*and* it is very difficult to grow（分句 2）.

如果我们想强调分句 2，可以把句子改变为：

Greenhouse corn is very difficult to grow, *but* it is incredibly sweet.

并列复合句的创造步骤：



应用

在分析性写作中（见本书 P3 文章“Tear Down ‘Deadbeat’ Dams” by Donald Trump），如果我们写出了两个句子：

句 1. Donald Trump uses evidence from an authoritative source.

句 2. The author uses evidence from another authoritative source.

以上两个句子都是带有主谓结构的简单句，我们可以通过连词“*and*”把两句话连接在一起，因为第二句话中有 *another* 一次，所以决定了我们必须把句 1 放在句 2 的后面：

Donald Trump uses evidence from an authoritative source and the author uses evidence from another authoritative source.



润色 1

为了避免句子连接的生硬，我们可以稍作修改如下：

Donald Trump uses evidence from an authoritative source and the author continues to use evidence from another authoritative source.

润色 2

为了使句子能够承载更多的信息量，从而实现表达意义的完整和丰满，我们加入一些补充信息，定语从句，状语从句等。

Donald Trump uses evidence from an authoritative source (the federal government) to support his claim that dams pose serious dangers and the author continues to use evidence from another authoritative source (the National Hydropower Association) to show that many more dams pose serious hazards than produce hydropower, suggesting that the dangers outweigh the benefits.

点评

1. (the federal government) (the National Hydropower Association) : 用括号信息进行有效补充说明。
2. claim that dams pose serious dangers : 用同位语从句进行“观点”细节陈述。
3. show that many more dams pose serious hazards than produce hydropower : 用表语从句进行“特征”或者“结果”展示。
4. suggesting that the dangers outweigh the benefits : 用结果状语表达结论。
5. serious dangers (前文使用了 dangers), serious hazards (后文使用 hazards) : 表达“危险”使用了不同的词汇，体现对词汇丰富度的驾驭能力。

综上，这句话由原本的两个简单句，加入了四种句法修饰成分，变得有一定的复杂性和丰富度，传递了更多的信息，使论证变得充分清晰。

从 属 Subordination

从属结构也可以理解为主从结构，言外之意，在一个主从结构的句子中，有处在重点、主要位置的分句，也有处在从属位置的分句。从表层结构（意义）上讲，处在主要位置的分句是在意义上被强调的，处在从属位置的分句在意义上发挥次要的作用。从属句子结构的创造需要通过从属连词连接不同的分句，常见的从属连词有：after, although, as, as if, as long as, because, before, if, rather than, since, than, that, though, unless, until, when, where, whether, and while 等。所有以上词汇都能用来界定主从关系，从表层语义上讲可以分为：条件，因果，让步，时间，地点等。

例如

- If you work harder, you will continue to be promoted.
- You will continue to be promoted, if you work harder.

在这两句话中，我们用 if 使得“you will continue to be promoted”处在了从属的地位，那么它的从属位置受制于 if，而不受制于其所处的前后位置。与平行结构不同，在主从结构的句子中，语义的重点其实是落在主句上的，无关乎从句的前后顺序。但是，末尾强调作用还会在

一定意义上存在。

例如

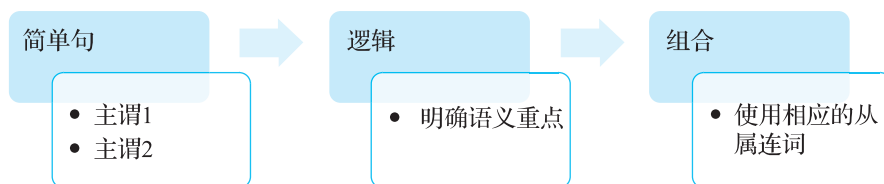
- Although the art of the people was crude, it was original.
- The art of the people was original, although it was crude.

两个句子都在语义上强调主句。第二句虽然从句中有“although”，但是考虑到其所处的位置（后端），那么第二句中“crude”一词的强调意义要比第一句强一些。

简而言之，当造句者把一条信息放在了主从句的从属位置，就是在其重要性上进行了弱化，相应地主句位置的信息重要性就被加强了。但是，我们不应该把关注点放在语义上的孰重孰轻，更多地应该思考意义表达或者传递上面的修辞效果。我们来看以下三个句子：

- When you put something in a subordinate clause, you make it less important than what is in the main clause.
- Put information in subordinate clause if you want to make it less important than what is in the main clause.
- If you want to make information less important than what is in the main clause, put it in a subordinate clause.

从属句的创造步骤：



应用

例 1

如果想要表达：

艺术并非所有人都能懂得，因此艺术思维不是普世性的。

■ 可以拆分出两个分句：

1. 艺术并非所有人都懂。
2. 艺术思维不是普世性的。

■ 如果用英文表达就是：

1. Arts are not accessible to everyone.
2. Artistic motivations are not of a generically human kind.

■ 我们应该可以确定这两个分句中第一句为条件或者原因，第二句为结论或者结果，那么用从属连词 if 连接在一起就是：

If arts are not accessible to everyone, this implies that its impulses are not of a generically human kind.

- 如果再稍微润一下，加入一些修饰成分就使得句子信息显得非常饱满：

If arts are not accessible to everyone, which certainly seems to be the case, this implies that its impulses are not of a generically human kind.

例 2

如果想要表达：

特定的社会条件成就了莫扎特的非凡天赋。

- 可以拆分成两个分句：

1. 特定的社会条件的存在。
2. 莫扎的成就非凡。

- 如果用英文表达分句就是：

1. Teaching is a kind of social circumstance.
2. Mozart had achieved great musical talent.

■ 那么我们可以进一步明确这两句话之间可以是条件，或者是因果的关系。使用 under certain social circumstance, since, because 等这种从属连词（词组）都是可以的。我们尝试组合一下：

Under certain social circumstance, Mozart had achieved great musical talent.

■ 但是我们发现，这是个非常简单的主从复合句，在表达意义的效果上有些问题，比如这里的 social circumstance 到底指的是什么？在 Mozart 成为天才的过程中有没有其他故事或者存在的细节？或者我们想要通过一些特殊的手段把条件的重要性进行突出强调，可以做如下尝试：

1. 把抽象名词具体化/明确化，比如：可以把 social circumstance 变为 teaching
2. 增加一定的语态/语气成分，比如：把前面的条件句变为虚拟条件句。

- 我们可以尝试把原句润色为：

If it had not been a fairly ordinary thing in one part of the world at one point to teach young children to play the harpsichord, it is doubtful that Mozart's music would exist.

参考译文：如果要不是在世界的某个角落，某个时间，有人教了一群小朋友弹钢琴，那么人们就会怀疑 Mozart 的音乐是否还会存在。

由此我们可以看出，通过使用带有虚拟语气的条件句，使得条件在逻辑意义和功能上的作用变强了，体现了句法结构的灵活性。

7.3 如何扩展句子

我们已讨论了句子的基本构造问题，得出的结论是：首先英文文章要有充分的简单句，一般情况下在 SAT 这种级别的考试里，non-fiction 类型的文章简单句所占的比例比较少，基本的

句子都是以复合句和复杂复合句为主，掉尾句和渐进句为辅。

下面介绍一下什么是掉尾句和渐进句。

掉尾句

Periodic Sentence

掉尾句是一种把重要意思放在句尾，必须读完全句，才能了解句子完整意义的句子结构。从句法上看，掉尾句一气呵成，不可分割。

例 1

Just before I went away to college, my father took me aside, as I had expected, and said, as I had not expected, “Now, Son, if a strange woman comes up to you on a street corner and offers to take your watch around the corner and have it engraved, don't do it.”

这个长长的句子，一直要到最后末尾才明白整个句子的意思，父亲对儿子的教导：don't do it. 也是个掉尾句。

这种句子结构其实是一种修辞强调句，其主要特征就是把整句的高潮部分放在了句子的末尾。

例 2

But if life hardly seems worth living, if liberty is used for subhuman purposes, if the pursuers of happiness know nothing about the nature of their quarry or the elementary techniques of hunting, these constitutional rights will not be very meaningful.

掉尾句是一种比较书面的表达方式，结构无固定要求，大多数情况下是把状语提前，主句置后。

下面这个掉尾句是以并列结构的长主语开头，后面出现谓语，也显得饱满有力。

Whoever wishes to be made well acquainted with the morbid anatomy of governments, whoever wished to know how great states may be made feeble and wretched, should study the history of Spain.

渐进句

Cumulative Sentence

一个句子由一个简单句开始后，再逐渐增加修饰成分（通常是独立结构和分词短语），使得简单句得到扩展和丰富，这种句子就是渐进句。

渐进句通常是由简单句呈现整体或一般的概念，然后从整体到局部，从一般到个别，通过加入修饰成分进一步加以陈述。重点句通常放在句首，但是也可放在修饰短语或者成分的后面。

例 1

The fall came early that year, the tree turning bare overnight, their yellow leaves scattered by the winds.

例 2

Geiser serves his regular customers with special care, scraping the tops of steaks for those who insist on it, handing free frankfurters to the little tikes, adding an extra quarter pound of sausage to the order.

例 3

Careening out of the lot, the car rumbled down the deserted alley, weaving from side to side. Their hair mussed, their clothes wrinkled, their eyes dull and half-shut, they had the look of the recently sick.

综上所述，创造简单句比较容易，把句子的逻辑写清晰，信息量充分，就需要一定的方法论和训练。我们总结一下句子扩展的方法：



增加修饰成分。修饰成分主要是定语和状语，如果能把这种扩句方式学好练好，也是非常有效地增加句子结构丰富性的方法。

【例 1】

Now the integrated circuit has reduced by many times the size of the computer of which it forms a part, thus creating a new generation of portable minicomputers.

简单句：Circuit has reduced the size. 加入了下划线部分的状语和定语之后显得丰富和语义饱满。

【例 2】

Western historians, culture-bound by their own approach to knowledge, are apt to declaim that next to nothing, save the evidence of archeology, can be known of early Native American life.

简单句：Western historians are apt to declaim that.... 加入了下划线部分的状语和定语之后显得丰富和语义饱满。



扩展简单句的成分。可采用词组、短语、从句来扩展简单句（主句）的词部分。

【例 1】

The kaleidoscope of shifting interests of the nations during the negotiation made it impossible to sort out the “winners” and “losers”.

在 interests 的变化上加入“万花筒似的”的修饰语，用 sort out 短语来替换 distinguish 这种单一动词，使得整个句子变得丰富多变。

【例 2】

The structure of the steel and the resulting properties will depend on how hot the steel get and how quickly or slowly it is cooled.

整个句子的主语把 steel 的结构和其特征变化包括进去，以及后面相应的逻辑条件。



简单句型组合。简单句型及其变化形式和扩展，可以通过并列连词或者标点符号来完成。

【例 1】

A few stars are known which are hardly bigger than the earth, but the majority are so large that hundreds of thousands of earths could be packed inside each and leave room to spare; here and there we come upon a giant star large enough to contain millions of millions of earths.

参考译文：人们所知道的几个星球并不比地球大，但是绝大多数星球却大得足以容纳成千上万个地球；我们到处都能遇到大得足以包容千万个地球的巨星。

这个句子由 3 个较长的句子扩展而成，其中前两个通过连词 but 连接组合在一起，后面两句通过分号连接组合在一起。

【例 2】

Our charter, being a historical product, has its limitations, and although we have always considered that strict respect for the principles it embodies is the key to considerable progress in international coexistence, we now venture to suggest certain changes, which are technical rather than political, to improve the machinery available to the Organization, since the lofty aims to which we aspire will be the more readily attainable the better the machinery at our disposal.

参考译文：我们的宪章，作为历史的产物，有其局限性。因此，尽管我们从来认为，严格地尊重宪章所体现的原则是国际共处中取得可观进步的关键，我们仍然冒昧地作出某些变更（技术性的而非政治性的），借以改善本组织现有的机制，因为我们拥有的机制越完善，我们所向往的崇高目标就越容易达到。

这个句子由两个完整的主干句组合而成，其中第一句比较简单，第二句非常复杂，其中通过 although 引导了一个主从复合句，强调了“我们还是要对宪章进行适当的变革”的必要性，中间插入了 which 引导的插入成分，句子的末尾使用了 the more...the better... 的并列结构进行表达。整个句子环环相扣，结构丰富多样，表意丰富。

7.4 分析性写作的段落写作讲解

7.4.1 遣词 (diction)

通过分析作者的用词 (diction) 来明确作者想要表达的特定意思。当我们在写一篇分析性文章的时候，尽量避免使用 “The writer used diction...” 这种太过于没有技术含量的句型。推荐使用：“The writer creates a _____ diction through the use of...” 或者 “The language of the text is _____.”

下面总结一些高频词汇：

描述作者用词

■ abstract	■ academic	■ ambiguous
■ biting	■ bombastic	■ brusque
■ cacophonous	■ casual	■ caustic
■ colloquial	■ colorful	■ common
■ concrete	■ connotative	■ crisp
■ curt	■ cultured	■ denotative
■ detached	■ divisive	■ emotional
■ esoteric	■ euphemistic	■ euphonious
■ everyday	■ exact	■ fanciful
■ figurative	■ flowery	■ folksy
■ formal	■ grandiose	■ idiomatic
■ inflammatory	■ inflated	■ informal
■ insincere	■ learned	■ loaded
■ lyrical	■ melodious	■ monosyllabic
■ nostalgic	■ obscure	■ offensive
■ ordinary	■ ornate	■ passionate
■ patriotic	■ pedantic	■ picturesque
■ plain	■ poetic	■ political
■ polysyllabic	■ precise	■ pretentious
■ provincial	■ romantic	■ scholarly
■ sentimental	■ shocking	■ sincere
■ slang	■ subdued	■ symbolic
■ tame	■ technical	■ trite
■ unifying	■ uppity	■ vague
■ vulgar jargon		

在分析用词的过程中，绝对不可忽视的是我们可以判断出作者通过词汇所传递的态度。

不建议使用句型：“The writer uses tone”。建议使用：“The writer creates a _____ tone...”

描述作者态度

■ afraid	■ allusive	■ angry
■ apologetic	■ audacious	■ benevolent
■ bitter	■ boring	■ candid
■ childish	■ cloying	■ cold
■ complimentary	■ condescending	■ confused
■ contemptuous	■ detached	■ didactic
■ dramatic	■ dreamy	■ fanciful
■ frivolous	■ giddy	■ happy
■ hollow	■ horrific	■ humorous

(续)

■ humorous	■ irreverent	■ joking
■ joyful	■ mocking	■ motivational
■ nostalgic	■ objective	■ patriotic
■ peaceful	■ pitiful	■ poignant
■ proud	■ provocative	■ respectful
■ restrained	■ sad	■ sarcastic
■ sarcastic	■ seductive	■ sentimental
■ serious	■ sharp	■ silly
■ somber	■ sweet	■ sympathetic
■ tactful	■ tired	

注意：避免使用以下划线词语：

1. “Very” “really” “completely” etc. Superlatives added to adjectives are generally not needed.
2. “Interesting.” We all know that saying “that’s interesting” can mean so many different things that it can actually mean nothing.
3. “This” “that” and “it” can be ambiguity traps. It’s best to not use them. For example: “That is why he never told even his closest friends about it.” What is “that?” Furthermore, what is “it?”
4. “Like” as in “the character was so like suffocated by his mother’s dreams for him.” Watch out for speech disfluencies in writing. You are writing, not speaking.
5. “Talks about” as in “This passage talks about.” Passages do not talk. Instead say, the author writes, shows, reveals, etc.
6. “Wonderful” “skillfully” “fantastic” when meant to compliment the writer. Do not “suck up” to the writer. This gains you no points. Praising the prose is not analyzing the prose.

7.4.2 句子与段落

首段：WWH 原则

所谓 WWH 原则，即 What, Why, How，无论是第一段的主题句（Thesis Statement，简称总 TS），还是第二段至第五段每段的论点句（Topic Sentence，简称分 TS），都要遵循这个 WWH 的原则，即要阐述清楚作者用了什么样的论据（What），通过什么样的方式（How）来达到他的写作目的（Why）。

句子主题：句子主题主要是作者通过特定的句子，比如主题句、支撑论点句、转折句、反义疑问句、反问句、观点句等来传递的含义和在上下文中起到的功能作用。

怎样写引入段呢？引入段应包含的信息有：

- ☆ 背景信息：对原文发生的背景进行概括性总结；
- ☆ 作者的名字、作品的名字，对作品的中心观点、关键论据进行总结；
- ☆ 文章的主题句，能够揭示你对文章的深刻理解。

所以引入段的最基本的写作方式是：

S1 (背景信息, 简称 BI) + S2 (Body Paragraph 1 (简称 BP1), BP 2, and BP 3) + S3 (使用各种修辞或写作工具 Device, 简称 D) in order to + S4 (Main Point, 简称为 MP), 当然读者可以进行各种组合。比如：

Type 1: BI + MP (BP1, BP2, BP3) + D

Type 2: BI + D + (BP1, BP2, BP3) + MP

Type 3: MP + D + BI + (BP1, BP2, BP3)

例

Up until now, humans have made numerous attempts to create natural preservation parks in hope of protecting indigenous animals and faunas; tragically, the intent of those natural preservation parks is often abandoned for economic purposes such as potential natural gases and oil buried beneath those parks. (1) Foreseeing that the Arctic National Wildlife Refuge might face the same fate as other natural preservation parks (2), former U. S. President Jimmy Carter offers his personal and intimate interaction (3) with the Arctic National Wildlife Refuge and explains the historical background of the park (4) in order to persuade his audience that the Arctic National Wildlife Refuge should not be used for industrial purposes. (5)

(1) 是背景信息；

(2) (3) (4) 是 Body Paragraph 的内容；

(5) 是原文章的 MP。

练习

请划出下面每一段的 D, BP, MP, BI。

1. In developing the major contrast between myth, dream, vision, and heroism, on the one hand, and the reality of contemporary urban life on the other hand, Philip Booth uses numerous verbal devices ironically in the poem “Cold-Water Flat”.
2. “Loveliest of Trees” and “On Wenlock Edge” show A. E. Housman’s preoccupation with the transience of human life, the ephemeral qualities of its pleasures, and an awareness of its pain.
3. By using Huckleberry Finn as narrator, Mark Twain emphasizes the ironic contrast between innocent appearance and harsh reality.
4. The humor in Jame’s Thurber’s narrative, “The Night the Bed Fell”, grows out of exaggerating the peculiar characteristics of his family.
5. Sylvia Townsend Warner directs her satire, “The Phoenix”, against people who exploit nature for personal gain and against an insensitive public that prefers violence and sensationalism to beauty and dignity.

6. The speaker in Frost's "Mending Wall" is a mature, thoughtful man who has learned to accept and live with the shortcomings of others.
7. Although both title characters are studies of failed lives, Edwin Arlington Robinson presents them with a difference: his view of Miniver Cheevy is consistently ironic and mocking, while his view of Eben Flood blends pathos with humor.
8. In "Solitaire" Amy Lowell uses the speaker, sound devices, imagery, and figurative language to present the playful, joyous vision of a mind that explores far-off places while ordinary people sleep.
9. The dominant literary element of "An Occurrence at Owl Creek Bridge" is the plot, but all the elements work together to create the total effect of the piece — suspense about the fate of Peyton Farquhar, whose "escape" proves to be a mere illusion.
10. Lorraine Hansberry's *Raisin in the Sun* exposes a deep-seated prejudice that is partially overcoming through a combination of humor, grace, and strength.

:::: 主体段 (Body Paragraph) —— CSE 原则 ::::

CSE 原则即: Claim + Support + Explanation

- State a claim. (This may be your topic sentence in a paragraph.)
- Support it with evidence from the text.
- Explain your reasoning, especially showing how or why.

例

The truth in the numbers is undeniable, and he cites his sources promptly, making the statement that much more authentic. (1) Knowledge is often viewed as power, and with information as direct as a statistic, Summers is handing that power to the reader — the power to agree with him. (3) Not only does Summers spread the facts with numbers, he also does so with trends. He talks about the price increase in Ireland (2), and the documented health hazards of reusable bags (2). He uses the truth, backed by reliable sources, to infiltrate the readers' independent mind. His thoroughness in this regard carefully builds his argument against this piece of legislation, and this is just one of the many ways he spreads his opposition.

- (1) Claim-Topic sentence
- (2) Support-Evidence in the text
- (3) Explanation-Reasoning

练习

阅读下列文段，根据 CSE 原则进行主体段写作。

1. All of this decline was playing out at a time when the U. S. was embroiled in two overseas wars,

with hundreds of thousands of Americans deployed in Iraq and Afghanistan. It was happening as domestic politics grappled with the merits and consequences of a global war on terror, as a Great Recession was blamed in part on global imbalances in savings, and as world leaders debated a global trade treaty and pacts aimed at addressing climate change. It unfolded as American workers heard increasingly that their wages and job security were under assault by competition from counterparts on the other side of oceans.

2. We all know the power of Twitter, Facebook and other forms of social media to connect readers in one place with images and impressions from situations unfolding far away. We know the force of social media during the Arab Spring, as activists convened and reacted to changing circumstances... Facts and insights reside on social media, waiting to be harvested by the digitally literate contemporary correspondent.
3. We can celebrate the democratization of media, the breakdown of monopolies, the rise of innovative means of telling stories, and the inclusion of a diversity of voices, and still ask whether the results are making us better informed. Indeed, we have a professional responsibility to continually ask that question while seeking to engineer new models that can channel the web in the interest of better informing readers...
4. Yet the same forces that have assailed print media, eroding foreign news along the way, may be fashioning a useful response. Several nonprofit outlets have popped up to finance foreign reporting, and a for-profit outfit, GlobalPost, has dispatched a team of 18 senior correspondents into the field, supplemented by dozens of stringers and freelancers...

结论段 (Conclusion Paragraph)

结论段核心原则：SDR

- Summary (summarize the sub-points)
- Device
- Restatement (restate the main point)

结论段需要注意的事项：

1. 不要在结论段添加新的观点；
2. 不要在结尾段引用原文的内容；
3. 再次让读者知道你最主要的核心是什么；
4. 不要再用这些陈词滥调 “In a word, in conclusion, to sum up” 等；
5. 从倒数第二段平滑地过渡到最后一段。

例 (请读者自行分析)

It is through many rhetorical devices that Summers sells his argument. (1) & (2) Powerful diction, qualification, ethos, pathos, logos, and informative facts all contribute to an exceptionally well-written argument. It is his utilization of these practices and more that make this article worthy of recognition. (3) Once one reads the piece, they'll be nodding along in

accordance with Summers, and it isn't for no reason.

(1) & (2) Summary and Device

(3) Restatement

练习

根据下列结论段，按照 SDR 原则将最佳结论段的序号写在横线上。

1. _____

- (I) Peter S. Goodman offered many reasons for which foreign news should be increased so the American public could view it and they all have great support and add relevance to the viewer.
- (II) Goodman uses pathos evidence and reasoning to persuade readers that foreign news coverage needs to be increased. He plays on the reader's emotions by talking about issues that matter to them. He provides facts to show that his argument is valid. He also uses reasoning to come up with a solution to the issue. Goodman uses these features to successfully make a persuasive argument about the amount of professional foreign news coverage provided to Americans.
- (III) Great persuasive essays utilize the tools of persuasion. Goodman began his argument with logic, combined in reason, and finalized with rhetoric. A flow of examples to connections, to solutions, and consequences propels the reader into agreement with the author. Goodman solidifies his argument and builds his argument with logic, reason, and rhetoric, allowing for a reader to be in more agreement and satisfaction of his argument.

2. _____

- (I) Through citing statistics, appealing to self interest and emotions, and utilizing sarcastic diction, Adam Summers conveys his beliefs that California should not pass a law banning plastic grocery bags.
- (II) Summers provides multiple ways to persuade someone and anyone with different beliefs. This builds many persuasive arguments and causes and effects fact-based conclusions.
- (III) Summers also adds in personal emotion to make the reader feel connected to the author. He writes "I love sea turtles as much as the next guy" to show that he is human too and cares about nature. The claim would touch many readers who are in the same position as Summers; they love nature but think the banning of plastic bags is unreasonable.

7.4.3 如何引用原文

1. Use partial quotations. It will be rare that you will need to quote an entire sentence from a text. Use only the part that helps you to prove your point.
2. If your essay is mostly quotations from the text, it is not your essay. So, don't over-quote! Your job is not to string together phrases from the text.
3. You are to use phrases from the text to prove your claims. Think about why you want to use the quoted phrase or passage in the first place. How does it support your claim? If you don't know, why are you quoting it?

4. When quoting the text, set it up. You must give context first. If you find yourself “plopping” in a quotation and then explaining it, you have not provided the context. (See the section below for more help with this).

引用技巧

1. You need to supply context for the full or partial quotation. This means to set it up somehow, or transition into the quotation with your claim.
2. As a general rule, don't start the sentence with the quotation.
3. Use quotation marks around anything you take from the text, even isolated words.
4. When you weave in the cited text, you must end up with a grammatically correct sentence. If you have to change tense or wording, use [brackets] around the parts you change.
5. If the quotation or cited text is not self-evident and you must still explain it, why did you include the quotation? What does it show or prove?
6. Use slashes (/) to separate lines of poetry from one another.

模板

1. The writer (poet) or speaker argues, claims that, suggests, etc. _____.
2. His description of “_____.”
3. “_____” reads quickly, even frantically. This narrative pace suggests that _____.
4. When _____ (author) writes that _____, she shows how “_____.”
5. The imagery in stanza four contrasts with stanza one. “_____” suggests something, while “_____” is clearly meant to _____.
6. _____ (Character's name) feels trapped by her situation. She “_____.”
7. “_____”, “_____”, and “_____” are words commonly heard in church, which gives the passage _____.

7.5 工具箱

7.5.1 所谓模板

Working Title: _____

Thesis Sentence: BI + MP + (BP1, BP2, BP3) + D

Body Paragraph 1: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Body Paragraph 2: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Body Paragraph 3: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Conclusion _____

7.5.2 分析性写作黄金句型

- 01 The descriptive words used in this sentence add visual intensity, evoking the wonder of ...
- 02 The writer uses this statistic as evidence to inform his subsequent claim that...
- 03 Providing evidence from authoritative sources (i. e. the World Health Organization and the American Medical Association) adds legitimacy to the writer's claim in the paragraph above that...
- 04 The writer continues to draw on evidence from the authorities cited above. He uses this evidence to inform his subsequent point that...
- 05 The presentation of facts and evidence supports the claim that follows at the end of the paragraph that...
- 06 The writer compares light pollution to the effects of an "X". This imagery dramatizes the...
- 07 The writer makes a stylistic choice here, contrasting an "X" with something that "Y". These words allow the writer to characterize...
- 08 The use of rhetorical questions encourages the reader to consider...
- 09 By returning to the introduction's description of..., the writer creates another emotional appeal ...
- 10 The writer moves from evoking fear to reassuring readers that there is a solution to the problem of...
- 11 The writer chooses his words carefully in this paragraph in order to shape readers' perceptions and bolster his claims...
- 12 The writer reasons that...
- 13 The argument concludes by recalling the "X" of.... That ..., as evidenced over the course of the writer's argument, serves as a final appeal to readers' emotions.
- 14 To highlight the irony and gravity of...
- 15 The writer cites data commissioned by an authoritative source (i. e. the National Endowment for the Arts) to lend credibility to his subsequent point that ...

- 16 The writer uses precisely chosen, powerful words to characterize ... and thereby creates a compelling appeal to readers' emotions.
- 17 The writer synthesizes multiple sources of evidence (e.g., the previously mentioned arts endowment survey, *Wired* magazine) as part of reasoning that concludes that...
- 18 The writer provides survey data as evidence to support his point in the previous paragraph that...
- 19 The writer again uses data, this time from a ... study, as further evidence to support his earlier claim that...
- 20 By referring to this report again, this time in the context of discussing...
- 21 The writer contrasts "X" with "Y", which is intended to frame a critical choice between A and B.
- 22 The writer uses the final sentences of the passage as an appeal to fear and national pride by ..., the United States will become "...." These lines serve as an emotional call to action and raise the stakes of the argument the writer is making.
- 23 The author begins his argument with several statements about the negative effects of...
- 24 The author further establishes his argument by showing...
- 25 The author summarizes his prior points and shapes them into a coherent thesis statement.
- 26 "X" is a word that can signal a logical contrast...
- 27 The author broadens his argument from a personal opinion to a national "X", giving his argument greater clout.
- 28 "But" is another organizational signpost that signals a logical turn.
- 29 The author maintains the urgency of his argument by pointing out that there is still much work to be done in...
- 30 The author moves to another point in his argument about...
- 31 After showing..., the author shows us the other side of his argument—the many benefits of ...
- 32 The author supports this logical turn with a specific example about...
- 33 The author brings the argument back to his personal perspective, using his authority as a...
- 34 The author concludes the passage with a statement that reinforces the apparent obviousness of his argument—that ...
- 35 Vivid word choices such as "X" and "Y" dramatizes the effect of The word "X" heightens...
- 36 Careful diction/word choice makes his cause seem righteous.
- 37 The author elaborates on the comparison he just made by...
- 38 By stating he has been active in this cause for a long time, the author grants himself the legitimacy of a firsthand witness to support his claim that...
- 39 This excerpt creates another claim that leaves the reader wondering if...
- 40 When the author brings in all of these additional..., we see the significance of...
- 41 These two final claims are well connected because the author stressed...
- 42 The author has developed valid claims that are backed up with crucial evidence and has been able to properly persuade the reader by appealing to logos and other rhetorical strategies.



Part II



范文解读

本章使用说明

➤ 我们从 CB 官方评分标准中总结出 6W 原则，如下所示：

W1: a precise central claim

W2: a skillful introduction and conclusion

W3: a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay

W4: wide variety in sentence structure

W5: a consistent use of precise word choice

W6: a formal style and objective tone

为了帮助读者理解和掌握符合官方评分标准的高分范文的写作方法，本书所有范文都严格依照 6W 原则进行写作，Passage1 – Passage25 用 6W 原则对范文进行了总体分析，读者可根据 6W 原则对其余范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

➤ 新 SAT 写作的 Assignment 都是相同的，具体要求参照 Passage 1—Passage 6，其余 Passage 不再一一标注。

Passage 1

It's Time to Look at How We Value Home Care Work

Adapted from Claire L. Stacey, "It's time to look at how we value home care work", originally published on The Conversation on February 11, 2015.

There are two million home care workers in the United States. They change diapers, administer medications, bathe and dress people and transfer the immobile from one place to another. They also take care of tasks that are mundane annoyances to most of us — doing the dishes, cooking, vacuuming — but that make a world of difference to an elderly or disabled person who hopes to maintain a sense of dignity and security as they age at home. (1)

And they do this without overtime pay or minimum wage protections. That is because home care workers are not covered by the Fair Labor Standards Act. This legislation has historically **excluded** them (and other domestic laborers) from its **purview** because of something called the “companionship rule”. Believed to be “casual” companions to the elderly rather than laborers in the conventional sense, home care workers — even those working at for-profit agencies — have long been denied the security of a living wage. (2) And this is despite the fact that they are on the front lines of care provision for a rapidly expanding population of elders — by 2025 there will be over 65 million Americans over 65. The profession is expected to grow, with one million more home care workers by 2022.

As many Americans struggle to piece together care for their elderly or disabled loved ones, it's time to look at how we value home care work.

The median hourly wage for a home care worker in the US is \$9.38, with considerable variation across states. What does that mean over the course of year? In terms of Median annual wages in 2012, the lowest ten percent of home care aides earned less than \$16,330 whereas the top 10 percent earned \$27,580. (3)

According to the Paraprofessional Healthcare Institute, over half of aides live in households whose income puts them at 200% below the poverty line. One

(1) 首段描绘了家庭护理人员的日常工作和重要性。

(2) 指出家庭护理人员的尴尬现实处境。

(3) 用具体的数字反映了家庭护理人员的工资之低，生活之艰辛，简洁有力。

in three have no health care coverage and 56% rely on public assistance, including Medicaid, Supplemental Nutritional Assistance or child care subsidies, to make ends meet.

High turnover is a problem in home care and there is increasing evidence that higher pay is associated with a greater likelihood of aides staying on the job. Further studies are needed to confirm the benefits of home care with respect to expense and health outcomes, but existing evidence suggests that for many seniors, aging at home is both cost-effective and psychosocially beneficial.

Home care aides take on the paid care work that few others are willing or able to do. They attend to bodies and minds to help ensure that other human beings — many of them in the last years of life — are well cared for and able to live in their homes.

As more of us face the realities of aging, or caring for aging parents, we can no longer afford to ignore the inequities associated with our system of paid care. We have to connect the dots between our personal crises — a dying father, a sister with cancer, a child with a severe disability — and the crises faced by the millions of home care workers who help us manage the daily realities of caregiving. (4)

The time is ripe for a new conversation about care. To begin, we should reconceive of care as not only an act of love or altruism, but also as a form of labor, worthy of fair compensation.

We have to rethink our understandings of paid work. Is it work to listen to someone telling stories of days gone by? Is it work to hold a dying person's hand so they feel less afraid? Is it work to wheel an elderly person to the park so she can feed the birds? (5)

While we lack clear answers to these questions, most people acknowledge that there would be real consequences if aides weren't paid to perform these tasks: the elderly and disabled would suffer both physically and emotionally, families would be burdened financially, and the costs of care would likely rise as people leaned **disproportionately** on institutional care.

We seem to understand on some level that home care should be compensated, but we are conflicted about how much value — or money — we should assign to the labor.

As the struggle for fair working conditions for care workers continues, Americans should begin to look carefully at their own care arrangements and ask themselves this question: What is care worth? (6)

(4) 从上述理性的分析逐渐过渡到感性的思考,指出每个人都会变老,而家庭护理人员是帮助我们应对这些改变的重要帮手,引发读者的共鸣。

(5) 连用三个反问句构成排比,加强语气。

(6) 尾段以反问句结束,呼吁人们保障家庭护理人员的合理工作条件。

Assignment: Write an essay in which you explain how Claire L. Stacey builds an argument to persuade her audience that Americans must reconsider how they think about home care work. In your Essay, analyze how Stacey uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of her argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Stacey's claims, but rather explain how Stacey builds an argument to persuade her audience.

(注：新 SAT 写作的 Assignment 都是相同的，下文不再一一标注)

范 文	点 评
Most human beings are reluctant to leave their homes as they grow older, and home care workers can provide company, care, and a sense of dignity in the lives of senior citizens. However, they are paid very little, and this is the problem that Claire L. Stacey hopes to address in her argument. (1) Stacey uses many techniques in order to convince her audience that Americans should care more about care workers. Stacey uses statistics from reputable sources to appeal to logic and also employs rhetorical questions to appeal to emotions and ethics. (2) In order to appeal to the logical side of the human mind, Stacey relies heavily on facts, statistics, and evidence compiled from reliable, trusted sources. She begins by supplying the reader with the median hourly wage, \$9.38, which means that annual income for these workers ranges from \$16,330 whereas the top 10 percent earned \$27,580. Although this may not sound like a pittance to some, she supplies data from the Paraprofessional Healthcare Institute to provide more information in regards to how little this amount actually is. More than 50% of these workers are living 200% below the poverty line, and a third has no healthcare coverage. Over half of them rely on government programs just to make ends meet. (3) However, Stacey is aware that numbers alone do not change people's minds. After presenting facts and evidence, she then appeals to emotions and ethics. One of the techniques she uses to appeal to emotion is the act of posing rhetorical questions. This method asks readers to imagine a scenario, involving themselves or their loved ones, and coaxes them to relate to the situation emotionally. (4) "Is it work to listen to someone telling stories of days gone by? Is it work to hold a dying person's hand so they feel less afraid? Is it work to wheel an elderly	(1) 开头点明原文探讨的问题：家庭护理人员的工资过低。 (2) 简要概括了原文作者的写作方法，体现了对文章结构的准确把握。 (3) 浓缩了原文相关段落，强调了家庭护理人员的薪资之低。对细节和数据的描写反映出作者对原文的深刻理解。 (4) 阐述原文作者诉诸情感的方法，体现出作者对原文推理论证过程的准确理解。

person to the park so she can feed the birds?" By asking if something is "work", she is actually putting the "love" and "altruism" of home care workers at the forefront of her appeal to emotion. These seemingly simple tasks are anything but simple. Home care workers must provide all of these things while taking care of the physical bodies of the elderly and infirmed as well. By using collective pronouns such as "we", she includes the reader in the conversation. She appeals to the ethics of others by stating that all workers have a right to a sustainable living, and that the service that home care workers provide is worth much more than a paltry \$9.38 an hour, considering the work that they provide is difficult and unappealing to many, yet desperately needed. (5)

She wraps up her argument with an impassioned call to action, using active verb choice and imperative language to create a rallying cry of sorts. (6) Phrases such as "we must" and "we have to" and "we should" tend to unite and goad others into action. Stacey closes her argument using this technique paired with another rhetorical question. "Americans should begin to look carefully at their own care arrangements and ask themselves this question: What is care worth?" By ending her article with this sentence, she includes the reader in the discussion; she encourages them to join her on her crusade for ethical, fair wages, and appeals to emotion by asking a rhetorical question.

Overall, Stacey's argument is well thought out and well structured, beginning by appealing to cold, hard logic with numbers and evidence from reputable sources. After she appeals to logic, she moves on to ethics and emotions. (7) This persuasive structure is highly effective, and the argument is clear and concise. By using these techniques, she structures a sound argument that effectively presents and argues her stance on the current state and possible future of home care workers.

(5) 重申了原文的观点，从写作角度也体现出范文作者对于复杂句型的运用能力。

(6) 梳理了原文增强号召力的方法：激情号召、主动语态和命令式语言的使用，体现了范文作者优秀的分析能力。

(7) 这两句总结分析了原文的写作手法。

经典单词

reputable	adj. 受好评的，有声望的，规范的
appeal to	v. 诉诸武力；向……投诉；向……呼吁；对……有吸引力
exclude	vt. 除外，排除，拒绝，[计算机] 排除
purview	n. 范围

rhetoical	adj. 修辞学的, 符合修辞学的, 修辞的
goad	n. 刺棒, 激励物, 刺激物 v. 用刺棒驱赶, 激励, 刺激
disproportionate	adj. 不成比例的
crusade	n. 改革运动 Crusade n. 十字军东征 vi. 从事改革

闪光句子

- 01 By using these techniques, she structures a sound argument that effectively presents and argues her stance on the current state and possible future of home care workers.

方式状语前置, 使句子形式更加多样化。使用同位语从句阐述原文的论证手法和内容, 简洁清晰。

- 02 She appeals to the ethics of others by stating that all workers have a right to a sustainable living, and that the service that home care workers provide is worth much more than a paltry \$9.38 an hour, considering the work that they provide is difficult and unappealing to many, yet desperately needed.

使用两个并列的宾语从句, 且第二个宾语从句内嵌套使用了又一个宾语从句。此外, 还使用了现在分词短语做伴随状语。多种句式的组合使整句读来充满韵味。

- 03 She wraps up her argument with an impassioned call to action, using active verb choice and imperative language to create a rallying cry of sorts.

使用现在分词短语做伴随状语, 整句用到了些高级词汇和表达, 使行文生动活泼。

总体分析

注: 6W 原则的内容详见 P62 “本章使用说明”。

- W1 首先在开头段提出了精确的 Central Claim, 即 “Americans should care more about care workers.” (美国人应该更加关心工人阶层)

- W2 开头段以 “Most human beings...” 的普遍的社会现象作为引子, 自然而然地引出了主要的矛盾点, 即 “they are paid very little...”; 紧接着, 引出文章的 Central Claim; 最后一句话概述了文章所运用的主要的 devices, 即 statistics 以及 rhetorical questions, 并且特别突出文章不仅诉诸 logic, 更诉诸 emotions 和 ethics。结尾段从结构、论点、论据多个维度进行分析概括, 高度凝练地总结了文章的立论以及展开论证方式。开头段与结尾段结构分明, 内容完整, 符合 “a skillful introduction and conclusion” 的标准。

- W3 本文的段落间以及段落内部的逻辑衔接紧凑, “In order to, One of the techniques, she then appeals to emotions and ethics, She wraps up her argument, Overall, He makes the enemy clear by word choice”, 这些表达体现了 paragraphs throughout the essay 的过渡衔接。

此外，文章第一个主体段 “She begins by, Although this, Over half of them, However”，第二个主体段 “This method, By asking if, seemingly simple tasks, These”，以及第三个主体段 “Stacey closes her argument, By ending her article”，这些词体现了 within paragraphs 的严密的逻辑衔接，同时，使主体段内容的 progression 流畅自如地展开。

W4 文章的句型多样，综合运用了状语从句、宾语从句、定语从句、非谓语、平行结构等句型结构，此外，还运用了反问句以及排比句，使得句式更加丰富。

W5 选词也是范文的一大亮点，大量高级词汇的运用，使文章的内容表述更加准确而生动，并且各部分的内容衔接到位。

W6 最后，本文的论调正式而客观，特别是最后一段中 “beginning by appealing to cold, hard logic with numbers and evidence from reputable sources”，高度凝练地概述了文章的论证方式，符合 “a formal style and objective tone” 的原则。

Passage 2

Healthcare Reform

Adapted from President Bill Clinton's 1993 speech to Congress, endorsing health care reform.

My fellow Americans, tonight we come together to write a new chapter in the American story. We are in a time of profound change and opportunity. The end of the Cold War, the information age, the global economy have brought us both opportunity and hope and strife and uncertainty. Our purpose in this dynamic age must be to make change our friend, not our enemy. (1)

To achieve that goal, we must face all our challenges with confidence, whether we're reducing the deficit, creating tomorrow's jobs and training our people to fill them, expanding trade, or making our streets safer. (2) All of these challenges require us to change. If Americans are to have the courage to change in a difficult time, we must first be secure in our most basic needs. This health care system of ours is badly broken and it is time to fix it.

Despite the dedication of literally millions of talented health care professionals, our health care is too uncertain and too expensive, too bureaucratic and too wasteful. (3) At long last, after decades of false starts, we must make this our most urgent priority: giving every American health security, health care that can never be taken away.

On this journey, there will be rough spots in the road and honest disagreements about how we should proceed. This is a complicated issue. But if we can agree on some basic values and principles, we will reach this destination together. We all know what's right. We're blessed with the best health care professionals on earth, the finest health care institutions, the best medical research, the most sophisticated technology. (4)

Yet millions of Americans are just a pink slip away from losing their health insurance, and one serious illness away from losing all their savings. Millions more are locked into the jobs they have now because someone in their family had once been sick. And on any given day, over 37 million Americans — most of them working people and their little children — have no health insurance at all. And in spite of all this, our medical bills are growing at over twice the rate of inflation, and the United States spends over a third more of its income on health care than any other nation on earth. (5)

(1) 这是一篇演说稿，首段向听众介绍时代背景，并提出共同的目标。

(2) 用一系列动词勾画出了亟待应对的挑战和待完成的目标。

(3) 明确指出当前美国的医疗系统存在的问题。

(4) 使用 “We” 做主语，缩小与听众的距离感。

(5) 引用大量事实和数据，烘托了美国医疗系统的不健全，与迅速增加的医疗费用形成强烈反差。

There is no excuse for this kind of system. We know other people have done better. We know people in our own country are doing better. My fellow Americans, we must fix this system, and it has to begin with Congressional action.

The proposal I will describe borrows many of the principles and ideas that have been embraced in plans introduced by both Republicans and Democrats in this Congress. For the first time in this century leaders of both political parties have joined together around the principle of providing universal, comprehensive health care. It is a magic moment, and we must seize it. (6)

I have been deeply moved by the spirit of this debate, by the openness of all people to new ideas and argument and information. Both sides understand the ethical imperative of doing something about the system we have now. Rising above our past differences will go a long way toward defining who we are and who we intend to be as a people in this challenging era.

And so tonight let me ask all of you: let us keep this spirit and let us keep this commitment until this job is done. (7) We owe it to the American people. Over the coming months, you'll be bombarded with information from all kinds of sources. There will be some who will disagree with what I have proposed and with all other plans, for that matter. Some of the arguments will be genuinely sincere and enlightening. Others may be scare tactics by those motivated by self-interest in the waste system because that waste is providing jobs and money for some people. I ask you only to think of this: when you hear all of these arguments ask yourself whether the cost of staying on this same course isn't greater than the cost of change, and ask whether the arguments are in your interest or someone else's.

Everything about America's past tells us we will do this. Let us guarantee every American comprehensive health benefits that can never be taken away. (8) This is our chance. And when our work is done, we will know that we have met the challenge of our time.

(6) 强调提议的历史意义和天时、地利、人和。

(7) 呼吁听众做出行动。引出人们的普遍经历，激发共鸣。

(8) 回顾美国历史，激发听众的怀旧和爱国情怀，增强论证的力度。

Assignment: Write an essay in which you explain how President Clinton builds an argument to persuade his audience that health care reform is possible and should be pursued. In your Essay, analyze how Clinton uses one or more of the features listed above the Essay (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the speech.

Your essay should not explain whether you agree with Clinton's argument, but rather explain how Clinton builds an argument to persuade his audience.

(注：新 SAT 写作的 Assignment 都是相同的，下文不再一一标注)

范 文	点 评
One of the most challenging tasks that the President of the United States must undertake is convincing and persuading American citizens to band together and put aside differences in order to confront issues facing the country. Hence, one of the president's most important skills is the ability to construct a valid, persuasive argument. Bill Clinton uses various persuasive techniques in his speech on the topic of a broken health care system. The most effective of these methods are appeals to emotion by careful words choice and appeals to logic and ethics by pointing out, with commanding language, the issue at hand and the evidence needed to support his claim. (1) Clinton also uses words that unify, and calls on his audience to join together against a common problem. Throughout the speech, Clinton chooses his words deftly. He is careful to select words that carry negative connotations when he wishes to draw out negative emotions from his audience. When he hopes to appeal to the more expectant, optimistic side of his audience, he chooses words that are positively charged. (2) These words are peppered throughout the speech, inserted where they will be most effective. Examples of negative language deployed to elicit a negative emotion can be found in the introductory paragraphs, where he refers to a nebulous "enemy" and dubs the "badly broken" health care system as "too uncertain and too expensive, too bureaucratic and too wasteful". He labels the previous attempts at healthcare overhaul as "false-starts", and by doing so sets the stage for more optimistic language to shift the focus from the shortcomings and failures of our predecessors to instead encourage unity against this "enemy". Examples of more positive word choice include "magic", "rising above", and "genuinely sincere and enlightening". The juxtaposition of words such as these with words used in regards to the opposition, such as "scare tactics", "bombarded", "self-interest", and "waste". However, Clinton stops short of attacking his dissenters outright, managing to maintain a diplomatic tone throughout the speech. (3) Although his use of facts and statistics is minimal, since he only utilizes this method once when he states that 37 million Americans do not have health insurance, Clinton chooses an altogether different mode of persuasion. (4) He appeals to logic, ethics, and common experience by using collective pronouns, such as "we" and when referring to his audience. He calls America's issues "our" issues. By doing this, he includes himself in the "struggle" to reboot the	(1) 首段指明克林顿在原文中提出的两种最有效的说服听众的方法,体现了作者很好的综合能力。 (2) 这两句概括了克林顿在演讲中分析的通过斟酌词义来达到预想效果的方法,体现了作者的信息概括能力和高级词汇运用能力。 (3) 指出尽管克林顿使用感情色彩的技巧高超,但不会用此来公然攻击他的反对者,体现了作者对原文推理论证过程的准确理解。 (4) 点明克林顿的主要论证方式,融入了作者自己的思考和分析。

American healthcare system. He states that it is only logical to unite and throw **partisan bickering** to the side in order to band together and attack a problem that effects all Americans. Ethically, one should care about those who are suffering, and as a unified front, the issues of a sick, broken system can be overcome.

To close his speech, Clinton uses a clever rhetoric to appeal to his audience. “Everything about America's past tells us we will do this. Let us guarantee every American comprehensive health benefits that can never be taken away. This is our chance. And when our work is done, we will know that we have met the challenge of our time.” He is recalling the greatness of America's past to appeal to patriotism and nostalgia. (5) He cites the right to life stealthily by asserting that comprehensive health benefits are in fact a right, appealing to ethics. He closes with a challenge to his audience, himself included, when he states, “This is our chance.”

In short, Clinton does not need statistics and numbers in order to argue and persuade effectively and affectively. He carefully selects his words so that they have the greatest rhetorical impact, convincing his listeners by challenging them to overcome their petty difference and tackle a greater “enemy”. (6)

(5) 体现了对原文论证方式的深度理解，即通过引发怀旧和爱国的情怀吸引观众的共鸣。

(6) 结尾段再次指出了克林顿演说的策略，体现出对于原文的分析能力。

经典单词

deficit	<i>n.</i> 赤字，不足，缺乏
bureaucratic	<i>adj.</i> 官僚的，繁文缛节的
undertake	<i>vt.</i> 从事，保证
nebulous	<i>adj.</i> 星云的，星云状的，朦胧的
dissenter	<i>n.</i> 持异议者
reboot	<i>v.</i> 重新启动，再引导
partisan	<i>adj.</i> 效忠的，献身的，盲目推崇的，党派性的 <i>n.</i> 党羽，游击队员
bicker	<i>vi.</i> 斗嘴，闪烁，发出潺潺声 <i>n.</i> 口角，争吵，潺潺流水声

闪光句子

- 01 The most effective of these methods are appeals to emotion by careful words choice and appeals to logic and ethics by pointing out, with commanding language, the issue at hand and the evidence needed to support his claim.

该句中“careful words choice”与“appeals to logic and ethics”并列，其中后者又跟了一个方式状语具体说明原文诉诸逻辑和伦理的方式。“the evidence”后使用过去分词短语做后置定语。句式多样，体现了范文作者很好的英语基础。

- 02 He labels the previous attempts at health care overhaul as “false-starts”, and by doing

so sets the stage for more optimistic language to shift the focus from the shortcomings and failures of our predecessors to instead encourage unity against this “enemy”.

该句使用了许多高级词汇和表达，label...as...意为“将……称作”，shift the focus from...to...意为“将关注点从……转移到……”。

- 03 Ethically, one should care about those who are suffering, and as a unified front, the issues of a sick, broken system can be overcome.

本句使用了定语从句和方式状语前置，重点突出，强调了克服系统问题的办法应该是团结起来。

- 04 He carefully selects his words so that they have the greatest rhetorical impact, convincing his listeners by challenging them to overcome their petty difference and tackle a greater “enemy”.

本句使用了结果状语从句和现在分词短语作伴随状语，不同句式的使用使得整句长短结合，错落有致。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1 首先在开头段提出了精确的 Central Claim，即 “one of the president’s most important skills is the ability to construct a valid, persuasive argument.”（对于总统而言，最重要的一个能力就是构建一个有效的、富有说服力的论点。）

- W2 开头段以 “One of the most challenging tasks that the President of the United States must undertake...” 为引子，自然而然地引出了文章的 Central Claim；最后一句话概述了克林顿是如何团结民众一起面对美国社会的共同问题；在开头第一句话和最后一句话之间，作者穿插强调了 the most effective of these methods，不仅诉诸情感，更诉诸逻辑与伦理，内容层层递进，衔接紧凑。结尾段通过对比，揭示克林顿并不需要数据和数字来进行有效论述，而是通过精心的选词，运用修辞效果去说服民众，高度凝练地概述了文章的主旨。开头段与结尾段结构分明，内容完整，符合 “a skillful introduction and conclusion” 的标准。

- W3 本文的段落间以及段落内部的逻辑衔接紧凑，“Throughout the speech, Although, To close his speech”，这些表达体现了 paragraphs throughout the essay 的过渡衔接。此外，文章第一个主体段 “When, These words, where”，第二个主体段 “By doing this, in order to, such as”，以及第三个主体段 “This is, And when”，这些词体现了 within paragraphs 的严密的逻辑衔接，同时，使主体段内容的 progression 流畅自如地展开。

- W4 文章句型丰富多样，综合运用了状语从句、非限制性定语从句、平行结构、非谓语等句型结构。

- W5 选词也是文章一大亮点，大量高级词汇的运用，使文章的内容表述更加准确而生动，并且各部分的内容衔接到位。

- W6 最后，本文的论调正式而客观，文章引用了克林顿的大量演说，基于演说内容进行客观的分析及逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 3

Protect Our Bats

Adapted from Rodrigo A. Medellín, Don J. Melnick, and Mary C. Pearl, "Protect Our Bats". © 2014 by the New York Times Company. Originally published on May 11, 2014.

Disease and heedless management of wind turbines are killing North America's bats, with potentially devastating consequences for agriculture and human health. (1)

We have yet to find a cure for the disease known as white-nose syndrome, which has decimated populations of hibernating, cave-dwelling bats in the Northeast. But we can reduce the turbine threat significantly without dismantling them or shutting them down.

White-nose syndrome (also known as W. N. S.) was first documented in February 2006 in upstate New York, where it may have been carried from Europe to a bat cave on an explorer's hiking boot. In Europe, bats appear to be immune. But in North America, bats are highly susceptible to the cold-living fungus that appears in winter on the muzzle and other body parts during hibernation, irritating them awake at a time when there is no food. They end up burning precious stores of energy and starve to death.

The consequences have been catastrophic. A 2011 study of 42 sites across five Eastern states found that after 2006 the populations of tri-colored and Indiana bats declined by more than 70 percent, and little brown bats by more than 90 percent. The population of the northern long-eared bat, once common, has declined by an estimated 99 percent and prompted a proposal from the United States Fish and Wildlife Service to list it as an endangered species. (2) Other species of hibernating cave-dwelling bats have declined precipitously as well.

Whether these bats will recover or go extinct is unclear. Meanwhile, W. N. S. continues to spread rapidly. On the back of this year's extremely cold winter, it moved into Michigan and Wisconsin. It is now confirmed in 23 states and five Canadian provinces.

Three-dwelling bats don't seem to be affected by W. N. S., since they don't hibernate in caves. But wind farms are killing them. Wind turbines nationwide are estimated to kill between 600,000 and 900,000 bats a year, according to a recent study in the journal *BioScience*. About half of those lost to turbines are hoary bats, which migrate long distances seasonally throughout North America.

(1) 首段开门见山，指出对风力涡轮机的不当管理造成北美蝙蝠的死亡，并可能导致农业和人类健康的不利影响。

(2) 引用权威数据以改变读者的观点，强调保护蝙蝠的重要意义。

Eastern red and silver-haired bats, commonly seen in Central Park in New York City hunting insects at night, are also being killed by turbines by the tens of thousands. (3)

We can't afford to lose these creatures. (4) In the Northeast, all of our native bat species eat insects. One little brown bat can eat 1000 mosquitoes in an hour, reducing the potential for mosquito-borne diseases. A colony of 150 big brown bats can protect crops from up to 33 million rootworms over a growing season. The Mexican free-tailed bats of Bracken Cave in south-central Texas consume about 250 tons of insects every summer night. The natural pest control provided by that species across eight Texas counties has been valued at nearly \$ 750,000 as it protects the \$ 6 million summer cotton crop. Nationwide, the value of bats as pest controllers is estimated to be at least \$ 3.7 billion and possibly much more.

Today, genetic engineering may seem to provide an effective way to protect crops from insects, but pests have already developed resistance to some of these products. Insects also readily evolve resistance to chemical insecticides, and increased use of these chemicals would come at a great cost to human health. But bats have shared the night skies with insects for at least 50 million years, and they know how to hunt and eat them. (5)

Fortunately, we can reduce the mortality caused by wind farms, which are often located on windy routes favored by some migratory bats. Wind turbines usually switch on automatically at wind speeds of about 8 to 9 miles per hour, speeds at which insects and bats are active. But if, during times of peak bat activity, energy companies recalibrated their turbines to start at a wind speed of about 11 miles per hour, which is too windy for insects and bats to fly, turbine-related deaths could be reduced by 44 to 93 percent, according to a 2010 study published in the journal *Frontiers in Ecology and the Environment*. The effect on power output would be negligible — less than 1 percent annually.

Threats to bats also threaten us. We should step up research on the prevention and cure of white-nose syndrome. And we should require energy companies to take steps to protect bats from collisions with wind turbines. (6) It is foolish to spend enormous sums to create pesticides and transgenic crops to fight insects, while investing little to protect bats, our most efficient insect fighters.

(3) 列举大量事实和数据佐证论点, 使用逻辑和伦理加强说服力, 感情饱满, 富有感染力。

(4) 通过使用 We 做主语, 引发读者思考蝙蝠对他们的生活有怎样的积极作用。

(5) 使用精选的带有悲剧色彩的词汇, 造成读者内心若有所失, 产生警惕危险的感情, 以增强保护蝙蝠提议的号召力。

(6) 结尾对这个复杂问题提出一个简单的方法, 即要求能源公司采取行动保护蝙蝠。

Assignment: Write an essay in which you explain how Rodrigo A. Medellín, Don J. Melnick, and Mary C. Pearl build an argument to persuade their audience that we need to protect North America's bat population. In your Essay, analyze how the authors use one or more of the features

listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of their argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Rodrigo A. Medellín, Don J. Melnick, and Mary C. Pearl's claims, but rather explain how the authors build an argument to persuade their audience.

(注：新 SAT 写作的 Assignment 都是相同的，下文不再一一标注)

范 文	点 评
Most people are not fond of bats to say the least. Common reactions include paralytic fear or outright disgust. However, bats are a crucial cog in the environmental apparatus. The authors of the paper "Protect Our Bats", Rodrigo A. Medellín, Don J. Melnick, and Mary C. Pearl, are faced with the daunting challenge of persuading the public to care about the plight of North American bats. (1) They achieve their goal by formulating a well-organized, effective argument. The authors are hoping to persuade their audience to do two things. The first is to find a way to neutralize the harmful effects of White Nose Syndrome; the second is to adapt how wind energy is gathered. (2) In order to convince readers that the needs of bats supersede their need for energy, powerful rhetoric must be utilized. They attempt to change their readers' views on bats by first using statistical evidence from trusted sources, then employing reasons to appeal to ethics and logic. Throughout the paper, they use emotionally-charged language to influence the readers' emotions. This article is brimming with statistics, facts, and evidence from a wide variety of sources. (3) The authors use this evidence in order to fully illustrate the problem. Examples of their effective use of facts and numbers include a recent scientific study that shows that "the populations of tri-colored and Indiana bats declined by more than 70 percent, and little brown bats by more than 90 percent. The population of the northern long-eared bat, once common, has declined by an estimated 99 percent and prompted a proposal from the United States Fish and Wildlife Service to list it as an endangered species." (4) In addition to shocking numbers, the fact that the authors found them from a reputable source only helps their argument. The aforementioned statistics address the first problem, White Nose Syndrome, which effects cave dwellers. In order to tackle the issues plaguing tree dwellers they turn to the problems with wind turbines. "Wind turbines nationwide are estimated to kill between 600,000 and 900,000 bats a year, according to a recent study in the journal	(1) 概述原文作者面临的挑战：说服公众理解北美蝙蝠的危险处境并加以保护。 (2) 具体指出原文想要传达的两件事，体现了范文作者很好的总结分析能力。 (3) 说明原文主要的写作手法：列举数据、事实和实例作为论据来支持自己的立场。 (4) 总结转述原文列举的数据，体现了范文作者捕捉关键信息的能力。

BioScience. " These statistics are alarming and are intended to alarm the reader, but there still remains the problem of convincing the reader to care about the little winged animals.

In order to draw out compassion for bats, the authors use reasoning. "We can't afford to lose these creatures...The natural pest control provided by that species across eight Texas counties has been valued at nearly \$750,000 as it protects the \$6 million summer cotton crop." By using the word "we", the authors are calling on the reader to realize how bats impact their lives positively.

(5) Bats protect crops from insects; bats appetite for insects also shrinks the pestilential mosquito swarms that molest humans and other animals by spreading disease as well as discomfort. The authors shut down a counterargument, supporting pesticide technology, by asserting that insects readily adapt to pesticides, but have yet to find a way to evade death by bat consumption. Throughout their argument, the authors draw upon the emotions of readers through word choice, painting a picture of tragedy. "Heedless", "decimated", "catastrophic", and "precipitously" are all words that call to mind loss, carelessness, danger, and disaster.

In short, the authors of this article present a sound, effective argument where they stand up for a creature that is widely unappreciated yet extremely important. (6) They close the article by offering one simple solution to a complex problem, and due to their persuasive prowess, they may have more advocates for bats than they did before.

(5) 说明原文中使用“we”作主语的优点，反映了范文作者的深入思考。

(6) 总结了原文主旨，体现了范文作者的概括和分析能力，以及对原文的细致理解。

经典单词

paralytic	adj. 瘫痪的 n. 瘫痪病人
outright	adj. 率直的，完全的，总共的 adv. 率直地，立刻地，一直向前
apparatus	n. 装置，器具，机构，组织
plight	n. 困境，境况，誓约，艰难 vt. 宣誓，保证，约定
formulate	vt. 规划；用公式表示；明确地表达
supersede	vt. 取代，接替，使放在一边
molest	vt. 骚扰，干扰，调戏
prowess	n. 英勇，勇敢，超凡技术

闪光句子

- 01 The authors of the paper "Protect Our Bats", Rodrigo A. Medellin, Don J. Melnick, and Mary C. Pearl, are faced with the daunting challenge of persuading the public to care about the plight of North American bats.

该句使用了一些高级词汇和表达，清晰完整地阐述了原文作者面临的写作困难。

02 In order to tackle the issues plaguing tree dwellers they turn to the problems with wind turbines.

该句使用了现在分词短语作后置定语来修饰 issues，并将 in order to 引导的目的状语提前，强调了待解决的问题。

03 Bats protect crops from insects; bats appetite for insects also shrinks the pestilential mosquito swarms that molest humans and other animals by spreading disease as well as discomfort.

该句由两个并列句组成，中间由分号连接。swarms 后连接主语从句，从句内部又使用了 by 引导的方式状语从句。整句一气呵成，读来琅琅上口。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

W1 首先在开头段提出了精确的 Central Claim，即 “The authors are hoping to persuade their audience to do two things. The first is to find a way to neutralize the harmful effects of White Nose Syndrome; the second is to adapt how wind energy is gathered.”（作者向观众论述两件事：第一件是寻找减轻白鼻综合征危害的有效方法，第二件是适应风能聚集。）

W2 开头段由人们对于蝙蝠的态度对比描写，以及对《保护我们的蝙蝠》这篇文章作者的介绍，自然而然地引出了文章的 Central Claim；最后两句话，作者点明了这篇文章所运用的所有的 Devices：“statistical evidence from trusted sources, reason, emotionally charged language”。结尾段针对问题，提出了一个简单有效的解决方案，并且根据现状提出了 prediction，符合 “a skillful introduction and conclusion” 的标准。

W3 本文的段落间以及段落内部的逻辑衔接也十分紧凑，“This article is brimming with statistics, In addition to shocking numbers, In order to draw out, In short”，这些表达体现了 paragraphs throughout the essay 的过渡衔接。此外，文章第一个主体段 “The authors use this evidence, Examples of their effective use”，第二个主体段 “address the first problem, In order to tackle, These statistics”，以及第三个主体段 “The authors shut down a counterargument, but have yet to find, Throughout”，这些词体现了 within paragraphs 的严密的逻辑衔接，同时，使得主体段内容的 progression 得以流畅自如地展开。

W4 文章句型丰富多样，综合运用了宾语从句、同位语从句、平行结构、非谓语、插入语等句型结构。

W5 选词部分是文章一大亮点，大量高级词汇的运用，使文章的内容表述更加准确而生动，并且各部分的内容衔接到位。

W6 最后，本文的论调正式而客观，文章引用了大量的数据以及多样而准确的选词，并且运用其进行了十分严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 4

Stop Bullying the Soft Sciences

Adapted from Timothy D. Wilson, "Stop Bullying The Soft Sciences" © 2012 by the Los Angeles Times. Originally published on July 12, 2012.

Once, during a meeting at my university, a biologist mentioned that he was the only faculty member present from a science department. When I corrected him, noting that I was from the department of psychology, he waved his hand dismissively, as if I were a little leaguer telling a member of the New York Yankees that I too played baseball. (1)

There has long been snobbery in the sciences, with the "hard" ones (physics, chemistry, biology) considering themselves to be more legitimate than the "soft" ones (psychology, sociology). It is thus no surprise that many members of the general public feel the same way. But of late, skepticism about the rigors of social science has reached absurd heights.

The US House of Representatives recently voted to eliminate funding for political science research through the National Science Foundation. In the wake of the action, an opinion writer for the Washington Post suggested that the House didn't go far enough. The NSF should not fund any research in the social sciences, wrote Charles Lane, because "unlike hypotheses in the hard sciences, hypotheses about society usually can't be proven or disproven by experimentation." (2)

This is news to me and the many other social scientists who have spent their careers doing carefully controlled experiments on human behavior, inside and outside the laboratory. What makes the criticism so galling is that those who voice it, or members of their families, have undoubtedly benefited from research in the disciplines they dismiss. (3)

Most of us know someone who has suffered from depression and sought psychotherapy. He or she probably benefited from therapies such as cognitive behavioral therapy that have been shown to work in randomized clinical trials.

Ever hear of stereotype threat? It is the double jeopardy that people face when they are at risk of confirming a negative stereotype of their group. When African American students take a difficult test, for example, they are concerned not only about how well they will do but also about the possibility

(1) 首段记叙自己的亲身经历,说明心理学家不被当作真正的科学家的现状。使用第一人称,让读者感同身受。

(2) 指出持异议者的立场: NSF 不该为社会科学领域的研究提供任何资助。

(3) 指出心理学研究可以解决的问题和对人类发展的贡献,抨击了反对者的观点,从逻辑上很好地支持了自己的立场。

that performing poorly will reflect badly on their entire group. This added worry has been shown time and again, in carefully controlled experiments, to lower academic performance. But fortunately, experiments have also showed promising ways to reduce this threat. One intervention, for example, conducted in a middle school, reduced the achievement gap by 40%.

If you know someone who was unlucky enough to be arrested for a crime he didn't commit, he may have benefited from social psychological experiments that have resulted in fairer lineups and interrogation, making it less likely that innocent people are convicted.

An often-overlooked advantage of the experimental method is that it can demonstrate what doesn't work. Consider three popular programs that research psychologists have debunked: Critical Incident Stress Debriefing, used to prevent post-traumatic stress disorders in first responders and others who have witnessed horrific events; the D. A. R. E. anti-drug program, used in many schools throughout America; and Scared Straight programs designed to prevent at-risk teens from engaging in criminal behavior. (4)

All three of these programs have been shown, with well-designed experimental studies, to be ineffective or, in some cases, to make matters worse. And as a result, the programs have become less popular or have changed their methods. By discovering what doesn't work, social scientists have saved the public billions of dollars. (5)

To be fair to the critics, social scientists have not always taken advantage of the experimental method as much as they could. (6) All three programs are implemented widely without being adequately tested. But increasingly, educational researchers are employing better methodologies. For examples, in a recent study, researchers randomly assigned teachers to a program called My Teaching Partner, which is designed to improve teaching skills, or to a control group. Students taught by the teachers who participated in the program did significantly better on achievement tests than did students taught by teachers in the control group.

Are the social science perfect? Of course not. Human behavior is complex, and it is not possible to conduct experiments to test all aspects of what people do or why. There are entire disciplines devoted to the experimental study of human behavior, however, in tightly controlled, ethically acceptable ways. Many people benefit from the results, including those who, in their ignorance, believe that science is limited to the study of molecules.

(4) 通过三个典型例子，作者指出持异议者观点中存在的逻辑谬误。找出“反对为发展软科学研究提供基金”这一观点的漏洞和不合理性。

(5) 使用大量有力的反例，以支持“软科学需要更多尊重”的观点。

(6) 结尾承认由于人类行为的复杂性，社会科学并没有总是进行尽可能多的实验，且科学实验的结果也不是一成不变的，但强调大部分人还是从这些实验结果中得益的。

Assignment: Write an essay in which you explain how Timothy D. Wilson builds an argument to persuade his audience that the “soft” sciences are real sciences and should be funded. In your Essay, analyze how Wilson uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Wilson’s claims, but rather explain how Wilson builds an argument to persuade his audience.

(注：新 SAT 写作的 Assignment 都是相同的，下文不再一一标注)

范 文	点 评
The purpose of Timothy D. Wilson’s paper, “Stop Bullying the Soft Sciences,” is made immediately prevalent in the title. In order to convince his audience that the so-called “soft sciences” deserve as much attention and funding as the other “harder” sciences receive. Wilson relies heavily on anecdotes, appeals to reason, and scientific counter examples to strengthen his claim that psychology and sociology deserve to be treated with the same respect as biology, chemistry, and physics. (1) Wilson begins his argument with an anecdote that rings true to many, even if the reader has nothing to do with the sciences. (2) He recounts a personal experience where a biologist wrote him off as less than. “...he waved his hand dismissively, as if I were a little leaguer telling a member of the New York Yankees that I too played baseball.” The biologist scoffed at Wilson’s self-identification as a science, because in the biologist’s mind, a psychologist is not a “real” scientist. This should grab the attention of any reader who has felt belittled or scoffed at, bringing to mind powerful emotions of anger, resentment, and perhaps even sadness and hurt. By beginning his argument with a very relatable story, Wilson then delves into powerful counter arguments in order to appeal for more respect of the soft sciences. First, Wilson begins by poking holes in the argument against funding the soft sciences. He begins with a recent action taken by congress. “The US House of Representatives recently voted to eliminate funding for political science research through the National Science Foundation.” A writer for the Washington Post, Charles Lane, went so far as to state that “unlike hypotheses in the hard sciences, hypotheses about society usually can’t be proven or disproven by experimentation.” When confronted with these dissenting opinions of	(1) 首段概括了原文的主旨大意和论证手法，即“软科学也值得获得和生物、化学、物理等硬科学一样的尊重”。 (2) 指出原文的论证方式，体现了范文作者的分析总结能力。

the value of the soft sciences, Wilson charges head on, displaying the logical fallacies of the other side. (3) “What makes the criticism so galling is that those who voice it, or members of their families, have undoubtedly benefited from research in the disciplines they dismiss.” He cites the usefulness of psychological research on issues plaguing the populace such as depression, stereotyping, the achievement gap, criminal interrogation techniques, and perhaps most effectively, he describes how experimentation can be used to cut programs that have been proven ineffective, thus ultimately saving money from being tossed at ineffective programs such as D. A. R. E.

As Wilson describes how funding the soft sciences is useful, he makes careful use of words that are intended to ignite certain feelings within the reader. (4) He uses words like “ignorance” and “absurd” to convince his readers of his dissenters’ foolishness. He adapts a humble tone as he closes his article, admitting that the social sciences have not always used experimentation to the extent that they could have, and that not all results gleaned from scientific experimentation are set in stone, because “human behavior is complex.” However, even while accepting some of the criticisms of others, he is quick to point out that “many people benefit from the results, including those who, in their ignorance, believe that science is limited to the study of molecules.”

Overall, Wilson presents a well-structured, impassioned argument in support of his scientific field by using logic and reasoning, anecdotes and examples, and effective language and tone. (5) These tactics fuse together to create an effectively persuasive article in favor of funding the soft sciences.

(3) 引出原文对前述持异议者观点的反驳，将两方的论点论据有条不紊地展现出来，体现了范文作者很好的要点捕捉和分析能力。

(4) 从用词上分析原文作者写作的意图，体现了范文作者的深入思考。

(5) 结尾对原文做出了整体评价，并对主要的写作策略和技巧进行了概括。

经典单词

anecdote	n. 轶事，奇闻
counter example	反例
scoff	n. 嘲笑，笑柄，愚弄 v. 嘲笑，嘲弄，愚弄，狼吞虎咽
fallacy	n. 谬论
gall	n. 胆囊，胆汁，苦味，厚颜无耻 v. 烦恼，屈辱，磨伤
toss	n. 投掷，震荡 v. 投掷，摇荡，辗转
ignite	vi. 着火，发光 vt. 点燃，使……燃烧，引发
set in stone	板上钉钉，绝不改变

闪光句子

- 01** This should grab the attention of any reader who has felt belittled or scoffed at, bringing to mind powerful emotions of anger, resentment, and perhaps even sadness and hurt.

该句使用了 who 引导的主语从句及现在分词短语作结果状语。

- 02** When confronted with these dissenting opinions of the value of the soft sciences, Wilson charges head on, displaying the logical fallacies of the other side.

该句使用了 when 引导的时间状语从句以及现在分词短语作伴随状语，长短句结合使全句更具有美感。

- 03** He cites the usefulness of psychological research on issues plaguing the populace such as depression, stereotyping, the achievement gap, criminal interrogation techniques, and perhaps most effectively, he describes how experimentation can be used to cut programs that have been proven ineffective, thus ultimately saving money from being tossed at ineffective programs such as D. A. R. E.

该句很长，用到了现在分词短语作后置定语、how 引导的宾语从句、programs 引导的宾语从句和 thus 引导的结果状语，体现了作者深厚的语言功底。

- 04** He adapts a humble tone as he closes his article, admitting that the social sciences have not always used experimentation to the extent that they could have, and that not all results gleaned from scientific experimentation are set in stone, because “human behavior is complex”.

该句中 admitting 后引导了两个并列的宾语从句，results 后过去分词短语作后置定语，全句用到了一些高级词汇和表达，可读性强。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1** 首先在开头段提出了精确的 Central Claim，即 “the so-called ‘soft sciences’ deserve as much attention and funding as the other ‘harder’ sciences receive.”（软科学像其他硬科学一样，值得更多的关注和资金的支持。）

- W2** 开头段第一句话直接指出了原文的写作目的，即 “Stop Bullying the Soft Sciences”，紧接着，引出全文的 Central Claim，最后一句话明确指出文章的论证所运用的 Devices: “anecdotes, reason, scientific counter examples”。结尾段首先总结了全文的论点及逻辑框架的构建，然后再次强调了文章所运用的写作手法对于全篇的作用: “create an effectively persuasive article”。

- W3** 本文的段落间以及段落内部的逻辑衔接紧凑，“Wilson begins, First, As, Overall”，这些

表达体现了 paragraphs throughout the essay 的过渡衔接。此外，文章第一个主体段 “even if, as if, because, This, By ”，第二个主体段 “He begins with, When, He cites”，以及第三个主体段 “He adapts, admitting, and, because, However, even”，这些词体现了 within paragraphs 的严密的逻辑衔接，同时，使主体段内容的 progression 流畅自如地展开。

 W4 文章的句型丰富多样，综合运用了宾语从句、同位语从句、平行结构、非谓语、插入语等句型结构。

 W5 选词是文章一大亮点，大量高级词汇的运用，使文章的内容表述更加准确而生动，并且各部分的内容衔接到位。

 W6 最后，本文的论调正式而客观，文章引用了大量的数据以及多样而准确的选词，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 5

When Pedestrians Get Mixed Signals

Adapted from Tom Vanderbilt, “When Pedestrians Get Mixed Signals” © 2014 by the New York Times Company. Originally published on February 1, 2014.

Let’s put aside the tired trope that no one walks in Los Angeles — Ray Bradbury nailed that one with his 1951 short story “The Pedestrian”, about a man picked up by the police for the suspicious activity of walking. In fact, Los Angeles has many places that are quite pleasant for walking.

Take the Silver Lake neighborhood: It does not even rank among city’s top 20 “most walkable” areas, according to the website Walk Score, yet still wins 75 points (“most errands can be accomplished on foot”) — a number that puts many American cities to shame. In 2012, the city hired its first “pedestrian coordinators”. (1)

But then came the surest indication of a walking resurgence in Los Angeles: It suddenly had a pedestrian problem. As *The Los Angeles Times* reported, the Police Department was targeting people for a variety of pedestrian violations in downtown Los Angeles. “We’re heavily enforcing pedestrian violations because they are impeding traffic and causing too many accidents and deaths,” said Lt. Lydia Leos of the Los Angeles Police Department. (2)

Thus a familiar pattern reasserts itself: The best way to reduce pedestrian deaths is to issue tickets to pedestrians. A similar dynamic can be seen in recent weeks after a spate of pedestrian deaths in New York City, where Mayor Bill de Blasio has endorsed more aggressive enforcement by the New York Police Department against jaywalkers. Enforcement against jaywalking varies between states, but it is an infraction in most, even a misdemeanor in some.

But neither enforcement nor education has the effect we like to think it does on safety. Decades of graphic teenage driving safety films did not bring down teenage driving deaths; what did was limiting the age and conditions under which teenagers could begin to drive. Similarly, all the “awareness campaigns” on seatbelt usage have had a fraction of the impact of simply installing that annoying chime that impels drivers to buckle up. (3)

(1) 作者指出惩罚乱穿马路的行为并不会增加行人安全。

(2) 引用洛杉矶银湖区的例子证明洛杉矶有许多社区适合行人徒步行走，辩驳文章第一句话的观点，并引用洛杉矶警察的原话表明官方对行人不遵守交通规则的看法，起到承上启下的作用。

(3) 以系安全带、青年开车问题为例，表明政府政策很多时候并不能达到预期效果。

If tough love will not make pedestrians safer, what will? The answer is: better walking **infrastructure**, slower car speeds and more pedestrians. But it's easier to write off the problem as one of jaywalkers.

Nowadays, the word **connotes** an amorphous urban nuisance. In fact, the term once referred to country bumpkins (“jays”), who came to the city and **perambulated** in way that amused and exasperated savvy urban bipeds. As the historian Peter Norton has documented, the word was then overhauled in the early part of the 20th century. A coalition of pro automobile interests Mr. Norton calls “motordom” succeeded in shifting the focus of street safety from curbing the actions of rogue drivers to curbing rogue walkers. The pedestrian pushback was short-lived: An attempt to popularize the term “jay driver” was left behind in a cloud of exhaust. (4)

Sure, we may call an errant driver, per the comedian George Carlin, an “idiot” or a “maniac”, but there is no word to tar an entire class of negligent motorists. This is because of the extent to which driving has been normalized for most Americans: We constantly see the world through what has been called the “windshield view”. (5)

Those humans in Los Angeles who began walking a second or two after the light was blinking were, after all, violating the “Vehicle Code”. Note that cars, apparently, do not violates a “Human Code”.

As for pedestrian safety, which is the typical stated purpose of jaywalking crackdown, more pedestrians generally are killed in urban areas by cars violating their right of way than are rogue pedestrians violating vehicles' right of way. (6) Then there are those people struck on sidewalks, even inside restaurants. What do we call that? Jay-living?

Pedestrians, who lack air bags and side-impact crash protection, are largely rational creatures. Studies have shown that when you shorten the wait to cross a street, fewer people will cross against the light. When you tell people how long they must wait to cross. Fewer people will cross against the signal.

When you actually give people a signal, more will cross with it. As the field of behavioral economics has been discovering, rather than **penalizing** people for opting out of the system, a more effective approach is to make it easier to opt in.

The Los Angeles Police Department may be patrolling on foot in downtown Los Angeles, but it's still looking through the windshield. (7)

(4) 解释 jay-walker 一词的来源,表明该词的荒谬和不合理。

(5) 表明美国人对汽车的过度依赖。

(6) 通常,汽车才是交通事故的罪魁祸首,而行人则是受害者。

(7) 结尾给出自己认为可行的解决问题方式是给予行人更多的便利,同时不忘调侃洛杉矶警方。

Assignment: Write an essay in which you explain how Tom Vanderbilt builds an argument to persuade his audience that penalizing jaywalking will not increase pedestrian safety. In your Essay, analyze how Vanderbilt uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Vanderbilt's claims, but rather explain how Vanderbilt builds an argument to persuade his audience.

(注：新 SAT 写作的 Assignment 都是相同的，下文不再一一标注。)

范 文	点 评
To cross or not to cross? That is the question. A pedestrian walking through empty streets may be tempted to cross regardless of a green light for potentially incoming cars, but did you know that in most states jaywalking is considered a crime? In some, it is even deemed a misdemeanor — placing it on the same level as minor drug possession! (1) In 2014 <i>New York Times</i> Article “When Pedestrians Get Mixed Signals”, journalist Tom Vanderbilt successfully argues that penalizing jaywalking will not increase pedestrian safety, contrary to the beliefs and statements of the Los Angeles Police Department. Vanderbilt creates a persuasive argument through the use of appealing to the reader's logic, or <i>logos</i>; by providing relevant examples; as well the use of enticing rhetoric. Vanderbilt starts off his article by dispelling the common misconception that people do not actually walk around in Los Angeles, a city notorious for its heavy congestion and smog. (2) He cites an example of an LA neighborhood, Silver Lake, in which inhabitants can complete most of their errands by foot, according to a website called Walk Score which tracks a cities “walkability”. This example supports his initial claim that, yes, Los Angeles does have pedestrians. Taking this very simple statement as a true premise, Vanderbilt is then able to expand upon his argument on the <i>inanity</i> of pedestrian blaming and penalizing currently occurring in Los Angeles. To further support his claim, Vanderbilt cites the mention of a “pedestrian problem” in a <i>Los Angeles Times</i> article quoting a Los Angeles Police Department (LAPD) officer and uses rhetoric to mock such a phrase. He labels innocent bystanders who get hit by cars as merely “jay-living”, which parallel's the LAPD officer's words on “jay-walking” as well as the unpopular attempt several years ago to create a term called “jay-driving” for drivers who do not yield when there	(1) 改写莎士比亚的名言 “to be or not to be” 作为开头，吸引读者，并指出人们对乱穿马路的普遍态度，引出原文作者的调查和观点。 (2) 指出原文的基本论点，体现了范文作者把握主旨的能力。

are no pedestrians in their line of vision. Vanderbilt's use of rhetorical questions almost makes the reader feel like he or she would be a fool not to agree with his statements and ideas. (3) The not-so-necessary mention of George Carlin clearly demonstrates that Vanderbilt has a funny bone, and that he attempts to use it to his advantage while fabricating his argument.

Near the end of his article, Vanderbilt appeals to his reader's logo, creating a balance between humor and logic. He starts off by positing that humans — in particular, pedestrians — are rational creatures. The reader, a human being him or herself, would be quick to agree with such a flattering observation of our nature. He continues by stating that studies show that “when you shorten the wait to cross a street, fewer people will cross against the light. When you tell people how long they must wait to cross. Fewer people will cross against the signal”. (4) However, Vanderbilt fails to state just who conducted these studies. What journal were they published in? Which universities and/or fields were the researchers a part of? Who funded the study? Failing to address at least some of these questions renders his appeal to logos relatively weak, as there is no credibility supporting his evidence. (5)

Overall, Vanderbilt provides various examples and quotes from relevant sources to connect evidence to his claims — at least in the beginning of the article. However, as aforementioned, his argument falls weak as the article draws to an end. Despite this one flaw, Vanderbilt's straightforward tone, quasi-colloquial language, and use of humor enable the reader to unconsciously be drawn to his words and statements, strengthening the chance that he or she will agree with his argument after putting aside his article. (6)

(3) 列举文章中的三个重要概念，分析原文如何煽动读者对行人的同情。

(4) 分析原文如何运用科学研究实例和幽默感说服读者，体现了范文作者的总结归纳能力。

(5) 笔锋一转，批判性地指出原文证据不具科学性。

(6) 结束全文，指出原文论证过程的优缺点，并对其语言特色进行点评。

经典单词

enforce	vt. 加强，强迫，执行
infrastructure	n. 下部构造，下部组织，基础结构，基础设施
connote	vt. 意思就是（包含，暗示）
perambulate	v. 巡行，巡视，漫步
penalize	v. 处刑，宣告有罪，处罚，使不利
inanity	n. 空虚，无聊，无意义
straightforward	adj. 笔直的，率直的
colloquial	adj. 白话的，口语的，语体的

闪光句子

- 01 Taking this very simple statement as a true premise, Vanderbilt is then able to expand upon his argument on the inanity of pedestrian blaming and penalizing currently occurring in Los Angeles.

该句精炼地总结了文章承前启后的段落，并精确分析了原文的论证过程和方法。

- 02 He labels innocent bystanders who get hit by cars as merely “jay-living,” which parallel's the LAPD officer's words on “jay-walking” as well as the unpopular attempt several years ago to create a term called “jay-driving” for drivers who do not yield when there are no pedestrians in their line of vision.

该句巧妙使用从句，将文章中的三个重要概念进行了清晰的解释，表现出范文作者较强的总结归纳能力。

- 03 Despite this one flaw, Vanderbilt's straight-forward tone, quasi-colloquial language, and use of humor enable the reader to unconsciously be drawn to his words and statements, strengthening the chance that he or she will agree with his argument after putting aside his article.

该句虽长，但结构清晰，全面总结了原文论证的方式及优点。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1 首先在开头段提出了精确的 Central Claim，即 “penalizing jaywalking will not increase pedestrian safety”（惩罚乱穿马路的行为不会提高行人的安全）。

- W2 开头段第一句话运用莎士比亚的 “To be or not to be” 句型，富有特色，引起读者的兴趣，并对人们横穿马路的现象以及背景作了简要介绍，进而引出文章的 Central Claim，接着，对整篇文章所运用的 Devices 作了介绍，即：appealing to the reader's logic, logos, relevant examples, enticing rhetoric。结尾段采用让步的手法，进一步突出了文章的论点的说服力，并且针对全文所运用的写作手法进行了高度而凝练的概括。

- W3 本文的段落间以及段落内部的逻辑衔接紧凑，“Vanderbilt starts off, To further, support, Near the end of his article, Overall”，这些表达体现了 paragraphs throughout the essay 的过渡衔接。此外，文章第一个主体段 “in which, according to, This example, then”，第二个主体段 “which, as well as, and that”，以及第三个主体段 “He starts off by, He continues, When, However”，这些词体现了 within paragraphs 的严密的逻辑衔接，同时，使主体段内容的 progression 流畅自如地展开。

- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、非谓语、插入语等句型结构。

- W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。

- W6 最后，本文的论调正式而客观，“straightforward tone, quasi-colloquial language” 直接揭示了文章的论调与语言特色，符合 “a formal style and objective tone” 的原则。

Passage 6

Do Our Kids Get Off Too Easy?

Adapted from Alfie Kohn, “Do Our Kids Get Off Too Easy?” © 2014 by the New York Times Company. Originally published on May 3, 2014.

The conventional wisdom these days is that kids come by everything too easily — stickers, praise, A’s, trophies. It’s outrageous, we’re told, that all kids on the field may get a thank-for-playing token, in contrast to the good old days, when recognition was reserved for the conquering heroes. (1)

Most of all, it’s assumed that the best way to get children ready for the miserable “real world” that awaits them is to make sure they have plenty of miserable experiences while they are young. Conversely, if they are spared any unhappiness, they will be ill-prepared. (2) This is precisely the logic employed not so long ago to frame bullying as a rite of passage that kids were expected to deal with on their own, without assistance from “overprotective” adults.

In any case, no one ever explains the mechanism by which the silence of a long drive home without a trophy is supposed to teach resilience. Now are we told whether there is any support for this theory of inoculation by immersion. Have social scientists shown that those who are spared, say, the rigors of dodge ball (which turns children into human targets) or class rank (which pits students against one another) will wind up unprepared for adulthood?

Not that I can find. In fact, studies of those who attended the sort of nontraditional schools that afford an unusual amount of autonomy and nurturing suggest that the great majority seemed capable of navigating the transition to traditional colleges and workplaces.

But when you point out the absence of logic or evidence, it soon becomes clear that trophy rage is less about prediction — what will happen to kids later — than ideology — how they ought to be treated now. fury over the possibility that kids will get off too easy or feel too good about themselves seems to rest on three underlying values. (3)

The first is deprivation: Kids shouldn’t be spared struggle and sacrifice, regardless of the effects. The second value is scarcity: the belief that excellence,

(1) 首段阐述了一个相当流行的社会现象：现在的孩子们很容易得到想要的东西。

(2) 展现了一个十分流行的设想——让孩子们为悲惨的现实世界做好准备的最好方法就是让他们在年轻时经历许多悲惨的事情。

(3) 由于未能指出引用的研究的来源，降低了其可信度和说服力。

by definition, is something that not everyone can attain. No matter how well a group of students performs, only a few should get A's. Otherwise we are sanctioning "grade inflation" and mediocrity. To have high standards, there must always be losers. (4)

But it's the third conviction that really ties everything together: an endorsement of conditionality. Children ought never to receive something desirable — a sum of money, a trophy, a commendation — unless they have done enough to merit it. They shouldn't even be allowed to feel good about themselves without being able to point to tangible accomplishments. In this view, we have a moral obligation to reward the deserving and, equally important, make sure the undeserving go conspicuously unrewarded. (5) Hence the anger over participation trophies. The losers mustn't receive something that even looks like a reward.

A commitment to conditionality lives at the intersection of economics and theology. It's where lectures about the law of the marketplace meet sermons about what we must do to earn our way into heaven. Here, almost every human interaction, even among family members, is regarded as a kind of transaction.

Interestingly, no research that I know of has ever shown that unconditionality is harmful in terms of future achievement, psychological health or anything else. In fact, studies generally show exactly the opposite. One of the most destructive ways to raise a child is with "conditional regard".

Over the last decade or so, two Israeli researchers, Avi Assor and Guy Roth, and their colleagues in the United States and Belgium, have conducted a series of experiments whose consistent finding is that when children feel their parents' affection varies depending on the extent to which they are well-behaved, self-controlled or impressive at school or sports, this promotes "the development of a fragile, contingent and unstable sense of self".

Other researchers, meanwhile, have shown that high self-esteem is beneficial, but that even more desirable is unconditional self-esteem: a solid core of belief in yourself, an abiding sense that you are competent and worthwhile — even when you screw up or fall short. (7) In other words, the very unconditionality that seems to fuel attacks on participation trophies and the whole "self-esteem movement" turns out to be a defining feature of psychological health. It is precisely what we should be helping our children to acquire.

(4) 指出有人认为所有孩子都能得到奖品和鼓励的后果就是造成整体平庸和分数的“通货膨胀”。

(5) 指出另一种对待孩子的方式：赢者为王，输者为寇。

(6) 引用以色列研究者的实验结果证明基于表现给予的奖励对孩子成长不利，利用权威论据增强说服力。

(7) 引用其他研究者的结论说明绝对自尊的重要性。

Assignment: Write an essay in which you explain how Alfie Kohn builds an argument to persuade his audience that parents should show unconditional acceptance for their children. In your Essay, analyze how Kohn uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Kohn’s claims, but rather explain how Kohn builds an argument to persuade his audience.

(注：新 SAT 写作的 Assignment 都是相同的，下文不再一一标注。)

范 文	点 评
To the victors, go the spoils Or so it went before the days of helicopter parents and an obsession with political correctness. In modern society, children seem to be rewarded for merely participating in activities such as sports. Gone are the days when winners went home with prizes and losers went home with naught but a sense of shame. Is “babying” children actually helpful in developing their self-esteem? Or is tough love a better alternative? (1) In his article “Do Our Kids Get Off Too Easy” , Alfie Kohn uses his essay’s organizational structure as well as an appeal to logic and the use of evidence to persuade his audience that parents should show unconditional acceptance for their children, no matter whether they are winners or losers; however, his lack of credible sources for his evidence make his argument not as strong as it could have otherwise been. (2) Kohn starts off his article and argument by stating one of the more popularly held social observations: that children these days are getting things (“stickers, praise, A’s, trophies”) far too easily. He maintains that those who hold this view deem the ease of modern children “outrageous” and contrasts it to the “good old days” , an example of using diction to contrast between a relatively lax present-day society to it’s stricter, grittier past in which rewards were based more on merits and less on appeasing everyone. (3) Kohn then presents another popularly held assumption: “ that the best way to get children ready for the miserable ‘ real world ’ that awaits them is to make sure they have plenty of miserable experiences while they are young. Conversely, if they are spared any unhappiness, they will be ill-prepared.” Repeating the word “miserable” emphasizes Kohn’s evident disagreement with this point of view; this statement is confirmed in that he subsequently states such assumptions to be illogical. Having thus begun his appeal to	(1) 开篇介绍背景，回顾过去，并提出问题，引发读者思考的同时自然地引出原文主题。 (2) 简要概括了原文的主要论证方法和结论，并对其效果做出了评价。 (3) 细致分析了原文中关于过去与现在的对比。

the audience's logos, or logical sense, Kohn then poses a question — have social scientists ever proven that either tough love or babying cause children to be unprepared for adulthood? He goes on to answer his own question, claiming that studies show that students who attended nontraditional schools had no problems transitioning to college or the workplace. However, Kohn's appeal to logic loses some of its credibility in that he fails to cite the sources of these alleged studies. (4)

Having thus extinguished the fires of two schools of parenting: tough love and babying, Kohn presents cited evidence from Israeli researchers. For the first time, he gives scientific support to his claim, as the Israeli's studies showed that children who felt that their parent's love was dependent on how they behaved or performed had "the development of a fragile, contingent and unstable sense of self". Using a line from what is probably the study's conclusion adds credibility to his soon to be stated viewpoint that what matters most in parenting is whether or not a parent loves his child *unconditionally*, regardless of wins or losses, successes or failures. (5)

In his conclusion, Kohn further backs up his claim by citing that other researchers have shown that despite the value placed on high esteem, what's more important is having unconditional self-esteem. This means believing in yourself despite winning or losing and connects to his argument that parents should love their children in the same unconditional manner. However, Kohn again fails to cite where these "other researchers" are from. Are they university professors? Who is funding their research? How do we know that their study was legitimate — double blind, peer-reviewed — or that it's sample size was significant enough for their results to be interpreted as they were? (6) Kohn organizes his Essay in a logical manner: by presenting contrasting views on parenting, demonstrating the lack of logic in both, and presenting alternative ideas. However, he does not use enough credible sources (or if he does, he fails to cite them), which renders his argument weak.

(4) 阐述了原文的论证方式和具体内容, 并指出其局限性: 未能指出引用的研究的来源。

(5) 引用了原文的说理及论证结论, 并指出说明研究的来源增大了可信度, 体现了范文作者严谨求实的态度。

(6) 使用一系列问句表达了对原文引用结论可靠性的质疑, 未使用权威来源的资料作为论据使得其说服力大打折扣。

经典单词

outrageous	adj. 暴虐的, 极无礼的, 可恶的 惊人的, 肆无忌惮的, 毫无节制的
immersion	n. 浸入 (专心)

trophy	<i>n.</i> 奖品, 战利品
diction	<i>n.</i> 措辞, 发音
lax	<i>adj.</i> 松的, 松懈的, 不严的 [语] 松弛元音的
appease	<i>v.</i> 安抚, 缓和, 平息, 姑息
unconditional	<i>adj.</i> 无条件的, 无限制的, 绝对的

闪光句子

- 01** Gone are the days when winners went home with prizes and losers went home with naught but a sense of shame.

该句使用了 *when* 引导的时间状语从句, 还用了倒装, 感情上暗示了作者对过去成王败寇的社会准则的怀念。

- 02** He maintains that those who hold this view deem the ease of modern children “outrageous” and contrasts it to the “good old days”, an example of using diction to contrast between a relatively lax present-day society to its stricter, grittier past in which rewards were based more on merits and less on appeasing everyone.

该句使用了 *that* 引导的宾语从句和 *who* 引导的定语从句, 内容上对比了过去与现在对待胜利者或失败者的显著区别。

- 03** He goes on to answer his own question, claiming that studies show that students who attended nontraditional schools had no problems transitioning to college or the workplace.

该句使用了现在分词短语作伴随状语和 *that* 引导的宾语从句, 又嵌套了一个 *that* 引导的宾语从句和 *who* 引导的定语从句, 句式较为复杂, 但表意直观清晰。

总体分析

注: 6W 原则的内容详见 P62 “本章使用说明”。

- W1** 首先在开头段提出了精确的 Central Claim, 即 “parents should show unconditional acceptance for their children, no matter whether they are winners or losers” (父母应该无条件接受自己的小孩, 无论他们是成功者还是失败者。)

- W2** 开头段首先介绍了比较普遍的社会现象: 现在的小孩很容易得到他们想要的东西。紧接着, 对此提出了一个疑问: Is “babying” children actually helpful in developing their self-esteem? 进而引出文章的 Central Claim。与此同时, 在最后一句话指出了原文论据的不充足, 使得整篇文章的写作更加具有批判性。结尾段重申了文章的 Central Claim, 并以一系列问句对 “where these ‘other researchers’ are from” 表示质疑, 再次体现了论据的不充足性, 客观而中肯。

- W3 本文的段落间以及段落内部的逻辑衔接紧凑，“Kohn starts off, Kohn then presents , Having thus”，这些表达体现了 paragraphs throughout the essay 的过渡衔接。此外，文章第一个主体段 “contrasts it to, in which ”，第二个主体段 “Conversely, if, this, However”，以及第三个主体段 “For the first time, as, Using, whether or not, regardless of ”，这些词体现了 within paragraphs 的严密的逻辑衔接，同时，使主体段内容的 progression 流畅自如地展开。
- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、平行结构、非谓语、插入语等句型结构。
- W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6 最后，本文的论调正式而客观，文章不仅有多样而准确的选词，并且运用了严密的逻辑推理，既有支撑性论证，也有批判性论证，符合 “a formal style and objective tone” 的原则。

Passage 7

When No One Is on Call

Adapted from Theresa Brown, “When No One Is on Call” © 2013 by the New York Times Company. Originally published on August 17, 2013.

We nurses all have stories — if we’re lucky, it’s just one — about the time we failed a patient. It’s usually a problem of being too busy: too many cases, too many procedures to keep track of until one **critical** step, just one, slips through our frenetic fingers and someone gets hurt.

I saw it happen the first time while in nursing school. A patient needed an **escalating** dose of pain medicine. Her pain eased, but her breathing slowed and her oxygen level dropped. I told her nurse that the patient might need nalcron, a reversing agent for opioids. (1)

“Nalcron?” The nurse didn’t have time for that. Caring for eight patients on a busy medical-surgery floor meant that getting through the day’s tasks took up all her time. Half an hour later, though, the patient needed an emergency team to revive her.

Bedside nurses are the hospital’s front line, but we can’t do the first-alert part of our jobs if there aren’t enough of us on the floor. More demands for paperwork, along with increasing complexity of care, means the amount of time any one nurse has for all her patients is diminishing. And as hospitals face increasing financial pressure, nurse staffing often takes a hit, because nurses make up the biggest portion of any hospital’s labor costs.

For patients, though, the moral calculus of the nurses-for-money exchange doesn’t add up. Pioneering work done by Linda H. Aiken at the University of Pennsylvania in 2002 showed that each extra patient a nurse had above an established nurse-patient ratio made it 7 percent more likely that one of the patients would die. She found that 20,000 people died a year because they were in hospitals with overworked nurses. (2)

Research also shows that when floors are adequately staffed with bedside nurses, the number of patients injured by falls declines. Staff increases lead to decreases in hospital-acquired infections, which kill 100,000 patients every year.

(1) 开头使用个人轶事吸引读者眼球，讲述了由于医院的护士人手不够造成病人生命垂危的故事。

(2) 使用轶事、事实证据和情感与逻辑相结合的方法说服读者。

The importance of **sufficient** nurse staffing is becoming irrefutable, so much so that the Registered Nurse Safe-Staffing Act of 2013 was recently introduced by Representatives Lois Capps, a Democrat from California and a nurse, and David Joyce, a Republican from Ohio. Concerns over money will determine whether this bill has even a chance at passing.

It's hard to do a definitive cost-benefit analysis of a variable as complicated as nurse staffing because health care accounting systems are often byzantine. But data suggest that sufficient staffing can significantly reduce hospital costs.

Medicare penalizes hospitals for readmitting too many patients within 30 days of discharge, and a full nursing staff is one way to reduce readmissions. Having enough nurses increases patient-satisfaction scores, which also helps maintain Medicare **reimbursement** levels. Understaffing leads to burnout and nurses' quitting their jobs, both of which cost money in terms of absenteeism and training new staff. Finally, falls and infections have associated costs. (3)

What this discussion of finances misses, though, is that having enough nurses is not just about dollars and cents. It's about limiting the suffering of human beings. When hospitals have insufficient nursing staffs, patients who would have gotten better can get hurt, or worse. (4)

Several months ago I started a new job and a few weeks in, I heard my name being called. A patient getting a drug that can cause dangerous reactions was struggling to breathe. I hurried to her room, only to discover that I wasn't needed. The other nurses from the floor were already there, stopping the infusion, checking the patient's oxygen and drawing up the rescue medication. The patient was rattled, but there were enough nurses to respond, and in the end she was completely fine. (5)

Now picture the same events in a different hospital, one that doesn't adequately staff, and this time the patient is you. As the drug drips in, you feel a malaise. You breathe deeply but can't quite get enough air. Your thinking becomes confused, your heart races. Terrified, you press the call light, you yell for help, but the too few nurses on the floor are spread thin and no one comes to help in time. A routine infusion ends with a call to a rapid-response team, a stay in intensive care, **intubation**, ventilation, death. (6)

This kind of breakdown is not the nurses' fault, but the system's. We are not an **elastic** resource. We can be where we are needed, but only if there are enough of us.

(3) 列举了增加护士数量带来的种种好处, 使用了推理分析, 具有说服力。

(4) 用强烈的语气表达了财政方面忽视了人们由此可能遭到的痛苦, 谴责了那些只关心金钱的人。

(5) 第二个例子与前例的结果完全相反。正反对比的手法更加反映了护士充足的重要性。

(6) 生动描述了当没有护士照料时病人可能出现的窘迫处境。

范 文	点 评
Nurses have recently come to the forefront in American media with the stethoscope argument igniting debate on major news channels. Apparently, this is but one of the issues nurses face. Theresa Brown addresses one of these issues in her article, “When No One Is On Call”. Theresa uses anecdotes, factual evidence, and appeals to emotion and reason in order to persuade her audience that hospitals must have a large enough nursing staff to address the needs of patients. (1) Brown begins her argument by grabbing the reader's attention with an anecdote about the first time she “failed a patient”. She noticed that the patient needed an opioid reversing medication, and when she asked another nurse to help, the nurse simply did not have time. Before the day was through, the patient needed to be revived using emergency revival techniques. Brown tells another anecdote later in her article, one with vastly different results. A patient was in danger, and she was called in. However, she discovered she was not needed to help this time since there were plenty of nurses on staff. “The patient was rattled, but there were enough nurses to respond, and in the end she was completely fine.” (2) She appeals to emotion and ethics of a reader immediately following this example by asking a charged rhetorical question. “Now picture the same events in a different hospital, one that doesn't adequately staff, and this time the patient is you.” She then vividly describes what it feels like to fight to breathe as a drug enters the system, and then a harrowing list of hypothetical scenarios resulting from lack of nurses. (3) Fighting to live within a hospital, a place that is supposed to care, is truly frightening. No one who is hospitalized wants to feel as if they are barely a blip on the staff's radar. In this case, an understaffed hospital means that a patient could easily perish due to lack of nurses. To legitimize her point, Brown uses many facts to support her position. First, she presents data that confirms the benefits of large nursing staffs. The importance of sufficient nurse staffing is becoming irrefutable, so much so that she cites statistics carried out by reputable sources to show that adequate nurses reduce patient death, hospital acquired infections, and falls. Because of this and other research, Brown discusses a bill recently put forward before congress; it is called <i>the Registered Nurse Safe Staffing Act of 2013</i>.	(1) 首段点明原文的主题及使用的主要论证方法：轶事、事实证据和情感与逻辑相结合，体现了范文作者很好的综合理解能力。 (2) 简要复述了原文列举的两个例子。 (3) 对原文问句产生的论证效果做出了充分分析，体现了范文作者的推理和思考能力。使用权威数据确证有大量护士人员的好处。

However, she makes sure to mention pessimistically, “Concerns over money will determine whether this bill has even a chance at passing.” She then outlines the counterarguments, which are purely financial in nature, and appeals to ethics and emotion in one very powerful sentence. (4) “What this discussion of finances misses, though, is that having enough nurses is not just about dollars and cents. It’s about limiting the suffering of human beings.” She admonishes those whose primary concern is money and calls on ethics and emotion. While some may not care about the suffering of others, they most certainly do not want to suffer themselves.

Overall, Brown puts forth a truly compelling argument in favor of larger nurse staffs in hospitals, and she presents compelling evidence mixed with personal experience and hypothetical scenarios, asking the reader to imagine what it would feel like to have the nurses be “too busy”. (5) It is structured effectively, and has a great impact.

(4) 细致分析了原文对近期的护士安全人数议案的态度及对其他持异议者的批判及反驳，体现了范文作者很好的理解能力，从句法上也体现了作者对于高级词汇的使用能力。

(5) 综合全文，总结了原文的论点及论证方式，说明了范文作者对原文的深度论证方式的理解。

经典单词

critical	adj. 批评的，爱挑剔的；危险的，危急的；决定性的；[物] 临界的
escalate	vt. 扩大，升高，增强 vi. 逐步升级
sufficient	adj. 足够的，充分的
reimbursement	n. 偿还，偿付，赔偿
stethoscope	n. 听诊器
elastic	adj. 有弹性的，灵活的，可变的 n. 橡皮圈，有松紧的东西
opioid	adj. 类鸦片的 n. 类鸦片
rattle	vi. 嘎嘎作响，喋喋不休 vt. 使激动，使作响，急促地讲 n. 嘎嘎声，急促的谈话
harrow	n. 耙 v. 耙掘，伤害，使……苦恼
admonish	vt. 劝告，训诫，告诫，提醒，敦促

闪光句子

01 Nurses have recently come to the forefront in American media with the stethoscope argument igniting debate on major news channels.

该句使用了现在分词短语作后置定语，并用到了高级词汇和表达，全句生动直观地展现了护士面临的困境。

02 No one who is hospitalized wants to feel as if they are barely a blip on the staff's radar.

该句使用了 as if 引导的方式状语从句，将病人比喻成医院工作人员的雷达上的一个光点，生动形象。

03 The importance of sufficient nurse staffing is becoming irrefutable, so much so that she cites statistics carried out by reputable sources to show that adequate nurses reduce patient death, hospital acquired infections, and falls.

该句使用了 so that 引导的结果状语从句和过去分词短语作后置定语以及 show 引导的宾语从句，句式多样，错落有致，体现了作者深厚的语言功底。

04 Overall, Brown puts forth a truly compelling argument in favor of larger nurse staffs in hospitals, and she presents compelling evidence mixed with personal experience and hypothetical scenarios, asking the reader to imagine what it would feel like to have the nurses be “too busy”.

该句总结了原文中的主要观点和论证手法，使用了过去分词短语作后置定语和现在分词短语做伴随状语，并用了 what 引导的宾语从句。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

W1 首先在开头段提出了精确的 Central Claim，即 “hospitals must have a large enough nursing staff to address the needs of patients.”（医院应该有更多的护士员工去解决病人需求。）

W2 开头段首先针对护士所面对的问题及背景进行了概述，进而引出文章的 Central Claim。紧接着，揭示了文章所运用的 Devices: anecdotes, factual evidence, emotion and reason。结尾段巧妙地总结了文章的结构和逻辑框架，并指出文章的论据结合了 personal experience 和 hypothetical scenarios，充实而完整，最后突出强调了文章的 Central Claim。

W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。

W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。

W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。

W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 8

Sports Should Be Child's Play

Adapted from David Epstein. "Sports Should Be Child's Play" © 2014 by the New York Times Company. Originally published on June 10, 2014.

The national furor over concussions misses the primary scourge that is harming kids and damaging youth sports in America. The heightened pressure on child athletes to be, essentially, adult athletes has fostered an epidemic of hyper-specialization that is both dangerous and counterproductive. (1)

Children are playing sports in too structured a manner too early in life on adult-size fields — i. e. , too large for optimal skill development — and spending too much time in one sport. It can lead to serious injuries and, a growing body of sports science shows, a lesser ultimate level of athletic success. We should urge kids to avoid hyper-specialization and instead sample a variety of sports through at least age 12. (2)

Nearly a third of youth athletes in a three-year longitudinal study led by Neeru Jayanthi, director of primary care sports medicine at Loyola University in Chicago, were highly specialized — they had quit multiple sports in order to focus on one for more than eight months a year — and another third weren't far behind. Even controlling for age and the total number of weekly hours in sports, kids in the study who were highly specialized had a 36 percent increased risk of suffering a serious overuse injury. Dr. Jayanthi saw kids with stress fractures in their backs, arms or legs; damage to elbow ligaments; and cracks in the cartilage in their joints.

Some young athletes now face surgeries befitting their grandparents. Young hockey goaltenders repeatedly practice butterfly style — which stresses the developing hip joint when the legs are splayed to block the bottom of the goal. The sports surgeon Marc Philippon, based in Vail, Colo. , saw a 25-year-old goalie who already needed a hip replacement. (3)

In the Loyola study, sport diversification had a protective effect. But in case health risks alone aren't reason enough for parents to ignore the siren call of specialization, diversification also provides performance benefits.

Kids who play multiple "attacking" sports, like basketball or field hockey,

(1) 首段谴责了那些过度关注足球运动引起的脑震荡等问题的人,并指出运动过于专门化是危险且低效的。

(2) 推理论证逻辑严密,引发读者思考他们之前从未想过的问题。使用事实和精选的词汇诉诸情感,说服观众。

(3) 继上文强调了运动带来的好处后,作者也承认了运动可能会导致的受伤问题。引用权威学者的研究证明运动的过度专业化对运动员身体可能造成的严重危害。

transfer learned motor and anticipatory skills — the unconscious ability to read bodies and game situations — to other sports. They take less time to master the sport they ultimately choose. (4)

Several studies on skill acquisition now show that elite athletes generally practiced their sport less through their early teenage years and specialized only in the mid-to-late teenage years, while so-called sub-elites — those who never quite cracked the highest ranks — homed in on a single sport much sooner. (5)

Data presented at the April meeting of the American Medical Society for Sports Medicine showed that varsity athletes at U. C. L. A. — many with full scholarships-specialized on average at age 15.4, whereas U. C. L. A. undergrads who played sports in high school, but did not make the intercollegiate level, specialized at 14.2.

We may prize the story of Tiger Woods, who demonstrated his swing at age 2 for Bob Hope. But the path of the two-time N. B. A. M. V. P. Steve Nash (who grew up playing soccer and didn't own a basketball until age 13) or the tennis star Roger Federer (whose parents encouraged him to play badminton, basketball and soccer) is actually the norm. (6)

A Swedish study of sub-elite and elite tennis players — including five who ranked among the top 15 in the world — found that those who topped out as sub-elites dropped all other sports by age 11. Eventual elites developed in a “harmonious club environment without greater demands for success”, and played multiple sports until age 14.

The sports science data support a “sampling period” through at least age 12. Mike Joyner, a Mayo Clinic physician and human performance expert, would add general physical literacy-building to the youth spoils menu: perhaps using padded gymnastics gyms for parkour, which is essentially running, climbing or vaulting on any obstacle one can find.

In addition to athletic diversity, kids' sports should be kid-size. (7) In Brazil, host of this month's World Cup, kids are weaned on “futsal”, a lightly structured and miniaturized form of soccer. Futsal is played on tiny patches of grass or concrete or on indoor courts and typically by teams of five players. Players touch the ball up to five times as frequently as they do in traditional soccer, and the tighter playing area forces children to develop foot and decision-making skills under pressure.

A futsalization of youth sports generally would serve engagement, skill development and health.

(4) 除了使用例子作为论据外,作者还多处使用了事实作为依托。

(5) 使用科学研究和证据来支持自己的立场。

(6) 指出少年时期的运动专业化不大可能导致 Tiger Woods 级别的成果。运动多样化带来的成功更具普适性。

(7) 结尾提出建议和解决方法,指出孩子们如果仅参加以孩子为对象的体育活动不会导致脑震荡等问题。

范 文	点 评
David Epstein does not mince words in his article, “Sports Should Be Child’s Play”. In order to form a highly effective argument against early sport hyper-specialization, Epstein uses facts to support his claims as well as charged words in order to appeal to the emotions of his audience. He links his arguments well and bolsters them with facts in order to fully convey his opinion and persuade others to agree with him on a topic to which many have given little thought or care. (1) In the United States, children are encouraged to hyper-specialize in sports at a very early age. This is likely due to the highly competitive and lucrative aspects of American athletics. Epstein admonishes those whose primary concern is football-related concussions, pointing out that children would not be facing these issues if they were merely allowed to play a mixture of child-centric sports as opposed to playing adult-style sports so early. He uses extremely evocative language in order to ignite anger and fury in the reader’s mind. This specific word choice is evident within the very first sentence of the article. Some of these emotionally charged words include “furor”, “scourge”, “harming”, “damaging”, “pressure”, “epidemic”, “dangerous”, and “counterproductive”. A particularly powerful use of language and imagery detailing the injuries sustained by young children occurs later in the article, but it provides a jarring comparison. (2) However, he does not merely use intense examples without backing up his statement with a fact or example. “Some young athletes now face surgeries befitting their grandparents... The sports surgeon Marc Philippon, based in Vail, Colo., saw a 25-year-old goalie who already needed a hip replacement.” This statement appeals to emotion by comparing a young athlete to a fragile elderly person, and it is intended to shock. For those who may find this statement unbelievable, Epstein is quick to provide a factual example. Epstein routinely uses scientific studies and evidence to support his claim. In fact, the article is brimming with numbers, the names of scientists, and their respective research institutions. He gives the sources for his claims to silence any who may choose to argue against his evidence. (3) He cites a Loyola University Chicago study carried out by a Dr. Jayanthi to support his claim that hyperspecialization causes injury.	(1) 首段开门见山, 点明原文主旨, 并对原文的主要论证方式进行了总结概括。 (2) 详细分析了原文中带感情色彩的词汇运用, 体现了范文作者对文章的深入理解和很好的分析文章的能力。 (3) 指出原文中多次运用权威数据和科学资料支持其观点, 并对这种论证方式做出了高度评价。

Early athletes who were “highly specialized had a 36 percent increased risk of suffering a serious overuse injury ... with stress fractures in their backs, arms or legs; damage to elbow ligaments; and cracks in the cartilage in their joints.” He goes on to say that the study showed that diversification of sports before the age of twelve can prevent this.

He drives home his second point, that childhood specialization is unlikely to result in Tiger Woods level success, by using more studies. (4) He argues that “several studies on skill acquisition now show that elite athletes generally practiced their sport less through their early teenage years and specialized only in the mid-to-late teenage years, while so-called sub-elites — those who never quite cracked the highest ranks — homed in on a single sport much sooner”. And then follows it with results from scientific studies on the matter.

Epstein ends the article by offering solutions. He suggests that gymnasiums should offer safe, parkour-like courses for children. He also urges that the playing fields be made child-size, as they do with futsal in Brazil. If Americans want their children to excel as athletes, this is a convincing argument for that audience. (5) It may also convince coaches to diversify the training that young athletes undergo in order to reach elite status. Roger Federer was a diversified athlete and became an elite. Most greats tried many things in order to train their bodies to be well-rounded, and Epstein encourages others to take heed with excellent use of rhetoric and logic.

(4) 探讨原文的第二个论点：少年时期的运动专业化不大可能导致 Tiger Woods 级别的成果。

(5) 尾段总结了原文中提出的对运动多样化的建议和实施方法，这些引用体现了范文作者的分析能力。

经典单词

lucrative	adj. 有利益的，获利的，合算的
concussion	n. 脑震荡，震动
evocative	adj. 唤出的，唤起的
jarring	adj. 刺耳的，不和谐的，辗转的 n. 震动，冲突，碾轧声
befitting	adj. 适合的，适当的，合适的。动词 befit 的现在分词形式
brim	n. 边，边缘，(河)边 v. 满，使……盈
fracture	n. 破碎，骨折 vt. 破碎，破裂 vi. 断裂
elite	n. 精华，精锐，中坚分子

闪光句子

- 01 Epstein admonishes those whose primary concern is football-related concussions, pointing out that children would not be facing these issues if they were merely allowed to play a mixture of child-centric sports as opposed to playing adult-style sports so early.

该句使用了 whose 引导的定语从句，并使用现在分词短语作伴随状语同时引导宾语从句，语言优美，点明了原文作者的态度。

- 02 He also urges that the playing fields be made child-size, as they do with futsal in Brazil.

该句使用了 urge 引导的宾语从句和 as 引导的方式状语从句，同义转述了原文作者的提议。

- 03 He drives home his second point, that childhood specialization is unlikely to result in Tiger Woods level success, by using more studies.

使用了 that 引导的同位语从句和 by 引导的方式状语，长短错落，可读性强。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1 首先在开头段提出了非常精确的 Central Claim，即 “Sports Should Be Child’s Play”（运动应该是属于小孩子的玩耍方式）。
- W2 开头段第一句话开门见山，点名了文章的 Central Claim，紧接着强调了原文作者采用事实去论述，并诉诸观众的情感。结尾段首先提出了问题的解决方案，并进行了概述性说明，最后揭示了文章所采用的修辞手法和逻辑论证方式。
- W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。
- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。
- W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 9

Disney Parks as Symbols of Popular Culture

The following passage is from a 1981 study examining the evolution of amusement parks in the United States and the disputed role of the Disney parks as symbols of popular culture.

Since its opening in July 1955, Disneyland in Anaheim, California, has been the largest single visitor attraction in the United States; it quickly became hugely successful and was almost instantly recognized as “one of the wonders of the modern world”. (1) By 1965, after Disney launched a publicity campaign that was unrivaled for an entertainment center, a quarter of the United States population and many foreign tourists and dignitaries had been there. Its attendance and income have been surpassed only by its eastern counterpart, Walt Disney World near Orlando, Florida (opened in October 1971). Since the number of visitors to both parks (16—18 million per year) exceeds the number going to Washington D. C., the official capital, Disneyland and Walt Disney World can be said to be the popular-culture capitals of America. (2)

Since the Second World War, there has been an unprecedented increase in middle-class affluence and leisure time along with a boom in the automobile industry and development of a nationwide freeway system. These factors have combined to make possible — even obligatory — for many Americans, adults as well as children, at least one pilgrimage to Disneyland or Walt Disney World as a popular-culture mecca of nearly religious importance. (3) This journey is a focal event in childhood and adolescence; however, since many more adults than children make the pilgrimage (by a ratio of four to one), one is led to question the popular assumption that the parks are designed primarily for children.

The huge popularity of the parks raised immediate protest — even rancor — from the literary/intellectual establishment. Condemnation was aimed at what was thought to be a reduction of “all romance, adventure, fantasy, and science” to a “sickening blend of cheap formulas packaged to sell”. This diatribe is typical of those that have continued into the present. Displeasure with the parks as “plastic” and “technicized” is now a familiar litany of reaction of most intellectuals to anything connected with the Disney name.

(1) 首段通过描写 1955 年迪士尼乐园的开张，营造了一种怀旧的氛围，拉近了与读者的距离。

(2) 引用数据证明迪士尼乐园的流行和受欢迎度。

(3) 提供基于事实的信息，即二战后中产阶级的财富和空闲时间都显著增加，汽车行业发展迅速，导致去迪士尼的人数呈指数上升趋势。

These epithets, ranging from mocking distaste to vitriolic hatred, were based largely on a comparison of the attractions of the parks with the sources of their themes in “real life”. Critics were unwilling to grant any symbolic or evocative function to these amusement park features as one would for works of art or literature. (4)

The traditional — and ongoing — anti-Disney critical point of attack leaves unexamined the richest areas of interest of the parks: (1) their encapsulation of American myths and belief systems; and (2) their experimental approaches to humanizing technology, with applications both inside and outside entertainment centers to broader concerns of modern life: leisure, sociability, environmentalism, filmmaking, transportation, communications, architecture, theater and set design, and city planning. Disney’s development of new concepts in all these areas, through the design of the parks, has produced what amounts to a new technological and sociological art form. These developments follow in the tradition of both humanists and futurists who insist that technology can be tamed to serve, instead of to dominate and determine people.

The unique character of the Disney parks makes them so different from the traditional amusement park that they can be considered a new type entirely — the theme park or “atmospheric” park. (5) The culmination of years of planning and investment, the parks are family-oriented as opposed to traditional amusement parks, which Walt Disney called “dirty, phony places, run by lough-looking people”. He wanted to replace the risk-taking, sense of danger, salaciousness, and morbidity associated with the amusement parks’ standard “thrill rides”, barkers, concession stands, games of chance played for prizes, and sensationalistic sideshows with safety, wholesomeness, and patriotic and educational values.

Despite the commercial aspect of the parks as private enterprise par excellence, Disney attempted to set his parks apart from the frankly commercial carnival model by encouraging the exchange of cash for ride tickets out-side the gates, keeping the exchange of tickets for money to a minimum inside; most of what people spend at the Disney parks is at the shops, which sell merchandise and souvenirs. (6) The epithet “commercial”, which is often applied to the Disney parks as a disdainful criticism, is ironic in three respects. First, spending is not as vital to the “Disneyland experience” as it is to the traditional amusement park. Second, commercialism is only one intention, rather than the whole *raison d’être*, as it is for other amusement establishments, and is intended to serve other, noncommercial (in fact, humanistic) ends.

(4) 尽管受到许多称赞，迪斯尼乐园也面临大量的批评。

(5) 作者指出迪斯尼乐园与传统的资本主义圈钱工具的娱乐公园截然不同。

(6) 具体阐述迪斯尼公园的独特性。

Third, “commercial” as a derisive accusation to discredit the Disney parks indicates that people think of them as something apart from the usual amusement category (no one would think of accusing an ordinary carnival of mercenary purposes) — as a national shrine, monument, and living museum of American history and symbols. (7)

(7) 作者指出这些公园已经成为一种象征，强调了其重要意义。

范 文	点 评
Although the passage is taken from an 1981 article, the majority of Americans could relate to the experience of attending either a Disney Theme Park or amusement park at some point or another in their lives through the present day in 2015. Times have certainly changed but theme park establishments have their place in American popular culture as seen by their continuous popularity that has kept them in business for over a century. The author uses persuasive words, statistical research, direct quotes from Walt Disney, and the language of critique to argue that Disney Parks have been set aside from the traditional type of theme park with positive esteem by the masses yet face harsh criticism in various intellectual and cultural circles. (1) The author begins his discussion by creating a nostalgic and relatable space between himself and his audience by affirming that since its opening in 1955, Disneyland in California became one of the most wildly popular entertainment centers in America. Instantly recognized as “one of the wonders of the modern world”, the author cites the statistics that over one quarter of the US population in addition to foreign tourists and dignitaries alike made a visit by 1965. (2) Furthermore, he argues that the park’s attendance only increased by millions over the following years. Disneyworld in Florida, which can be seen as Disneyland’s rival, continues to entice visitors and generate even more income than its California counterpart — yet of course the corporation is one and the same. By evidently claiming that Disneyland and Disneyworld are visited more than the nation’s capital in Washington D. C. , the author argues that it’s fair to say that both entertainment centers have become “the popular-culture capitals of America”. He further proves through fact-based information that since World War II “there has been an unprecedented increase in middle-class affluence and leisure time along with a boom in the automobile industry and development of a nationwide freeway system”.	(1) 首段概括了原文的论证手法：劝服性的文字、统计研究、对沃特·迪士尼的直接引用以及批判性的语言，体现了范文作者的整体把握能力。 (2) 体现了范文作者对文章的深入理解和很好的分析文章的能力。

He infers that these factors have made both centers accessible to the masses and strongly uses persuasive language that it's "even obligatory" for adults and children to make at least "one pilgrimage" to the popular culture "mecca of nearly religious importance". (3)

However, with all of the fanfare and praise for the Disney Theme Parks, they are met with heavy criticism. The author argues that intellectuals and cultural circles have condemned the parks as "plastic" and "sickening blend of cheap formulas packaged to sell". Yet the author argues that the intention of these parks was to break away from what Walt Disney believed to be "dirty, phony places, run by rough-looking people". (4) Disney wanted to take away the sense of risk taking and danger associated with amusement parks by instilling "safety, wholesomeness, and patriotic and educational values". The author highlights that the Disney parks in fact have made their place in American popular culture by breaking away from traditional amusement park formats of capitalism as a moneymaking scheme.

In conclusion, the author expresses that these parks have become "a national shrine, monument, and living museum of American history and symbols". Despite opposition from its critics, the "unique character" of the Disney parks makes them one of a kind and differentiates them from previous amusement establishments as seen through "years of planning and investment" in the transformation of creating parks that are family-oriented. (5)

(3) 对原文信息的提取和浓缩,即指出迪斯尼乐园在二战后受欢迎度剧增。

(4) 指出原文对某些文化圈和知识分子观点的反驳,体现了范文作者的概括和理解能力。

(5) 结束全文,重申了原文观点,即迪斯尼乐园独树一帜,影响深远。

经典单词

dignitary	<i>n.</i> 高贵的人, 高官 <i>adj.</i> 地位尊贵的
rival	<i>n.</i> 对手; 竞争者 <i>vt.</i> 与……竞争; 比得上某人 <i>vi.</i> 竞争 <i>adj.</i> 竞争的
entice	<i>v.</i> 诱骗, 引诱
obligatory	<i>adj.</i> 强制性的, 义务的, 必须的
pilgrimage	<i>n.</i> 朝圣之旅, 人生历程 <i>vi.</i> 朝圣
fanfare	<i>n.</i> 喇叭或号角嘹亮的吹奏声 <i>n.</i> 虚张声势
differentiate	<i>vt.</i> 识别, 使差异, 求导数, 区分, 区别对待 <i>vi.</i> 区别, 变异
scheme	<i>n.</i> 方案, 计划, 阴谋 <i>v.</i> 计划, 设计, 体系, 结构, 图谋
formula	<i>n.</i> 公式, 配方, 规则; 代乳品 <i>adj.</i> (赛车的) 级的, 方程式的

闪光句子

01 Times have certainly changed but theme park establishments have their place in

American popular culture as seen by their continuous popularity that has kept them in business for over a century.

该句使用了 as 引导的方式状语从句和 that 引导的定语从句，说明了主题公园经久不衰的流行度。

02 By evidently claiming that Disneyland and Disneyworld are visited more than the nation's capital in Washington D. C. , the author argues that it's fair to say that both entertainment centers have become “the popular-culture capitals of America”.

句首使用 by 引导的方式状语从句和 that 引导的宾语从句，主句又使用了 argue 引导的宾语从句，鲜明地表现了原文作者要说明的论点和采用的主要论证手法。

03 Despite opposition from its critics, the “unique character” of the Disney parks makes them one of a kind and differentiates them from previous amusement establishments as seen through “years of planning and investment” in the transformation of creating parks that are family-oriented.

该句使用了 as 引导的方式状语从句，并使用了丰富的高级词汇和表达，转折、过渡自然，体现了范文作者扎实的英语水平。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

W1 首先在开头段提出了精确的 Central Claim，即 “Disney Parks have been set aside from the traditional type of theme park with positive esteem by the masses yet face harsh criticism in various intellectual and cultural circles.”（迪斯尼主题公园被移出传统的主题公园，虽然公众反响积极，但是在知识界和文化圈却遭到尖酸的抨击。）

W2 开头段首先介绍了有关迪斯尼主题公园的一些背景概况，进而引出文章的 Central Claim，并强调作者运用了 persuasive words, statistical research, direct quotes 这些 Devices。结尾段，对迪斯尼主题公园目前的地位进行了简要描述：“a national shrine, monument, and living museum of American history and symbols”，指出尽管批判者反对，但是它的 “unique character” 无法被取代。

W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。

W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语的句型结构。

W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。

W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 10

Bag Ban Bad for Freedom and Environment

Adapted from Adam B. Summers, "Bag Ban Bad for Freedom and Environment"
© 2013 by The San Diego Union-Tribune, LLC. Originally published on June 13, 2013.

Californians dodged yet another nanny-state regulation recently when the state Senate narrowly voted down a bill to ban plastic bags statewide, but the reprieve might only be temporary. Not content to tell us how much our toilets can flush or what type of light bulb to use to brighten our homes, some politicians and environmentalists are now focused on deciding for us what kind of container we can use to carry our groceries. (1)

The bill...would have prohibited grocery stores and convenience stores with at least \$2 million in gross annual sales and 10,000 square feet of retail space from providing single-use plastic or paper bags, although stores would have been allowed to sell recycled paper bags for an unspecified amount. (2) The bill fell just three votes short of passage in the Senate... and Sen. Alex Padilla, D-Los Angeles, who sponsored the measure, has indicated that he would like to bring it up again, so expect this fight to be recycled rather than trashed.

While public debate over plastic bag bans often devolves into emotional pleas to save the planet or preserve marine life (and, believe me, I love sea turtles as much as the next guy), a little reason and perspective is in order.

According to the U. S. Environmental Protection Agency, plastic bags, sacks, and wraps of all kinds (not just grocery bags) make up only about 1.6 percent of all municipal solid waste materials. High-density polyethylene (HDPE) bags, which are the most common kind of plastic grocery bags, make up just 0.3 percent of this total. (3)

The claims that plastic bags are worse for the environment than paper bags or cotton reusable bags are dubious at best. In fact, compared to paper bags, plastic grocery bags produce fewer greenhouse gas emissions, require 70 percent less energy to make, generate 80 percent less waste, and utilize less than 4 percent of the amount of water needed to manufacture them. This makes sense because plastic bags are lighter and take up less space than paper bags.

(1) 首段使用列举的方式叙述“保姆政府”采取的各种琐碎规定。尽管政府号称对这些做出规定有利于环境，但却侵犯了个人自由。

(2) 说明“塑料袋议案”可能对经济带来的不良经济影响。

(3) 使用统计资料和科学证据证明塑料袋不值得被禁，可再度利用的袋子对环境弊大于利。

Reusable bags come with their own set of problems. They, too, have a larger carbon footprint than plastic bags. Even more disconcerting are the findings of several studies that plastic bag bans lead to increased health problems due to food contamination from bacteria that remain in the reusable bags. (4) A November 2012 statistical analysis by University of Pennsylvania law professor Jonathan Klick and George Mason University law professor and economist Joshua D. Wright found that San Francisco's plastic bag ban in 2007 resulted in a subsequent spike in hospital emergency room visits due to *ecoli*, *salmonella*, and *campylobacter*-related intestinal infectious diseases. The authors conclude that the ban even accounts for several additional deaths in the city each year from such infections.

The description of plastic grocery bags as "single-use" bags is another misnomer. The vast majority of people use them more than once, whether for lining trash bins or picking up after their dogs. (And still other bags are recycled.) Since banning plastic bags also means preventing their additional uses as trash bags and pooper scoopers, one unintended consequence of the plastic bag ban would likely be an increase in plastic bag purchases for these other purposes. This is just what happened in Ireland in 2002 when a 15 Euro cent (\$0.20) tax imposed on plastic shopping bags led to a 77 percent increase in the sale of plastic trash can liner bags.

And then there are the economic costs. The plastic bag ban would threaten the roughly 2,000 California jobs in the plastic bag manufacturing and recycling industry, although, as noted in the Irish example above, they might be able to weather the storm if they can successfully switch to producing other types of plastic bags. In addition, taxpayers will have to pony up for the added bureaucracy, and the higher regulatory costs foisted upon bag manufacturers and retailers will ultimately be borne by consumers in the form of price increases. (5)

Notwithstanding the aforementioned reasons why plastic bags are not, in fact, evil *incarnate*, environmentalists have every right to try to convince people to adopt certain beliefs or lifestyles, but they do not have the right to use government force to compel people to live the way they think best. In a free society, we are able to live our lives as we please, so long as we do not infringe upon the rights of others. (6) That includes the right to make such fundamental decisions as "Paper or plastic?"

(4) 指出被妖魔化的塑料袋并不是敌人，而纸袋和可重复使用的袋子会导致对环境与健康更严重的影响。

(5) 批判了政府过度规定一些诸如塑料袋、厕所用水之类琐碎的事情，而不考虑这些规定将会带来的经济、健康和环境影响。

(6) 尾段提出对自由社会的呼吁，强调公民的选择权。

范 文	点 评
Most human beings do not enjoy being forced to do anything, even if what is being forced is a good thing. People chafe at authority, and Adam B. Summers plays on this dislike of government orders in his article “Bag Ban Bad For Freedom and The Environment”. Not only does he use facts as he presents an argument that many may see as anti-environment, but he uses appeals to emotion, especially the uncomfortable emotions that arise when one feels as if he or she is being forced to do something by the government that is both a hassle and counterintuitive. (1) Summers begins his article by referring to the narrow failure of the bag ban to pass into a law as a “dodge”. This calls to mind someone evading something dangerous, like a bullet or a punch to the face. He uses lists to elaborate on other actions taken by the “nanny-state”, all of which could be deemed trivial. He refers to toilet water and light bulbs specifically, since these are both measures that come from a noble-minded place. Although these actions are to protect the environment, they effect an individual's personal freedom. (2) He uses a bit of sarcasm and flippancy when he defends himself for perhaps coming across as anti-environment when he says, “I like sea turtles as much as next guy.” Overall, Summers' tone is reminiscent of someone who has been forced by law to give up certain things, and these legal invasions have caused him to feel pressure and perhaps irritation. (3) He is not alone in feeling these emotions, so he plays to others who might have had a hard time with toilets and light bulbs because of the government's over-involvement. In order to support his claims that plastic bags are not worth banning and that reusable bags do more harm than good, Summers uses statistical and scientific evidence. (4) According to the U. S. Environmental Protection Agency, plastic bags, sacks, and wraps of all kinds (not just grocery bags) make up only about 1.6 percent of all municipal solid waste materials. High-density polyethylene (HDPE) bags, which are the most common kind of plastic grocery bags, make up just 0.3 percent of this total. In fact, compared to paper bags, plastic grocery bags produce fewer greenhouse gas emissions, require 70 percent less energy to make, generate 80 percent less waste, and utilize less than 4 percent of the amount of water needed to manufacture them... [Reusable bags] ... have a larger carbon footprint than plastic bags.	(1) 首段开门见山地指出原文观点：政府的强迫不利于自由和环境。 (2) 具体分析了原文列举的两个例子——厕所用水和电灯泡，指出尽管政府做出这些规定有利于环境，但却侵犯了个人自由。 (3) 分析了原文的语气和态度，提出了合理的推测。 (4) 概括了原文的论证方法：统计资料和科学证据相结合。体现了范文作者很好的分析文章的能力，以及对于复杂句型的运用能力。

Even more **disconcerting** are the findings of several studies that plastic bag bans lead to increased health problems due to food contamination from bacteria that remain in the reusable bags. Most of the studies that support Summers' claim are from **acclaimed** university research facilities, such as the University of Pennsylvania and George Mason University. (5) By showing that plastic bags are not the enemy, and that paper and reusable bags cause more environmental and health issues than the **demonized** one-use plastic bags, he is appealing to logic. He also reminds the reader that very few people actually throw the plastic bags away after one use, choosing instead to use them over and over again. He addresses the economic impact, citing the many jobs to be lost if this law were to be passed in the future.

In conclusion, Summers attacks the government for regulating **inconsequential** things such as plastic bags, toilet water, and light bulbs without properly researching the economic, health related, and environmental costs of the ban that supposedly protects the environment. (6) He proves his point through pointing out these ironies, logically forming his argument around sound facts, and by appealing to members of his audience that are tired of the ever-encroaching "nanny-state". By employing **argumentative** skills, he proves his point that the banning of plastic bags is not helping the people, the environment, or the economy. Overall, Summers effectively argues his point and may have persuaded even the **staunchest** bag ban supporters to see his point of view.

(5) 说明原文引用科学资料的权威性。

(6) 综合全文，总结了原文的论点及论证方式，说明了范文作者对原文的深度论证方式的理解。

经典单词

chafe	<i>n.</i> 擦伤, 气恼 <i>v.</i> 摩擦, 擦痛, 激怒
hassle	<i>n.</i> 激战, 争吵 <i>vi.</i> 争论 <i>vt.</i> 与……争辩, 不断骚扰
dodge	<i>vt. & vi.</i> 避开, 躲避 <i>n.</i> 躲避
sarcasm	<i>n.</i> 挖苦, 讽刺
flippancy	<i>n.</i> 轻率; 无礼; 言语尖刻
reminiscent	<i>adj.</i> 回忆的, 怀旧的, 耽于回想的 <i>n.</i> 回忆者, 回忆录作者
acclaimed	<i>adj.</i> 受到赞扬的
demonize	<i>vt.</i> 使成为魔鬼, 使着魔
inconsequential	<i>adj.</i> 不合逻辑的, 不合理的, 不重要的
staunch	<i>vt.</i> 止住, 止血 <i>adj.</i> 坚固的, 坚强的, 忠实可信的, 不漏水的

闪光句子

- 01** Not only does he use facts as he presents an argument that many may see as anti-environment, but he uses appeals to emotion, especially the uncomfortable emotions that arise when one feels as if he or she is being forced to do something by the government that is both a hassle and counterintuitive.

该句使用了 not only...but...句型，并用到了 that 引导的同位语从句和定语从句、when 引导的时间状语从句及 as if 引导的方式状语从句。句式复杂多样，高级词汇丰富，十分出彩。

- 02** He proves his point through pointing out these ironies, logically forming his argument around sound facts, and by appealing to members of his audience that are tired of the ever-encroaching “nanny-state”.

该句使用了 through 和 by 引导的方式状语，以及现在分词短语作结果状语的表达，还用了 that 引导的定语从句。内容上完整而简洁地说明了原文作者的深度论证方式。

- 03** By employing argumentative skills, he proves his point that the banning of plastic bags is not helping the people, the environment, or the economy.

该句句首为 by 引导的方式状语，使用了 that 引导的同位语从句，内容上充分表述了原文的观点。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1** 首先在开头段提出了精确的 Central Claim，即 “the uncomfortable emotions that arise when one feels as if he or she is being forced to do something by the government that is both a hassle and counterintuitive.”（当人们被逼迫去做不愿意做的事情的时候，不舒适的感觉就会出现，就像一个人被政府强迫去做一件令人烦扰、违反自己的直觉的事情。）
- W2** 开头段第一句话指出：大部分人是不同意被强迫去做一件事的，就算这件事是好事。以此展开对于政府行为的讨论，进而引出文章的 Central Claim，并特别强调作者不仅运用事实，并且诉诸情感去论证文章的中心论点。结尾段进一步概述了作者对于政府的种种行为的不满，并强调论证 Devices 的有效性。
- W3** 本文的段落间以及段落内部的逻辑衔接紧凑：体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。
- W4** 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。
- W5** 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6** 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 11

Foreign News at a Crisis Point

Adapted from Peter S. Goodman, "Foreign News at a Crisis Point" © 2013 by TheHuffingtonPost.com, Inc. Originally published on September 25, 2013. Peter Goodman is the executive business and global news editor at TheHuffingtonPost.com.

Back in 2003, American Journalism Review produced a census of foreign correspondents then employed by newspapers based in the United States, and found 307 full-time people. When AJR repeated the exercise in the summer of 2011, the count had dropped to 234. And even that number was significantly inflated by the inclusion of contract writers who had replaced full-time staffers. (1)

In the intervening eight years, 20 American news organizations had entirely eliminated their foreign bureaus.

The same AJR survey zeroed in on a representative sampling of American papers from across the country and found that the space devoted to foreign news had shrunk by 53 percent over the previous quarter-century. (2)

All of this decline was playing out at a time when the U. S. was embroiled in two overseas wars, with hundreds of thousands of Americans deployed in Iraq and Afghanistan. It was happening as domestic politics grappled with the merits and consequences of a global war on terror, as a Great Recession was blamed in part on global imbalances in savings, and as world leaders debated a global trade treaty and pacts aimed at addressing climate change. It unfolded as American workers heard increasingly that their wages and job security were under assault by competition from counterparts on the other side of oceans.

In short, news of the world is becoming palpably more relevant to the day-to-day experiences of American readers, and it is rapidly disappearing. (3)

Yet the same forces that have assailed print media, eroding foreign news along the way, may be fashioning a useful response. Several nonprofit outlets have popped up to finance foreign reporting, and a for-profit outfit, GlobalPost, has dispatched a team of 18 senior correspondents into the field, supplemented by dozens of stringers and freelancers....

(1) 首段点明当前美国新闻业存在的问题：全职国外记者的数量急剧减少。

(2) 使用数据作为支持论据，说明国外记者人数的下降。

(3) 指出随着世界的变小，全球新闻在变得越来越与美国人相关，强调了关闭国外分部的荒谬性。

We are intent on forging fresh platforms for user-generated content: testimonials, snapshots and video clips from readers documenting issues in need of attention. Too often these sorts of efforts wind up feeling marginal or even patronizing: “Dear peasant, here’s your chance to speak to the pros about what’s happening in your tiny little corner of the world.” (4) We see user-generated content as a genuine reporting tool, one that operates on the premise that we can only be in so many places at once. Crowd-sourcing is a fundamental advantage of the web, so why not embrace it as a means of piecing together a broader and more textured understanding of events?

(4) 使用讽刺的口吻和考究的用语以期激起读者对上述“努力”的不满。

We all know the power of Twitter, Facebook and other forms of social media to connect readers in one place with images and impressions from situations unfolding far away. We know the force of social media during the Arab Spring, as activists convened and reacted to changing circumstances.... (5) Facts and insights reside on social media, waiting to be harvested by the digitally literate contemporary correspondent.

(5) 提及“阿拉伯之春”的故事说明社交媒体的强大力量。

And yet those of us who have been engaged in foreign reporting for many years will confess to unease over many of the developments unfolding online, even as we recognize the trends are as unstoppable as globalization or the weather. Too often it seems as if professional foreign correspondents, the people paid to use their expertise while serving as informational filters, are being replaced by citizen journalists who function largely as funnels, pouring insight along with speculation, propaganda and other white noise into the mix.

We can celebrate the democratization of media, the breakdown of monopolies, the rise of innovative means of telling stories, and the inclusion of a diversity of voices, and still ask whether the results are making us better informed. Indeed, we have a professional responsibility to continually ask that question while seeking to engineer new models that can channel the web in the interest of better informing readers.... (6)

(6) 指出人们应该适应新媒体平台传播新闻的方式，而不应减少外国新闻。

We need to embrace the present and gear for the future. These are days in which newsrooms simply must be entrepreneurial and creative in pursuit of new means of reporting and paying for it. That makes this a particularly interesting time to be doing the work, but it also requires forthright attention to a central demand: We need to put back what the Internet has taken away. We need to turn the void into something fresh and compelling. We need to re-examine and update how we gather information and how we engage readers, while retaining the core values of serious-minded journalism. (7)

(7) 使用“We”作为主语，拉近与读者的距离，召集潜在的支持者。让读者思考复兴外国新闻报道的意义。

This will not be easy.... But the alternative — accepting ignorance and parochialism — is simply not an option. (8)

(8) 诉诸情感，将那些无视这一议题的人们称作是狭隘、无知的。

范 文	点 评
In his article, “Foreign News at a Crisis Point”, Peter S. Goodman strives to convince his audience that news organizations must grow in order to bring world news to Americans by using troubling statistics, reasoning, and collective pronouns to rally support. (1) He argues that instead of cutting down on foreign news, we should increase it by adapting to modern media platforms and by adapting how the news is distributed. He urges creativity and conveys a sense of urgency in order to persuade his readers to agree with him. Some of the statistics Goodman uses to buttress his argument include a census from the American Journalism Review and found 307 full-time people employed as foreign correspondents in 2003; that number had fallen to 234 in 2011, but Goodman concludes that the 2011 count was “inflated” because many of those counted were merely contracted writers. (2) He follows this fact with another fact that may explain the drop in foreign correspondents, stating, “20 American news organizations had entirely eliminated their foreign bureaus.” The newspaper real estate occupied by foreign news has also dropped by 53 percent over the past twenty five years. During the years when the decline steepened, Goodman points out that America was “embroiled” in two foreign wars and experiencing an economic recession, and he reasons that domestic concerns outweighed foreign ones. However, Goodman concludes, the world is growing smaller, and ergo the news of the world is actually more relevant to Americans than ever before. Therein lies the absurdity in closing down foreign bureaus, according to Goodman. Many traditional media outlets have been eclipsed by electronic media, but Goodman observes that the very assassins of traditional reporting are making moves to embrace foreign news, ushering a rebirth of sorts. (3) However, he is not supportive of the new “crowd-sourcing” of news, and makes this abundantly clear by a sarcastic remark. “Too often these sorts of efforts wind up feeling marginal or even patronizing: ‘Dear peasant, here’s your chance to speak to the pros about what’s happening in your tiny little corner of the world.’” This use of sardonic tone and charged words like “peasant”, “patronizing”, and “marginal” are sure to ignite emotion in his readers. He is a strong advocate of using foreign correspondents, who he dubs expert “informational filters”, instead of citizen journalists.	(1) 首句开门见山, 指出原文的主题和立场。 (2) 总结了原文中引用的数据, 并分析了这些数据隐含意义产生的效果, 体现出范文作者的分析能力。 (3) 体现出范文作者对原文推理论证过程的准确理解, 以及对复杂句型的运用能力。

Albeit, Goodman is not opposed to harnessing the power of social media outlets such as Twitter, and he supports his claim that these social media sites are **puissant** forces by recounting the story of the Arab Spring. He encourages foreign correspondents to grab hold of the information available to the digitally competent. He rallies potential supporters, referring to his audience as “we” in order to include them in the conversation and recruit them to join in his quest to reinvent and reinvigorate foreign journalism. (4) He presents a list of things that must be done, all of his pleas beginning with the unifying pronoun “we”. “We need to embrace the present and gear for the future... We need to put back what the Internet has taken away. We need to turn the void into something fresh and compelling. We need to re-examine and update how we gather information and how we engage readers...” Appealing to emotion, he closes by calling those who ignore the issue at hand as clinging to “parochialism” and “ignorance”.

Overall, Goodman presents a compelling argument, and achieves his goal of persuasion by employing a wide variety of rhetorical techniques. (5)

(4) 分析了原文中使用的修辞手法和论证方式的多样性和作用。

(5) 结尾段一句话概括了对原文的评价。

经典单词

unfold	v. 展开, 开放, 显露
confess	v. 承认, 告白, 忏悔
strive	v. 努力, 奋斗, 力争
buttress	n. 扶墙, 拱壁 vt. 支持
census	n. 人口普查 v. 实施统计调查
correspondent	n. 通讯记者, 通信者 adj. 与……一致的, 相应的
embroil	vt. 使卷入, 使陷入, 便牵连
ergo	adv. 因此
puissant	adj. 强有力的, 强盛的, 有权力的
sardonic	adj. 讥讽的, 嘲笑的, 冷笑的

闪光句子

- 01 In his article, “Foreign News at a Crisis Point”, Peter S. Goodman strives to convince his audience that news organizations must grow in order to bring world news to Americans by

using troubling statistics, reasoning, and collective pronouns to rally support.

本句使用了 that 引导的宾语从句，并运用了一些高级词汇和表达，一句话概述了原文的主要观点和论证手法，信息量大。

02 Many traditional media outlets have been eclipsed by electronic media, but Goodman observes that the very assassins of traditional reporting are making moves to embrace foreign news, ushering a rebirth of sorts.

本句使用了 that 引导的宾语从句和现在分词短语作结果状语，句式多样。此外，还用了拟人手法，将造成传统媒体消失的因素写成是“刺客”，生动有趣。

03 He rallies potential supporters, referring to his audience as “we” in order to include them in the conversation and recruit them to join in his quest to reinvent and reinvigorate foreign journalism.

本句使用了现在分词短语作伴随状语的表达，还用了 in order to 引导的目的状语，其中又嵌套了不定式 to 表目的，清晰简洁地表达了原文使用集体人称的优点。

总体分析 ●

注：6W 原则的内容详见 P62 “本章使用说明”。

W1 首先在开头段提出了精确的 Central Claim，即 “instead of cutting down on foreign news, we should increase it by adapting to modern media platforms and by adapting how the news is distributed.”（我们应该增加国外新闻的播报，而不是减掉它们，这样我们可以适应现代媒体的平台以及现代新闻的散播情况。）

W2 开头段第一句话直接指出了原文里 Peter S. Goodman 对于国外新闻播报问题所持的观点，进而引出本文的 Central Claim，并指出了作者所采用的论证方式：creativity and a sense of urgency。结尾段特别强调文章运用了多样的修辞手法，并对文章的核心论点进行了高度概括。

W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。

W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。

W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接十分到位。

W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 12

Rethinking Extinction

Adapted from Stewart Brandy's "Rethinking extinction" © 2015 by Aeon Media Ltd. Originally published on April 21, 2015.

The way the public hears about conservation issues is nearly always in the mode of “ [Beloved Animal] Threatened With Extinction”. That makes for electrifying headlines, but it misdirects concern. The loss of whole species is not the leading problem in conservation. The leading problem is the decline in wild animal populations, sometimes to a radical degree, often diminishing the health of whole ecosystems.

Viewing every conservation issue through the lens of extinction threat is simplistic and usually irrelevant. Worse, it introduces an emotional charge that makes the problem seem cosmic and overwhelming rather than local and solvable. (2)

Most extinctions have occurred on oceanic islands or in restricted freshwater locations, with very few occurring on Earth's continents or in the oceans. The world's greatest conservation problem is not species extinction, but rather the precarious state of thousands of populations that are the remnants of once widespread and productive species.

Many new species readily emerge on ocean islands because of the isolation, but there are few other species to co-evolve with and thus they have no defense against invasive competitors and predators. (3) The threat can be total. An endemic species under attack has nowhere to escape to. The island conservationist Josh Donlan estimates that islands, which are just 3 percent of the Earth's surface, have been the site of 95 percent of all bird extinctions since 1600, 90 percent of reptile extinctions, and 60 percent of mammal extinctions. Those are horrifying numbers, but the losses are extremely local. They have no effect on the biodiversity and ecological health of the continents arid oceans that make up 97 percent of the Earth.

Since the majority of invasive species are relatively benign, they add to an island overall biodiversity. The ecologist Dov Sax at Brown University in Rhode Island points out that non-native plants have doubled the botanical biodiversity of New Zealand — there are 2,104 native plants in the wild, and

(1) 首段批判了新闻中过分夸大野生动物的困境这一习惯，谴责了情感绑架，并提出文章的核心论点。

(2) 语气客观真实，具有说服力，反映了对每项保护议题都以物种灭绝的眼光去看是错误的。

(3) 指出大部分物种灭绝发生在隔离的岛上，而在那里新物种的产生速度与原有物种的灭绝速度几乎相等。

2,065 non-native plants. (4) Ascension Island in the south Atlantic, once a barren rock deplored by Charles Darwin for its “naked hideousness” now has a fully functioning cloud forest made entirely of plants and animals brought by humans in the past 200 years.

But the main news from ocean islands is that new methods have been found to protect the vulnerable endemic species from their worst threat, the invasive predators, thus dramatically lowering the extinction rate for the future. New Zealanders are the heroes of this story, beautifully told in *Rai Island: Predators in Paradise and the World's Greatest Wildlife Rescue* (2011) by William Stolzenburg. In the 1980s, New Zealand conservationists were driven to desperation by the vulnerability of beloved unique creatures such as a ground-dwelling parrot called the kakapo. They decided to do whatever it took to eliminate every single rat on the kakapo's island refuge. It took many seasons of relentless poisoning and trapping, but when it was done, it was really done.

Conservation efforts often appear in the media like a series of defeats and retreats, but as soon as you look up from the *Crisis of the Month*, you realize that, in aggregate, conservation is winning. (5) The ecologist Stuart Pimm at Duke University in North Carolina claims that conservationists have already reduced the rate of extinction by 75 percent. Getting the world's extinction rate back down to normal is a reasonable goal for this century.

But a perception problem stands in the way.

Consider the language of these news headlines: “Fueling Extinction: Obama Budget Is Killer For Endangered Species” (*Huffington Post*, February 2015). “‘Racing Extinction’ Sounds Alarm On Ocean's Endangered Creatures” (*NBC News*, January 2015). “‘Extinction Crisis’: 21,000 Of World's Species At Risk Of Disappearing” (*Common Dreams*, July 2013). “Australian Mammals On Brink Of ‘Extinction Calamity’” (BBC, February 2015) ... The headlines are not just inaccurate. As they accumulate, they frame our whole relationship with nature as one of unrelenting tragedy. (6) The core of tragedy is that it cannot be fixed, and that is a formula for hopelessness and inaction. Lazy romanticism about impending doom becomes the default view.

No end of specific wildlife problems remain to be solved, but describing them too often as extinction crises has led to a general panic that nature is extremely fragile or already hopelessly broken.

(4) 引用生态学家的研究指出实际上入侵物种能保护生物多样性。

(5) 指出媒体对物种灭绝议题的炒作是火上浇油，颠倒黑白。过分关注灭绝会使保护行动受到阻碍而非帮助。

(6) 把野生动物的困境描述成灭绝危机会导致民众的恐慌，使其认为大自然很脆弱并且局势已无法挽救。

That is not remotely the case. Nature as a whole is exactly as robust as it ever was — maybe more so, with humans around to head off ice ages and killer asteroids. Working with that robustness is how conservation's goals get reached. (7)

(7) 指出我们有保护环境和物种的能力，表达了乐观的希望。

范 文	点 评
What is more devastating to an animal lover than finding out that a beloved, unique creature is facing the ultimate death sentence? Extinction is permanent; even with the advent of animal cloning and DNA replication technology, animals such as the Tasmanian tiger, the dodo, the passenger pigeon, and the moa bird still haunt us. (1) We are responsible for their eradication from this planet, so it is only logical that media outlets will take hold of the tragic loss of an entire species or sub-species of animal and play to humanity's heartstrings. Stewart Brand encourages his readers to rethink our views on extinction in his persuasive article, "Rethinking Extinction". He states that by focusing on extinction, the conservation movement is hampered more than helped. He frames a compelling argument using appeals to logic via facts and data. (2) He appeals to reason by decrying emotional appeals and by using utilitarian reasoning so that he can convince his readers to conserve as many creatures as possible instead of laser focusing on the plight of one specific species. Brand states his objective clearly and bluntly, saying in a matter of fact tone that observing "every conservation issue through the lens of extinction threat is simplistic and usually irrelevant. Worse, it introduces an emotional charge that makes the problem seem cosmic and overwhelming rather than local and solvable." (3) The majority of conservation issues are threats to entire ecosystems, not one animal. Most extinctions that occur happen on isolated islands, where new life forms evolve and peter out just as quickly. When people become incensed over invasive species, Brand assures the reader that invasive species can actually help biodiversity. "The ecologist Dov Sax at Brown University in Rhode Island points out that non-native plants have doubled the botanical biodiversity of New Zealand — there are 2, 104 native plants in the wild, and 2, 065 non-native plants." He also uses the example of Ascension Island, where Charles Darwin once visited, which went from an empty rock to a thriving cloud forest, brimming with biodiversity.	(1) 以问句开头，激发人们的情感和共鸣。点明原文的中心论点，体现了范文作者把握全文核心信息的能力。 (2) 提出原文用到的主要论证说理方式：逻辑分析与事实、数据相结合。 (3) 引用了原文的陈述，并具体阐述了这样写作的优点，体现出范文作者对原文推理论证过程的理解。

Brand offers **succor** to those who fear for the loss of unique creatures by observing that conservationists have already cut the extinction rate down by 75%, but the fire and **brimstone** headlines are doing nothing to help their efforts, only complicating things for these **intrepid** eco-warriors. (4) This negativity in the press spill over to the general population, leading to a state of “lazy romanticism” and “inaction”. Brand suggests that by forecasting doom and gloom, the truth about nature is concealed. Nature is as “robust” as it has ever been, and the author reasons that humans can further preserve the state of nature as we know it by preventing ice ages and stopping a hurtling asteroid from wiping out even more life.

Brand wraps up his argument by saying that “no end of specific wildlife problems remain to be solved, but describing them too often as extinction crises has led to a general panic that nature is extremely fragile or already hopelessly broken. That is not remotely the case.” He encourages his readers to use the **sturdiness** of our current ecosystems instead of becoming **armchair** forecasters of destruction. We have the power and resources to protect our environment, he asserts; we need only harness it. Although his opinion is not an overridingly popular one, it is, in fact, very optimistic and his argument is thoroughly convincing. (5)

(4) 这些间接引用体现了范文作者很好的分析文章的能力，以及对于复杂句型的运用能力。

(5) 结尾段分析了原文的末尾，阐述了其主要观点和态度，并对其产生的效果做出了评价。

经典单词

devastating	<i>adj.</i> 毁灭性的，令人震惊的，强有力的
unremitting	<i>adj.</i> 不歇的，不断的，坚忍的
plight	<i>n.</i> 困境，境况，誓约，艰难 <i>vt.</i> 宣誓，保证，约定
bluntly	<i>adv.</i> 钝地，迟钝地，直率地
cosmic	<i>adj.</i> 宇宙的，广大无边的，无限的
succor	<i>n.</i> 救援，援助者
brimstone	<i>n.</i> 硫黄，地狱之火
intrepid	<i>adj.</i> 无畏的，刚毅的
sturdy	<i>adj.</i> 强健的，健全的
armchair	<i>n.</i> 扶手椅，单人沙发，安乐椅 <i>adj.</i> 不切实际的

闪光句子

- 01** The ecologist Dov Sax at Brown University in Rhode Island points out that non-native plants have doubled the botanical biodiversity of New Zealand — there are 2, 104 native plants in the wild, and 2, 065 non-native plants.

该句使用了 **that** 引导的宾语从句，并通过对比和列出数据的方式强调非本地物种生物多样性的快速增加，引用学者的结论使得结论更有可信度。

- 02** Brand offers succor to those who fear for the loss of unique creatures by observing that conservationists have already cut the extinction rate down by 75%, but the fire and brimstone headlines are doing nothing to help their efforts, only complicating things for these intrepid eco-warriors.

该句使用了 **who** 引导的定语从句和 **that** 引导的宾语从句，**but** 引导表达转折意义的并列句，**only** 后接现在分词短语作结果状语。内容上突出了媒体炒作对保护濒危物种是火上浇油，语气突出，感情强烈。

- 03** Brand wraps up his argument by saying that “no end of specific wildlife problems remain to be solved, but describing them too often as extinction crises has led to a general panic that nature is extremely fragile or already hopelessly broken.”

本句使用了 **that** 引导的宾语从句，是直接引语。引语中又使用了 **remain to be done** 的结构，并用到 **that** 引导的宾语从句。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1** 首先在开头段提出了精确的 Central Claim，即 “to conserve as many creatures as possible instead of laser focusing on the plight of one specific species.”（应该尽可能保护更多物种，而不是只关注一种物种的境地。）
- W2** 开头段通过比较爱一种动物与发现一种生物面临着死亡的境地，通过这两种情形的对比，进而展开对于 extinction 的讨论，引出了文章的 Central Claim，并强调文章所运用的逻辑、事实及数据。结尾段概括总结了文章主体段的要点，并且再次重申：to use the sturdiness of our current ecosystems instead of becoming armchair forecasters of destruction。
- W3** 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。
- W4** 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。
- W5** 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6** 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 13

No Time to Be Nice at Work

Adapted from Christine Porath, “No Time to Be Nice at Work” © 2015 by The New York Times Company. Originally published on June 19, 2015.

Rudeness and bad behavior have all grown over the last decades, particularly at work. For nearly 20 years I’ve been studying, consulting, and collaborating with organizations around the world to learn more about the costs of this incivility. How we treat one another at work matters. Insensitive interactions have a way of whittling away at people’s health, performance and souls.

Robert M. Sapolsky, a Stanford professor and the author of *Why Zebras Don’t Get Ulcers*, argues that when people experience intermittent stressors like incivility for too long or too often, their immune systems pay the price. We also may experience major health problems, including cardiovascular disease, cancer, diabetes and ulcers. (1)

Intermittent stressors — like experiencing or witnessing uncivil incidents or even replaying one in your head — elevate levels of hormones called glucocorticoids throughout the day, potentially leading to a host of health problems, including increased appetite and obesity. A study published in 2012 that tracked women for 10 years concluded that stressful jobs increased the risk of a cardiovascular event by 38 percent.

I’ve surveyed hundreds of people across organizations spanning more than 17 industries, and asked people why they behaved uncivilly. Over half of them claim it is because they are overloaded, and more than 40 percent say they have no time to be nice. But respect doesn’t necessarily require extra time. If it’s about how something is conveyed; tone and nonverbal manner are crucial. Incivility also hijacks workplace focus. According to a survey of more than 4,500 doctors, nurses and other hospital personnel, 71 percent tied disruptive behavior, such as abusive, condescending or insulting personal conduct, to medical errors, and 27 percent tied such behavior to patient deaths.

My studies with Amir Erez, a management professor at the University of Florida, show that people working in an environment characterized by incivility miss information that is right in front of them. They are no longer able to process it as well or as efficiently as they would otherwise. (2)

(1) 引用斯坦福教授的话，增加可信度。

(2) 交代研究现状。

In one study, the experimenter belittled the peer group of the participants, who then performed 33 percent worse on anagram word puzzles and came up with 39 percent fewer creative ideas during a brainstorming task focused on how they might use a brick. In our second study, a stranger — a “busy professor” encountered en route to the experiment — was rude to participants by admonishing them for bothering her. Their performance was 61 percent worse on word puzzles, and they produced 58 percent fewer ideas in the brick task than those who had not been treated rudely. We found the same pattern for those who merely witnessed incivility: they performed 22 percent worse on word puzzles and produced 28 percent fewer ideas in the brainstorming task. (3)

Even though a growing number of people are disturbed by incivility, I’ve found that it has continued to climb over the last two decades. A quarter of those I surveyed in 1998 reported that they were treated rudely at work at least once a week. That figure rose to nearly half in 2005, then to just over half in 2010. Although in surveys people say they are afraid they will not rise in an organization if they are really friendly and helpful, the civil do succeed. My recent studies with Alexandra Gerbasi and Sebastian Schorch at the Grenoble Ecole de Management, published in *the Journal of Applied Psychology*, show that behavior involving politeness and regard for others in the workplace pays off. In a study in a biotechnology company, those seen as civil were twice as likely to be viewed as leaders.

Civility pays dividends. Gary Hastings, a retired judge in Los Angeles, told me that when he informally polled juries about what determined their favor, he found that respect — and how attorneys behaved — was crucial for Juries to be swayed based on thin slices of civil or arrogant behavior.

Across many decisions — whom to hire, who will be most effective in teams, who will be able to be influential — civility affects judgments and may shift the balance toward those who are respectful.

Given the enormous cost of incivility, it should not be ignored. We all need to reconsider our behavior. You are always in front of some jury. In every interaction, you have a choice: Do you want to lift people up or hold them down?

(3) 以其中一项研究为例，说明不文明的举动和工作效率的关系。

总评 文章主要讲述了作者有关不文明举动的实验和调查研究，清晰简洁，符合研究报告的文体特征。

范 文	点 评
When others are curt, brusque, or rude, it inevitably elicits uncomfortable reactions within. What if those negative feelings that arise when exposed to others' bad behavior were actually unhealthy? That is exactly why Christine Porath advocates for civility in the workplace in her article, "No Time to be Nice at Work". Porath uses copious facts to persuade her audience that good manners and kindness are actually crucial to maintaining health and that rudeness should be eradicated from the workplace, stamped out like a cockroach infestation from a kitchen. Just as cockroaches are harbingers of bad health, rudeness is actually hazardous. Porath's persuasive techniques mainly include facts that appeal to the readers' logical minds and to support her claims and reasoning. (1) Porath begins her argument by alerting the reader that she has been delving into the effects of rudeness for years, and has found that it "whittles away" at people. This use of imagery is highly effective, since it encourages the reader to imagine being chipped at like a piece of wood or stone. She then presents some of the evidence and facts she has uncovered on her journey to understand rudeness. She cites a Stanford professor who claims when people experience intermittent stressors, like rudeness, their immune systems suffer, bringing on heart problems, ulcers, and other maladies. Incivility is categorized as one of many intermittent stressors, "which elevate levels of hormones called glucocorticoids throughout the day, potentially leading to a host of health problems, including increased appetite and obesity. A study published in 2012 that tracked women for 10 years concluded that stressful jobs increased the risk of a cardiovascular event by 38 percent." Apparently, 40% of people who behave rudely at work say that they do not have enough time to behave civilly. Porath appeals to reason by observing that it should not require any extra time to be kind or polite, so this argument is rendered invalid. (2) More evidence to support her claim that rudeness is hazardous in the work place includes a study that showed workplace productivity and focus. A survey of doctors and hospital staff tied rudeness to 71% to medical errors, and 27% to contributing to loss of a patient's life. This is troubling information to swallow, and she follows it with a veritable barrage of statistics including numbers gleaned from	(1) 用问句开头, 吸引读者注意, 自然过渡到原文研究内容。 (2) 分析原文的论证过程, 简要概括了原文思路, 清晰明了。

structured experiments involving word puzzles. Apparently, running into a rude stranger before taking a test leads to poorer performance and lack of originality. This is not surprising, since rudeness can be unsettling. Porath informs the reader that even though nobody enjoys being on the receiving end of incivility, “a quarter of those [she] surveyed in 1998 reported that they were treated rudely at work at least once a week. That figure rose to nearly half in 2005...” (3)

This data is intended to shock the audience into action, and Porath definitely achieves her broad goal of persuading her audience that rudeness drastically affects human beings physically, mentally, and emotionally. She offers a solution to the problem, however, and it is simple. She employs the **tactic** of rhetorical questioning. She asks her audience, “Do you want to lift people up or hold them down?” By asking her readers a simple question, she is presenting them with a challenge that more may be willing to accept after reading her convincing argument against rudeness. Every claim that she makes, however **outlandish** it may seem at first, is supported by statistics, surveys, and studies. After hearing her plea, it would be difficult for a **dissenter** to argue in favor of incivility in the workplace. (4)

(3) 分析原文具体举例的作用，由面及点，并适当援引原文。

(4) 这几句话简要概括了原文的写作目的，作为收尾。

作者使用插入语，扩充简单句，以简便的方式把握了长句。

经典单词

brusque	<i>adj.</i> 唐突的；直率的；无礼的
whittle	<i>vt.</i> 削；削减；切；削弱
copious	<i>adj.</i> 丰富的；很多的；多产的
intermittent	<i>adj.</i> 间歇的；断断续续的；间歇性
categorize	<i>vt.</i> 分类
cardiovascular	<i>adj.</i> [解剖] 心血管的
render	<i>vt.</i> 致使；提出；实施；着色；以……回报
barrage	<i>n.</i> 弹幕；阻塞；齐射式攻击；[水利] 拦河坝
tactic	<i>n.</i> 策略，战略
outlandish	<i>adj.</i> (看或听起来很) 古怪的，奇异的
dissenter	<i>n.</i> 持异议者；持不同意见者

闪光句子

- 01 Every claim that she makes, however outlandish it may seem at first, is supported by statistics, surveys, and studies.

这句话中使用了倒装句，放在结尾画龙点睛，提升了文章的整体印象分。

02 Incivility is categorized as one of many intermittent stressors, “which elevate levels of hormones called glucocorticoids throughout the day, potentially leading to a host of health problems, including increased appetite and obesity...”

这句话的亮点在于 be categorized as 这个词组的使用，再加上适当引用，一个长句就出来了。

03 This use of imagery is highly effective, since it encourages the reader to imagine being chipped at like a piece of wood or stone.

用 highly 修饰 effective，很简单地就使句子丰满了，后面用 since 引导原因，也比 because 看起来有说服力。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

W1 首先在开头段提出了精确的 Central Claim，即 “that good manners and kindness are actually crucial to maintaining health”（礼貌和善意对于保持健康有着至关重要的作用）。

W2 开头段直接指出：“粗鲁、无礼的行为会引起身体上的不舒适”，由此引出了 Central Claim，并强调了整篇文章论证所采用的 Devices: facts & reasoning。结尾段高度概括了主体段的核心论点，并进一步重申了文章的中心论点。

W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。

W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。

W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接十分到位。

W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 14

Native Americans Have Always Been Misunderstood

In many respects living Native Americans remain as mysterious, exotic, and unfathomable to their contemporaries at the end of the twentieth century as they were to the Pilgrim settlers over three hundred fifty years ago. Native rights, motives, customs, languages, and aspirations are misunderstood by Euro-Americans out of a culpable ignorance that is both self-serving and self-righteous. Part of the problem may well stem from the long-standing tendency of European or Euro-American thinkers to regard Native Americans as fundamentally and profoundly different, motivated more often by mysticism than by ambition, charged more by unfathomable visions than by intelligence or introspection. (1)

This idea is certainly not new. Rousseau's "noble savages" wandered, pure of heart, through a pristine world. Since native people were simply assumed to be incomprehensible, they were seldom comprehended. Their societies were simply beheld, often through cloudy glasses, and rarely probed by the tools of logic and deductive analysis automatically reserved for cultures prejudged to be "civilized". And on those occasions when Europeans did attempt to formulate an encompassing theory, it was not, ordinarily, on a human-being-to-human-being basis, but rather through an ancestor-descendant model. Native Americans, though obviously contemporary with their observers, were somehow regarded as ancient, examples of what Stone Age Europeans must have been like. (2)

It's a great story, an international crowd pleaser, but there is a difficulty: Native Americans were, and are, Homo sapiens. Though often equipped with a shovel-shaped incisor tooth, eyes with epicanthic folds, or an extra molar cusp, Native American people have had to cope, for the last forty thousand years or so, just like everyone else. Their cultures have had to make internal sense, their medicines have had to work consistently and practically, their philosophical explanations have had to be reasonably satisfying and dependable, or else the ancestors of those now called Native Americans would truly have vanished long ago. (3)

The reluctance in accepting this obvious fact comes from the Eurocentric

(1) 开头讲述历史，并简单分析原因。

(2) 由历史原因自然过渡到现状。

(3) 具体解释，哪些人是美国原住民。

conviction that the West holds a monopoly on science, logic, and clear thinking. To admit that other, culturally divergent viewpoints are equally plausible is to cast doubt on the monolithic center of Judeo-Christian belief: that there is but one of everything — God, right way, truth — and Europeans alone knew what that was. If Native American cultures were acknowledged as viable, then European societies were something less than an exclusive club. It is little wonder, therefore, that Native Americans were perceived not so much as they were but as they had to be, from a European viewpoint. They dealt in magic, not method. They were stuck in their past, not guided by its precedents.

Such expedient misconception argues strongly for the development and dissemination of a more accurate, more objective historical account of native peoples — a goal easier stated than accomplished. Native American societies were non-literate before and during much of the early period of their contact with Europe, making the task of piecing together a history particularly demanding. The familiar and reassuring kinds of written documentation found in European societies of equivalent chronological periods do not exist, and the forms of tribal record preservation available — oral history, tales, mnemonic devices, and religious rituals — strike university-trained academics as inexact, unreliable, and suspect. Western historians, culture-bound by their own approach to knowledge, are apt to declaim that next to nothing, save the evidence of archaeology, can be known of early Native American life. To them, an absolute void is more acceptable and rigorous than an educated guess. (4)

However, it is naive to assume that any culture's history is perceived without subjective prejudice. Every modern observer, whether he or she was schooled in the traditions of the South Pacific or Zaire, of Hanover, New Hampshire, or Vienna, Austria, was exposed at an early age to one or another form of folklore about Native Americans. For some, the very impressions about Native American tribes that initially attracted them to the field of American history are aspects most firmly rooted in popular myth and stereo-type. Serious scholarship about Native American culture and history is unique in that it requires an initial, abrupt, and wrenching demythologizing. Most students do not start from point zero, but from minus zero, and in the process are often required to abandon cherished childhood fantasies of superheroes or larger-than-life villains.

(4) 具体阐述
一些误解的内容。

总评 文章由历史讲起，具体说明了关于美国原住民的一些误解，最后落脚到对现在的启示。有理有据，事实与分析结合，不失为一篇佳作。

范 文	点 评
When one conjures up an image of a Native American, most people across the world will think of a “noble savage”, a buckskin clad fellow, feathers artfully woven into double braids, shedding a single tear as discarded soda cups and crumpled paper bags, filthy with fast food residue, are thrown at his moccasins. This image, one that has been popular since the time of Rousseau, is troublesome in many ways for scholars attempting to formulate an accurate historical picture of early Native Americans. It is the goal of the author to first explain the issue at hand and later persuade his or her audience that Native American scholarship “requires an initial, abrupt, and wrenching demythologizing”. In order to adequately convince his audience that the study of Native Americans must experience a drastic overhaul, he uses facts, reasoning, and language heavy with connotation to drive his point home. (1) In his opening paragraph, the author describes Native Americans using words that many nonprofessionals and experts alike probably use when describing them. He chooses words that connote veiled secrecy, such as “mysterious, exotic, and unfathomable”. He states that Native Americans are just as “unfathomable” and difficult to understand to modern people as they were to the first Puritan colonists who arrived in Massachusetts in the 17th century. He admonishes Euro-centric thinkers by saying that this nebulous view of Native Americans as “self-serving” and “self-righteous”, then he states that the problem lies in the erroneous mindset that Native Americans are a world apart from those of European decent, driven by “mysticism” and visions rather than by concrete goals or logical thought (2). In the body paragraphs, the author uses reasoning to offer a theory as to why they are seen as so different from other human groups, and why this is harmful. He attacks one of the most lauded Enlightenment philosophers, Rousseau, for his perpetuation of the positive yet overly simplistic view of the “noble savage”, an image often attached to Native Americans even today. By assuming that they “wandered, pure of heart, through a pristine world”, the author reasons, we are assuming that they are “incomprehensible”. The author argues that this has colored Native American scholarship from the beginning, and that it continues to seep into Native American	(1) 开头呼应原文, 简单描述现在人们对美国原住民的印象, 为下文解释误解做了铺垫。 (2) 由原文的第一段开始分析, 条理清晰。

studies today. This is problematic, the author logically concludes, because “Native Americans were, and are, Homo sapiens...Native American people have had to cope, for the last forty thousand years or so, just like everyone else.” By viewing them as relics of a Stone Age past, scholars and laymen alike are forgetting that they are not mystical remnants, but fully-fledged human beings who had to have effective medicines, effective techniques for sustenance, as well as having to manipulate their environment to best suit their needs, just like everyone else. (3)

He scolds Western historians for ignoring mnemonic and oral histories, writing them off as unreliable, simply because the Western method involves written, chronological records. The author observes that scholars assume that nothing, save hard scientific evidence via archaeology, can be known of early Native Americans, yet there are clearly ways to learn. The author uses emotionally-charged language to admonish scholars, using words like “culture-bound” and “prejudice”. This points out the flaws in historical methodology. The author’s solution, an overhaul of the way we view Native Americans, is difficult to achieve, yet is necessary to give Native Americans their due. (4)

This persuasive article does not present heavy facts, nor does it rely too heavily on convincing rhetoric. The author uses reasoning and the identification of methodological flaws to convey his point, and although utilization of more persuasive tools could have made for a more convincing argument, his reasoning is sound. He is adept at pointing out flaws in the views of others. (5)

(3) 紧接着分析主体部分的行文逻辑。

(4) 这几句话集中概括了作者论点。

(5) 最后，从说理方法入手进行总结。

经典单词

conjure	n. 利用
discarded	adj. 放弃的, 删除的
residue	n. 残渣; 剩余; 滤渣
overhaul	vt. 彻底检查; 大修
exotic	adj. 由外国引进的, 非本地的
admonish	vt. 劝告, 训诫
Enlightenment	n. 启蒙运动
pristine	adj. 原始状态的; 未受损的

remnants	n. 残余; 残留物
utilization	n. 利用

闪光句子

01 It is the goal of the author to first explain the issue at hand and later persuade his or her audience that Native American scholarship “requires an initial, abrupt, and wrenching demythologizing.”

这句话的本质结构是一个强调句，强调的内容是一个较长的并列结构，再加以适当的引用，就构成了一个复杂句。

02 He scolds Western historians for ignoring mnemonic and oral histories, writing them off as unreliable, simply because the Western method involves written, chronological records.

这句话中的亮点是用 ing 形式作状语，拆开来其实也就是一个原因 + because 的句型。

03 In his opening paragraph, the author describes Native Americans using words that many nonprofessionals and experts alike probably use when describing them.

这句话的优点在于清晰，放在开头就说 in the opening paragraph，评分者一目了然。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

W1 首先在开头段提出了精确的 Central Claim，即 “the study of Native Americans must experience a drastic overhaul”（对于美国原住民的研究将会经历一次迅速而彻底的变革）。

W2 开头段全面地描述了有关美国原住民的一些概况，为下文展开对美国原住民误解的论证做了铺垫，结尾段把更多笔墨放在对于原文论证手法的总结概述：“rely too heavily on convincing rhetoric” “uses reasoning and the identification of methodological flaws” “reasoning is sound”。

W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。

W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语句等句型结构。

W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。

W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 15

American Cultures Are Fading

From the parental burrow, Leadville seemed so far away it was only half real. Unwrapping her apple-cheeked son after a sleigh ride down the lane, she had difficulty in believing that she had ever lived anywhere but here in Milton. She felt how the placid industry of her days matched the placid industry of all the days that had passed over that farm through six generations. Present and past were less continuous than synonymous. She did not have to come at her grandparents through a time machine. Her own life and that of the grandfather she was writing about showed her similar figures in an identical landscape. At the milldam where she had learned to skate she pulled her little boy on his sled, and they watched a weasel snow-white for winter flirt his black-tipped tail in and out of the mill's timbers. She might have been watching with her grandfather's eyes. (1)

Watching a wintry sky die out beyond black elms, she could not make her mind restore the sight of the western mountains at sunset from her cabin door, or the cabin itself, or Oliver, or their friends. Who were those glittering people intent on raiding the continent for money or for scientific knowledge? What illusion was it that she bridged between this world and that? She paused sometimes, cleaning the room she had always called Grandma's Room, and thought with astonishment of the memory of Oliver's great revolver lying on the dresser when he, already a thoroughgoing Westerner, had come to the house to court her. (2)

The town of Milton was dim and gentle, molded by gentle lives, the current of change as slow through it as the seep of water through a bog. More than once she thought how wrong those women in San Francisco had been, convinced that their old homes did not welcome them on their return. Last year when Oliver's professional future was uncertain, she would have agreed. Now, with the future assured in the form of Oliver's appointment as manager of the Adelaide mine in Leadville, the comfortable past asserted itself unchanged. Need for her husband, like worry over him, was tuned low. Absorbed in her child and in the writing of her book, she was sunk in her affection for home. Even the signs of mutability that sometimes jolted her — the whiteness of her mother's hair, the worn patience of her sister's face, the morose silences of her brother-in-law, now so long and black that the women

(1) 通过具体的 Leadville 的感受引出话题。

(2) 第一种是操纵理论。

worried about him in low voices — could not more than briefly interrupt the deep security and peace. (3)

I wonder if ever again Americans can have that experience of returning to a home place so intimately known, profoundly felt, deeply loved, and absolutely submitted to? It is not quite true that you can't go home again. But it gets less likely. We have had too many divorces, we have consumed too much transportation, we have lived too shallowly in too many places. I doubt that anyone of my son's generation could comprehend the home feelings of someone like Susan Ward. Despite her unwillingness to live separately from her husband, she could probably have stayed on indefinitely in Milton, visited only occasionally by an asteroid husband. Or she would have picked up the old home and remade it in a new place. What she resisted was being a woman with no real home. (4)

When frontier historians theorize about the uprooted, the lawless, the purseless, and the socially cut-off who emigrated to the West, they are not talking about people like my grandmother. So much that was cherished and loved, women like her had to give up; and the more they gave it up, the more they carried it helplessly with them. It was a process like ionization: what was subtracted from one pole was added to the other. For that sort of pioneer, the West was not a new country being created, but an old one being reproduced; in that sense our pioneer women were always more realistic than our pioneer men. The moderns carrying little baggage of the cultural kind, not even living in traditional air, but breathing into their space helmets a scientific mixture of synthetic gases (and polluted at that) are the true pioneers. Their circuitry seems to include no domestic sentiment, they have had their empathy removed, and their computers hum no ghostly feedback of Home, Sweet Home. How marvelously free they are! How unutterably deprived! (5)

(3) 列举具体的现实论据，增加文章的可信度。

(4) 列举事实中的负面论据，例如，离婚率过高的婚姻问题。

(5) 分析原因。

总评 作者不胜在说理，胜在情真意切，贴近生活，在一些议题上，打感情牌也不失为一种方法。

范 文	点 评
The author of this passage, at first glance, does not appear to be persuading anyone. It in fact seems as if she is setting a scene for either a work of fiction or a highly descriptive work of non-fiction. However, as the reader continues to move through the Essay, it becomes abundantly clear that the author is definitely attempting	

to convince his or her audience that there is something wrong with the modern sense, or lack thereof, of home. She compares the “marvelously free” lifestyle of modern people with the lives of pioneer women, who abandoned their homes in search of something else, sometimes not even having a say in the matter. The author only employs one method of persuasion, and that is vivid, emotion-centric verbiage. Although evidence, facts, and logic are time-honored methods of persuasion, reasoning and argument can be veiled in pretty words and excellent descriptions, and these tactics can sometimes sway an audience even more than cold logic. (1)

The author opens the passage describing a brief moment in the life of a writer, who might as well be seeing things through eyes from another generation. Tradition abounds, and all is painted to be calm, serene, cool, and beautiful. The author romanticizes this scene using words like “apple-cheeked” to describe a little boy, “placid”, and the description of a little weasel coming out to play uses words like “flirt” to connote a worry free, **unmolested** existence. She is writing about her grandfather, but she does not need to research or fret too much since “present and past were less continuous than synonymous”. The next few paragraphs elaborate on this scene, and the language used to set it is telling. It is language used to convey peace and **contentment**. The author slowly begins to reveal her argument. “The town of Milton was dim and gentle, molded by gentle lives, the current of change as slow through it as the seep of water through a bog. More than once she thought how wrong those women in San Francisco had been, convinced that their old homes did not welcome them on their return.” According to the author, old homes and families do in fact welcome you, and this is a fact of life that is lost on the “marvelously free”. (2)

The meat of the author’s argument can be found in the final paragraph. She disagrees with historians that saw pioneers to the west as uprooted, choosing instead to compare their movement to a new home as ionization rather than a severing of ties or a violent fracture. While the author alludes to the negative view point of others by using words like “lawless” and “purse-less” and then promptly shutting them down by citing his or her grandmother’s experience as anything but. To present the sad state of the modern “pioneer”, she uses vastly different language than what she used in the opening paragraph. She uses a different kind of cold imagery, not one of wintry cool and rustic happiness. The cold words he or she

(1) 简要概括文章的写作风格——打感情牌，不在说理，却胜过说理。

(2) 虽然是故事性的，但还是一样梳理文章脉络和逻辑。

uses include “space helmets”, “scientific mixture of synthetic gases”, “circuitry”, “computers hum”, and “ghostly feedback”. There is no element of humanity in modern life, according to the writer, and she succeeds in convincing that empathy has been “removed” and that modern people are indeed “deprived”. (3)

(3) 提炼文章观点通过引用呼应原文结尾。

经典单词

sleigh	vi. 乘雪橇
wintry	adj. 寒冷的, 冷淡的
synthetic	adj. 合成的, 人造的
contentment	n. 满足, 满意
unmolested	adj. 没有苦恼的, 无麻烦的
placid	adj. 温和的
marvelously	adv. 令人惊讶地, 不可思议地
deprived	adj. 缺少 (食物/教育) 的

闪光句子

01 The author romanticizes this scene using words like “apple-cheeked” to describe a little boy, “placid”, and the description of a little weasel coming out to play uses words like “flirt” to connote a worry free, unmolested existence.

用目的状语构成了一个长句, 这是巧妙又简单的方法。

02 While the author alludes to the negative view point of others by using words like “lawless” and “purse-less” and then promptly shutting them down by citing his or her grandmother’s experience as anything but.

用 while 表示转折, 连接起两个短句。

03 However, as the reader continues to move through the Essay, it becomes abundantly clear that the author is definitely attempting to convince his or her audience that there is something wrong with the modern sense, or lack thereof, of home.

恰当副词的使用给文章增色, abundantly clear 就是一例。

总体分析 ●

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1 首先在开头段提出了精确的 Central Claim，即 “there is something wrong with the modern sense, or lack thereof, of home”（美国的文化归属感正在丧失）。
- W2 文章开头并没有进行议论说理，而是对背景画面进行描述，进而引出文章的 Central Claim，最后部分着重强调文章所运用的核心的 Devices。结尾段高度概述了主体段的核心内容，并针对文章的选词进行了赏析。
- W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。
- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。
- W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 16

How Physicists Approach Physics?

A physicist, an engineer, and a psychologist are called in as consultants to a dairy farm whose production has been below par. Each is given time to inspect the details of the operation before making a report.

The first to be called is the engineer, who states: “The size of the stalls for the cattle should be decreased. Efficiency could be improved if the cows were more closely packed, with a net allotment of 275 cubic feet per cow. Also, the diameter of the milking tubes should be increased by 4 percent to allow for a greater average flow rate during the milking periods.”

The next to report is the psychologist, who proposes: “The inside of the barn should be painted green. This is a more mellow color than brown and should help induce greater milk flow. Also, more trees should be planted in the fields to add diversity to the scenery for the cattle during grazing, to reduce boredom.”

Finally the physicist is called upon. He asks for a blackboard and then draws a circle. He begins: “Assume the cow is a sphere...” (1)

This old joke, if not very funny, does illustrate how, at least metaphorically, physicists picture the world. The set of tools physicists have to describe nature is limited. Most of the modern theories you read about began as simple models by physicists who didn't know how else to start to solve a problem. The class of things that we do know how to solve exactly can be counted on the fingers of one, maybe two, hands. For the most part, physicist follow the same guidelines that have helped keep Hollywood movie producers rich: if it works, exploit it, if it still works, copy it. (2)

I like the cow joke because it provides an allegory for thinking simply about the world, and it allows me to jump right into an idea that doesn't get written about too much, but that is essential for the everyday workings of science: Before doing anything else, abstract out all irrelevant details! (3)

There are two operative words here: abstract and irrelevant. Getting rid of irrelevant details is the first step in building any model of the world, and we do it subconsciously from the moment we are born. Doing it consciously is

(1) 文章的前四段讲了一个故事，通过比较心理学家、工程师和物理学家对同一个问题论述的差异，来引出下文关于物理学理论的论证。

(2) 这一段交代了现代物理学的现状。

(3) 指出物理学理论的特点，将所有细节抽象化和简单化。

another matter. Overcoming the natural desire not to throw out unnecessary information is probably the hardest and most important part of learning physics. This leads us to the second operative word: abstract. Of all the abstract thinking required in physics, probably the most challenging lies in the choosing how to approach a problem. The mere description of movement along a straight line — the first major development in modern physics — required enough abstraction that it largely eluded some pretty impressive intellects until Galileo. (4)

Four hundred years ago, Galileo created modern science by describing motion. One of the most obvious traits about the world, which makes a general description of motion apparently impossible, is that everything moves differently. A feather wafts gently down when loosened from a flying bird, but pigeon droppings fall like a rock unerringly on your windshield. Bowling balls rolled haphazardly by a three-year-old serendipitously make their way all the way down the alley, while a lawn mower won't move an inch on its own. Galileo recognized that this most obvious quality of the world is also its most irrelevant, at least as far as understanding motion is concerned. Philosophers before him had argued that a medium — air, water, etc. — is essential to the very existence of motion, but Galileo stated cogently that the essence of motion could be understood only by removing the confusion introduced by the particular circumstances in which moving objects find themselves. “Have you not observed that two bodies which fall in water, one with a speed a hundred times greater as that of the other, will fall in air with speed so nearly equal that one will not surpass the other by as much as one hundredth part?”

He claimed, rightly, that if we ignore the effect of the medium, all objects will fall exactly the same way. Moreover, he anticipated the onslaught of criticism from those who were not prepared for his abstraction by defining the very essence of irrelevant: “I trust you will not follow the example of many others who divert the discussion from its main intent and fasten upon some statement of mine which lacks a hairbreadth of the truth and, under this hair, hide the fault of another which is as big as a ship's cable.” (5)

This is exactly what he argued that the ancient Greek philosopher Aristotle had done by focusing not on the similarities in the motion of objects but on the differences that are attributable to the effect of a medium. In this sense, a theoretical world in which there was no medium to get in the way was only a “hairbreadth” away from the real one.

(4) 作者提供了两个关键词来进行论述：抽象与不相关。

(5) 举了著名物理学家伽利略的例子，来证明文章的论点，增强文章的说服力。

总评 文章通过讲述一个奶牛的故事来引出全文，讲述了物理学家们应该摆脱对于抽象化的着迷，而且不应过快地说一些细节是不相关的，文章还列举了伽利略的例子来进行佐证，增强了说服力。

范 文	点 评
In this persuasive essay on the means by which physicists perceive the world, the author attempts to convince his audience that physicists must break free from the confines of their addiction to abstraction and their propensity to too hastily label details as irrelevant. (1) The author is saddled with a difficult task: he must examine and argue against the scientifically backed methods and thought processes of physicists in order to drive his point home. This is a dilemma of sorts, since our modern minds are conditioned to trust scientific fact over impassioned appeals. (2) In order to effectively argue his point, the author relies on humor to grab the reader's attention while simultaneously addressing the flaws in a physicist's ontology. He then hedges his bets so to speak by calling on some of the greatest minds from history, Galileo Galilei. By using the arguments of incomparable thinkers and relying on Galilean thought and reviving his argument against Aristotelian philosophy, he presents a reasonable, even formidable argument. (3) To begin, he grabs the reader's attention with a ridiculous joke; however, the joke highlights the very fallacy that he hopes to address. A physicist, an engineer, and a psychologist walk into a dairy farm as consultants to improve efficiency. While the engineer and psychologist offer nonsensical answers, such as compacting the cows or painting the walls of the barn green, the physicist is the punch line. (4) "Finally the physicist is called upon. He asks for a blackboard and then draws a circle. He begins: 'Assume the cow is a <i>sphere</i>...'" This ridiculous joke is effective in grabbing the readers' attention and for addressing the very core of his argument. "The set of tools physicists have to describe nature is limited. Most of the modern theories you read about began as simple models by physicists who didn't know how else to start to solve a problem." He simplifies a scientifically complex problem with a joke that everyone can have a laugh at, and even if laughter does not result, at least it illustrates the problem in layman's terms. (5) In order to appeal to the readers' logic, the author pads his arguments with the opinions of giants, upon whose shoulders all physicists stand. Galileo observed that by abstracting out the medium,	(1) 文章开门见山地总结了原文作者的观点, 运用对比的手法, 总结了文中指出的现在物理学家们所存在的问题。 (2) 紧接着并没有分析原文的论证过程, 而是指出了论证所面临的困难, 独具匠心。 (3) 论述了原文解决这些困境的办法, 体现了范文作者的提炼能力和归纳能力。 (4) 这几句话分析了原文的论证方法, 体现了范文作者思维的条理性, 从语言角度可以看出范文作者对长难句的整合能力。 (5) 引用阅读材料中的文本内容, 使范文与原文结合得更加紧密, 论证更加直击要害。

then all things fall at the same rate. “Moreover, he anticipated the onslaught of criticism from those who were not prepared for his abstraction by defining the very essence of irrelevant...” The author then shows how Galileo dismantled the Aristotelian argument. “This is exactly what he argued that the ancient Greek philosopher Aristotle had done by focusing not on the similarities in the motion of objects but on the differences that are attributable to the effect of a medium.” (6)

Although the author is burdened by an argument that many may not grasp, he attempts to persuade a wide audience by appealing to one's sense of humor as well as relying on Galileo Galilei to bolster his argument. He does not make his argument abundantly clear, however, and it is difficult to understand the point he is attempting to get across. Although he uses two excellent persuasive techniques, his argument falls flat because he does not clearly state his thesis, forcing the reader to read between the lines. He utilizes effective argumentative elements, but without a clear statement of purpose, it is arduous to discover his ultimate point. (7)

(6) 继续分析原文的论证方法。

(7) 文章的最后一段话总结了原文的论述过程、论述方法以及全文的语言基调，同时也指出了文章论证存在的不足，一分为二，中立客观。

经典单词

propensity	<i>n.</i> 倾向，习性；癖好，偏爱
hastily	<i>adv.</i> 匆忙地；急速地；慌忙地
simultaneously	<i>adv.</i> 同时地
revive	<i>vi.</i> 复兴；复活；苏醒；恢复精神 <i>vt.</i> 使复兴；使苏醒；回想起；重演，重播
formidable	<i>adj.</i> 强大的；可怕的；令人敬畏的；艰难的
fallacy	<i>n.</i> 谬论，谬误
sphere	<i>n.</i> 范围；球体 <i>vt.</i> 包围；放入球内；使……成球形 <i>adj.</i> 球体的
layman	<i>n.</i> 外行；门外汉；俗人；一般信徒
onslaught	<i>n.</i> 猛攻；突击
dismantle	<i>vt.</i> 拆除；取消；解散；除掉……的覆盖物 <i>vi.</i> 可拆卸

闪光句子

- 01 In this persuasive essay on the means by which physicists perceive the world, the author attempts to convince his audience that physicists must break free from the confines of

their addiction to abstraction and their propensity to too hastily label details as irrelevant.

这句话中不仅使用了高级词汇，而且整合了多个从句，如定语从句、宾语从句等，体现了作者的语言功底。

02 The author is saddled with a difficult task: he must examine and argue against the scientifically backed methods and thought processes of physicists in order to drive his point home.

这句话中的亮点在于 be saddled with 这个词组的使用，句子本身并不复杂，但是有一两个高级词组的使用会使之增色不少。

03 Although he uses two excellent persuasive techniques, his argument falls flat because he does not clearly state his thesis, forcing the reader to read between the lines.

这句话的主题是一个让步状语从句，再加上一个原因状语从句的运用，使整个句子的逻辑层次和因果关系十分清晰。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

W1 首先在开头段提出了非常精确的 Central Claim，即 “physicists must break free from the confines of their addiction to abstraction and their propensity to too hastily label details as irrelevant”（物理学家应该从束缚中挣脱，从这些对于抽象以及细节的沉溺中解脱出来）。

W2 开头段通过对物理学家看世界的方式，引出了文章的 Central Claim，开门见山，简明扼要。结尾段总结了原文作者的论证过程、论述方法及整篇文章的语言基调；并指出了文章的论证的不充分性，客观而中肯。

W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。

W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语句等句型结构。

W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。

W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 17

Great Plains Rock Visitors!

The following passage was adapted from a book about the Great Plains, a plateau extending westward from the prairies of central North America to the eastern base of the Rocky Mountains.

Before the railroads were built, the way west followed the rivers: west along the Platte into Wyoming, over South Pass, up the Snake River into the Oregon Territory; or up the Missouri through the Dakotas and into Montana, then west along the Yellowstone. It was the easiest but not the most accurate way to see the country. The country looked better or worse from the prospect of the river; I can't say which, not having gone that way. But the country looked different, certainly, not at all like the Great Plains. There are many reasons why it could not have seemed the same. (1)

A river is an edge, for one thing, and not simply in the cartographer's sense that it divides one piece of ground from another. It is a biological edge. (2) There worlds collide, strangers meet, and much business, although not of the monetary kind, is transacted. Edges in the natural world are like cities in human cultures. They are the cosmopolitan places — populous, noisy, gaudy, and rich, exciting — where one expects the unexpected and the extraordinary is ordinary. They are altogether unlike the provinces, where the surprises lie not in discovering what is odd or new but in appreciating, at last, what is routine and every day, a larger accomplishment than one might imagine. The rivers of the earliest westward travelers passed through the provinces, but these rivers revealed a world that was not, in itself, characteristic of those regions.

Rivers carry water, for instance, but the region of the Great Plains is by its nature arid — not so arid as the deserts, although for a long time the Great Plains were regarded as a desert, but arid enough to inhibit the growth of trees, except along rivers. (3) You could no more know the Great Plains by canoeing up the Missouri than you could see the Sonoran Desert by rafting down the Colorado. River travelers poled or steamed up the channels by day and fished for supper by twilight. The Blackfeet, the lords of the Great Plains and the prairie's most serious students, would no sooner have dined on catfish than we would on a dish of fricasseed sewer rat. The mucus-covered creatures

(1) 文章开头对总体的情况进行了描述，也引出了文章的总论点。

(2) 从河面上欣赏这个国家会让你感觉不同的第一点原因：不是单纯的地理分界，而是不同生态区域的分界。

(3) 从河面上欣赏这个国家会让你感觉不同的第二点原因：不像陆地上那么干旱，河流中有流水。

of the muddy river bottoms, the Blackfeet thought, were simply not the best the plains had to offer; far from being palatable, catfish were repulsive, disgusting.

The rivers, moreover, seek the level, that is, the low ground, but the plains are the province of the big sky. The rivers are always running away to the sea, but the plains are always rising toward the mountains. (4) They are contrary forces working in contrary directions. The rivers dig in; the plains surmount. A river closes in, rounds the bend, runs between banks, hides shallows and snags, tumbles over rapids, skirts islands, is forever calling attention to itself, like a trail, which a river inevitably becomes. The plains, on the other hand, open out, unfold, and beg the long and trackless view. The river draws a line; the plains reveal a space.

It is like the difference between an interstate expressway and a county road. (5) An interstate is broad and swift and, in its own way, keeps to the level. You can drive on an interstate across the most endlessly enchanting of countrysides and encounter only an unrelieved monotony. The expressway exists in its own world, an unwallled tunnel, and moves at its own urgent pace. It has a rhythm and a rigidly regular time quite distinct from the landscape it crosses. It would not serve its purposes in any other way.

The county road, on the other hand, moves in and through the landscape and exists as one more feature of it. Where there is a tree and a sun, the road falls under shadow; where there is a stream, the road follows down one bank, across the water, and up the other bank; where a tall hill intervenes, the road goes around rather than through it and the traveler enjoys the sensation of having moved among hills; at the village, the road unhesitatingly takes it in, and your own pace slows to accommodate the taking in, rather than swooping to the right or left around the settlement at a curve calculated for high-speed safety.

A stray cow might cross in front of you and you will be obliged to stop to let it pass, and so you will chance to hear the song of the meadowlark on the fence post. The hay wagon ahead cannot be gotten around; you are forced to reduce your own speed to the local standard, and so you see the marsh hawk circling above a pothole.

The best way to go west, therefore, is the slowest way possible and across country rather than along the rivers, avoiding both the old watery rivers and the new ones of asphalt and cast concrete. (6)

(4) 从河面上欣赏这个国家会让你感觉不同的第三点原因：河流延伸向大海，而平原伸展向高山。

(5) 通过论述高速公路和乡村公路的不同来进行类比。

(6) 总结全文，选择最缓慢的路是向西旅行最佳的方法，可以避免城市的喧嚣和古老的水路。

总评 这篇文章主要讲了在美国西部旅行的相关内容，运用对比的手法给读者提供了三个不同的原因，语言非常优美，运用了大量的比喻，非常具有诗意。

范 文	点 评
When one imagines traveling the American West, one either envisions a precariously rickety train of covered wagons dripping with dysentery, Lewis and Clark barging down the Missouri, or speeding through the great nothingness on an empty freeway. (1) The author of this excerpt from a book on the Great Plains attempts to persuade his audience that “the best way to go west” is the slow, meandering way as opposed to streaking across the country on a freeway or by allowing river currents to carry oneself through the vast expanse of the American West. (2) Although this could be viewed as a thoroughly ridiculous argument, with little bearing in reason, the author manages to convince his audience to avoid “rivers” of water and concrete alike. He uses vivid imagery and reasoning to support the argument in favor of avoiding major thoroughfares if one wants to truly take in the majesty of the Great Plains. (3) The use of flowery descriptions juxtaposed with more matter of fact, scientific language helps the author paint a picture of the Great Plains and the American West, encouraging his or her readers to consider crafting an image in their collective minds. (4) He challenges the reader to view a river as an edge — not merely an edge where land and water meet, but a biological edge. To delineate this contrast between the Great Plains and the rivers used to traverse them, he relies on vivid, flowery descriptions and extreme juxtaposition. “A river closes in, rounds the bend, runs between banks, hides shallows and snags, tumbles over rapids, skirts islands, is forever calling attention to itself, like a trail, which a river inevitably becomes. The plains, on the other hand, open out, unfold, and beg the long and trackless view. The river draws a line; the plains reveal a space.” (5) As the author describes the difference, he is also appealing to the reader's sense of logic and reason, albeit in quite a subtle way. He contrasts the moist gunk of riverbanks and bottoms with the Great Plains as seen by their masters, the Blackfeet. By employing words with gag-inducing connotations, such as “mucus”, “muddy”, “repulsive” and “disgusting”, the author offers a glimpse into the Blackfeet's views on catfish, comparing the fishy delicacy of rivers to no different than fricasseed sewer rat. (6)	(1) 文章开头讲述了人们对于美国西部的印象, 为后文的对比进行铺垫。 (2) 概括了原文作者的主要论点。 (3) 欲扬先抑, 是为了褒奖原文作者使用的论证方法。 (4) 这句话的论述承上启下, 体现出了段与段之间自然的衔接, 从词语上来看体现了范文作者使用高级词汇的能力。 (5) 适当地引用原文, 体现了范文作者结合材料分析的能力。 (6) 这几句话分析了原文的论证过程, 具有逻辑性和条理性。

The rivers were the freeways before the onset of railroads and interstates. The author sees both rivers and highways as linear, and he logically concludes that by traveling by line, one is unable to experience the great space of the prairie, which expands seemingly to infinity, not much different than a plane in geometry. Lines and planes may intersect, yet they are of an entirely different nature. The author offers a solution. He encourages using country roads if one truly wants to experience the true nature of the Great Plains. Once again, the author employs beautifully descriptive words that serve as appeals to beauty and emotion, and this imagery serves as buttresses to his reasoning. "A stray cow might cross in front of you and you will be obliged to stop to let it pass, and so you will chance to hear the song of the meadowlark on the fence post. The hay wagon ahead cannot be gotten around; you are forced to reduce your own speed to the local standard, and so you see the marsh hawk circling above a pothole." This beautiful sentence serves as evidence in support of the author's claim that the best way to appreciate the Great Plains is the "slow" way. (7)

(7) 文章的结尾分析了原文中使用的一个优美的句子, 分析了这个句子作为文章结尾的作用, 言有尽而意无穷。

经典单词

precariously	adv. 不安全地; 不牢靠地
rickety	adj. 摇晃的; 虚弱的; 患佝偻病的
meander	n. 漫步; 曲流 (常用复数) vt. 漫步; 蜿蜒缓慢流动 vi. 漫步; 漫谈
juxtapose	vt. 并列; 并置
inevitably	adv. 不可避免地; 必然地
albeit	conj. 虽然; 即使
fricassee	n. 油焖原汁肉块; 炖重汁肉丁 vt. 把……烹制成原汁肉块
prairie	n. 大草原; 牧场
buttress	n. 扶壁; 拱壁; 支撑物 vt. 支持; 以扶壁支撑
stray	vi. 流浪; 迷路; 偏离 adj. 迷路的; 离群的; 偶遇的 n. 走失的家畜; 流浪者

闪光句子

- 01 Although this could be viewed as a thoroughly ridiculous argument, with little bearing in reason, the author manages to convince his audience to avoid "rivers" of water and concrete alike.

这句话是一个让步状语从句，在一句话中体现出了对比转折的含义。

- 02 As the author describes the difference, he is also appealing to the reader's sense of logic and reason, albeit in quite a subtle way.

采用 *albeit* 作为连接词，体现了作者掌握了丰富的词汇。

- 03 The use of flowery descriptions juxtaposed with more matter of fact, scientific language helps the author paint a picture of the Great Plains and the American West, encouraging his or her readers to consider crafting an image in their collective minds.

juxtapose 这个高级词汇的使用让整个句子增色不少，句子的层次也非常丰富。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1 首先在开头段提出了精确的 Central Claim，即 “‘the best way to go west’ is the slow, meandering way”（最好的西进方式是缓慢、曲折的方式）。
- W2 开头段全面概述了人们对于美国西部的印象以及相关的背景，进而引出了全文的 Central Claim。结尾段分析了原文中的优美的语句，高度概括了主体段的要点，使得文章的主题得到升华。
- W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使得主体段内容的 progression 流畅自如地展开。
- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。
- W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 18

Sentimentalism

After 50 years of life and 20 years of death, the great Adler and Sullivan Auditorium in Chicago is back in business again. Orchestra Hall, also in Chicago, was beautifully spruced up for its sixty-eighth birthday. In St. Louis, a 1925 movie palace has been successfully transformed into Powell Symphony Hall, complete with handsome bar from New York's demolished Metropolitan Opera House. (1)

Sentimentalism? Hardly. This is no more than a practical coming of cultural age, a belated recognition that fine old buildings frequently offer the most for the money in an assortment of values, including cost, and above all, that new cultural centers do not a culture make. It indicates the dawning of certain sensibilities, perspectives, and standards without which arts programs are mockeries of everything the arts stand for.

The last decade has seen city after city rush pell-mell into the promotion of great gobs of cultural real estate. It has seen a few good new theaters and a lot of bad ones, temples to bourgeois muses with all the panache of suburban shopping centers. The practice has been to treat the arts in chamber-of-commerce, rather than in creative terms. That is just as tragic as it sounds. (2)

The trend toward preservation is significant not only because it is saving and restoring some superior buildings that are testimonials to the creative achievements of other times, but also because it is bucking the conventional wisdom of the conventional power structure that provides the backing for conventional cultural centers to house the arts. (3)

That wisdom, as it comes true-blue from the hearts and minds of real estate dealers and investment bankers, is that you don't keep old buildings; they are obsolete. Anything new is better than anything old and anything big is better than anything small and if a few cultural values are lost along the way, it is not too large a price to pay. In addition, the new, big buildings must be all in one place so they will show. They'll not only serve the arts, they'll improve the surrounding property values. Build now, and fill them later. (4)

At the same time, tear down the past, rip out cultural roots, erase tradition,

(1) 文章开头讲述了老建筑的现状, 引出文章的论点。

(2) 语气中略带嘲讽, 体现了当今现实主义、功利主义、金钱至上的心态。

(3) 这一段讲述了老建筑的价值, 不仅仅体现了那个时代高超的建筑技巧, 也体现了人们的传统智慧和文化的。

(4) 语气中略带嘲讽地讲述了对保留老建筑的反对观点。

rub out the architectural evidence that the arts flowered earlier in our cities and enriched them and that this enrichment is culture. Substitute a safe and sanitary statue symbol for the loss. Put up the shiny mediocrities of the present and demolish the shabby masterpieces of the past. That is the ironic other side of the “cultural explosion” coin. In drama, and in life, irony and tragedy go hand in hand.

Chicago’s Auditorium is such a masterpiece. With its glowing, golden ambiance, its soaring arches and super-stage from which whispers can be heard in the far reaches of the theater, it became a legend in its own time. One of the great nineteenth-century works of Louis Sullivan and Dankmar Adler and an anchor point of modern architectural history, it has been an acknowledged model of acoustical and aesthetic excellence. (Interestingly, the Auditorium is a hard theater in which to install microphones today, and many modern performers, untrained in balance and projection and reliant on technical mixing of sound, find it hard to function in a near-perfect house.) (5)

Until October 1967, the last performance at the Auditorium was of *Hellzapoppin’* in 1941, and the last use of the great stage was for bowling alleys during the Second World War. Closed after that, it settled into decay for the next 20 years. Falling plaster filled the hall, and the golden ceiling was partly ruined by broken roof drains. Last fall the Auditorium reopened, not quite in its old glory, but close to it. The splendors of the house were traced in the eight-candlepower glory of carbon-filament lightbulbs of the same kind used in 1889 when the theater, and electricity, were new. Their gentle brilliance picked out restored architectural features in warm gilt and umber.

We have never had greater technical means or expertise to make our landmarks bloom. The question is no longer whether we can bring old theaters back to new brilliance, but whether we can fill them when they’re done. As with the new centers, that will be the acid cultural test. (6)

(5) 回到文章一开头讲的芝加哥礼堂的例子上来，以实例进行分析，既增强了说服力，也呼应了开头。

(6) 总结全文，唤起读者的感情，我们所缺乏的不是建筑技巧，而是填补这些建筑的情怀和感情。

总评 这篇文章以古建筑芝加哥礼堂为例，通过对古建筑是保护还是拆除两种不同的态度的对比，突出了作者的观点，不仅需要保护，还要珍惜。

范 文	点 评
In a world consumed by progress, the demolition of old buildings is something to be expected. However, ripping down the edifices constructed in the past is equivalent to erasing a part of human history,	

and this is a **polarizing** issue. Some do not see old buildings as useful or relevant; some believe that it is our obligation as humans to preserve what our predecessors built. (1) The author of this passage is an acolyte from the latter group, and he staunchly, steadfastly stands by his assertion that the buildings of the past must not simply be preserved, but cherished. In order to sway those with opposing views, he uses evocative language with positive connotations as well as structuring his reasoning with the purpose of maximizing the impact of his argument. (2)

The power of beauty is a force that cannot be denied. Since before the epoch of the Cro-Magnon cave painters, humanity has strived to create beautiful spaces, giving great attention to aesthetically minded details in buildings and focusing on **filigree** to adorn the places we spend our days. (3) The author harnesses the power of beautiful spaces created by those who lived before us, and utilizes descriptive passages to convince his audience of the **aesthetic** value of old auditoriums. His description of Chicago's Auditorium is a great example of this tactic. "With its glowing, golden ambiance, its soaring arches and super-stage from which whispers can be heard in the far reaches of the theater, it became a legend in its own time." He then uses juxtaposition to expose the tragedy that comes with neglecting these grand old buildings. "Falling plaster filled the hall, and the golden ceiling was partly ruined by broken roof drains." He challenges the audience to compare the worth of a space that pulsates in the glow of "warm gilt and umber" with new buildings, which he labels "shiny **mediocrities** of the present". He states that the buildings of the past, although devolved into "shabby masterpieces", were constructed with passion and attention to beauty, whereas the new buildings erected from their ashes are purely motivated by cold, heartless capital. (4)

Why, however, should anyone care? The author answers this question by using reasoning. (5) For those who see the **refurbishing** of old theatres, concert halls, and auditoriums as "**sentimentalism**", he offers a **riposte**. "This is no more than a practical coming of cultural age, a belated recognition that fine old buildings frequently offer the most for the money in an assortment of values, including cost, and above all, that new cultural centers do not a culture make. It indicates the dawning of certain sensibilities, perspectives, and standards without which arts programs are mockeries of everything the arts stand for."

(1) 文章开头讲述了现状,很多老旧的房子都被拆除了,并且讲了人们对此持有的两种截然不同的观点。

(2) 概括总结了原文作者的主要观点和采用的主要论证方法。

(3) 表达了作者自己对于美丽的思考和见解,体现了作者思考的深度。

(4) 这一段话分析了原文中作者的论述过程,分别引用了大量原文中的文本进行解释分析,体现了范文作者高超的阅读理解能力。

(5) 运用一个设问句来过渡,显得巧妙自然,加强了段落之间的衔接。

He appeals to reason by answering his own query in regards to sentimentality. He bluntly dubs new cultural centers as “mockeries” of the very cultures they claim to preserve and applaud. He points out a massive logical fallacy in the opposition's argument, and allows the reader to realize the irony of the situation. When we rip apart an old auditorium in order to construct a cultural center, we are in fact destroying the very thing that was intended for preservation. “At the same time, tear down the past, rip out cultural roots, erase tradition, rub out the architectural evidence that the arts flowered earlier in our cities and enriched them and that this enrichment is culture.” (6)

In short, the author of this passage forms a formidable, reasonable, and beautifully worded argument in favor of preserving the cultural centers of the past instead of erecting the “shiny mediocrities of the present” in their stead. It is difficult for the opposing side to rebut. (7)

(6) 这几句话分析了原文的论证过程，体现了范文作者分析概括文本的能力。

(7) 结尾段总结全文，铿锵有力，高度概括。

经典单词

demolition	<i>n.</i> 拆除 (等于 <i>demolishment</i>); 破坏; 毁坏
edifice	<i>n.</i> 大厦; 大建筑物
polarize	<i>vt.</i> (使) 极化; (使) 偏振; (使) 两极分化 <i>vi.</i> 极化; 偏振; 两极分化
filigree	<i>n.</i> 金银丝细工; 金银丝工艺品
aesthetic	<i>adj.</i> 美的; 美学的; 审美的, 具有审美趣味的
mediocrity	<i>n.</i> 平庸之才; 平常
refurbish	<i>vt.</i> 刷新; 再磨光
sentimentalism	<i>n.</i> 感情主义; 沉于情感
riposte	<i>n.</i> 还击; 机敏的回答 <i>vi.</i> 回击; 机敏地回答
rebut	<i>vt.</i> 反驳; 揭露; 拒绝 <i>vi.</i> 反驳; 揭露 <i>n.</i> 驳回; 提出反证

闪光句子

- 01 Since before the epoch of the Cro-Magnon cave painters, humanity has strived to create beautiful spaces, giving great attention to aesthetically minded details in buildings and focusing on filigree to adorn the places we spend our days.

这句话中用一个现在分词将两个句子复合成一句话，使全文显得紧凑，并且高级词汇的应用也使句子表达变得高大上。

- 02 He challenges the audience to compare the worth of a space that pulsates in the glow of “warm gilt and umber” with new buildings, which he labels “shiny mediocrities of the

present”.

运用定语从句，将冗长的修饰成分后置，避免显得头重脚轻。

03 When we rip apart an old auditorium in order to construct a cultural center, we are in fact destroying the very thing that was intended for preservation.

这是一个带有状语从句的复合句，这个句子中的亮点是熟词 very 的使用，表示强调，使整个句子显得地道。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

W1 首先在开头段提出了精确的 Central Claim，即 “the buildings of the past must not simply be preserved, but cherished”（古建筑物不仅应该被保护，而且应该被珍视）。

W2 文章一开头讲述了当今人们对于古建筑的不同理解及认知，提出了两种观点，进而引出了全文的 Central Claim。结尾段高度凝练地概括了主体段的核心要点，以 “It is difficult for the opposing side to rebut” 结尾，简洁而有力。

W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。

W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。

W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。

W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Are Comic Books Non-Educational?

I have found the effect of comic books to be first of all anti-educational. They interfere with education in the larger sense. For children, education is not merely a question of learning, but is a part of mental health. They do not “learn” only in school; they also learn during play, from entertainment, and in social life with adults and with other children, who save old comic books, buy them, trade them, who publish mimeographed “fanzines”, strange little publication deifying what is looked back on as “the golden age of comic books”. Ruined by the critics. Ruined by growing up. (1)

The charges against comic books in the 1950's — that they were participating factors in juvenile delinquency, that they were, in general, a corrupting influence, glorifying crime and depravity — can only, in all fairness, be answered: “But of course. Why else read them?” (2)

Comic books, first of all, are junk. To accuse them of being what they are is to make no accusation at all: there is no such thing as uncorrupt junk or moral junk or educational junk — though attempts at the latter have, from time to time, been foisted upon us. But education is not the purpose of junk (which is one reason why half-hearted attempts to bring reality or literature to comic books invariably look embarrassing.) Junk is there to entertain on the basest, most compromised of levels. (3)

It finds the lowest common denominator and proceeds from there. A good many readers, when challenged, will say defiantly: “I know it's junk, but I like it.”

Which is the whole point about junk. It is there to be nothing else but liked. Junk is a second-class citizen of the arts, a status of which we and its are constantly aware. (4) There are certain privileges inherent in second-class citizenship. Irresponsibility is one. Not being taken seriously is another. Junk can get away with doing or saying anything because, by its very appearance, it is already in disgrace.

What critics of comic books dismiss is the more positive side of junk, their underground antisocial influence. Children are bombarded with hard work,

(1) 文章第一段指出了漫画对于儿童教育的影响。

(2) 讲了 20 世纪 50 年代对于漫画的认识和批判。

(3) 摆出了作者的观点：漫画是“垃圾”。

(4) 对于“垃圾”这个词做出了解释，垃圾也是艺术的第二个层次，以及这种艺术的特点，不用负责，不用严肃对待。

labeled education. They rise at the same time or earlier than their parents, start work without office chatter, go till noon without coffee breaks, have waxed milk for lunch, then buck al the desk until three o'clock. And always at someone else's convenience. It should come as no surprise, then, that within this shifting hodgepodge of external pressures, children, simply to stay sane, must go underground. Have a place to hide where they cannot be got at by grown-ups. A relief zone. (5)

And the basic sustenance for this relief was, in my day comic books. With them we were able to roam free, disguised in costume, committing the greatest of feats — and the worst of sins. And, in every instance, getting away with them. For a little while, at least, it was our show. For a little while, at least, we were the bosses. Psychically renewed, we could then return aboveground and put up with another couple of days of victimization.

(5) 指出了这种“垃圾的积极影响”。

总结 表面上看作者将漫画斥责为垃圾，让人们都不要去看，实际上作者是站在漫画这一边，对“垃圾”这个词进行了新的定义，并且指出了这种垃圾的积极影响，采用了欲扬先抑的写作手法，是分析的重点。

范 文	点 评
The author of this passage on comic books makes his opinion abundantly clear in the very first sentence. There is no dancing about, no fanciful hook, no attention-grabbing anecdote or shocking fact. He merely states forthwith that he believes that comic books are “anti-educational” at best, “junk” at their worst. (1) It is a hard opinion to choke down, since in this age children and adults alike view comic books as fantastic stories, worthy of categorization under the lofty banner of “classic”. Some of the highest grossing films at the worldwide box office are based on comic books. Some of these films include <i>The Avengers</i>, the incredibly successful, Downey Jr. career-rejuvenating <i>Iron Man</i> franchise, Christopher Nolan's gritty reboot of a once flabby <i>Batman</i> series, and the highly entertaining <i>Thor</i> series. These aforementioned films and the comic books upon which they are based are beloved, cherished bits of Americans that speak to a universal audience. (2) The author's perceived opinion is by no means popular currently, and is reminiscent of a relic of the 1950s. However, unpopularity does not	(1) 文章的开头没有交代问题的背景，而是开门见山地指出了原文中作者的观点，直截了当。 (2) 交代了漫画在当今社会中广泛流行的现状，与原文作者的观点背道而驰，形成强烈的对比。

automatically result in a null, invalid argument. (3) The author uses strong, opinionated statements that are **bitingly** brief to state his views, and follows these blunt opinions with well-organized reasoning and careful word selection in order to ignite a spark of agreement in the minds of his readers. However, he utilizes a twist ending, something ever so popular in the very comics he is purporting to **decry**. He is not against comic books; in fact, he defends their role as providers of succor for the tormented, an escape for children and adults alike. Junk serves a purpose, and the author uses the element of surprise as well, jolting the reader into a completely different line of thought. (4)

First, he clarifies an already crystalline introduction. “Comic books, first of all, are junk.” Referring to something as refuse, garbage, or sugary tooth-rot is a forceful metaphor. He extends the junk metaphor throughout this paragraph, laying the commonalities between comics and junk bare. This reasoning is sound, and difficult to unseat. They are not great literature, they are silly, and they are but a means to ignoring the world at large. “Junk is a second-class citizen of the arts, a status of which we and its arc constantly aware.” The author then cleverly draws a comparison between junk and second-class citizenship. One of the “privileges” that comes with being labeled “junk” is “irresponsibility”. Therefore, people should **desist** their attempts to make comics responsible for anything more than merely something to be simply enjoyed. (5)

The author proceeds to back up this assertion; he **elaborates** on the positive side of “junk” literature. He states that comics are a “place to hide” from the **torments** of day-to-day life, from stress, from heavy thoughts. He calls them what they are: “a relief zone”. He purposely uses fragments instead of complete sentences to allow the thought to sink in, to stand alone without a **predicate**. This is a clever persuasive technique, because by throwing traditional grammar and syntax rules to the wayside, he is effectively balking at the structured status quo, and by doing so is standing up for “junk”. (6)

Overall, this discourse on the anti-educational aspects of comic books was surprising. At first it seems as if the author wants to dissuade people from reading comic books, but then he surprises his readers by standing up for comics, “the second-class citizen” of the literary world. (7)

(3) 由漫画的现状过渡到原文对于漫画的批判,过渡自然,加强了段与段之间的联系。

(4) 概括性地分析了原文的论证过程与论证技巧,体现了范文作者的归纳能力。

(5) 紧密地结合原文进行具体的分析,从词汇的丰富度上可以看出范文作者对高级词汇的使用能力。

(6) 紧密地围绕对于junk这个词的解释,来分析原文采用的论证方法,并且对其做出评价。

(7) 最后一段概括全文,总结了原文作者写作的惊奇之处。

经典单词

aforementioned	adj. 上述的; 前面提及的
perceive	vt. 察觉, 感觉; 理解; 认知 vi. 感到, 感知; 认识到
reminiscent	adj. 怀旧的, 回忆往事的; 耽于回想的 n. 回忆录作者; 回忆者
relic	n. 遗迹, 遗物; 废墟; 纪念物
bitingly	adv. 尖刻地; 犀利地
decry	vt. 责难, 谴责; 诽谤
desist	vi. 停止; 断念
elaborate	adj. 精心制作的; 详尽的 vt. 精心制作; 详细阐述
torment	vt. 折磨, 使痛苦; 纠缠, 作弄 n. 痛苦, 苦恼; 痛苦的根源
predicate	vt. 断定为……; 使……基于

闪光句子

- 01 There is no dancing about, no fanciful hook, no attention-grabbing anecdote or shocking fact.

这句话中的词组运用得很巧妙, dance about, fanciful hook 等词, 在一开头就牢牢地吸引了读者。

- 02 The author's perceived opinion is by no means popular currently, and is reminiscent of a relic of the 1950s.

by no means 表示否定, 用一个高大上的词组来进行否定, 提高了句子的复杂程度。

- 03 The author uses strong, opinionated statements that are bitingly brief to state his views, and follows these blunt opinions with well-organized reasoning and careful word selection in order to ignite a spark of agreement in the minds of his readers.

我们看到第一个修饰用的是 that 引导的定语从句, 第二个修饰用的是 with, 用不同的句子结构来进行修饰, 体现了范文作者对语法的掌握程度。

总体分析

注: 6W 原则的内容详见 P62 “本章使用说明”。

- WI 首先在开头段提出了精确的 Central Claim, 即 “comic books are ‘anti-educational’ at best, ‘junk’ at their worst” (戏剧书籍最好的情况就是充当反面教材, 最坏的情况是被视为

垃圾)。

- W2 开头段开门见山，交代了文章的 Central Claim，结尾段高度概括总结了主体段的核心论点，并强调了文章的论证方式，“surprise”的委婉方式是亮点。
- W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。
- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。
- W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 20

The Sublime Feeling When Travelling in Desert

In this 2002 passage, the author discusses the feeling known as “the sublime”, which he experiences while traveling in the Sinai desert. The definition of “the sublime” has been the subject of much discussion and debate.

In my backpack I am carrying a flashlight, a sun hat, and Edmund Burke. In 1757, at the age of twenty-four and after giving up his legal studies in London. Burke composed *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful*. (1) He was categorical — sublimity had to do with a feeling of weakness. Many landscapes were beautiful — meadows in spring, soft valleys, oak trees, banks of flowers (daisies especially) — but they were not sublime. “The ideas of the sublime and beautiful are frequently confounded” he complained. “Both are indiscriminately applied to things greatly differing and sometimes of natures directly opposite” — a trace of irritation on the part of the young philosopher with those who gasped at a stream and called that sublime. A landscape could arouse the sublime only when it suggested power — a power greater than that of humans, and threatening to them. Sublime places embodied a defiance to human will. (2) Burke illustrated his argument with an analogy about oxen and bulls: “An ox is a creature of vast strength: but he is an innocent creature, extremely serviceable, and not at all dangerous: for which reason the idea of an ox is by no means grand. A bull is strong too: but his strength is of another kind: often very destructive. The idea of a bull is therefore great, and it has frequently a place in sublime descriptions, and elevating comparisons.” (3)

There were ox like landscapes, innocent and “not at all dangerous” pliable to human will: landscapes of farms, orchards, hedges, rivers, and gardens, then there were bull-like landscapes. The Essayist enumerated their qualities: they were vast empty, often dark and apparently infinite because of the uniformity and succession of their elements. The Sinai was among them. But why the pleasure? Why seek out this feeling of weakness — delight in it, even? Why leave the comforts of home, join a group of desert devotees and walk for miles with a heavy pack, all to reach a place of rocks and silence where one must shelter from the sun like a fugitive in the scant shadow of giant boulders? Why exhilarate in such an environment, rather than despair? (4)

(1) 介绍了哲学家 Edmund Burke 和他关于庄严和美丽的主要观点。

(2) 阐明了 Edmund Burke 的主要观点，只有产生了比人类更强大的力量，才能产生庄严的感受。

(3) Edmund Burke 运用类比例来表明自己的观点。

(4) 作者反复提问，提出了许多疑问，引起读者的思考，以引出下文。

One answer is that not everything that is more powerful than us must always be baleful to us. (5) What defies our will can provoke anger and resentment, but it may also arouse awe and respect. It depends on whether the obstacle appears noble in its defiance or squalid and insolent. We begrudge the defiance of a cocky acquaintance even as we honor that of the mist-shrouded mountain. We are humiliated by what is powerful and mean but awed by what is powerful and noble. To extend Burke's animal terminology, a bull may arouse a feeling of the sublime, whereas a piranha cannot. It seems a matter of motives: we interpret the piranha's power as being vicious and predatory, and the bull's as guileless and impersonal. Even when we are not in deserts, the behavior of others and our own flaws are prone to leave us feeling small. Humiliation is a perpetual risk in the human world. It is not unusual for our will to be defied and our wishes frustrated. Sublime landscapes do not therefore introduce us to our inadequacy; rather, to touch on the crux of their appeal, they allow us to conceive of a familiar inadequacy in a new and more helpful way. Sublime places repeal in grand terms a lesson that ordinary life typically introduces viciously: that the universe is mightier than we are, that we are frail and temporary and have no alternative but to accept limitations on our will, that we must bow to necessities greater than ourselves.

This is the lesson written into the stones of the desert and the ice fields of the piles. So grandly is it written there that we may come away from such places not crushed but inspired by what lies beyond us, privileged to be subject to such majestic necessities. (6)

(5) 在回答问题的同时也表达了作者自己对于“崇敬的感受”的看法。

(6) 最后一段总结了作者自己对于“崇高”这个感受的看法。

总结 作者细致地描写了自己在沙漠中旅行的经历，也概括了哲学家 Edmund Burke 对于“崇敬”的看法，表达了作者与之不同的观点和体会。

范 文	点 评
We can all relate to moments of introspection when we are alone and perhaps find ourselves in a natural surrounding that guide both our thoughts and feelings in that moment. Not only do we reflect on our own lives, but we can reflect on what we're experiencing based upon the environment that we're in whether it be at the sea, in the countryside, in the desert, or forest. (1) The author creates a highly descriptive narrative that documents his personal experience of achieving the feeling of "the sublime " while in the Sinai desert, in which he argues that this feeling can be open to personal interpretation	(1) 文章假定了一个情景，让读者来想象自己的感受，自然而然地引出了原文观点，开头巧妙。

and debate. He compares his experiences to those of philosopher Edmund Burke's from 1757, in which he states examples from his novel and also draws **parallels** while creating **metaphors** while in the desert. (2)

The author begins his account by positioning Edmund Burke's discussion of the feeling of the sublime vs. something that appears to be beautiful — in relation to his experience of **solitude** in nature. The author quotes Burke to create his argument. "The ideas of the sublime and beautiful are frequently confounded." The author describes Burke's upset that although beauty can be found in nature, it shouldn't be confused that "a stream" for example should be called "sublime". The author continues to argue that a landscape can perhaps be considered "sublime" if the individual that experiences it gives it greatness and power — something larger than being human. (3)

The argument continues to unfold as the author highlights Burke's analogy between oxen and bulls, which states that although "an ox is a creature of vast strength", it's not dangerous which doesn't make it grand. (4) However on the contrary, "a bull is strong too: but his strength is of another kind: often very destructive". Burke continues to infer that the bull is great and therefore deserves the title of "sublime descriptions, and elevating comparisons." However, the author challenges Burke's ideas by expressing that even in the most peaceful, quiet, and innocent of landscapes, there is great value of its existence the can be appreciated as sublime.

By asking **rhetorical** questions to further advance his argument, the author ponders, "Why leave the comforts of home, join a group of desert devotees and walk for miles with a heavy pack, all to reach a place of rocks and silence where one must shelter from the sun like a fugitive in the scant shadow of giant boulders? Why **exhilarate** in such an environment, rather than despair?" In short, the author responds to his own questions by saying the power someone or something has over us should not determine whether or not it can provoke the feeling of being "sublime" or not. But rather, it's open to personal interpretation. (5)

In conclusion, the author makes a powerful claim based upon his personal experiences in the desert, the philosophies of Burke, and what it means to be human in relation to nature. He argues that sublime places do present life lessons that surpass everyday experiences and that we can learn to accept that the "universe is mightier than we are". (6)

(2) 概括总结了原文的主要内容，采用的写作手法和论证方法，总结得较为详细具体。

(3) 这一段分析了原文的论证过程，阐述得非常有条理，体现了范文作者思维的逻辑性。在句式的使用方面，句式整齐，简洁明了，若能更加丰富，则会锦上添花。

(4) 巧妙地进行了过渡，进入到论证的另一个分析层次，且词汇丰富，体现了范文作者使用高级词汇的能力。

(5) 引用原文内容，结合具体文本进行分析，透彻具体，有针对性。

(6) 最后一段总结全文，概括了原文的主要观点，与开头相呼应。

经典单词

introspection	<i>n.</i> 内省；反省
descriptive	<i>adj.</i> 描写的，叙述的；描写性的
sublime	<i>adj.</i> 庄严的；令人崇敬的；极端的；超群的
parallel	<i>n.</i> 平行线；对比 <i>vt.</i> 使……与……平行 <i>adj.</i> 平行的；类似的，相同的
metaphor	<i>n.</i> 暗喻，隐喻；比喻说法
solitude	<i>n.</i> 孤独；隐居；荒僻的地方
rhetorical	<i>adj.</i> 修辞的；修辞学的；夸张的
exhilarate	<i>vt.</i> 使高兴，使振奋；使愉快

闪光句子

- 01 Not only do we reflect on our own lives, but we can reflect on what we're experiencing based upon the environment that we're in whether it be at the sea, in the countryside, in the desert, or forest.

这是一个倒装句，加入了 not only... but ...的结构，使句子的样式变得丰富多变。

- 02 The argument continues to unfold as the author highlights Burke's analogy between oxen and bulls, which states that although “an ox is a creature of vast strength”, it's not dangerous which doesn't make it grand.

这句话中高级词汇和专业词汇的运用使整篇文章的论述更显严密。

- 03 In short, the author responds to his own questions by saying the power someone or something has over us should not determine whether or not it can provoke the feeling of being “sublime” or not.

determine 后面引导的宾语从句，将冗长的宾语用从句表达出来，使整个句子更加流畅通顺。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- WI 首先在开头段提出了精确的 Central Claim，即 “this feeling can be open to personal interpretation and debate”（这种庄重而崇高的感受可由个人解说辨析）。

- W2 开头假设了一个情景，引起了读者的共鸣，从而引出文章的 Central Claim 以及核心的论证手法。结尾段通过 “personal experiences in the desert, the philosophies of Burke, and what it means to be human in relation to nature”，高度概括总结了全文的主体段要点，并与开头段进行照应。
- W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。
- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。
- W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 21

Sea Nomads Are Being Extinct

This passage from a 1992 book discusses the Bajau people of Southeast Asia, who are often referred to as sea nomads.

Sea nomads have always been serious navigators. For years, the Bajau have sailed the waters by using the stars, birds, sea conditions, and smells to orient themselves. Recent research concludes that humans, like many other species, have a built-in sense of direction, no matter how atrophied it may have become from disuse. Apart from navigation, though, a sea nomad's knowledge of the ocean is scientific in its detail, yet the nomad's gaze is very far from being a scientist's gaze. For one thing, it tends to be holistic, whereas the impression given by today's scientists is one of extreme specialization. (1)

The question finally arises: What order of knowledge do we stand to lose if and when the Bajau finally abandon their way of life, and does it matter? (2) Perhaps one can say with more than mere intuition that certain skills do atrophy through not being used, that an increasing reliance on electronics to mediate our apprehension of the world does lead to the loss of certain sensitivities, and that to lose any sensitivity or awareness is limiting and unwise. Extreme examples are sometimes advanced in favor of retaining "old methods". In the case of navigation, it might be said that with increasing reliance on satellite-based positioning and guidance systems, the old skills of stellar navigation may no longer be taught even as a "manual backup" and will in time be lost altogether. What happens then if something puts all electronic navigational systems out of commission all at once? (3)

Of course, this is not quite the point. The point is not only what will happen if and when stellar navigation becomes a lost art, but who apart from astronomers will remain attentive to the heavens? Who apart from scientists will remain attentive to the sea? (4) Even when it happens before our eyes, it is hard enough to accept that species become extinct. But the idea of bodies of knowledge becoming extinct seems quite as shocking, and it is difficult to see how it can be avoided when they are so inseparably a part of a rare and specialized way of life — a way of life that is now changing.

(1) 文章第一段介绍了 sea nomads 和 the Bajau, 讲述了他们对于海洋和导航的知识。

(2) 通过设问进行过渡, 引发读者对于 sea nomads 和 the Bajau 生活方式及海洋知识消失的思考和担忧。

(3) 作者提供了一种解释, 那就是高科技的导航方式替代了传统的方向辨别。

(4) 通过一系列的设问进行过渡, 表达了作者对于上述观点的不赞同, 引出作者自己的论点。

If in 50 years' time most Bajau are land-bound stock-brokers, what will the sea be to them except somewhere for family outings and expensive water sports? Of what use to future generations is their present intricate understanding of the ocean? If there is a scientific rather than a sentimental answer, it might be one analogous to recognizing the paramount importance of maintaining the diversity of species. The more the world becomes politically, economically, and culturally centralized, the more homogenized its ways of living, the more the dangers of sameness become apparent. To take a notorious example, the European trade regulations restricting the varieties of fruit and vegetable seeds permitted for sale within the European Community have for years been viewed as potentially disastrous by scientists. A real threat is concealed in the preferment of a handful of crop varieties chosen only according to marketplace (mainly visual) criteria. When in the nineteenth century the Irish potato crop was lost, creating mass famine and mass emigration to the New World, the potatoes were almost entirely of a single strain, uniformly susceptible to blight. (5)

No amount of genetic juggling or selective pesticides will be as effective as growing the widest possible variety of fruits and vegetables, keeping unfashionable strains alive—even if the immediate benefits are not obvious. A consumer-based cultural uniformity is still some way off but is already advanced enough for certain grim futures to be imagined. Utterly various ways of experiencing the planet still do survive, though tenuously and in scattered fashion. Bajau people look up, and the Sun crossing the sky tells them any number of things, including their place, their time, and how the sea creatures on which their living depends will be behaving. In another world, spanned with satellites and a global money market, the Sun is just a noun, a hot and dazzling object rising with the Japanese stock market in Tokyo and setting with the New York Stock Exchange.

(5) 讲述了当今世界的现状, 越来越追求同一性, 而忽视了多样性的发展。

总评 作者运用对比的手法, 呼吁人们在这个方方面面趋向于同一的时代应该注重保护文化和生活方式的多样性, 表达了作者对于 the Bajau 传统生活方式濒临消失的担忧。

范 文	点 评
Many people are desperately concerned about the plight of animals teetering on the brink of extinction, yet few seem concerned with another form of absolute death. (1) When an ancient culture, language, or way of life stands at the same precipice, humanity	(1) 文章一开头表达了人们对于濒危动物的担忧, 随之话锋一转, 指出了人们对于另外一种灭绝的忽视。

seems to care little. The author of this 1992 passage on the sea nomads, or the Bajau people from Southeast Asia, attempts to persuade his audience that the loss of a way of life wreaks **devastation**, albeit of a different source. Loss of knowledge, he argues, carried with it the same sadness that many feel when the last of a species collapses to dust. He forms an argument in defense of preserving the Bajau way of life by using comparison to illustrate the beauty of their ancient methods when contrasted with a world **obsessed** with specialization and the “global money market”, rhetorical questions to coax his audience to examine the situation, and by sound reasoning backed up by factual evidence. (2)

The author describes the Bajau way of life using romantic descriptions and imagery, and he acknowledges that part of the argument comes from a “sentimental” place. “Bajau people look up, and the Sun crossing the sky tells them any number of things, including their place, their time, and how the sea creatures on which their living depends will be behaving.” He contrasts the way that the Bajau see the sun with the more commercialized, “modern” way of life, “spanned with satellites”, where “the Sun is just a noun.” He projects a **hypothetical** image of Bajau people sucked into the vortex of modern life, where their time on the water is reduced to engaging in costly water sports as opposed to “using the stars, birds, sea conditions, and smells to orient themselves”. He believes the “nomad’s gaze” is scientific at its core, but is a “holistic” approach as opposed to a “specialized” one. (3)

Whereas the facts the author presents are not riddled with the percentages of hard statistics, they are through provoking and serve his argument well. (4) His argument, that preservation of this culture is crucial, is supported by the scientifically backed argument for **diversification** of a species. “To take a notorious example, the European trade regulations restricting the varieties of fruit and vegetable seeds permitted for sale within the European Community have for years been viewed as potentially **disastrous** by scientists.” He then provides a concrete example that connotes tragedy: the Irish Potato Famine. He states that by specialization, the potatoes all succumbed to the blight. Although humans are, in fact, not potatoes, the argument for diversification spans both flora and fauna, and this includes homo sapiens sapiens.

(2) 文章详细地描述了原文的观点、论证过程以及使用的论证方法。

(3) 范文作者分析了原文的论述过程，结合文章中的具体句子进行分析，有的放矢，针对性强。

(4) 对作者的论证方法做出评价，欲扬先抑。

Perhaps the best use of emotional and ethical appeals is the author's use of rhetorical questions that encourage his audience to ponder the situation. (5) The most effective is perhaps the following: "What happens then if something puts all electronic **navigational** systems out of commission all at once?" This is a question that encourages the audience to envision a future where our machines fail us, and navigating the vast expanses of the sea are shot. In a hypothetical yet plausible situation such as this, the knowledge of the Bajau people would be invaluable. However, the author reasons, if their knowledge is lost, then our ability to navigate the seas would be rendered wholly impotent.

(5) 分析了原文的论证方法及其产生的论证效果。

In conclusion, the author of this passage forms a strong, compelling argument that encourages his readers to protect the Bajau way of life. (6)

(6) 最后一段总结全文，对于原文的论证进行了概括性的点评。

经典单词

teeter	vi. 摇晃；玩跷跷板；步履蹒跚；摇摇欲坠；岌岌可危
extinction	n. 消失；消灭；废止
precipice	n. 悬崖；绝壁；险境
devastation	n. 毁坏，荒废
obsessed	adj. 着迷的；无法摆脱的 v. 着迷 (obsess 的过去式)；纠缠
hypothetical	adj. 假设的；爱猜想的
diversification	n. 多样化；变化
disastrous	adj. 灾难性的；损失惨重的；悲伤的
navigational	adj. 航行的，航运的

闪光句子

- 01 He forms an argument in defense of preserving the Bajau way of life by using comparison to illustrate the beauty of their ancient methods when contrasted with a world obsessed with specialization and the "global money market", rhetorical questions to coax his audience to examine the situation, and by sound reasoning backed up by factual evidence.

这个句子很长，但是运用了很多动词不定式，by doing 等词组进行总结，使整个句子显得长而不乱，体现了范文作者对于句子结构整体的把握和控制能力。

- 02 Whereas the facts the author presents are not riddled with the percentages of hard

statistics, they are through provoking and serve his argument well.

whereas 这个转折连词并不多见，让人眼前一亮。

03 This is a question that encourages the audience to envision a future where our machines fail us, and navigating the vast expanses of the sea are shot.

这个句子复合了两个定语从句，将复杂的句子整合，也表现了范文作者对高级词汇的使用能力。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

W1 首先在开头段提出了精确的 Central Claim，即 “the loss of a way of life wreaks devastation, albeit of a different source”（一种生活方式的丧失会造成毁灭，即使是截然不同的生活方式）。

W2 开头段从人们对于濒危动物的担忧转向人们对于另外一种灭绝忽略的讨论，引出了全文的 Central Claim。结尾段高度凝练地提出作者的建议：“encourages his readers to protect the Bajau way of life。”

W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使得主体段内容的 progression 流畅自如地展开。

W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。

W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。

W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Dinomania

I was a dinosaur nut as a kid growing up in New York during the late forties and early fifties. Hardly anyone knew or cared about these creatures, and I was viewed as a nerd and misfit on that ultimate field of vocational decision — the school playground at recess. I was called “Fossil Face”, the only other like-minded kid in the school became “Dino” (I am pleased to report that he also became a professional natural historian). The names weren’t funny, and they hurt. (1)

During the last twenty years, however, dinosaurs have vaulted to a steady level of culturally pervasive popularity — from gentle Barney, who teaches proper values to young children on a television series, to ferocious monsters who can promote films from “G” to “R” ratings. This dinosaurian flooding of popular consciousness guarantees that no paleontologist can ever face a journalist and avoid what seems to be the most pressing question of the nineties: why are children so fascinated with dinosaurs? (2)

The question may be commonplace, but it conflates two quite separate issues. The first relates to an archetypal theme and seeks the universal reason that stirs the soul of childhood. I know no better response than one proposed by a psychologist colleague: big, fierce, and extinct — in other words, alluringly scary, but sufficiently safe. (3)

But the archetypal theme cannot touch the heart of current dinomania, culminating in the extraordinary response to Jurassic Park, for an obvious but oddly disregarded reason: dinosaurs were just as big, as fierce, and as extinct forty years ago, but only a few kids, and even fewer professional paleontologists, cared about them. We must therefore pose a second question: why now and not before?

As a practicing paleontologist, I would love to believe that current dinomania arose as a direct product of our research, and all the fascinating new ideas that our profession has generated about dinosaurs. The slow, lumbering, stupid, robotic, virtually behaviorless behemoths of my childhood have been replaced by lithe, agile, potentially warm-blooded, adequately smart, and behaviorally complex creatures. The giant sauropods were mired in ponds during my youth,

(1) 通过自身的经历，讲述了 20 世纪中期时，人们对于恐龙没有兴趣，对于研究恐龙的人不以为然。

(2) 交代了最近 20 年关于恐龙研究的现状，人们对于恐龙表现出越来越浓厚的兴趣，出现了“恐龙热”。

(3) 解释了“恐龙热”的一个原因，惊悚却安全。

for many paleontologists regarded them as too heavy to hold up their own bodies on land. Now they stride across the plains, necks and tails outstretched. When I was a child, ornithopods laid their eggs and then walked away forever. Today, these same creatures are the very model of maternal, caring, politically correct dinosaurs. They watch over their nests, care for their young, form cooperative herds, and bear such lovely, peaceful names as Maiasauria, the “earth mother lizard” (in contrast with such earlier monikers as Pachycephalosaurus, the “thick boneheaded lizard”).

(4) Even their extinction now appears in a much more interesting light. They succumbed to vaguely specified types of “climatic change” in my youth; now we have firm evidence for extraterrestrial impact as the trigger for their final removal.

But how can this greening of dinosaurs be the major reason for present faddishness — for if we credit the archetypal theme at all, then the underlying fascination has always been present, even in the bad old days of stupid and lumbering dinosaurs. What transforms this underlying fascination into overt and pervasive dinomania? One quintessentially American source usually supplies a solution — recognition and exploitation of commercial possibilities.

When I was growing up in the streets of New York City, yo-yo crazes would sweep through kiddie culture every year or two, usually lasting for a month or so. These crazes were not provoked by any technological improvement in the design of yo-yos (just as more-competent dinosaurs do not engender dinomania). Similarly, a universal fascination with contained circular motion will not explain why every kid needed a yo-yo in July 1951 but not in June 1950 (just as dinosaurs are always available but only sometimes exploited). (5)

The answer, in short, must lie in commercialization. Every few years, someone figured out how to make yo-yos sell. At some point about twenty years ago, some set of forces discovered how to turn a universal fascination into profits from a plethora of products. You just need a little push to kick the positive feedback machine of human herding and copying behavior into its upward spiral.

(4) 运用对比的手法，表现出 20 世纪中期，我认识的恐龙与现在人们所认识的恐龙的不同点。

(5) 通过类比 yo-yo 的流行，说明了“恐龙热”的原因在于商业化的运作。

总结 这篇文章中，作者运用了大量的对比、类比的写作手法，将作者童年的经历和现在的“恐龙热”对比，将“恐龙热”与 yo-yo 的流行作对比，分析了“恐龙热”的原因以及意义。写作手法是我们分析的重点。

范 文	点 评
The author of this passage, a paleontologist who grew up in the 1950's, has seen “dinomania” wax and wane over the decades, culminating in an enormous boom post Jurassic Park. He asks his audience why this is. Why is it that something considered fringe and unpopular during the years of the author's youth suddenly vastly popular? He aims to convince his audience that the reason behind dinomania is not much different from a silly fad: the yoyo. Both yoyos and dinosaurs reached the zenith of their popularity via commercialization and marketing. The capitalist, consumer-based economy has placed a premium on dinosaurs, and the author hopes that it continues. By increasing the demand for dinosaurs, paleontologists are able to learn more about the nature of these long extinct creatures. He uses facts, reasoning, and anecdotes to thoroughly convince his audience to agree with him on the topic. (1) His Essay begins with an anecdote that appeals to the emotions of any reader who has been bullied or put down for being passionate about something deemed foolish, unfashionable, or useless by the general public. His story about being called “Fossil Face” on the playground allows readers to relate to a child in the 1950s who loved dinosaurs. However, nowadays, the love of dinosaurs is quite common, and few if any children find dinosaur lovers to be out of mode. Although the writer experienced pain as a child, it did not dissuade him from pursuing his passion. Now, more and more children actually wish they could be more like “Fossil Face” and study dinosaurs. (2) The author presents some scientific evidence about dinosaurs, not only to educate his readers, but to provide a telling comparison between the conception of dinosaurs in the past to the more accurate vision we have today. He states that the past visions of dinosaurs were of awkward, stupid, sluggish beasts who cold-bloodedly left their eggs to fend for themselves, who masticated mindlessly in primordial swamps, and who had relatively little brain matter. New research, brought on by increased interest in dinosaurs from the masses, has led to a new conceptualization of dinosaurs. “The slow, lumbering, stupid, robotic, virtually behaviorless behemoths of my childhood have been replaced by lithe, agile, potentially warm-blooded, adequately smart, and behaviorally complex creatures.”	(1) 文章第一段详细地分析了原文对于“恐龙热”的看法、“恐龙热”的积极作用和作者的论证方法,分析得具体详细,体现了范文作者的分析能力。 (2) 文章分析了原文一开始使用的事例及其作用,表现了范文作者的概括能力以及分析能力。

The words he chooses are evocative and highly descriptive, and highlight the great contrast between past and present views of dinosaurs. (3)

Although he jests that he would like to think that the increased interest in dinosaurs is due to the tireless research carried out by him and his peers, he knows that the interest is a result of what he calls “faddishness”. Pulling from the fads of the 1950s for a comparison, he compares dinosaurs to the yoyo. (4) Although on the surface this seems like a strange analogy, it is surprising quite effective in convincing the audience to see that dinosaurs’ newfound popularity is no different than a child’s toy from the past. (5) “Every few years, someone figured out how to make yo-yos sell. At some point about twenty years ago, some set of forces discovered how to turn a universal fascination into profits from a plethora of products.” This opportunity to capitalize on a long extinct animal is fantastic for paleontologists, because it encourages the funneling of funds into new research and it grooms children to love and respect these animals, perhaps even goading them to study them in earnest in university and beyond.

In short, using very carefully selected persuasive techniques, “Fossil Face” presents an argument supporting commercialization of dinosaurs as the welcomed culprit fueling dinomania. (6)

(3) 适当地引用了原文，分析了论证过程和论证方法（对比），体现了范文作者对于论证过程的理解能力。

(4) 运用了类比的手法解释了“恐龙热”的原因。

(5) 这句话分析了写作手法及其表达效果。

(6) 最后一段总结全文，表达了范文作者对于原文的肯定和赞赏。

经典单词

culminate	vi. 到绝顶；达到高潮；达到顶点 vt. 使结束；使达到高潮
premium	n. 赠品，保险费；额外费用
anecdote	n. 轶事；奇闻；秘史
passionate	adj. 热情的；热烈的，激昂的；易怒的
sluggish	adj. 萧条的；迟钝的；行动迟缓的；懒惰的 n. 市况呆滞；市势疲弱
masticate	vt. 咀嚼；粉碎；撕捏 vi. 咀嚼；粉碎；撕捏
primordial	adj. 原始的；根本的；原生的
fascination	n. 魅力；魔力；入迷
funnel	n. 漏斗；烟囱 vt. 通过漏斗或烟囱等；使成漏斗形 vi. 通过漏斗等；成漏斗形
persuasive	adj. 有说服力的；劝诱的，劝说的

闪光句子

- 01 Why is it that something considered fringe and unpopular during the years of the author's youth suddenly vastly popular?

用一个疑问句开头，并且包含了一个从句结构，既体现了作者对于语言的驾驭能力，也吸引了读者的注意力。

- 02 His Essay begins with an anecdote that appeals to the emotions of any reader who has been bullied or put down for being passionate about something deemed foolish, unfashionable, or useless by the general public.

本句包含了定语从句，将冗长的定语后置，避免了头重脚轻。

- 03 The author presents some scientific evidence about dinosaurs, not only to educate his readers, but to provide a telling comparison between the conception of dinosaurs in the past to the more accurate vision we have today.

not only...but...的结构既表示并列又表示递进，很好地整合了两个句子。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1 首先在开头段提出了精确的 Central Claim，即 a paleontologist who grew up in the 1950's, has seen “dinomania” wax and over the decades, culminating in an enormous boom post Jurassic Park.（一个出生于 20 世纪 50 年代的古生物学家几十年来见证了“恐龙热”的几起几落，其中还伴随着有巨大的经济效应的恐龙主题公园的出现。）

- W2 开头段详细地分析了原文作者对于“恐龙热”的看法，并指出了“恐龙热”的积极作用，进而引出文章的 Central Claim。最后一部分点明了文章的写作所运用的 Devices: facts, reasoning, anecdotes。结尾段肯定并赞赏了原文的立论分析，简明扼要地概括了本文的核心论点及论据。

- W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。

- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。

- W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。

- W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 23

Survival of Cheetahs

This passage about the survival of cheetahs is from a book published in 1995.

The cheetah may be a gorgeous, sleek sports car among mammals, able to sprint at speeds approaching seventy miles an hour, yet it has not been able to run away from its many miseries. (1) Once the cat ranged throughout the African continent, the Near East, and into southern India; now it is extinct almost everywhere but in scattered patches of sub-Saharan Africa. Farmers in Namibia shoot cheetahs as vermin. On reserves, where cheetahs are often forced into unnatural proximity with other predators, they are at the bottom of the meat eaters' grim hierarchy; lions will go out of their way to destroy cheetah cubs, while hyenas, leopards, and even vultures can easily chase away a cheetah from its hard-caught prey. To make the magnificent cat's story more poignant still, many scientists have concluded that the species is severely inbred, the result of a disastrous population crash thousands of years ago from which the poor animals have hardly had a chance to recover. (2)

Studies of cheetah chromosomes show a surprising lack of genetic diversity from one individual to the next, and as a result the cheetah is widely portrayed as sitting under an evolutionary guillotine, the population so monochromatic that, in theory, a powerful epidemic could destroy many if not all of the approximately fifteen thousand cheetahs that currently exist in the wilderness. (3)

Some zoos have complained that cheetahs are infertile, and they attribute the problem to the cheetah's bleak genetic makeup, calling into question the long-term prognosis even for cats living in the pampered confines of a park. Now some maverick biologists argue that this widely held notion of the inbred cheetah may be wrong, an artifact of test-tube manipulations with little relevance to the cat's workday world. They insist that, far from displaying the negative effects of lethargy and feebleness seen in other animals known to be genetically homogeneous, cheetahs are in many ways quite robust. (4)

The significance of the debate extends far beyond the cat itself. Scientists are seeking to calculate the odds that any number of endangered or threatened species are likely to survive into the twenty-first century, and among the many questions they ask is how much genetic diversity a creature requires if it is to

(1) 文章开头运用比喻的手法,介绍了 cheetahs 的特点。

(2) 交代了 cheetahs 濒临灭绝的现状以及原因。

(3) 濒临灭绝的原因之一: 基因缺乏多样性。

(4) 通过对比转折,讲出了另一种不同的观点,说明 cheetahs 实际上生命力很旺盛。

rebound from the brink of extinction. Inbreeding is thought to be harmful to a species for two reasons: first, it allows hazardous recessive traits to come to the fore, resulting in physical problems and, in some cases, infertility; and second, it leads to a genetically uniform population without the diversity to resist epidemics and environmental changes. (5)

But the scientists who resist the inbred cheetah dogma point out that many zoo cats bear healthy cubs, are perfectly fertile and vigorous, and have great variation in their immune systems. While the cheetah may look genetically tenuous when its DNA is appraised, by such real-life measurements as litter size, cub health, and immune response, the cheetah is perfectly fit for the millennium. The work of these scientists' calls into question the validity of a strictly molecular approach to the sometimes murky science of species preservation, and it strongly suggests that scientists do not yet understand why certain genetic patterns detected in laboratory tests translate into the genuine strengths and weaknesses of a wild animal. The work also indicates that zoos having trouble propagating cheetahs in captivity perhaps should not blame the animal's DNA, but rather their own ineptitude at the science of animal breeding.

In the final analysis, the cheetah's long-term future very likely rests not on genetic research, but on old-fashioned remedies like preserving its remaining habitat and enlisting the help of those who live alongside it. (6) In Namibia, where the cheetah does not have to compete with many other carnivores, as it does elsewhere in Africa, the feline fares reasonably well, and its biggest problem is ranchers who shoot it in the belief that the cat threatens their livestock. Biologists in Namibia are seeking to convince the cattle owners that cheetahs in fact kill very few livestock animals, and to establish a compensatory program should a calf occasionally be lost with its sizeable free-ranging population now confined to Namibia, the cheetah is being pitched as a uniquely Namibian cat and thus a source of national pride. More than an ideal genetic profile, the cheetah needs a bit of panting room and all the public relations its noble bearing can buy.

(5) 存在这种争议的意义以及近亲繁殖的危害。

(6) 保护这种濒危物种的措施还是要回归到保护它们生存的环境这个传统道路上去。

总评 这篇文章运用了大量的数据和科学研究来说明, cheetahs 因为受到来自动物界和人类的威胁而濒临灭绝, 还通过类比与对比的手法对不同的科学研究进行分析, 讲述了保护它们的方式和途径, 层次清晰。

范 文	点 评
If we were to take a moment and imagine what it would be like to be hunted, attacked, and murdered on a daily basis as humans, we would live in a state of heightened anxiety. We would certainly fear that not only our family and friends were in equal danger, but we would also fear for our entire race of beings. (1) What the author argues is that the very existence of cheetahs faces a cruel reality of extinction — as they are being threatened by the animal kingdom and humans alike. The author sheds light on this horror by stating fact based information through scientific studies, using strong language to strengthen his discussion, and making thoughtful analogies. (2) The author begins his account by creating a descriptive analogy by comparing the cheetah to a “gorgeous, sleek sports car” with the capacity “sprint at speeds approaching seventy miles an hour” yet they aren’t able to run away from the horrors that face their very existence. To add insult to injury, the author once describes the cheetah as running freely through a large part of Africa and India, but they are now limited to small patches of sub-Saharan Africa. (3) The author effectively stirs up the audience’s emotions by stating scientific beliefs that the cat is severely inbred from a population crash that happened centuries ago yet they have never recovered, as the argument will later investigate. “Studies of cheetah chromosomes show a surprising lack of genetic diversity from one individual to the next, and as a result the cheetah is widely portrayed as sitting under an evolutionary guillotine.” Even zoos have complained that cheetah breeding has only resulted in defects and failure amongst them. (4) However, the author highlights another group of scientific research that begs to differ and contradicts what previous studies have shown. Based upon scientific findings, the author argues that scientists “insist that, far from displaying the negative effects of lethargy and feebleness seen in other animals known to be genetically homogeneous, cheetahs are in many ways quite robust.” Zoos are also being questioned for how they have conducted ineffective breeding and the author strongly points out its own “ineptitude”. (5) The author concludes by explaining that despite the scientific advances in understanding the future of cheetah reproduction, protective measures must be put into place as well such as eradicating	(1) 运用虚拟语气，由一个假定的情景引入原文论点，吸引了读者的注意力，也体现了范文作者对于语法出色的掌握能力。 (2) 总结了原文的主要观点，以及其运用的论证方法和产生的效果，体现了范文作者的概括能力。 (3) 分析了原文的论证过程：使用类比。同时引用了原文中的词组，紧扣文本。 (4) 结合原文分析了原文作者的另外一个论证方法，即使用科学的证据来增强说服力。 (5) 分析了原文作者使用另外一组科学数据来进行对比论证。

the practices of farmers shooting off cheetahs in Namibia. This practice has been widely done due to popular belief that they were killing off a farmer's livestock yet it's been proven otherwise. Nowadays, the author confirms that the cheetah is receiving a better reputation in Namibia as a source of national pride. The author suggests that continued support for the cat will further protect the 15,000 ones that remain and hopefully there will be more to come in the 21st century. (6)

(6) 文章的最后总结了原文作者的观点，句式整齐，富有条理。

经典单词

extinction	<i>n.</i> 消失；消灭；废止
descriptive	<i>adj.</i> 描写的，叙述的；描写性的
patch	<i>n.</i> 眼罩；斑点；碎片；小块土地 <i>vt.</i> 修补；解决；掩饰 <i>vi.</i> 打补丁
inbred	<i>adj.</i> 天生的；近亲交配的 <i>v.</i> 同系交配
portray	<i>vt.</i> 描绘；扮演
lethargy	<i>n.</i> 昏睡；死气沉沉；嗜睡（症）
feebleness	<i>n.</i> 微弱；虚弱
homogeneous	<i>adj.</i> 均匀的；[数] 齐次的；同种的
eradicate	<i>vt.</i> 根除，根绝；消灭
practice	<i>n.</i> 实践；练习；惯例 <i>vi.</i> 练习；实习；实行

闪光句子

- 01 If we were to take a moment and imagine what it would be like to be hunted, attacked, and murdered on a daily basis as humans, we would live in a state of heightened anxiety. We would certainly fear that not only our family and friends were in equal danger, but we would also fear for our entire race of beings.

开头用虚拟语气描述了一种假想的情景，体现了作者对于不同语法的准确运用。

- 02 To add insult to injury, the author once describes the cheetah as running freely through a large part of Africa and India, but they are now limited to small patches of sub-Saharan Africa.

这句话中包含了目的、方式、转折，句子层次一波三折，内容丰富，表达却很简练。

- 03 The author concludes by explaining that despite the scientific advances in understanding the future of cheetah reproduction, protective measures must be put into place as well such as eradicating the practices of farmers shooting off cheetahs in Namibia.

这句话中包含了宾语从句和 despite 引导的让步结构，还用 such as 来连接例子，体现了句子层次的丰富性。

总体分析 ●

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1 首先在开头段提出了精确的 Central Claim，即 “the very existence of cheetahs faces a cruel reality of extinction—as they are being threatened by the animal kingdom and humans alike”（猎豹被动物王国和人类所威胁，正濒临灭绝）
- W2 开头段假定了一个情形，并且运用虚拟语气，引出了文章的 Central Claim，最后部分强调了文章的写作所运用的 Devices，结尾段高度概括了文章的核心论点，并且根据现状提出了建议和展望。
- W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。
- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。
- W5 选词是文章一大亮点，大量高级词汇的运用，使文章内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Rewilding Animals Which Are About to Be Extinct

Humans probably were responsible to some degree for late Pleistocene extinctions of large mammals in North America and elsewhere. Our subsequent activities have curtailed survival prospects and evolutionary potential for most large vertebrates. For these reasons, as well as for the sake of future human generations and Earth's plants and animals, citizens and scientists bear an ethical responsibility to vigorously redress these problems through Pleistocene rewilding of North America. (1)

Pleistocene rewilding is not a substitute for ongoing conservation projects in Africa or North America. Instead, it centers on restoring ecological function to North America, where the evolutionary potential of many large animals was stopped 13,000 years ago and where ecosystems have struggled in the absence of their former members. (2) The extinction of predators like the American cheetah, for instance, means that a crucial link in the food chain is broken. It is also a bold attempt to preserve the evolutionary potential of endangered African and Asian animals. (3) In doing so, we hope to transform conservation biology, which is currently too easily characterized as a doom-and-gloom discipline because we merely expose and try to slow the rate of biodiversity loss. This characterization may discourage people from taking an interest in conservation. Pleistocene rewilding represents an exciting move away from managing extinction and toward restoring ecological and evolutionary processes by using the past as a guide.

In the coming century, we will decide, by default or design, how much humanity will tolerate other species and thus decide the future of biodiversity. The default scenario will surely include ever more landscapes dominated by pests and weeds, the global extinction of more large vertebrates, and a continuing struggle to slow the loss of biodiversity. (4) While sound science can help mitigate the risks of Pleistocene rewilding, the potential for unexpected consequences will worry many conservationists. Yet given the apparent dysfunction of North American ecosystems and Earth's overall state, there are likely significant risks of inaction as well.

We ask those who object to Pleistocene rewilding: Are you content with the

(1) 开篇总述了现状和观点，人们对于北美一些大型哺乳动物的灭绝负有责任，为了人类的未来着想，科学家发出了呼吁。

(2) 介绍了 Pleistocene rewilding 的重点是重建北美洲的生态系统功能。

(3) 列举详细的例子来具体阐述重建生态系统的含义。

(4) 展望未来，想象了可能发生的情景和出现的问题。

defeatist attitude of our current conservation philosophy? Are you content that your descendants might well live in a world devoid of large animals? Are you willing to settle for an American wilderness that is severely impoverished relative to just 100 centuries ago? (5) Although the obstacles to Pleistocene rewilding are substantial and the risks are not trivial, we can no longer accept a hands-off approach to wilderness preservation as realistic, defensible, or cost free. It is time not only to save wild places but also to rewild and reinvigorate them.

(5) 运用一连串的问句进行发问。语气强烈，呼吁人们行动起来。

总评 在这篇文章中，作者通过科学性和历史性的分析，认为我们不仅要拯救濒危物种，更要学会保护和重建他们所在的生态系统，语气慷慨激昂，很有感染力。

范 文	点 评
As humans we not only have the responsibility to ourselves and others to preserve and advance our race, but we must also consider the existence of Earth's plants and animals that co-exist alongside us. (1) The author argues that if in fact we aren't fully aware of and proactive in large mammal conservation, this threatens the functions of the ecosystem on a whole in both Africa and North America. Through scientific and historical analysis, questions posed to the audience, and expressive language, the author highlights the importance of Pleistocene rewilding as a means to restore ecological function in North America that was destroyed over 13,000 years ago and has present day impact. (2) The authors opens up an important discussion by using scientific facts to demonstrate the importance of Pleistocene rewilding, for example, the extinction of the North American cheetah and other large predators that has drastically altered the food chain thousands of years ago. (3) Over these past centuries, our activities have impeded survival and the possibilities of great evolution for large vertebrates. Therefore, the author seeks to call to our attention the importance of creating an all-inclusive system that respects all living creatures. The author urges the audience to consider Pleistocene rewilding as an “exciting move away from managing extinction” which can in turn create a positive change “toward restoring ecological and evolutionary processes by using the past as a guide”. (4)	(1) 文章的开头交代了背景，我们也应该关注地球上动植物的生存。 (2) 概括总结了原文的主要内容以及主要论证方法。 (3) 分析了文章开头的论证过程——用科学事实来说话。 (4) 引用了原文中的话，复述了人们的呼吁，体现了范文作者把握重点的能力。

By clearly explaining the serious risks that we face in the 21st century if further action isn't taken to stabilize and support the future of biodiversity, the author uses strong language to drive home his point of its importance. (5) He uses words such as "extinction", "dysfunction", and "consequences" to highlight his point that through "default or design", it's up to humanity to decide how much it will tolerate of other species in all forms of wildlife. If in fact we are to turn a blind eye and neglect the recreation and maintenance of biodiversity, more wildlife and plant life species will suffer the consequences — and in turn, humans will suffer as well. The author demonstrates his argument by stating "the default scenario will surely include ever more **landscapes dominated** by pests and weeds, the global extinction of more large vertebrates, and a continuing struggle to slow the loss of biodiversity." Clearly, by using scientific facts, the author makes a powerful case to persuade the audience. (6)

The audience is then posed various questions by the author that suggest a moral responsibility that we as humans have in the biodiversity of the Earth in which we live. For those individuals who oppose Pleistocene rewilding he asks, "Are you content with the defeatist attitude of our current conservation philosophy? Are you content that your **descendants** might well live in a world devoid of large animals? Are you willing to settle for an American wilderness that is severely impoverished relative to just 100 centuries ago?" By asking these rhetorical questions, he directly addresses his audience to make the topic seemingly more relevant to their lives. (7)

In conclusion, the author closes his argument by urging the audience to fully consider how detrimental it is to support wilderness preservation as opposed to turning a blind-eye and taking a hands-off approach. He is quite persuasive in his argument, as his fully charged words and thoughts are presented with great emotion. "It is time not only to save wild places but also to rewild and **reinvigorate** them." This sentence demonstrates that the author not only expresses his argument through fact-based research, but through what he believes to be his duty on Earth. (8)

(5) 进入到分析的下一个层次，作者在论证 21 世纪我们面临的巨大威胁。

(6) 在分析原文的同时肯定了作者的表达效果。

(7) 在分析了我们人类所面临的威胁之后，范文作者用一连串的发问反驳了不同意见。大量引用原文，具有冲击力。

(8) 分析了原文的结尾，并且切入点为原文中的一句话，分析作者表达的观点和感情。

经典单词

ecosystem	n. 生态系统
demonstrate	vt. 证明；展示；论证 vi. 示威
drastically	adv. 彻底地；激烈地

dominate	vt. 控制；支配；占优势；在……中占主要地位 vi. 占优势；处于支配地位
all-inclusive	adj. 包括一切的；广泛的；详尽的
landscape	n. 风景；风景画；景色；山水画；
descendants	n. 后代，晚辈（descendant 的复数）；子节点；衍生物
reinvigorate	vt. 使再振作；使复兴

闪光句子

- 01 The authors opens up an important discussion by using scientific facts to demonstrate the importance of Pleistocene rewilding based upon, for example, the extinction of the North American cheetah and other large predators that has drastically altered the food chain thousands of years ago.
这句话中包含了定语从句，以及作者举出的事例，句子长而不乱，体现了作者思维的逻辑性。
- 02 The audience is then posed various questions by the author that suggest a moral responsibility that we as humans have in the biodiversity of the Earth in which we live.
接连运用两个定语从句，将冗长的宾语后置，避免了头重脚轻。
- 03 In conclusion, the author closes his argument by urging the audience to fully consider how detrimental it is to support wilderness preservation as opposed to turning a blind-eye and taking a hands-off approach.
这句话中既有宾语从句，又包含了高级词汇，体现了作者对于词汇和句式的综合运用能力。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1 首先在开头段提出了精确的 Central Claim，即 “the author highlights the importance of Pleistocene rewilding”（作者强调了生态保护，重建北美生态系统的意义）。
- W2 开头段描述了生态保护的背景，讲述了人与动植物之间的关系，进而引出文章的 Central Claim。结尾段高度凝练地概括了主体段的核心论点，并重点分析了作者表达的观点及情感，深化了主题。
- W3 本文的段落间以及段落内部的逻辑衔接紧凑体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。
- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。
- W5 选词是文章一大亮点，大量高级词汇的运用，使得文章的内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行了严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 25

What Happens When One is Writing

Most people only see the surface reality of writing and think of writers as involved in quiet, intellectual work done in their study. If you have the strength to lift a coffee cup, they figure, you can write a novel. But once you try your hand at it, you soon find that it isn't as peaceful a job as it seems. The whole process—sitting at your desk, focusing your mind like a laser beam, imagining something out of a blank horizon, creating a story, selecting the right words, one by one, keeping the whole flow of the story on track—requires far more energy, over a long period, than most people ever imagine. You might not move your body around, but there's grueling, dynamic labor going on inside you. Everybody uses their mind when they think. (1)

But a writer puts on an outfit called narrative and thinks with his entire being; and for the novelist that process requires putting into play all physical reserves, often to the point of overexertion. Writers blessed with talent to spare go through this process unconsciously, in some cases oblivious to it. Especially when they're young, as long as they have a certain level of talent it's not so difficult for them to write a novel. They easily clear all kinds of hurdles. Being young means your whole body is filled with a natural vitality. Focus and endurance appear as needed, and you never need to seek them on your own. If you're young and talented, it's like you have wings. (2)

In most cases, though, as youth fades, that sort of free-form vigor loses its natural vitality and brilliance. After you pass a certain age, things you were able to do easily aren't so easy anymore—just as a fastball pitcher's speed starts to slip away with time. Of course, it's possible for people as they mature to make up for a decline in natural talent. (3) Like when a fastball pitcher transforms himself into a cleverer pitcher who relies on changeups. But there is a limit. And there definitely is a sense of loss. On the other hand, writers who aren't blessed with much talent—those who barely make the grade—need to build up their strength at their own expense. They have to train themselves to improve their focus, to increase their endurance. To a certain extent they're forced to make these qualities stand in for talent. And

(1) 文章一开头村上春树就运用对比的手法，反驳了人们对于写作过程的错误认识。

(2) 运用了比喻的修辞手法，详细地叙述了作家的写作过程。

(3) 村上春树运用类比的方法指出，随着作家年龄的增长，写作的能力也在下降。

while they're getting by on these, they may actually discover real, hidden talent within them. They're sweating, digging out a hole at their feet with a shovel, when they run across a deep, secret water vein. It's a lucky thing, but what made this good fortune possible was all the training they did that gave them the strength to keep on digging. I imagine that late-blooming writers have all gone through a similar process.

Naturally there are people in the world (only a handful, for sure) blessed with enormous talent that, from beginning to end, doesn't fade, and whose works are always of the highest quality. These fortunate few have a water vein that never dries up, no matter how much they tap into it. (4)

For literature, this is something to be thankful for. It's hard to imagine the history of literature without such figures as Shakespeare, Balzac, and Dickens. But the giants are, in the end, giants—exceptional, legendary figures. The remaining majority of writers who can't reach such heights (including me, of course) have to supplement what's missing from their store of talent through whatever means they can. Otherwise it's impossible for them to keep on writing novels of any value. The methods and directions a writer takes in order to supplement himself become part of that writer's individuality, what makes him special.

Most of what I know about writing I've learned through running every day. These are practical, physical lessons. How much can I push myself? How much rest is appropriate—and how much is too much? How far can I take something and still keep it decent and consistent? When does it become narrow-minded and inflexible? How much should I be aware of the world outside, and how much should I focus on my inner world? To what extent should I be confident in my abilities, and when should I start doubting myself? I know that if I hadn't become a long-distance runner when I became a novelist, my work would have been vastly different. How different? Hard to say. But something would have definitely been different. (5)

(4) 文章列举了一些反例, 说明有些人天赋异禀, 才华永远不会消失。

(5) 文章的结尾运用了一连串的问候句, 说明了写作是一项长期的艰苦的过程。

总评 村上春树运用了大量的比喻, 优美的语言, 充满逻辑的叙述论证了写作是一件费力的事情, 并非想象中那么简单。

范 文	点 评
Haruki Murakami is one of Japan's most celebrated writers of this century, best known for <i>Hard-Boiled Wonderland and the End of the World</i> . In one of his lesser-known novels, <i>What I Talk About When I Talk About Running</i> , Murakami challenges the widely held misconception	

that to produce a work of quality, writers just need to sit down at their desks and pour a cup of coffee. In the presented excerpt from his novel, he uses rhetorical devices and examples to make the argument that writing is actually quite the arduous task, one that requires determination, **willpower**, and physical exertion. (1)

Murakami opens up his Essay by **delineating** the aforementioned misconception that he will then rebut. (2) He uses the second-person voice in order to bring the reader into his **scenario**: “If you have the strength to lift a coffee cup, they figure, you can write a novel. But once you try your hand at it, you soon find that it isn't as peaceful a job as it seems.” (3) He then describes just how intense the writing process is, using words like “laser-beam focus” to describe the mental conditions required on the writer's part during such a “**grueling**, dynamic labor”. (4) The former diction brings to mind narrow, painstaking precision, and the reader can almost imagine a laser beam shooting from the writer's eye onto a laptop screen; the latter “grueling labor” brings to mind intense physical labor of an unpleasant sort, akin to heavy farm work. Murakami chooses his words carefully in order to paint vivid images in his reader's minds, unconsciously driving them toward his point. (5)

Murakami uses similes— “If you're young and talented, it's like you have wings” and “just as a fastball pitcher's speed starts to slip away with time” —and an extended metaphor to add color to his argument. In his metaphor, he compares writers who lack enough talent, yet who are training themselves to focus and increase their endurance, to men digging a hole. The more time and effort they put in, the deeper they dig. Eventually, they may strike a water vein with their shovels and “actually discover real, hidden talent within them”. He uses the word “sweating” to show just how arduous the labor is. The use of figurative language also allows the reader, who may not be a writer, to have a reference point of comparison for Murakami's words. Also, as America's national pastime is baseball, the pitcher simile is well suited for his intended audience. (6)

Murakami presents counterexamples to his claim: that yes, there are some writers for whom the act of writing seems effortless. (7) These historical literary greats, such as Shakespeare, Balzac, and Dickens, witnessed no **diminishment** in talent throughout their decades-long writing. He continues his aforementioned metaphor in stating that these “fortunate few have a water vein that never dries

(1) 文章一开头简要地介绍了日本著名作家村上春树和他的作品，从而引出原文的观点，写作绝非一个轻而易举的过程。

(2) 分析了村上春树论证的第一个步骤，描述了那些他想要反驳的观点。

(3) 引用原文中的话以增强说服力。

(4) 分析了论证的第二步，写作是一个费力的过程。

(5) 引用原文，对村上春树的用词做出了分析，体现了范文作者的分析能力。

(6) 这一段话分析了村上春树的用词和所用的比喻，体现了范文作者对于英语语言的理解能力。

(7) 分析了村上春树举出的范例，体现了范文作者的观察能力和分析能力。

up, no matter how much they tap into it.” However, Murakami acknowledges that these figures are exceptions, not the norm, and that most writers, including himself (which adds a more personal element to the Essay, and thus makes the reader more trustful of what he is about to say) need to up their game after their prime years. After all, he argues that as one ages, a **vitality** seeps of the body and must be compensated for with sheer determination, more hours put into work, or other “methods and directions a writer takes in order to supplement himself” which will in turn become a part of his “individuality, what makes him special.”

Murakami makes the tone of his Essay relatively impersonal by using mostly the second and first person voices. In the last paragraph, he describes the various ways in which his running has helped his writing. He poses no less than six **rhetorical** questions, all difficult to answer, which connect running and writing. By connecting writing to running in his conclusion, Murakami emphasizes his point that writing has more similarities to physical labor (or sports) than one may at first guess. His argument is well structured and his use of examples, counterexample, and rhetoric make it a very convincing one. (8)

(8) 最后一段总结了村上春树的写作特色以及写作的语气等，体现了作者的分析能力。

经典单词

misconception	<i>n.</i> 误解；错觉；错误想法
willpower	<i>n.</i> 意志力；毅力
delineate	<i>vt.</i> 描绘；描写；画……的轮廓
scenario	<i>n.</i> 方案；情节；剧本
grueling	<i>n.</i> 惩罚；劳累 <i>adj.</i> 累垮人的；折磨人的
diminish	<i>vt.</i> 使减少；使变小 <i>vi.</i> 减少，缩小；变小
vitality	<i>n.</i> 活力，生气；生命力，生动性
rhetorical	<i>adj.</i> 修辞的；修辞学的；夸张的

闪光句子

- 01 In the presented excerpt from his novel, he uses rhetorical devices and examples to make the argument that writing is actually quite the arduous task, one that requires determination, willpower, and physical exertion.

运用定语从句进行修饰 the arduous task，增加了句式的丰富度，在用词上，用三个词总结了写作的过程，准确到位。

- 02 These historical literary greats, such as Shakespeare, Balzac, and Dickens, witnessed no diminishment in talent throughout their decades-long writing.

这句话的亮点在于 witness 这个动词的运用，一般我们都用作名词，用作动词生动准确。

- 03 He poses no less than six rhetorical questions, all difficult to answer, which connect running and writing.

no less than 这次词组很准确地表达了作者想表达的含义，which 引导的定语从句将冗长的定语后置，避免了头重脚轻。

总体分析

注：6W 原则的内容详见 P62 “本章使用说明”。

- W1 首先在开头段提出了精确的 Central Claim，即 “writing is actually quite the arduous task, one that requires determination, willpower, and physical exertion”（写作实际上是一个十分费力的工作，它需要决心、毅力和体力）。
- W2 开头段介绍了村上春树以及其他人的观点，进而引出了作者对于写作的看法，即文章的 Central Claim，结尾段总结了村上春树的写作特色和语气特点，进一步深化了文章主题，突出了文章的 Central Claim，论证内容充实，主题鲜明。
- W3 本文的段落间以及段落内部的逻辑衔接紧凑，体现了 paragraphs throughout the essay 的过渡衔接以及 within paragraphs 的严密的逻辑衔接，使主体段内容的 progression 流畅自如地展开。
- W4 文章的句型丰富多样，综合运用了定语从句、宾语从句、状语从句、平行结构、非谓语等句型结构。
- W5 选词是文章一大亮点，大量高级词汇的运用，使得文章的内容表述更加准确而生动，并且各部分的内容衔接到位。
- W6 最后，本文的论调正式而客观，文章依据事实，并且运用其进行十分严密的逻辑推理，符合 “a formal style and objective tone” 的原则。

Passage 26

Violin Playing

I gave up the violin when I left school. In the twenty years since, I have come to understand as a listener what I never did as a mediocre player—that the members of the violin family (principally the violin itself, the viola, and the cello) are indisputably the kings of all the instruments. The violin, so deceptively simple, can both portray and inspire every emotion imaginable, imitating the braying of a donkey or delivering a tune of heartrending beauty. Lyrical and expressive, or harsh and violent, it is the master of adaptability; only the human voice can match it. By comparison, the piano's eighty-odd notes a semi-tone apart may make it a mechanical marvel of polyphony, but where is the ability to thrill with almost imperceptible changes in pitch or volume? As for the other members of the orchestra—woodwind, brass, percussion—the very names hint at the paucity of their tonal range. (1)

Not only do the violin and its sister instalments dominate the orchestra, there remains no question of who is their most famous maker—perhaps the most celebrated craftsman in history. From Melbourne to Milwaukee, the bus driver will ask you, as you struggle with your violin-case, “Is that a Stradivarius?” His reputation for excellence is ubiquitous. (2)

This reputation springs from the players themselves. To anyone, but most of all those lucky enough to perform on them, Strads are far more than just instruments. They are works of art, bringing together utility and aesthetics in a way that no other object can quite match. The British cellist Steven Isserlis borrows his Stradivarius from the Nippon Music Foundation: “My heart leaps every day when I take it out of the case. Its beautiful color glows.” In 1986 one of the most successful performers of our era, Itzhak Perlman, acquired the favorite Strad of an even more celebrated predecessor—Yehudi Menuhin: “When it became available, I was the happiest violinist in the world... It has Stradivari's most beautiful varnish and its shape is perfection. I feel very lucky and privileged to own the Soil.” (3)

The connection the Soil makes between Perlman and Menuhin is typical; all the great Strads have histories that can hardly fail to inspire. Any one may

(1) 将小提琴与其他乐器做比较, 在作者看来, 小提琴是乐器之王。

(2) 由小提琴引出著名的 Stradivarius 的小提琴, 说明 Stradivarius 是小提琴之王。

(3) Stradivarius 的小提琴不仅仅是乐器, 更是艺术品。

have been admired by Beethoven, heard by Mozart. One of Isserlis's predecessors on his cello was Emanuel Feuermann, possibly the most talented cellist of the twentieth century. On a practical level, this meant Isserlis pursued adjustments to his Strad until its clarity matched what he heard on a Feuermann recording. More intriguingly, he describes teaching a masterclass in the Schelomo, a piece by Ernest Bloch that is now a standard part of the repertoire: "Before I remembered what cello I was playing, I thought, hang on, my cello knows this" It could have known it by heart: Feuermann was asked to perform the Scheme so often that he grew to hate it. In a similar vein, when the Russian violinist Louis Krasner bought the Dancla Strad from Nathan Milstein, one of the twentieth century's greatest virtuosos, he found that his predecessor's "playing and sonorities were, I would sense, still in the violin". He could only rationalize it with the view that "A Strad violin, like a sensitive animal, knows its master and, like the living being that it is, has memory and loyalty". (4)

Milstein explained the sale of his Strad to Krasner—he moved on to another—in explicitly anthropomorphic terms: "My love for this violin did not diminish. It was just that after years with a sparkling, eager blonde, I came to feel that I should turn to a more somber and perhaps quieter and more composed, sedate brunette." The quote exemplifies a third way in which Strads transcend their status as mere objects: the devotion they both inspire and require in their players. (5) I once naively asked a successful musician if he'd ever thought of getting a new violin. His reply came with a mixture of shock and the very faintest longing: "That's like asking a man if he'd considered changing his wife." Maxim Vengerov, a Russian who is probably the most admired of the younger generation of violinists, is even more direct about his relationship with his Strad: "It is a marriage" The violin is such a feminine instrument that the metaphor seems almost inescapable, at least for men. Women are more likely to regard their violins as an extension of themselves. One friend told me this is why she does not use a shoulder-rest. The German virtuoso Anne-Sophie Mutter rests her Stradivarius on her bare shoulder; even clothes are too great a barrier. The exception only seems to prove the rule. When the young Soviet violinist Viktoria Mullova took a taxi across the border from Finland into Sweden in 1983, she left her government-owned Strad on the hotel-room bed. As a result her KGB minders wasted valuable hours on the assumption that she could not possibly be defecting.

Finally, there is the most obvious and concrete way in which violinists put a value on their instruments. Vengerov's Strad—the Kreutzer—set an auction

(4) 引用了名人对于 Stradivarius 的评价, 说明了 Stradivarius 小提琴的优点。

(5) Stradivarius 小提琴第三个优越性就是有忠实的拥护者。

record of \$ 1.6 million when it was bought for him in 1998. Even that figure is put in the shade by private deals. Scarcity and the need for age have combined to drive a seemingly unstoppable rise in the prices of string instruments. What other profession faces a situation where the tools of its trade have become so expensive as to be almost unobtainable? Every maker has his price—the violin says something about its player’s status, even before bow is put to string—but none commands more respect than Antonio Stradivari. (6)

Fame, beauty, history, value, the peculiar devotion that Strads inspire; it is a heady mix. And it all results from their most remarkable characteristic. (7) More than 250 years after his death, Stradivari’s violins and cellos remain the best in the world. On song and in the right hands they are magnificent, projecting a glorious tone to the back of the largest concert hall. A violinist who is attuned to his Strad, and knows that it will do everything required of it, can relax into playing, confident that he will not have to force to be heard. Of ten established soloists scheduled to play at New York’s Lincoln Center from June 2004 to June 2005, six play Strads. They are the ultimate rebuke to the arrogance of the modern age; science does not have all the answers; Renaissance technology still cannot be bettered.

How can that be? The continuing supremacy of Stradivari is one of the great mysteries of our era. What made him so special? Why were his techniques not maintained by his successors? Is there any likelihood that one day he will be displaced? If the answers to these questions lie anywhere, it must be in Stradivari’s instruments themselves. He made more than a thousand of them; around six hundred are known to survive. Their continuing appeal is at the core of the Stradivarius legend. It is commonplace to speak of artists achieving immortality through their work, but there can be few better examples than this.

So six Strads will be the central characters of this book. They are not their maker’s six most celebrated instruments; nor do all currently boast a famous player. But over the last three centuries they have been heard and admired by millions. Their lives, and those of the people they have touched, both illustrated and frame the enigma of Stradivari’s inimitability. (8)

(6) Stradivarius 的小提琴的另外一个特点就是具有极高的价值。

(7) 总结了 Stradivarius 的小提琴的特点，具有很高的声誉、很长的历史、很高的价值，并极具艺术感。

(8) 总结全文，过去的三个世纪，Stradivarius 小提琴受到无数人的追捧，改变了无数人的生活。

范 文	点 评
Even if you are not musically <i>inclined</i> , you have likely heard of Stradivarius violins. Any violinist would kill to even play a note upon	

one of these instruments made by the history's most respected instrument maker—Nicolas Stradivarius. (1) In the introduction to his book, *Stradivari's Genius: Five Violins, One Cello, and Three Centuries of Enduring Perfection*, Tony Faber attempts to persuade the reader that not only are strings the “kings of all instrument”, but that Stradivarius instruments in particular are in a separate league than all others. Faber predominantly uses rhetoric, facts, and examples to persuade the reader of his viewpoint. (2)

Faber starts off his introduction with a personal fact: that he himself played (and then quit) the violin. This adds veracity to the rest of his article and makes the reader more likely to trust him, as he is writing a subject to which he has had a personal connection. Admitting that he was a “mediocre player” adds a sense of humility to the author's tone, which also makes the reader sympathize with him and more likely to believe what he says next. (3)

Faber's diction and use of figurative language allow readers who are unfamiliar with stringed instruments to have a better sense of their tonal relation to other instruments. He compared the sounds that a violin can make as “imitating the braying of a donkey” on one end of the spectrum, and of “delivering a tune of heartrending beauty” on the other. In contrast, he presents a fact tinged with alliteration, “the piano's eight-odd notes a semi-tone apart make it a mechanical marvel of polyphony” yet criticizes that the piano does not possess the same “ability to thrill” as the violin does, due to its wider range of changes in tone and volume. He then mocks an entire class of other instruments saying that for woodwinds, brass, and percussion instruments, “the very names hint at the paucity of their tonal range”. Though seemingly harsh, Faber's statements are actually objectively sound. (4)

Faber gives an example of any bus driver, from Melbourne to Milwaukee (another pleasant alliteration) asking someone with a violin case whether his or her instrument is a Stradivarius. He does this to show that even the most common layman will know what a Stradivarius is, delineating the extent of the maker's fame. He then segues into the exceptional quality of the instruments, calling them “works of art” who “bring together utility and aesthetics in a way that no other object can quite match.” He calls players of Stradivarius “lucky” and presents a quote from world-renowned cellist Steven Isserlis to further convey just how in awe players are of their coveted

(1) 这篇文章中，作者指出 Stradivarius 小提琴是小提琴之王，文章运用了大量的修辞手法，引用了很多名人的叙述，列举了很多生动的事例来论证，语言生动且充满逻辑。

(2) 由人们熟知的小提琴入手，为下文做铺垫。

(3) 总结概括了原文的主要观点，以及主要论证手法。

(4) 分析了原文论证的第一步，引用自己的故事，主要分析其写作的语气。

instruments: “My heart leaps every day when I take it out of the case. Its beautiful color glows.” He gives further examples of players, such as Itzhak Perlman, and their delight upon receiving their Stradivari instruments to back up his argument. (5)

Faber further, and more objectively, defends the artistic and musical quality of Stradivarius instruments by using numerical facts. He mentions the case of a Stradivarius sold for a record 1.6 million USD in 1998, then adds that even larger amounts are spent on these sought-after works of arts in private deals. He goes on to say that out of ten soloists at New York City's Lincoln Center—one of the nation's greatest concert halls—six of them played on Stradivari one year. This fact adds credibility to his argument that Stradivarius violins are recognized as the best violins amongst the best players. (6)

Overall, Faber's book introduction makes a **compelling** argument, through the use of rhetorical language, facts, and examples, for the superiority of both stringed instruments over others, as well as the superiority of Stradivarius-made instruments over regular ones. (7)

(5) 大量地引用了原文中的词句，结合词句具体分析其效果，分析了作者如何做到通俗易懂，深入浅出。

(6) 这一段继续结合原文分析其论证过程，体现了范文作者的概括总结能力。

(7) 举例分析了原文的另外一个写作特点，运用数据，体现了范文作者细致的观察能力。

经典单词

incline	<i>vi.</i> 倾斜；倾向；易于 <i>vt.</i> 使倾斜；使倾向于 <i>n.</i> 倾斜；斜面；斜坡
instrument	<i>n.</i> 仪器；工具；乐器；手段；器械
predominantly	<i>adv.</i> 主要地；显著地
veracity	<i>n.</i> 诚实；精确性；老实；说真话
heartrending	<i>adj.</i> 悲惨的；令人心碎的
marvel	<i>n.</i> 奇迹 <i>vt.</i> 对……感到惊异 <i>vi.</i> 感到惊讶
paucity	<i>n.</i> 缺乏；少数；少量
aesthetics	<i>n.</i> 美学；美的哲学
compelling	<i>adj.</i> 引人注目的；强制的；激发兴趣的 <i>v.</i> 强迫；以强力获得（ <i>compel</i> 的 <i>ing</i> 形式）

闪光句子

- 01 Any violinist would kill to even play a note upon one of these instruments made by the history's most respected instrument maker—Nicolas Stradivarius.

这句话运用了虚拟语气，运用夸张的修辞手法表现了 Stradivarius 小提琴的受欢迎程度。

- 02 Faber's diction and use of figurative language allow readers who are unfamiliar with stringed instruments to have a better sense of their tonal relation to other instruments.

这句话在句式上运用了定语从句，使修饰和说明变得通顺。

- 03 Overall, Faber's book introduction makes a compelling argument, through the use of rhetorical language, facts, and examples, for the superiority of both stringed instruments over others, as well as the superiority of Stradivarius-made instruments over regular ones.

运用各种连词将一个个词组相连，使得句子显得长而不散。

练习

学习完 Passage 1—Passage 25 之后，相信大家已经掌握了新 SAT 写作的基本方法，现在请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 27

Thank You

Alex Haley, the author of Roots, served in the Coast Guard during World War II. On an especially lonely day at sea—Thanksgiving—he began to give serious thought to a holiday that has become, for most of us, a day of overeating and watching endless games of football. Haley decided to celebrate the true meaning of Thanksgiving, not by remembering the Pilgrims and their turkey dinner, but by writing three very special letters.

It was 1943, during World War II, and I was a young U. S. coast-guardsmen, serial number 212—548, a number we never seem to forget. My ship, the USS Murzim, had been under way for several days. Most of her holds contained thousands of cartons of canned or dried foods. The other holds were loaded with five-hundred-pound bombs packed delicately in padded racks. Our destination was a big base on the island of Tulagi in the South Pacific.

I was one of the Murzim's several cooks and, quite the same as for folk ashore, this Thanksgiving morning had seen us busily preparing a traditional dinner featuring roast turkey.

Well, as any cook knows, it's a lot of hard work to cook and serve a big meal, and clean up and put everything away. But finally, around sundown, with our whole galley crew just bushed, we finished at last and were free to go flop into our bunks in the deck.

But I decided first to go out on the Murzim's afterdeck for a breath of open air. I made my way out there, breathing in great, deep draughts while walking slowly about, still wearing my white cook's hat and the long apron, my feet sensing the big ship's vibrations from the deep-set turbine diesels and my ears hearing that slightly hissing sound the sea makes in resisting the skin of a ship. (1)

I got to thinking about Thanksgiving. In reflex, my thoughts registered the historic imagery of the Pilgrims, Indians, wild turkeys, pumpkins, corn on the cob, and the rest. (2)

Yet my mind seemed to be questing for something else—some way that I could personally apply to the waning Thanksgiving. It must have taken me a

(1) 文章开篇叙事, 引出想要表达的内容, 引人入胜。

(2) 由故事联想到感恩这个主题。

half hour to sense that maybe some key to an answer could result from reversing the word “Thanksgiving” —at least that suggested a verbal direction, “Giving thanks”.

Giving thanks—as in praying, thanking God, I thought. Yes, of course. Certainly.

Yet my mind continued nagging me. Fine. But something else.

After a while, like a dawn’s brightening, a further answer did come—that there were people to thank, people who had done so much for me that I could never possibly repay them. The embarrassing truth was I’d always just accepted what they’d done, taken all of it for granted. Not one time had I ever bothered to express to any of them so much as a simple, sincere “Thank you”.

At least seven people had been particularly and indelibly helpful to me. I realized, with a gulp, that about half of them had since died—so they were forever beyond any possible expression of gratitude from me. The more I thought about it, the more ashamed I became. Then I pictured the three who were still alive and, within minutes, I was down in the fo’c’sle. (3)

Sitting at a messy table with writing paper and memories of things each had done, I tried composing genuine statements of heartfelt appreciation and gratitude to my dad, Simon A. Haley, a professor at the old AMNC (Agricultural Mechanical Normal College) in Pine Bluff, Ark., now a branch of the University of Arkansas; to my grandma, Cynthia Palmer, back in our little hometown of Henning, Tenn.; and to the Rev. Lonual Nelson, my grammar school principal, retired and living in Ripley, six miles north of Henning.

I couldn’t even be certain if they would recall some of their acts of years past, acts that I vividly remembered and saw now as having given me vital training, or inspiration, or directions, if not all of these desirables rolled into one.

The texts of my letters began something like, “Here, this Thanksgiving at sea, I find my thoughts upon how much you have done for me, but I have never stopped and said to you how much I feel the need to thank you.” w And briefly I recalled for each of them specific acts performed on my behalf.

For instance, something uppermost about my father was how he had impressed upon me from boyhood to love books and reading. In fact, this graduated into a family habit of after-dinner quizzes at the table about books read most recently and new words learned. My love of books never diminished and later

(3) 开始联想起自己生命中需要感谢的人。

led me toward writing books myself. So many times I have felt a sadness when exposed to modern children so immersed in the electronic media that they have little to no awareness of the wondrous world to be discovered in books.

I reminded the Reverend Nelson how each morning he would open our little country town's grammar school with a prayer over his assembled students. I told him that whatever positive things I had done since had been influenced at least in part by his morning school prayers.

In the letter to my grandmother, I reminded her of a dozen ways she used to teach me how to tell the truth, to be thrifty, to share, and to be forgiving and considerate of others. (My reminders included how she'd make me pull switches from a peach tree for my needed lesson.) I thanked her for the years of eating her good cooking, the equal of which I had not found since. (By now, though, I have reflected that those peerless dishes are most gloriously flavored with a pinch of nostalgia.) Finally, I thanked her simply for having sprinkled my life with stardust.

Before I slept, my three letters went into our ship's office mail sack. They got 17 mailed when we reached Tulagi Island.

We unloaded cargo, reloaded with something else, then again we put to sea in the routine familiar to us, and as the days became weeks, and my little personal experience receded. Sometimes, when we were at sea, a mail ship would rendezvous and bring us mail from home, which, of course, we accorded topmost priority.

Every time the ship's loudspeaker rasped, " Attention! Mail call!" two-hundred-odd shipmates came pounding up on deck and clustered about the raised hatch atop which two yeomen, standing by those precious bulging gray sacks, were alternately pulling out fistfuls of letters and barking successive names of sailors who were, in turn, hollering " Here! Here!" amid the jostling.

One " mail call" brought me responses from Grandma, Dad, and the Reverend Nelson—and my reading of their letters left me not only astounded but more humbled than before.

Rather than saying they would forgive that I hadn't previously thanked them, instead, for Pete's sake, they were thanking me—for having remembered, for having considered they had done anything so exceptional.

Always the college professor, my dad had carefully avoided anything he

considered too sentimental, so I knew how moved he was to write me that, after having helped educate many young people, he now felt that his best results included his own son.

The Reverend Nelson wrote that his decades as a “simple, old-fashioned principal had ended with grammar schools undergoing such swift changes that he had retired in self-doubt. ” I heard more of what I had done wrong than what I did right,” he said, adding that my letter had brought him welcome reassurance that his career had been appreciated.

A glance at Grandma’s familiar handwriting brought back in a flash memories of standing alongside her white wicker rocking chair, watching her “settin’ down” some letter to relatives. Frequently touching her pencil’s tip to pursed lips, character by character, each followed by a short, soft grunt, Grandma would slowly accomplish one word, then the next, so that a finished page would consume hours.

I wept over the page representing my Grandma’s recent hours invested in expressing her loving gratefulness to me—whom she used to diaper!

Much later, retired from the Coast Guard and trying to make a living as a writer, I never forgot how those three “thank you” letters gave me an insight into something nigh mystical in human beings, most of whom go about yearning in secret for more of their fellows to express appreciation for their efforts.

I discovered in time that, even in the business world, probably no two words are more valued than “thank you”, especially among people at stores, airlines, utilities and others that directly serve the public. (4)

Late one night, I was one of a half-dozen passengers who straggled weary and grumbling off a plane that had been forced to land at the huge Dallas/Fort World Airport. Suddenly, a buoyant, cheerful, red-jacketed airline man waved us away from the regular waiting room seats, saying, “You sure look bushed. I know a big empty office where you can stretch out while you wait.” And we surely did. When the weather improved enough for us to leave, “Gene Erickson” was in my notebook and, back home, I wrote the president of that airline describing his sensitivity and his courtesy. And I received a thank you!

I travel a good deal on lecture tours and I urge students especially to tell their parents, grandparents, and other living elders simply “thank you” for all they have done to make possible the lives they now enjoy. Many students have told

(4) 在写信回忆的过程中, 忽然对“感恩”这个概念产生顿悟。

me they found themselves moved by the response. It is not really surprising, if one only reflects how it must feel to be thanked after you have given for years.

Now, approaching Thanksgiving of 1982, I have asked myself what will I wish for all who are reading this, for our nation, indeed for our whole world—since, quoting a good and wise friend of mine, “In the end we are mightily and merely people, each with similar needs.” First, I wish for us, of course, the simple common sense to achieve world peace, that being paramount for the very survival of our kind.

And there is something else I wish—so strongly that I have had this line printed across the bottom of all my stationery: “Find the good—and praise it.” (5)

(5) 文章收尾, 言有尽而意无穷。

总结 作者运用各种论证方法, 试图唤起读者的共鸣, 呼吁我们应当采用适当的方法来对需要表达感谢的人表示感激之情。

范 文	点 评
Alex Haley writes about the power of expressing gratitude and appreciation in his 1982 work, “Thanks”. By utilizing narrative development, emotional and visual imagery, and anecdotes, he persuades his audience to actively express their thankfulness. Although at first glance “Thanks” appears to be an autobiographical story intent on entertainment, the true nature of this Essay is persuasive. Haley artfully veils his attempt to convince his audience to thank those who need thanking by employing the aforementioned techniques, and by doing so, he simultaneously entertains and persuades his readers. (1) Haley begins his persuasive narrative by fleshing out the day on which he experienced his epiphany regarding gratitude. He vividly describes minute details of that Thanksgiving Day in 1943, and by describing the scene with highly descriptive language, he transports his audience into his proverbial shoes. “I made my way out there, breathing in great, deep draughts while walking slowly about, still wearing my white cook’s hat and the long apron, my feet sensing the big ship’s vibrations from the deep-set turbine diesels and my ears hearing that slightly hissing sound the sea makes in resisting the skin of a ship.” This method of grabbing the reader’s attention serves his purpose well, because he follows an entertaining anecdote brimming	(1) 开篇总结了黑利在《感谢》中所运用的记叙、情感、视觉意向、轶事等手法, 同时说明了黑利的文章极具说服力, 试图唤起读者共鸣, 运用恰当的感谢方式来感谢身边值得感谢的人。

with beautiful verbiage with his though process that day. Walking alone on the deck of the ship spurred him to contemplation and later to action. By thinking about giving thanks, he realized that he had not properly thanked the people in his life that frankly deserved a dose of appreciation. He coaxes the reader to think about the people they have not thanked by remarking that over half of those to whom he wished to express his appreciation were dead. This is a heartfelt appeal to emotion, which he hammers home by the statement, “so they were forever beyond any possible expression of gratitude from me.” (2)

After he recounts the letters he wrote, Alex describes the letters written back to him. They are all heartwarming and quite sentimental, and the technique also appeals to the reader's emotion. The “warm fuzzies” one feels when receiving love and appreciation from other human beings are a powerful emotional force. He was baptized in warmth and love from those he thanked, and they in turned thanked him. After going into great, colorful detail about his first experience, he shows the reader, albeit with more brevity, how he has applied this lesson in other aspects of his life, continuing to thank others consistently and genuinely nearly forty years after his initial dabbling in gratitude. “I discovered in time that, even in the business world, probably no two words are more valued than ‘thank you’, especially among people at stores, airlines, utilities and others that directly serve the public.” He also challenges his students to try to thank their elders, and he uses anecdotal evidence to support his claim that thanking others is crucial to a happy life. The students never relay tales of negative experiences after thanking others. He ends the argument as he ends his stationary, putting yet another personal aspect to the page to elicit connection. “Find the good, and praise it.” (3)

It is an insurmountable task to dispute Haley's claim that giving thanks to others is a vital part of living a peaceful, joyful existence. Through deftly concealed persuasive techniques, Haley may have convinced many of his readers to sit and write a letter of thanks, or even encouraged a long overdue phone call to someone deserving of praise and love. (4)

(2) 作者通过精读的方式，仔细阅读并引用了原文来介绍黑利自己对感谢顿悟的经历，黑利规劝人们去想想那些想感谢，而已不在的人。

(3) 作者顺着黑利文章的脉络，叙述黑利送出感谢信之后的经历。感谢信接收之人阅读信后转而感谢黑利自己，黑利震撼于感恩带来的温暖与爱的强大力量。进而，黑利将这种感恩之心运用在生活的其他方面，收获了快乐生活。作者总结道：寻找生活的美好，并赞扬感谢。

(4) 首尾呼应，作者再次强调黑利通过熟练的说理技巧，激励读者也静下心来，书写一封感谢之信，或拨打一通感恩电话。

经典单词

veil	v. 掩饰
flesh out	充实
brim with	溢满
proverbial	adj. 谚语般的
sentimental	adj. 感情的
dabble	v. 涉足
elicit	v. 引起
deftly	adv. 熟练地
overdue	adj. 早应完成的

闪光句子

- 01 He was baptized in warmth and love from those he thanked, and they in turned thanked him.

baptize 一词用得十分巧妙，温暖与爱就像受洗之水一样，让黑利如沐春风，此词使用让读者感受到黑利受触动之深。

- 02 He vividly describes minute details of that Thanksgiving Day in 1943, and by describing the scene with highly descriptive language, he transports his audience into his proverbial shoes.

transport...into 运用修辞，把读者身临其境的感觉生动地描绘出来。

- 03 This method of grabbing the reader's attention serves his purpose well, because he follows an entertaining anecdote brimming with beautiful verbiage with his though process that day.

serve, brim 等词以及关联词 because 的使用使整个句子逻辑清晰，具有画面感。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 28

Shame

In this selection, Dick Gregory—the comedian and social critic—narrates two painful experiences from his boyhood. Although the incidents show graphically what it can be like to grow up black and poor, the essay also deals with universal emotions: shame, embarrassment, and the burning desire to hold on to one’s self-respect.

I never learned hate at home, or shame. I had to go to school for that. I was about seven years old when I got my first big lesson. (1) I was in love with a little girl named Helene Tucker, a light-complexioned little girl with pigtails and nice manners. She was always clean and she was smart in school. I think I went to school then mostly to look at her. I brushed my hair and even got me a little old handkerchief. It was a lady’s handkerchief, but I didn’t want Helene to see me wipe my nose on my hand. The pipes were frozen again, there was no water in the house, but I washed my socks and shirt every night. I’d get a pot, and go over to Mister Ben’s grocery store, and stick my pot down into his soda machine. Scoop out some chopped ice. By evening the ice melted to water for washing. I got sick a lot that winter because the fire would go out at night before the clothes were dry. In the morning I’d put them on, wet or dry, because they were the only clothes I had.

Everybody’s got a Helene Tucker, a symbol of everything you want. I loved her for her goodness, her cleanness, her popularity. (2) She’d walk down my street and my brothers and sisters would yell, “Here comes Helene,” and I’d rub my tennis sneakers on the back of my pants and wish my hair wasn’t so nappy and the white folks’ shirt fit me better. I’d run out on the street, if I knew my place and didn’t come too close, she’d wink at me and say hello. That was a good feeling. Sometimes I’d follow her all the way home, and shovel the snow off her walk and try to make friends with her Momma and her aunts. I’d drop money on her stoop late at night on my way back from shining shoes in the taverns. And she had a Daddy, and he had a good job. He was a paper hanger.

I guess I would have gotten over Helene by summertime, but something happened in that classroom that made her face hang in front of me for the next twenty-two years. When I played the drums in high school it was for Helene

(1) 讲述自己过去的经历, 7 岁时学到的重要的东西。

(2) 讲述了我喜欢她的原因, 以及我是如何一步步引起她的注意的。

and when I broke track records in college it was for Helene and when I started standing behind microphones and heard applause I wished Helene could hear it, too. (3) It wasn't until I was twenty-nine years old and married and making money that I finally got her out of my system. Helene was sitting in that classroom when I learned to be ashamed of myself. (4)

It was on a Thursday. I was sitting in the back of the room, in a seat with a chalk circle drawn around it. The idiot's seat, the troublemaker's seat.

The teacher thought I was stupid. Couldn't spell, couldn't read, and couldn't do arithmetic. Just stupid. Teachers were never interested in finding out that you couldn't concentrate because you were so hungry, because you hadn't had any breakfast. All you could think about was noontime, would it ever come? Maybe you could sneak into the cloakroom and steal a bite of some kid's lunch out of a coat pocket. A bite of something. Paste. You can't really make a meal of paste, or put it on bread for a sandwich, but sometimes I'd scoop a few spoonful's out of the big paste jar in the back of the room. Pregnant people get strange tastes. I was pregnant with poverty. Pregnant with dirt and pregnant with smells that made people turn away, pregnant with cold and pregnant with shoes that were never bought for me, pregnant with five other people in my bed and no Daddy in the next room, and pregnant with hunger. Paste doesn't taste too bad when you're hungry.

The teacher thought I was a troublemaker. All she saw from the front of the room was a little black boy who squirmed in his idiot's seat and made noises and poked the kids around him. I guess she couldn't see a kid who made noises because he wanted someone to know he was there.

It was on a Thursday, the day before the Negro payday. The eagle always flew on Friday. The teacher was asking each student how much his father would give to the Community Chest. On Friday night, each kid would get the money from his father, and on Monday he would bring it to the school. I decided I was going to buy a Daddy right then. I had money in my pocket from shining shoes and selling papers, and whatever Helene Tucker pledged for her Daddy I was going to top it. And I'd hand the money right in. I wasn't going to wait until Monday to buy me a Daddy.

I was shaking, scared to death. The teacher opened her book and started calling out names alphabetically.

"Helene Tucker?"

"My Daddy said he'd give two dollars and fifty cents."

(3) 通过具体的事例表现出自己的痛苦, 以及这件事给自己带来的巨大影响。

(4) 正式引出羞耻感这个词。

“That’s very nice, Helene. Very, very nice indeed.”

That made me feel pretty good. It wouldn’t take too much to top that. I had almost three dollars in dimes and quarters in my pocket. I stuck my hand in my pocket and held on to the money, waiting for her to call my name. But the teacher closed her book after she called everybody else in the class.

I stood up and raised my hand.

“What is it now?”

“You forgot me?”

She turned toward the blackboard. “I don’t have time to be playing with you, Richard.”

“My Daddy said he’d ...”

“Sit down, Richard, you’re disturbing the class.”

“My Daddy said he’d give fifteen dollars, pocket and held on to the money, waiting for her to call my name. But the teacher closed her book after she called everybody else in the class.

She turned around and looked mad. We are collecting this money for you and your kind, Richard Gregory. If your Daddy can give fifteen dollars you have no business being on relief.”

“I got it right now, I got it right now, my Daddy gave it to me to turn in today, my Daddy said...”

“And furthermore,” she said, looking right at me, her nostrils getting big and her lips getting thin and her eyes opening wide, “we know you don’t have a Daddy.”

Helene Tucker turned around, her eyes full of tears. She felt sorry for me. Then I couldn’t see her too well because I was crying, too.

“Sit down, Richard.”

And I always thought the teacher kind of liked me. She always picked me to wash the blackboard on Friday, after school. That was a big thrill; it made me feel important. If I didn’t wash it, come Monday the school might not function right. (5)

“Where are you going, Richard?”

I walked out of school that day, and for a long time I didn’t go back very often. There was shame there.

(5) 从对姑娘
海伦·塔克的暗恋
到被老师未加思考
的贬损, 这些经历
让自卑的格雷格瑞
陷入谷底。

Now there was shame everywhere. It seemed like the whole world had been inside that classroom, everyone had heard what the teacher had said, and everyone had turned around and felt sorry for me. There was shame in going to the Worthy Boys Annual Christmas Dinner for you and your kind, because everybody knew what a worthy boy was. Why couldn't they just call it the Boys Annual Dinner—why'd they have to give it a name? There was shame in wearing the brown and orange and white plaid mackinaw the welfare gave to three thousand boys. Why'd it have to be the same for everybody so when you walked down the street the people could see you were on relief? It was a nice warm mackinaw and it had a hood, and my Momma beat me and called me a little rat when she found out I stuffed it in the bottom of a pail full of garbage way over on Cottage Street. There was shame in running over to Mister Ben's at the end of the day and asking for his rotten peaches, there was shame in asking Mrs. Simmons for a spoonful of sugar, there was shame in running out to meet the relief truck. I hated that truck, full of food for you and your kind. I ran into the house and hid when it came. And then I started to sneak through alleys, to take the long way home so the people going into White's Eat Shop wouldn't see me. Yeah, the whole world heard the teacher that day—we all know you don't have a Daddy.

It lasted for a while, this kind of numbness. I spent a lot of time feeling sorry for myself. And then one day I met this wino in a restaurant. I'd been out hustling all day, shining shoes, selling newspapers, and I had googols of money in my pocket. Bought me a bowl of chili for fifteen cents, and a cheeseburger for fifteen cents, and a Pepsi for five cents, and a piece of chocolate cake for ten cents. That was a good meal. I was eating when this old wino came in. I love winos because they never hurt anyone but themselves.

The old wino SAT down at the counter and ordered twenty-six cents worth of food. He ate it like he really enjoyed it. When the owner, Mister Williams, asked him to pay the check, the old wino didn't lie or go through his pocket like he suddenly found a hole.

He just said: "Don't have no money."

The owner yelled: "Why in hell did you come in here and eat my food if you don't have no money? That food cost me money."

Mister Williams jumped over the counter and knocked the wino off his stool and beat him over the head with a pop bottle. Then he stepped back and watched the wino bleed. Then he kicked him. And he kicked him again.

I looked at the wino with blood all over his face and I went over. Leave him alone, Mister Williams. "I'll pay the twenty-six cents."

The wino got up, slowly, pulling himself up to the stool, then up to the counter, holding on for a minute until his legs stopped shaking so bad. He looked at me with pure hate. "Keep your twenty-six cents. You don't have to pay, not now."

I just finished paying for it.

He started to walk out, and as he passed me, he reached down and touched my shoulder. "Thanks, sonny, but it's too late now. Why didn't you pay it before?"

I was pretty sick about that. I waited too long to help another man.

范 文	点 评
In Richard Gregory's autobiographical essay, "Shame", he explores two childhood sources of shame that left a deep imprint on him, so much so that he remembers them vividly and can recount them to his audience with extreme detail. By telling these two stories from his childhood, he is able to explain his early experiences with shame and embarrassment while also informing his readers of its detrimental effects. He persuades his audience that shame is learned through life experiences using the guise of a story. His deft employment of evocative descriptions and clever literary devices helps him convey his point while holding on to the reader's attention. Through this story, Gregory convinces his reader that shame has a long lasting effect on a child, and Gregory is one of few that learned from his experience of shame, unlike many who are affected by it for the entirety of their lives. (1) Gregory begins by describing his childhood crush, Helene Tucker. He did not merely like her because she was pretty; he loved her for what she represented to him as a child. Gregory was fatherless and impoverished, and Helene represented all that he felt he lacked. "I loved her for her goodness, her cleanness, her popularity...And she had a Daddy, and he had a good job. He was a paper hanger." Gregory describes this little girl to appeal to emotions and memories of his readers. "Everybody has a Helene Tucker." Everything that young Gregory did was to impress her, to display his appreciation for everything she represented. When his teacher shamed him in front of	(1) 作者在开头总结全文内容，理查德·格雷格瑞《羞耻》一文中的两段童年经历，对他的一生都产生了深刻影响。同时，作者升华了主题，告知了读者格雷格瑞在《羞耻》中的隐含信息：格雷格瑞是正视自己羞耻经历的少数者，而更多的同类人却因羞耻而万劫不复。

the little girl that he loved, Gregory was mortified and deeply saddened, to the point where he stopped coming to school often. He cast away his donated mackinaw because it marked him as a “worthy boy”, which meant he was poor and fatherless. He also convinces his readers using **pathos** that teachers should think twice before shaming their students, and possibly ask questions about their behavior instead of sticking them on the **pillory**, marked as troublesome. “Teachers were never interested in finding out that you couldn’t concentrate because you were so hungry, because you hadn’t had any breakfast.” This powerful observation serves to give the reader pause, and tug at the empathy centers in their minds. This statement offers an insider’s perspective on the child that cannot sit still. (2)

Gregory then dramatically shifts the focus of his story to an anecdote about a wino who he failed to help. Gregory turned his shame into moneymaking work ethic, and learned a valuable lesson when the wino asked for food, could not pay for it, and was then beaten by the owner of the establishment. Gregory leapt from his seat and heroically offered to cover the cost of the wino’s meal. However, this was too little too late. The poor man had already been **assaulted** and bloodied. When Gregory observes that “he had waited too long to help a man”, he challenges the reader to ponder their actions. For a child who had felt the pangs of shame, he quickly become focused on himself and did not help prevent the wino from feeling the same horrible feelings of **overriding** shame. (3)

By using powerful appeals to emotion through powerful anecdotes, Richard Gregory challenges his readers to consider how their actions or lack of action can be terribly harmful to others. Perhaps the readers of “Shame” will think twice before hurting someone emotionally, or will not think twice about helping another in need. (4)

(2) 抓住文章的细节，从对姑娘海伦·塔克的暗恋到被老师未加思考的贬损，这些经历让自卑的格雷格瑞陷入谷底。作者对老师试图帮助的方式提出质疑，这究竟算善意地伸出援手，还是不加思考使格雷格瑞成为众矢之的？

(3) 作者叙述了格雷格瑞帮助酒鬼的经历，通过对比二者对羞耻的不同态度，实际上反映了羞耻对人的不良影响，引人深思。

(4) 总结全文。作者从《羞耻》一文中找到两条线索。一，人们做事说话前要想想是否会伤害他人的情感。二，帮助有需要的人的时候不要迟疑，因为造成的心灵创伤不可弥补。

经典单词

imprint	<i>n.</i> 持久影响
detrimental	<i>adj.</i> 有害的
evocative	<i>adj.</i> 唤起感情的
impoverished	<i>adj.</i> 贫穷的

pathos	<i>n.</i> 感染力
pillory	<i>v.</i> 公开批评, 抨击
assault	<i>v.</i> 攻击, 袭击
overriding	<i>adj.</i> 最重要的

闪光句子

- 01 He also convinces his readers using pathos that teachers should think twice before shaming their students, and possibly ask questions about their behavior instead of sticking them on the pillory, marked as troublesome

该句运用隐喻的手法, 生动地点出老师的话使格雷格瑞成为众矢之的, 带给他的羞耻与伤害, 就像被钉在杆子一样, 被贴上 troublesome 这样的标签。

- 02 This powerful observation serves to give the reader pause, and tug at the empathy centers in their minds.

pause, tug 的使用生动地展现了读者在阅读原文时的真实反映。有所停顿, 思考, 并产生共鸣。

- 03 When his teacher shamed him in front of the little girl that he loved, Gregory was mortified and deeply saddened, to the point where he stopped coming to school often.

定语从句的运用, 让读者知道格雷格瑞受到打击的程度之深。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 29

In Praise of the F Word

What does it take to get by in high school? Too little, according to the author, a teacher in an educational-repair shop. In this article, which originally appeared in Newsweek, Mary Sherry describes the ways she sees students being cheated by their schools and proposes a remedy you may find surprising.

Tens of thousands of eighteen-year-olds will graduate this year and be handed meaningless diplomas. These diplomas won't look any different from those awarded to their luckier classmates. Their validity will be questioned only when their employers discover that these graduates are semiliterate. (1)

Eventually a fortunate few will find their way into educational-repair shops — adult-literacy programs, such as the one where I teach basic grammar and writing. There, high school graduates and high school dropouts pursuing graduate-equivalency certificates will learn the skills they should have learned in school. They will also discover that they have been cheated by our educational system.

As I teach, I learn a lot about our schools. Early in each session I ask my students to write about an unpleasant experience they had in school. No writer's block here! "I wish someone had made me stop doing drugs and made me study," "I liked to party, and no one seemed to care," "I was a good kid and didn't cause any trouble, so they just passed me along even though I didn't read well and couldn't write. And so on." (2)

I am your basic do-gooder, and prior to teaching this class I blamed the poor academic skills our kids have today on drugs, divorce, and other impediments to the concentration necessary for doing well in school. But, as I rediscover each time I walk into the classroom, before a teacher can expect students to concentrate, he has to get their attention, no matter what distractions may be at hand. There are many ways to do this, and they have much to do with teaching style. However, if style alone won't do it, there is another way to show who holds the winning hand in the classroom. That is to reveal the trump card of failure.

I will never forget a teacher who played that card to get the attention of one of my children. Our youngest, a world-class charmer, did little to develop his

(1) 文章开头讲述了当今毕业生的普遍情况。

(2) 讲述了自己在学校教书的亲身经历，以增强文章的说服力。

intellectual talents but always got by—until Mrs. Stifter.

Our son was a high school senior when he had her for English. “He sits in the back of the room talking to his friends,” she told me. “Why don’t you move him to the front row?” I urged, believing the embarrassment would get him to settle down. Mrs. Stifter looked at me steely-eyed over her glasses. “I don’t move seniors,” she said. “I flunk them.” I was flustered. Our son’s academic life flashed before my eyes. No teacher had ever threatened him with that before. I regained my composure and managed to say that I thought she was right. By the time I got home I was feeling pretty good about this. It was a radical approach for these times, but, well, why not? “She’s going to flunk you,” I told my son. I did not discuss it any further. Suddenly English became a priority in his life. He finished out the semester with an A.

I know one example doesn’t make a case, but at night I see a parade of students who are angry and resentful for having been passed along until they could no longer even pretend to keep up. Of average intelligence or better, they eventually quit school, concluding that they were too dumb to finish. “I should have been held back,” is a comment I hear frequently. Even sadder are those students who are high school graduates who say to me after a few weeks of class, “I don’t know how I ever got a high school diploma.” (3)

Passing students who have not mastered the work cheats them and the employers who expect graduates to have basic skills. We excuse this dishonest behavior by saying kids can’t learn if they come from terrible environments. No one seems to stop to think that—no matter what environments they come from—most kids don’t put school first on their list unless they perceive that something is at stake. They’d rather be sailing.

Many students I see at night could give expert testimony on unemployment, chemical dependency, abusive relationships. In spite of these difficulties, they have decided to make education a priority. They are motivated by the desire for a better job or the need to hang on to the one they’ve got. They have a healthy fear of failure.

People of all ages can rise above their problems, but they need to have a reason to do so. Young people generally don’t have the maturity to value education in the same way my adult students value it. But fear of failure, whether economic or academic, can motivate both.

Flunking as a regular policy has just as much merit today as it did two generations ago. We must review the threat of flunking and see it as it really

(3) 讲述了给学生不及格的好处和必要性。

is—a positive teaching tool. It is an expression of confidence by both teachers and parents that the students have the ability to learn the material presented to them. However, making it work again would take a dedicated, caring conspiracy between teachers and parents. It would mean facing the tough reality that passing kids who haven't learned the material—while it might save them grief for the short term—dooms them to long-term illiteracy. It would mean that teachers would have to follow through on their threats, and parents would have to stand behind them, knowing their children's best interests are indeed at stake. This means no more doing Scott's assignments for him because he might fail. No more passing Jodi because she's such a nice kid. (4)

This is a policy that worked in the past and can work today. A wise teacher, with the support of his parents, gave our son the opportunity to succeed—or fail. It's time we returned this choice to all students.

(4) 对于 Flunk 下定义，指出这也是一种教育策略。

总评 作者由传统意义的 F 单词谈到对当今教育系统的批判性见解，认为老师和家长应该抓住让学生“不及格”的机会，这对学生的长久发展深有裨益。虽然文中并没有很多科学证据和数据来证明论点，但常识和个人经历让雪利的论点令人信服。

范 文	点 评
One of a student's biggest fears is the possibility of failure. Failing a class is akin to a sentence, one that destroys confidence as well as adds time to one's stint in high school. Failure means that a student is forced to wait for their diploma, and can lead to discouragement and giving up. However, Mary Sherry encourages her audience to reconsider "the F word" and tries to convince her audience that failing students is a policy that begs to be rejuvenated. She has a massive hurdle to clear, however. The concept of failure is overridingly negative in our success-obsessed society. Sherry is attempting to express an unpopular opinion and actually convince her audience to agree with her. In order to persuade her readers effectively, Sherry uses sound reasoning and powerful anecdotes to support her claim. She also relies on her expertise as an educator who must undo the damage caused by schools and teachers who pass students who are thoroughly unprepared for life after high school. (1) Sherry's title is an immediate attention grabber, since the "F word" is	(1) 作者先阐述学生对不及格和失败的普遍理解。然后运用转折，引出原文中玛丽·雪利对不及格的新理解。

generally associated with a vulgar curse. She leads the reader to assume that she is going to discuss the traditional “F word”, but then redirects the attention to the words “flunk” and “fail”. These “F words” are becoming just as loaded as the vulgarity, something that is not mentioned in polite society. This shows how averse the education system has become to flunking students, a policy that Sherry argues is helping no one. (2)

“Tens of thousands of eighteen-year-olds will graduate this year and be handed meaningless diplomas. These diplomas won't look any different from those awarded to their luckier classmates. Their validity will be questioned only when their employers discover that these graduates are semiliterate... They will also discover that they have been cheated by our educational system.” (3) She assumed that these semiliterate graduates were products of drugs, environment, divorce, and other nebulous societal ills. However, when her own son was faring poorly his senior year, she was forced to reconsider the reasons behind all of these graduates who scraped through high school, still passing, yet unprepared. Teachers are not playing their most powerful “trump card”, and they should be more willing to fail a student who is not ready to advance.

Sherry's most compelling argument and most formidable use of reason is perhaps the following. She suggests that teachers and parents play upon that fear of failure and actually “follow through” with threats that have become increasingly “empty”. By giving students the power to either succeed or flounder, educators are actually giving them the gift of choice. However, this involves overcoming the fear of this uncomfortable truth. “It would mean facing the tough reality that passing kids who haven't learned the material—while it might save them grief for the short term—dooms them to long-term illiteracy.” (4)

Sherry uses cleverness, reasoning, and personal anecdotes to convince her readers, even though she has precious little in the realm of scientific or statistical evidence to support her argument. In order to argue in favor of an unpopular policy, Sherry pulls out her own “trump card”, the trump card of common sense and personal expertise. Her argument is compelling, and may cause educators in her audience to follow through with flunking students who are not up to par. (5)

(2) 作者由题目入手，分析了雪利是如何由传统意义的 F 单词谈到对当今教育系统的批判性见解。

(3) 引用原文，毕业生与雇主期待并不相符。作者揭露了当代教育体系下的学生现状。学生并没有为毕业做好准备。老师也没有合理利用“不及格”的权利。

(4) 作者展示出雪利最重要的论点。老师和家长应该抓住让学生“不及格”的机会，这对学生的长久发展深有裨益。

(5) 总结全文，作者指出虽然文章中并没有很多科学证据和数据来证明论点，但常识和个人经历让雪利的论点让人信服，令人接受。作者给予原文高度赞扬。

经典单词

akin	<i>adj.</i> 相似的
rejuvenate	<i>v.</i> 复原
flunk	<i>v.</i> 评定……不及格
trump card	王牌
nebulous	<i>adj.</i> 模糊的
hurdle	<i>n.</i> 障碍
doom	<i>v.</i> 注定, 判定
up to par	达标

闪光句子

- 01 She has a massive hurdle to clear, however.

隐喻的运用十分巧妙, 体现出雪利要对一个寻常的观点革新所面临的困难。

- 02 She assumed that these semiliterate graduates were products of drugs, environment, divorce, and other nebulous societal ills.

平行结构的运用, 总结了作者对这些半文盲毕业生成因的分析。

- 03 In order to argue in favor of an unpopular policy, Sherry pulls out her own “trump card”, the trump card of common sense and personal expertise.

作者突出了雪利文章的特色手法、常识和个人经历。原文 trump card 在这里被巧妙地引用, 成为整句的亮点。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 30

College Lectures: Is Anybody Listening?

A former teacher of mine, Robert A. Fowkes of New York University, likes to tell the story of a class he took in Old Welsh while studying in Germany during the 1930s. On the first day the professor strode up to the podium, shuffled his notes, coughed, and began, “Guten Tag, Meine Damen und Herren” (“Good day, ladies and gentlemen”). Fowkes glanced around uneasily. He was the only student in the course.

Toward the middle of the semester, Fowkes fell ill and missed a class. When he returned, the professor nodded vaguely and, to Fowkes’s astonishment, began to deliver not the next lecture in the sequence but the one after. Had he, in fact, lectured to an empty hall in the absence of his solitary student? Fowkes thought it perfectly possible. (1)

Today, American colleges and universities (originally modeled on German ones) are under strong attack from many quarters. Teachers, it is charged, are not doing a good job of teaching, and students are not doing a good job of learning. American businesses and industries suffer from unenterprising, uncreative executives educated not to think for themselves but to mouth outdated truisms; the rest of the world has long discarded. College graduates lack both basic skills and general culture. Studies are conducted and reports are issued on the status of higher education, but any changes that result either are largely cosmetic or make a bad situation worse. (2)

One aspect of American education too seldom challenged is the lecture system. Professors continue to lecture and students to take notes much as they did in the thirteenth century, when books were so scarce and expensive that few students could own them. The time is long overdue for us to abandon the lecture system and turn to methods that really work. (3)

To understand the inadequacy of the present system, it is enough to follow a single imaginary first-year student—let’s call her Mary—through a term of lectures on, say, introductory psychology (although any other subject would

(1) 第一段讲述了过去上课的一个故事，由故事引出文章的论点。

(2) 这一段讲述了美国的高等学校课堂目前存在的问题。

(3) 这一段讲述了美国高校教育的现状。

do as well). She arrives on the first day and looks around the huge lecture hall, taken a little aback to see how large the class is. Once the hundred or more students enrolled in the course discover that the professor never takes attendance (how can he? —calling the roll would take far too much time), the class shrinks to a less imposing size. (4)

Some days Mary sits in the front row, from where she can watch the professor read from a stack of yellowed notes that seem nearly as old as he is. She is bored by the lectures, and so are most of the other students, to judge by the way they are nodding off or doodling in their notebooks. Gradually she realizes the professor is as bored as his audience. At the end of each lecture he asks, “Are there any questions?” in a tone of voice that makes it plain he would much rather there weren’t. He needn’t worry—the students are as relieved as he is that the class is over.

Mary knows very well she should read an assignment before every lecture. However, as the professor gives no quizzes and asks no questions, she soon realizes she needn’t prepare. At the end of the term she catches up by skimming her notes and memorizing a list of facts and dates. After the final exam, she promptly forgets much of what she has memorized. Some of her fellow students, disappointed at the impersonality of it all, drop out of college altogether. Others, like Mary, stick it out, grow resigned to the system and await better days when, as juniors and seniors, they will attend smaller classes and at last get the kind of personal attention real learning requires.

I admit this picture is overdrawn——most universities supplement lecture courses with discussion groups, usually led by graduate students; and some classes, such as first-year English, are always relatively small. Nevertheless, far too many courses rely principally or entirely on lectures, an arrangement much loved by faculty and administrators but scarcely designed to benefit the students. (5)

One problem with lectures is that listening intelligently is hard work. Reading the same material in a textbook is a more efficient way to learn because students can proceed as slowly as they need to until the subject matter becomes clear to them. Even simply paying attention is very difficult; people can listen; at a rate of four hundred to six hundred words a minute, while the most impassioned professor talks at scarcely a third of that speed. This time lag between speech and comprehension leads to daydreaming. Many students believe years of watching television have sabotaged their attention span, but

(4) 通过实例讲述了美国现今教育体系的不足。

(5) 假设了一个情景，来分析现今教育体制的不足。

their real problem is that listening attentively is much harder than they think.

Worse still, attending lectures is passive learning, at least for inexperienced listeners. Active learning, in which students write Essays or perform experiments and then have their work evaluated by an instructor, is far more beneficial for those who have not yet fully learned how to learn. While it's true that techniques of active listening, such as trying to anticipate the speaker's next point or taking notes selectively, can enhance the value of a lecture, few students possess such skills at the beginning of their college careers. More commonly, students try to write everything down and even bring tape recorders to class in a clumsy effort to capture every word.

Students need to question their professors and to have their ideas taken seriously. Only then will they develop the analytical skills required to think intelligently and creatively. Most students learn best by engaging in frequent and even heated debate, not by scribbling down a professor's often unsatisfactory summary of complicated issues. They need small discussion classes that demand the common labors of teacher and students rather than classes in which one person, however learned, propounds his or her own ideas.

The lecture system ultimately harms professors as well. It reduces feedback to a minimum, so that the lecturer can neither judge how well students understand the material nor benefit from their questions or comments. Questions that require the speaker to clarify obscure points and comments that challenge sloppily constructed arguments are indispensable to scholarship. Without them, the liveliest mind can atrophy. Undergraduates may not be able to make telling contributions very often, but lecturing insulates a professor even from the beginner's naive question that could have triggered a fruitful line of thought. (6)

If lectures make so little sense, why have they been allowed to continue? Administrators love them, of course. They can cram far more students into a lecture hall than into a discussion class, and for many administrators that is almost the end of the story. But the truth is that faculty members, and even students, conspire with them to keep the lecture system alive and well. Lectures are easier on everyone than debates. Professors can pretend to teach by lecturing just as students can pretend to learn by attending lectures, with no one the wiser, including the participants. Moreover, if lectures afford some students an opportunity to sit back and let the professor run the show, they offer some professors an irresistible forum for showing off. In a classroom where everyone contributes, students are less able to hide and professors less

(6) 讲述了这种体系对学生和教授的危害。

tempted to engage in intellectual exhibitionism.

Smaller classes in which students are required to involve themselves in discussion put an end to students' passivity. Students become actively involved when forced to question their own ideas as well as their instructor's. Their listening skills improve dramatically in the excitement of intellectual give-and-take with their instructors and fellow students. Such interchanges help professors do their job better because they allow them to discover who knows what—before final exams, not after. When exams are given in this type of course, they can require analysis and synthesis from the students, not empty memorization. Classes like this require energy, imagination, and commitment from professors, all of which can be exhausting. But they compel students to share responsibility for their own intellectual growth.

Lectures will never entirely disappear from the university scene both because they seem to be economically necessary and because they spring from a long tradition in a setting that values tradition for its own sake. But the lectures too frequently come at the wrong end of the students' educational careers—during the first two years, when they most need close, even individual, instruction. If lecture classes were restricted to junior and senior undergraduates and to graduate students, who are less in need of scholarly nurturing and more able to prepare work on their own, they would be far less destructive of students' interests and enthusiasms than the present system. After all, students must learn to listen before they can learn to learn.

总评 与普通大众的认识不同，这篇文章的作者运用了一些故事，讲述了一些假设的情境，并且运用了严密的逻辑论证，讲述了如何让学生积极主动地参与到课堂里去。文章选材新颖，逻辑严密。

范 文	点 评
When a thoroughly engrained educational method seems to fall flat, it is easy to blame the student rather than the educator, the administration, or the time-honored system. (1) After all, the method has been in place for decades, perhaps even centuries, so how could it possibly be flawed? It is convenient to blame the pupil rather than the tenured expert; it is common to adhere to the past and trust in the administrators. (2) However, some believe that the lecture system, which has been an integral part of the college experience for years, is broken. David Daniels examines this quandary in his persuasive article "College	(1) 文章开头指出了现在课堂的现状，交代了问题的背景。 (2) 交代了人们的惯常心理，为文后的对比做铺垫。

Lectures: Is Anybody Listening?" and then offers a convincing argument against the lecture system. He does so by using anecdotes, **hypothetical** situations, and sound reasoning. By structuring his argument effectively, he **dismantles** the arguments of those in favor of packing lecture halls with **disengaged** students and champions a different method that encourages active learning as opposed to passive learning. (3)

Daniels begins with an anecdote, but the anecdote is not merely intended to entertain the reader. The anecdote serves as a real-world example of the lecture system's inherent flaws. (4) The story is one relayed to him by one of his former professors. It illustrates the **lackluster** effect of lectures and serves as an excellent introduction to his thesis. "Toward the middle of the semester, Fowkes fell ill and missed a class. When he returned, the professor nodded vaguely and, to Fowkes's astonishment, began to deliver not the next lecture in the sequence but the one after. Had he, in fact, lectured to an empty hall in the absence of his solitary student? Fowkes thought it perfectly possible." This example merely confirms Daniels's thesis that the lecture system is not beneficial to students or professors. He then uses logic and facts to add further padding. He examines passive listening versus active listening, and then provides an interesting statistic that explains why students may drift off during a long lecture with little engagement. "People can listen at a rate of four hundred to six hundred words a minute, while the most impassioned professor talks at scarcely a third of that speed. This time lag between speech and comprehension leads to daydreaming." (5)

He also presents a **hypothetical** situation about an imagined student named Mary. (6) This example serves as support for his argument by encouraging lecturers and administrators to slip into the mind of a student within a crowded lecture hall. He excuses himself for taking the situation to hyperbolic levels, a disclaimer that is actually unnecessary, since the **hypothetical** situation is actually highly believable. He asserts that he is aware of the economic aspects of lectures, and that lectures save the college money while educating more students at once. However, he appeals to ethics, stating that this system, while economically sound, does little to serve the students who pay to attend university.

(3) 概括了原文的主要观点以及论证方法，体现了范文作者高度概括的能力。

(4) 不仅分析了原文第一步的论证方法，还指出了这种论证方法的作用和好处。

(5) 引用了原文，紧密地结合材料进行分析，体现了范文作者对于原文的分析能力。

(6) 进一步分析了作者下一步的论证，假设了一个情景，同样讲述了这种论证方法的作用。

He closes his argument with a compromise that satisfies both sides of the argument. “If lecture classes were restricted to junior and senior undergraduates and to graduate students, who are less in need of scholarly nurturing and more able to prepare work on their own, they would be far less destructive of students’ interests and enthusiasms than the present system. After all, students must learn to listen before they can listen to learn.” (7)

(7) 文章的最后引用了原文，总结了作者的观点和态度。

经典单词

engrained	adj. 彻底的；根深蒂固的
tenured	adj. (美) 享有终身职位的
adhere	vi. 坚持；依附；粘着；追随 vt. 使粘附
quandary	n. 困惑；窘境；为难
hypothetical	adj. 假设的；爱猜想的
dismantle	vt. 拆除；取消；解散；除掉……的覆盖物 vi. 可拆卸
disengaged	adj. 空闲的；自由的；已脱离的
lackluster	n. 无光泽；暗淡 adj. 无光泽的；平凡的
hyperbolic	adj. 双曲线的；夸张的

闪光句子

01 However, some believe that the lecture system, which has been an integral part of the college experience for years, is broken.

这句话是一个定语从句，修饰“我们的课程体系”，将冗长的修饰成分后置，以避免头重脚轻。

02 The anecdote serves as a real-world example of the lecture system's inherent flaws.

这句话的亮点在于 serve 这个动词的运用。

03 He excuses himself for taking the situation to hyperbolic levels, a disclaimer that is actually unnecessary, since the hypothetical situation is actually highly believable.

这里使用了一个同位语从句和一个原因状语从句，体现了作者对于复杂句型的运用能力。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Here's to Your Health

As the only freshman on his high school's varsity wrestling team, Tod was anxious to fit in with his older teammates. One night after a match, he was offered a tequila bottle on the ride home. Tod felt he had to accept, or he would seem like a sissy. He took a swallow, and every time the bottle was passed back to him, he took another swallow. After seven swallows, he passed out. His terrified teammates carried him into his home, and his mother then rushed him to the hospital. After his stomach was pumped, Tod learned that his blood alcohol level had been so high that he was lucky not to be in a coma or dead. (1)

Unfortunately, drinking is not unusual among high school students or, for that matter, in any other segment of our society. And that's no accident. There are numerous influences in our society urging people to drink, not the least of which is advertising. Who can recall a televised baseball or basketball game without a beer commercial? Furthermore, alcohol ads appear with pounding frequency in magazines, on billboards, and in college newspapers. According to industry estimates, brewers spend more than \$600 million a year on radio and TV commercials and another \$90 million on print ads. In addition, the liquor industry spends about \$230 million a year on print advertising, and since 1966 it has greatly expanded its presence on cable and independent broadcast stations. Just recently, NBC became the first network station to accept hard liquor ads for broadcast. (2)

To top it all off, this aggressive advertising of alcohol fosters a harmful myth about drinking.

Part of the myth is that liquor signals professional success. In a slick men's magazine, one full-page ad for Scotch whiskey shows two men seated in an elegant restaurant. Both are in their thirties, perfectly groomed, and wearing expensive-looking gray suits. The windows are draped with velvet, the table with spotless white linen. Each place-setting consists of a long-stemmed water goblet, silver utensils, and thick silver plates. On each plate is a half-empty cocktail glass. The two men are grinning and shaking hands, as if they've just

(1) 文章开头讲述了一个故事,从这个故事引出了酒广告的主题,吸引读者的兴趣。

(2) 讲述了当今社会饮酒的现状,并且用一系列的数据阐释了广告对于饮酒的影响。

concluded a business deal. The caption reads, “The taste of success”. (3)

Contrary to what the liquor company would have us believe, drinking is more closely related to lack of success than to achievement. Among students, the heaviest drinkers have the lowest grades. In the work force, alcoholics are frequently late or absent, tend to perform poorly, and often get fired. Although alcohol abuse occurs in all economic classes, it remains most prevalent among the poor.

Another part of the alcohol myth is that drinking makes you more attractive to the opposite sex. Hot, hot, hot, “one commercials soundtrack begins, as the camera scans a crowd of college-age beachgoers. Next it follows the curve of a woman’s leg up to her bare hip and lingers there. She is young, beautiful, wearing a bikini. A young guy, carrying an ice chest, positions himself near to where she sits. He is tan, muscular. She doesn’t show much interest—until he opens the chest and takes out a beer. Now she smiles over at him. He raises his eyebrows and, invitingly, holds up another can. She joins him. This beer, the song concludes, attracts like no other.”

Beer doesn’t make anyone sexier. Like all alcohol, it lowers the levels of male hormones in men and of female hormones in women—even when taken in small amounts. In substantial amounts, alcohol can cause infertility in women and impotence in men. Some alcoholic men even develop enlarged breasts. (4)

The alcohol myth also creates the illusion that beer and athletics are a perfect combination. One billboard features three high-action images: a sprinter running at top speed, a surfer riding a wave, and a basketball player leaping to make a dunk shot. A particular light beer, the billboard promises, “won’t slow you down,” “Slow you down” is exactly what alcohol does. Drinking plays a role in over six million injuries each year—not counting automobile accidents. Even in small amounts, alcohol dulls the brain, reducing muscle coordination and slowing reaction time. It also interferes with the ability to focus the eyes and adjust to a sudden change in brightness—such as the flash of a car’s headlights. Drinking and driving, responsible for over half of all automobile deaths, is the leading cause of death among teenagers. Continued alcohol abuse can physically change the brain, permanently impairing learning and memory. Long-term drinking is related to malnutrition, weakening of the bones, and ulcers. It increases the risk of liver failure, heart disease, and stomach cancer. (5)

(3) 讲述了广告对于青少年饮酒的第一个误导，喝酒可以带给人成功。

(4) 指出了人们对酒的第二个误区，喝酒可以让人变得更性感。

(5) 指出了对酒的第三个误区，喝酒可以带给人健康。

Finally, according to the myth, alcohol is the magic ingredient for social success. Hundreds of TV and radio ads have echoed this message in recent years. In one commercial, for instance, an overweight man sits alone in his drab living room. He reaches into a cooler, pulls out a bottle of beer, and twists off the bottle cap. Instantly dance music erupts, and dozens of attractive young adults appear in a shower of party streamers and confetti. “Where the party begins,” a voice says. The once lonely man, now a popular guy with lots of male and female friends, has found the answer to his social problems—beer.

Relationships based on alcohol are unlikely to lead to social success and true friendships. Indeed, studies show that when alcohol becomes the center of a social gathering, it may lead to public drunkenness and violence. The ad’s image of the man’s new friends ignores an undeniable reality: that alcohol ruins—not creates—relationships. In addition to fighting and simple assault, drinking is linked to two-thirds of domestic violence incidents. Rather than leading to healthy social connections, alcohol leads to loneliness, despair, and mental illness. Over a fourth of the patients in state and county mental hospitals have alcohol problems; more than half of all violent crimes are alcohol-related; the rate of suicide among alcoholics is fifteen times higher than among the general population.

Advertisers would have us believe the myth that alcohol is part of being successful, sexy, healthy, and happy; but those who have suffered from it—directly or indirectly—know otherwise. For alcohol’s victims, “Here’s to your health” rings with a terrible irony when it is accompanied by the clink of liquor glasses. (6)

(6) 总结概括了人们对酒的四个错误的认识，总结了全文。

范 文	点 评
The world seems to be inundated with mixed messages regarding alcohol. Simultaneously applauded and demonized, drinking is the most common human vice. (1) One of the most common toasts is “to your health”, a phrase that deeply troubles Jona Dunayer, the writer of an article aptly titled “Here’s to Your Health”. (2) In her article, Dunayer strives to convince her audience that the positive images surrounding alcohol are no better than fanciful myths. She utilizes scientific facts and logic to bolster her argument and support	(1) 文章的一开头以酒的广告为例，引出原文对于广告的论述，切入点小，以小见大。 (2) 引用原文的短语来引出原文，切入点很巧妙。

her stance. In addition, she uses anecdotes and powerful word choice to tug at the emotions of her audience; although her argument is extremely one-sided, her use of strong rhetoric could convince even the **staunchest** supporters of drinking for one's health and happiness. (3)

In order to capture the reader's attention, support her claim, and pull on the reader's emotions, Dunayer begins with an anecdote about a young, promising high school wrestler named Tod, who was desperate to foster a positive relationship with his teammates. (4) After wrestling, per se, with some soft peer pressure, Tod took seven swigs from a **tequila** bottle, and wound up with severe alcohol poisoning that could have resulted in a **coma** or death. This story, whether hypothetical or true, shows how something so ingrained in our society as celebratory can have devastating effects on the imbibor. This appeals to the emotions of readers because of the character of Tod is young, promising, and could be anyone's friend or child. (5) This serves as a brilliant beginning to her thesis, which is followed by paragraphs that one by one **debunk** the "myth" of alcohol. The fact that she calls it a myth is telling, since we live in a society that prefers scientific facts to fanciful lies.

Dunayer picks an easy **scapegoat** to explain the myth of alcohol: advertisers and the media. Although this demonization is common, her reasoning is formidable. She takes the most common "myths", that alcohol is conducive to athletic success, success in business, and success with relationships, and peels away the sparkling veneer that advertisers have slapped on **haphazardly**. Dunayer first demolishes the idea that alcohol and sports have a positive relationship, using facts and statistics. "Drinking plays a role in over six million injuries each year—not counting automobile accidents. Even in small amounts, alcohol dulls the brain, reducing muscle coordination and slowing reaction time...Long-term drinking is related to malnutrition, weakening of the bones, and ulcers." The next myths she debunks are those that equate alcohol to social success and success in love. (6) "In addition to fighting and simple assault, drinking is linked to two-thirds of domestic violence incidents. Rather than leading to healthy social connections, alcohol leads to loneliness, despair, and mental illness. Over a fourth of the patients in state and county mental hospitals have alcohol problems; more than half of all violent crimes are alcohol-related; the rate of suicide

(3) 详细具体地总结了这篇文章中主要的观点, 作者的论证方法, 以及论证的效果, 体现了作者细致的观察。

(4) 分析了原文论述的第一个步骤, 并且分析了论证方法。

(5) 讲述了这种论证方法的论证效果, 体现出范文作者出色的分析能力。

(6) 这几句话体现出范文作者对原文推理论证过程的准确理解, 其写作角度也体现出范文作者对复杂句型的运用能力。

among alcoholics is fifteen times higher than among the general population.” (7) Her final sentence uses irony to drive her point home. She points out how paradoxical it is that we toast to one another's health as we drink a substance that severely damages health and well-being.

Although Dunayer hinges her argument on the lies **spewed** by advertisers, which has been done many times and will be done many more, she argues her point effectively, using factual evidence, irony, and anecdotes that effectively pull on the fears and emotions of her readers. Overall, she presents a highly effective argument against alcohol. (8)

(7) 这里的引用体现出了范文作者很好的分析能力。

(8) 最后一段总结了原文的观点和写作方法，表达了肯定。

经典单词

inundated	<i>adj.</i> 洪泛的
demonize	<i>vt.</i> 妖魔化；使……成为魔鬼
bolster	<i>n.</i> 支持；长枕 <i>vt.</i> 支持；支撑
staunch	<i>adj.</i> 坚定的；忠诚的；坚固的 <i>vt.</i> 止住；止血
tequila	<i>n.</i> 龙舌兰酒；蒸馏酒
coma	<i>n.</i> [医] 昏迷；[天] 彗形像差
debunk	<i>vt.</i> 揭穿；拆穿……的假面具；暴露
scapegoat	<i>n.</i> 替罪羊，替人顶罪者；替身 <i>vt.</i> 使成为……的替罪羊
haphazardly	<i>adv.</i> 偶然地，随意地；杂乱地
spew	<i>vt.</i> 喷出；呕吐 <i>vi.</i> 喷涌；呕吐

闪光句子

- 01** In order to capture the reader's attention, support her claim, and pull on the reader's emotions, Dunayer begins with an anecdote about a young, promising high school wrestler named Tod, who was desperate to foster a positive relationship with his teammates.

三个并列的短语表达了作者的目的，其中还有一个定语从句，长短结合，使句子富有韵律感。

- 02** The fact that she calls it a myth is telling, since we live in a society that prefers scientific facts to fanciful lies.

这句话的亮点在于 **telling** 这个单词的使用，属于一个熟词僻义，这种情况我们需要多熟悉。

03 Although Dunayer hinges her argument on the lies spewed by advertisers, which has been done many times and will be done many more, she argues her point effectively, using factual evidence, irony, and anecdotes that effectively pull on the fears and emotions of her readers.

这句话含有很多的复合句，也使用了很多的高级词汇，体现出了作者出色的语言功底。

练习 ●

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 32

Bombs Bursting in Air

Nobody looks forward to the “bombs” of life, to the shocks and even tragedies that blindside us all eventually. After a frightening incident, Beth Johnson muses over the responses that are open to us in the wake of such unwelcome experiences. Is it possible to protect ourselves from the grief and pain that life sends our way? Is it desirable? This essay explores some possible answers.

It's Friday night and we're at the Olympics—the Junior Olympics, that is. My son is on a relay-race team competing against fourth-graders from all over the school district. His little sister and I sit high in the stands, trying to pick Isaac out from the crowd of figures milling around on the field during these moments of pre-game confusion. The public address system sputters to life and summons our attention. “And now,” the tinny voice rings out, “please join together in the singing of our national anthem.”

“Oh saaay can you seeeeee,” we begin. My arm rests around Maddie's shoulders. I am touching her a lot today, and she notices. “Mom, you're squishing me,” she chides, wriggling from my grip. I content myself with stroking her hair. News that reached me today makes me need to feel her near. We pipe along, squeaking out the impossibly high note of land of the freeeeeeeee. “Maddie clowns, half-singing, half-shouting the lyrics, hitting the explosively on ” bombs bursting in air. (1)

Bombs indeed, I think, replaying the sound of my friend's voice over the phone that afternoon “...bumped her head sledding. We took her in for an X ray, you know, just to make sure. There was something strange, so they did more tests ... a brain tumor ... Children's Hospital in Boston Tuesday ... surgery, yes, right away.” Maddie's playmate Shannon, only five years old, we'd last seen her at Halloween, dressed in her blue princess costume, and talked of Furby and Scooby-Doo and Tootsie Rolls. Now her parents were hurriedly learning a new vocabulary—CAT scans and pediatric neurosurgery and frontal lobe. A bomb had exploded in their midst, and, like troops under attack, they were rallying in response.

The game's over, the children and I edge our way out of the school parking

(1) 文章开头讲述了自己和儿子的故事，引出“bomb”这个词，并对这个词进行解释。

lot, bumper to bumper with other parents ferrying their families home. I tell the kids as casually as I can about Shannon. “She’ll have to have an operation. It’s lucky, really, that they found it by accident this way while it’s small.”

“I want to send her a present,” Maddie announces. “That’d be nice,” I say, glad to keep the conversation on a positive note.

But my older son is with us now. Sam, who is thirteen, says, “She’ll be OK, though, right?” he says. It’s not a question, really; it’s a statement that I must either agree with or contradict. I want to say yes. I want to say of course she’ll be all right. I want them to inhabit a world where five-year-olds do not develop silent, mysterious growths in their brains, where “malignancy” and “seizure” are words for New York Times crossword puzzles, not for little girls. They would accept my assurance; they would believe me and sleep well tonight. But I can’t; the bomb that exploded in Shannon’s home has sent splinters of shrapnel into ours as well, and they cannot be ignored or lied away. “We hope she’ll be just fine.” I finally say. “She has very good doctors. She has wonderful parents who are doing everything they can. The tumor is small. Shannon’s strong and healthy.”

“She’ll be OK,” says Maddie matter-of-factly. “In school we read about a little boy who had something wrong with his leg and he had an operation and got better. Can we go to Dairy Queen?”

Bombs on the horizon don’t faze Maddie. (2) Not yet. I can just barely remember from my own childhood the sense that still surrounds her, that feeling of being cocooned within reassuring walls of security and order. Back then, Mondays meant gym, Tuesdays were pizza in the cafeteria, and Wednesdays brought clarinet lessons. Teachers stood in their familiar spots in the classrooms, telling us with reassuring simplicity that World War II happened because Hitler, a very bad man, invaded Poland. Midterms and report cards, summer vacations and new note books in September gave a steady rhythm to the world. It wasn’t all necessarily happy—through the years there were poor grades, grouchy teachers, exclusion from the desired social group, dateless weekends when it seemed the rest of the world was paired off—but it was familiar territory where we felt walled off from the really bad things that happened to other people.

There were hints of them, though, even then. Looking back, I recall the tiny shock waves, the tremors from far-off explosions that occasionally rattled our shelter. There was the little girl who was absent for a week and when she

(2) 文章由自己和儿子关于“bomb”的故事到对 bomb 的论述。

returned wasn't living with her mother and stepfather anymore. There was the big girl who threw up in the bathroom every morning and then disappeared from school. A playful, friendly custodian was suddenly fired, and it had something to do with an angry parent. A teacher's husband had a heart attack and died. These were interesting tidbits to report to our families over dinner, mostly out of morbid interest in seeing our parents bite their lips and exchange glances.

As we got older, the bombs dropped closer. A friend's sister was arrested for selling drugs; we saw her mother in tears at church that Sunday. A boy I thought I knew, a school clown with a sweet crooked grin, shot himself in the woods behind his house. A car full of senior boys, going home from a dance where I've been sent into ecstasy when the cutest of them all greeted me by name, rounded a curve too fast and crashed, killing them. We wept and hugged each other in the halls. Our teachers listened to us grieve and tried to comfort us, but their words came out impatient and almost angry. I realize now that what sounded like anger was helplessness—the inability to teach us lessons we were still too young or too ignorant to learn. For although our sorrow was real, we still had some sense of a protective curtain between us and the bombs. If only, we said. If only she hadn't used drugs. If only he'd told someone how depressed he was. If only they'd been more careful. We weren't like them; we were careful. Like magical incantations, we recited the things that we would or wouldn't do in order to protect ourselves from such sad, unnecessary fates.

When my best friend, a beautiful girl of sixteen, went to sleep one January night and never woke up, I found myself shaken to the core of my being. (3) My grief at the loss of my vibrant, laughing friend was great. But what really tilted my universe was the nakedness of my realization that there was no “if only”. There were no drugs, no careless actions, no crimes, no accidents, nothing I could focus on to explain away what had happened. She had simply died. This could only mean that there was no magic barrier separating me and my loved ones from the bombs. We were as vulnerable as everyone else. For months the shock stayed with me. I sat in class watching my teachers draw diagrams of Saturn, talk about Watergate, and multiply fractions, and I wondered at their apparent cheer and normality. Didn't they know we were all doomed? Didn't they know it was only a matter of time until one of us took a direct hit? What was the point of anything?

But time moved on, and of course I moved with it. College came and went, graduate school, adulthood, middle age. My heightened sense of vulnerability began to subside, though I could never again slip fully into the soothing

(3) 作者又讲述了另外一个故事,来解释 bomb 的另外一层含义。

security of my younger days. I became more aware of the intertwining threads of joy, pain, and occasional tragedy that weave through all our lives. College was stimulating, exciting, and full of friendship and challenge. I fell in love for the first time, reveled in its sweetness, and then learned the painful lesson that love comes with no guarantee. A beloved professor lost two children to leukemia, but continued with skill and passion to introduce students to the riches of literature. My father fell ill, but the last day of his life, when I sat by his bed holding his hand, remains one of my sweetest memories. The marriage I've entered into with optimism ended in bitter divorce but produced three children whose existence is my daily delight. At every step along the way, I've seen that the most rewarding chapters of my life have contained parts that I not only would not have chosen, but would have given much to avoid. But selecting just the good parts is not an option we are given.

The price of allowing ourselves to truly live, to love and be loved, is (and it's the ultimate irony) the knowledge that the greater our investment in life, the larger the target we create. Of course, it is within our power to refuse friendship, shrink from love, live in isolation, and thus create for ourselves a nearly impenetrable bomb shelter. There are those among us who choose such an existence, the price of intimacy being too high. Looking about me, however, I see few such examples. Instead, I am moved by the courage with which most of us, ordinary folks, continue soldiering on. We fall in love, we bring our children into the world, we forge our friendships, we give our hearts, knowing with increasing certainty that we do so at our own risk. Still we move ahead with open arms, saying yes, yes to life.

Shannon's surgery is behind her; the prognosis is good. Her mother reports that the family members are returning to their normal routines, laughing again and talking of ordinary things, even while they step more gently, speak more quietly, are more aware of the precious fragility of life and of the blessing of every day that passes without explosion.

Bombs bursting in air. They can blind us, like fireworks at the moment of 15 explosion. If we close our eyes and turn away, all we see is their fiery image. But if we have the courage to keep our eyes open and welcoming, even bombs finally fade against the vastness of the starry sky. (4)

(4) 结尾运用比喻, 收束全文, 深化了 bomb 的主题。

总评 这篇文章的作者运用 bomb 这个词, 延伸了这个词语的含义, 讲述了作者对于人生, 对于变老, 对于死亡的理解和感悟, 充满了文学色彩, 需要加深理解才能写出好的习作。

范 文	点 评
The noun “bomb” comes with myriad connotations, some positive, but the vast majorities are quite negative. The word bomb calls to mind war, devastation, scattered limbs, and violent explosive demises, despite the best efforts of the short-lived slang term that attempted to soften the word, change its meaning, and assign it to a person or thing’s awesomeness. (1) Bombs are jarring, terrifying, and dangerous, and Beth Johnson uses “bombs” as a brilliant extended metaphor for the tragedies that multiply as we get older. Unexpected deaths, devastating medical diagnoses, heartbreak, and suicides are some of the bombs that Johnson touches upon in her poignant persuasive narrative, “Bombs Bursting in Air”. She presents a story, drifts off into musings of tragedies or “bombs” that have dropped around her in her life, and then waits until the close of her work to present her thesis. She wants to convince her audience that despite the destruction and sadness that comes with life, it is worth living and worth seeing the positive in spite of the wreckage. (2) Johnson begins her Essay by describing a personal experience involving her children and a young friend of theirs who had just received a troubling diagnosis. She uses the singing of the United States National Anthem as a backdrop for the emotional rollercoaster she was experiencing as she contemplated bombs of tragedy bursting in air, and how to answer her children’s questions about the fate of their friend. She proceeds to describe the idyllic nature of childhood, and the sadness that begins to culminate along the road to maturity. She appeals to emotion and uses vivid imagery to evoke powerful responses from her audience. Many of the tragedies can simply be explained away, and blamed on drugs, irresponsibility, or other outside factors. Her story reaches its emotional pinnacle when she describes the death of her best friend, “a beautiful girl of sixteen”, who “went to sleep one January night and never woke up”. In this case, there was no culprit, no reason for her death. “But what really tilted my universe was the nakedness of my realization that there was no ‘if only’. There were no drugs, no careless actions, no crimes, no accidents, nothing I could focus on to explain away what had happened. She had simply died. This could only mean that there was no magic barrier separating me and my loved ones from the bombs.” (3)	(1) 文章一开头介绍了“bomb”这个词，将人们传统观念中这个词语的意思与其另外一层含义做对比，引出原文中的论述。 (2) 这几句话高度概括了原文的主要内容以及论证方法，体现了范文作者的概括分析能力。 (3) 分析了原文的论证过程，很有逻辑性。

This incident could serve as a road to hopelessness, existential depression, and ultimately, faithlessness in life itself. However, Johnson urges her readers to see a glimmer of silver within the emotional detritus of loss and sadness. She contrasts negative events with the positive side effects, using juxtaposition. One example is her failed marriage. She expresses her sadness at the loss of love and the disintegration of her marital bond, but love and appreciation for the children that resulted from the relationship. (4)

To convince her audience to maintain hope despite the dire, Johnson finishes her Essay with the extended metaphor of bombs, but uses a more positive explosive as well. "They can blind us, like fireworks at the moment of 15 explosions. If we close our eyes and turn away, all we see is their fiery image. But if we have the courage to keep our eyes open and welcoming, even bombs finally fade against the vastness of the starry sky." This appeal to emotion is highly effective, and casts a ray of hope on an otherwise morose Essay. (5)

(4) 本段这三句体现了范文作者对于高级词汇的使用能力，也说明了范文作者对原文的深度论证方式的理解。

(5) 文章的最后一段分析了原文中使用的一个比喻，同时揭示了这种写法的作用，体现了范文作者的分析能力。

经典单词

myriad	adj. 无数的；种种的 n. 无数，极大数量；无数的人或物
connotation	n. 内涵；含蓄；暗示，隐含意义；储蓄的东西（词、语等）
jarring	adj. 不和谐的；刺耳的；辗转的 n. 辗转声；冲突；震动
poignant	adj. 尖锐的；辛酸的；深刻的；切中要害的
diagnosis	n. 诊断
culminate	vi. 到绝顶；达到高潮；达到顶点 vt. 使结束；使达到高潮
culprit	n. 犯人，罪犯；被控犯罪的人
glimmer	n. 微光；闪光；少许 vi. 闪烁；发微光
fiery	adj. 热烈的，炽烈的；暴躁的；燃烧般的

闪光句子

- 01 The word bomb calls to mind war, devastation, scattered limbs, and violent explosive demises, despite the best efforts of the short-lived slang term that attempted to soften the word, change its meaning, and assign it to a person or thing's awesomeness.

这句话中运用了很多复合句，如 despite 引导的让步状语从句，that 引导的定语从句，很有

条理地解释了 bomb 这个词语的含义，体现了作者对于多种句法的运用能力。

02 Her story reaches its emotional pinnacle when she describes the death of her best friend, “a beautiful girl of sixteen”, who “went to sleep one January night and never woke up”.
这句话的亮点在于 reach its emotional pinnacle 的运用，表现出作者对于词组的使用能力。

03 She expresses her sadness at the loss of love and the disintegration of her marital bond, but love and appreciation for the children that resulted from the relationship.

这句话用一个小词 but 连接，以及 result from 这个词组表示原因，避免了再使用一个从句来修饰的尴尬。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Nude Statues Exhibited in Museums

From time to time the question arises whether certain nude statues shall be exhibited in the museums of art where they are to be seen by the general public, —by children from the schools as well as by scholars from the universities. (1) And from time to time the answer to the question is hotly debated, usually without agreement. Those who are concerned about the morals of the public maintain that grave harm is done by such exhibitions. Those who believe that beauty is its own excuse for being have scornful words for spectators who find evil where, most certainly, no evil was intended. Such controversies usually start from a prioril assumptions, and seldom lead to any useful end.

The question is capable of a practical solution that will be accepted by everyone. It is universally admitted that public libraries must reserve certain books from general circulation. In the same way, it is reasonable to affirm that a public museum of art may be justified in excluding certain statues. (2) There need be no discussion of the first principles of morals or of beauty. The solution reached must rest on practical grounds. Moralists will justify it for one set of reasons; artists will accede to it for another.

Every librarian knows what books to reserve for the exclusive use of persons of mature age; and every curator of a museum is likewise bound to admit that his public must be considered. The general principle is entirely clear. There is no great difficulty in carrying it out in its details. The analogy between public libraries and public museums helps us to decide as to special points. (3)

If a certain book offends any considerable number of persons, it should be placed on the reserved list, even though a considerable number of other persons may find no harm in it. No librarian would seek to enforce his private judgment in such a matter against the protests of a large group of respectable persons of a different opinion. The same procedure should be followed in arranging the statues in a museum open to the general public. (4)

I, personally, find no harm in the statue of—from Pompeii. It interests me in

(1) 开头阐述了对立的双方及代表性的群体, 展现了对博物馆里裸体雕塑持有异议的双方。

(2) 将可能有碍观瞻的博物馆展品与图书馆中可能有的书进行比较。

(3) 将裸体雕塑与煽动性图书类比, 激发读者的思考。

(4) 提出对博物馆安放裸体雕塑展品的建议——划分限制区。

itself, as a thing of beauty, and as an index of the feeling of the people who produced it. It was, in Pompeii, so placed that only adults saw it, probably.

(5) If the citizen of a modern American town, two thousand years later, finds offense in it, for himself or for his children, I will not blame him. His point of view is essentially different from that of the Roman of that earlier day. His child's point of view is utterly different. He, as a citizen, pays the taxes that support his museum. (6)

His opinion, therefore, deserves respect, even though he may be, from my point of view, uncultivated, intolerant, and unreasonable. If any considerable number of such citizens are offended, for themselves or for their children, I, for one, will not object if their opinions are respected by the public officer who is their servant as well as mine. Let the offending statue go to a reserved room, just as an offending book in the public library goes to a reserved shelf. Anyone who has a right to see the statue will be admitted to do so by the curator. The general public is, on the whole, better off without access to the book, and, on the whole, the general public will be better off without access to the statue. (7)

I can remember when Balzac's novels were kept on the top shelf, though now they are freely given out in many public libraries. It was, in my opinion, a loss that they were so long reserved. I acquiesced in the reservation, however, since it was demanded by a considerable number of intelligent people. (8) I do not think they are good food for children, even now. The same principle can be, and should be, applied in public museums of art. If the public demands that the Discobolus should be relegated to an attic because it is unclothed, very well, let it go there. Let me have the key to the attic when I wish it. If the statue is really good and pure, as thousands of good people believe, it will, by and by, be brought down to the main hall.

In the meantime, let us wait. There is no hurry. Do not let us oppose our canon of taste, however cultivated, to a canon of morals held by a considerable number of sincere persons, however mistaken.

(5) 使用庞贝雕塑的历史典故激发观众的理解和共鸣。

(6) 辩证地指出 2000 年后当美国人再来看庞贝雕塑时可能会觉得被冒犯。

(7) 指出两方阵地都是根据之前的情感和设想等得出的结论。

(8) 指出这场讨论不会得出确切的答案,也不存在正确或错误的一方。

范文	点评
In the above passage, the author confronts an issue that has plagued museum curators of the past and continues to plague them to this day. This issue concerns the display of nude statues and other works	

of art that could be deemed **offensive** to the eyes and moral sensibilities of certain **patrons**. (1) In order to convey his opinion and convince his audience to either agree with his stance or contemplate the topic further, he relies on a few techniques of persuasion. The most effective and commonly employed technique that the author utilizes is comparing potentially offensive material in museums to potentially **inflammatory** books in libraries. He also bluntly expresses his opinion using emotionally charged language with powerful connotations. He then uses reasoning to wrap up his argument and show that his **stance** is not of the kneejerk variety, but is a well-thought out, logical conclusion to be drawn from the realms of reason instead of emotion. (2)

The author presents the two sides that generally butt heads on this topic of nudes in museums: “those who are concerned about the morals of the public maintain that grave harm is done by such exhibitions, and those who believe that beauty is its own excuse for having **scornful** words for spectators who find evil where, most certainly, no evil was intended.” He asserts that both camps are coming from an emotional place of adherence to prior assumptions, which do not give way to well-formed arguments for or against the statues, since the aforementioned opinions are ones born of emotion and prior conditioning. (3)

In order to support his sound, well-thought argument, he challenges his readers to compare the issue of nudity in a museum to the issue of “offensive” books in a library. His analogy is **seamless**, and functions on multiple levels, which helps the reader interpret the issue at hand. Every librarian knows what books to reserve for the exclusive use of persons of mature age; and every curator of a museum is likewise bound to admit that his public must be considered. (4) The general principle is entirely clear. There is no great difficulty in carrying it out in its details.

The analogy between public libraries and public museums helps us to decide as to special points. “If a certain book offends any considerable number of persons, it should be placed on the reserved list, even though a considerable number of other persons may find no harm in it. No librarian would seek to enforce his private judgment in such a matter against the protests of a large group of respectable persons of a different opinion. The same procedure should be followed in arranging the statues in a museum open to the general public.” He follows this analogy with heavy words that convey his

(1) 开篇介绍了原文探讨的长期困扰博物馆馆长的一个问题——是否应该展列裸体雕像。

(2) 概述了原文用到的主要论证方法和修辞手法——类比、情感和说理。

(3) 分析了原文对博物馆里裸体雕塑持有异议的两方的态度及思考，体现了范文作者分析和理解文章论证思路的能力。

(4) 转述了原文中关于图书馆和博物馆对比的分析。

thoughts on museumgoers who find themselves offended by art conveying the human body. He calls them “uncultivated, intolerant, and unreasonable”, and then goes on to say that he has no control over the court of public opinion, however this should not **infringe** on the rights of those who do wish to see the “offending” work. (5) The work should be available to all, but out of the view of the easily offended.

In short, the author steps aside from his personal beliefs to arrive at a solution that considers both warring groups. Since a museum, like a library, is a public institution, the opinion of the public must be considered, however “uncultivated, intolerant, and unreasonable” it may seem. (6)

(5) 分析了原文的态度和建议, 体现出范文作者对原文推理论证过程的准确理解。从写作角度看, 也体现出范文作者对复杂句型的运用能力。

(6) 尾段总结了原文的结论并分析了这样做的原因。

经典单词

plague	<i>n.</i> 瘟疫, 麻烦, 灾祸 <i>vt.</i> 折磨, 烦扰, 造成麻烦
offensive	<i>adj.</i> 令人不快的, 侮辱的, 攻击用的 <i>n.</i> 进攻
patron	<i>n.</i> 赞助人, 保护人, 老主顾
inflammatory	<i>adj.</i> 煽动性的, 使激怒的, 炎症的, 发炎的
scornful	<i>adj.</i> 轻蔑的
stance	<i>n.</i> 立场; 姿态; 位置; 准备击球姿势
infringe	<i>v.</i> 破坏, 犯, 违反
seamless	<i>adj.</i> 无缝的

闪光句子

01 In order to convey his opinion and convince his audience to either agree with his stance or contemplate the topic further, he relies on a few techniques of persuasion.

该句使用了 **in order to** 不定式表目的和 **either...or...** 的搭配, 内容上阐述了原文作者使用的表达方式和论证意图。

02 The author presents the two sides that generally butt heads on this topic of nudes in museums: “those who are concerned about the morals of the public maintain that grave harm is done by such exhibitions, and those who believe that beauty is its own excuse for having scornful words for spectators who find evil where, most certainly, no evil was intended.”

该句使用了 that 引导的宾语从句和 who 引导的定语从句，冒号后的解释说明句由 and 连接的两个并列句构成。

03 Every librarian knows what books to reserve for the exclusive use of persons of mature age; and every curator of a museum is likewise bound to admit that his public must be considered.

该句使用了 what 引导的宾语从句和 and 引导的并列句，使用了较多高级词汇。内容上对比了图书管理员和博物馆馆长在对待敏感物品时的共同态度。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 34

Making a Home in a Restless World

*In the passage below from *Staying Put: Making a Home in a Restless World*, Scott Russell Sanders responds to an essay by Salman Rushdie, a writer who left his native India for England. Rushdie describes the “effect of mass migrations” as being “the creation of radically new types of human being: people who root themselves in ideas rather than places.” Read the Sanders passage carefully. Then write an essay in which you analyze the strategies Sanders uses to develop his perspective about moving.*

Claims for the virtues of shifting ground are familiar and seductive to Americans, this nation of restless movers. From the beginning, our heroes have been sailors, explorers, cowboys, prospectors, speculators, backwoods rambler, rainbow-chasers, vagabonds of every stripe. Our Promised Land has always been over the next ridge or at the end of the trail, never under our feet. One hundred years after the official closing of the frontier, we have still not shaken off the romance of unlimited space. If we fish out a stream or wear out a field, or if the smoke from a neighbor's chimney begins to crowd the sky, why, off we go to a new stream, a fresh field, a clean sky. (1)

In our national mythology, the worst fate is to be trapped on a farm, in a village, in the sticks, in some dead-end job or unglamorous marriage or played-out game. Stand still, we are warned, and you die. Americans have dug the most canals, laid the most rails, built the most roads and airports of any nation.

In the newspaper I read that, even though our sprawling system of interstate highways is crumbling, the president has decided that we should triple it in size, and all without raising our taxes a nickel. Only a populace drunk on driving, a populace infatuated with the myth of the open road, could hear such a proposal without hooting.

So Americans are likely to share Rushdie's enthusiasm for migration, for the “hybridity, impurity, intermingling, the transformation that comes of new and unexpected combinations of human beings, cultures, ideas, politics, movies, songs”. Everything about us is mongrel, from race to language, and we are stronger for it. (2) Yet we might respond more skeptically when

(1) 首段介绍背景, 说明美国人民对迁徙具有特殊的感情。

(2) Rushdie 指出大规模迁移导致人、文化、思想、政治、电影和歌曲的融合。

Rushdie says that “to be a migrant is, perhaps, to be the only species of human being free of the shackles of nationalism (to say nothing of its ugly sister, patriotism)”. Lord knows we could do with less nationalism (to say nothing of its ugly siblings, racism, religious sectarianism, or class snobbery). But who would pretend that a history of migration has immunized the United States against bigotry? And even if, by uprooting ourselves, we shed our **chauvinism**, is that all we lose?

In this hemisphere, many of the worst abuses—of land, forests, animals, and communities—have been carried out by “people who root themselves in ideas rather than places”. (3) Rushdie claims that “migrants must, of necessity, make a new imaginative relationship with the world, because of the loss of familiar habitats”. But migrants often pack up their visions and values with the rest of their baggage and carry them along. The Spaniards devastated Central and South America by imposing on this New World the religion, economics, and politics of the Old. Colonists brought slavery with them to North America, along with smallpox and Norway rats. The Dust Bowl of the 1930s was caused not by drought but by the transfer onto the Great Plains of farming methods that were suitable to wetter regions. The habit of our industry and commerce has been to force identical schemes onto differing locales, as though the mind were a cookie-cutter and the land were dough. (4)

I quarrel with Rushdie because he articulates as eloquently as anyone the orthodoxy that I wish to counter: the belief that movement is inherently good, staying put is bad; that uprooting brings tolerance, while rootedness breeds intolerance; that imaginary homelands are preferable to geographical ones; that to be modern, enlightened, fully of our time is to be displaced. Wholesale displacement may be inevitable; but we should not suppose that it occurs without disastrous consequences for the earth and for ourselves. People who root themselves in places are likelier to know and care for those places than are people who root themselves in ideas. When we cease to be migrants and become inhabitants, we might begin to pay enough heed and respect to where we are. By settling in, we have a chance of making a durable home for ourselves, our fellow creatures, and our descendants. (5)

(3) 提醒读者被 Rushdie 忽略的历史上大规模迁移造成的灾难。对 Rushdie 的观点做出巧妙的回击，用 Rushdie 自己的话去反驳他自己，指出在世界上，许多土地、森林、动物和社区等的滥用正是那些将自己根植于想法而非地域的人们造成的。

(4) 使用饼干模具这一类比试图激起读者的愤慨之情。

(5) 指出迁移的人们往往忽略特定地区人民的独特性，而仅仅使之屈服于想要迁徙的共同意愿，向读者提出美国人民对迁徙具有浪漫主义情怀的严重后果。

范 文	点 评
Scott Russel Sanders, the author of this excerpt “Staying Put: Making a Home in a Restless World”, presents an argument against an opinion put forth by Salman Rushdie. Rushdie, who left India to move to England, is a formidable force to spar against. (1) Sanders must construct an argument that is convincing enough to sway his audience while toppling the logic of a very famous, very intelligent, and very well-respected man such as Salman Rushdie. Rushdie argues that a side effect of mass migration is a new breed of person, shaped by ideas. Sanders uses fantastic, logical reasoning to counter Rushdie's statements, and bolsters his well-structured argument with powerful word choice. (2) Rushdie claims that this intense migration period has given rise to “people who root themselves in ideas rather than places”. He asserts that “migrants must, of necessity, make a new imaginative relationship with the world, because of the loss of familiar habitats”. Sanders sees the flaw in this statement, and uses pathos to help his argument take hold in the minds and hearts of his readers. (3) Sanders counters Rushdie with a brilliant riposte that points to gaps in Rushdie's logic, using Rushdie's own words to condemn him. “In this hemisphere, many of the worst abuses—of land, forests, animals, and communities—have been carried out by people who root themselves in ideas rather than places.” He then reminds the readers of historical disasters carried out by other mass-migrants from history that Rushdie seems to have forgotten to acknowledge. The Spaniards kicked off the Columbian Exchange, which devastated the indigenous population of the Americans with microbes and warfare. Sanders also recalls the Dust Bowl, which was not a disaster to be blamed on nature and her shortcomings alone, but on the actions of migrants who employed farming techniques from wetter climates to the dry plains in the American West. (4) “The habit of our industry and commerce has been to force identical schemes onto differing locales, as though the mind were a cookie-cutter and the land were dough.” This analogy serves to ignite the emotions of his readers, since cookie cutters have become an insulting thing to be compared to lately, not to mention the fact that humanity is ignoring the individuality of locals and merely making it bend to our collective wills to move.	(1) 首段开门见山, 点明原文的主题并强调原文论辩的难度。 (2) 简要概括原文使用的主要论证技巧。 (3) 这三句阐述了 Rushdie 的主要观点和论据, 并指出原文作者的反驳。 (4) 简要概括了原文中列举的几个例子, 说明了大量移民曾造成的历史灾难。

Sanders believes that it is hard for Americans to disagree with Rushdie, since Americans are wont to move to settle the increasingly elusive wilderness. Movement is highly romanticized in the United States; it is quintessentially American to continue to expand, to seek blue skies after we have darkened the sky in our own backyards with our “chimneys”. (5) That is a wholly destructive way of life, according to Sanders, and he realizes that it is difficult to convince the masses to abandon their deeply held views “that movement is inherently good, staying put is bad; that uprooting brings tolerance, while rootedness breeds intolerance”. However, he manages to put forth a highly convincing argument by challenging his readers to take the consequences of their mobility into account. By doing this, he gives his readers a challenge; this challenge is to consider the impact of a highly mobile society, even if it is an uncomfortable thought to be saddled with.

Overall, Sanders forms a logical argument that is more than sufficient to poke holes in Rushdie's statements. (6)

(5) 指出美国人民对迁徙具有浪漫主义情怀，融入了自己的思考，体现了范文作者的分析能力。

(6) 结尾段一句话总结了原文论证的有效性，简洁有力。

经典单词

chauvinism	<i>n.</i> 沙文主义，盲目的爱国心，偏见
formidable	<i>adj.</i> 强大的，可怕的，难对付的
spar	<i>n.</i> 【航海】船柱，金属柱 <i>n.</i> 拳击赛，争吵 <i>vi.</i> 拳击，争吵
give rise to	引起（使发生，导致）
pathos	<i>n.</i> 感伤，悲恹，悲情
riposte	<i>n.</i> 机敏的反驳或应答，[剑] 挡后回刺 <i>vi.</i> 还击，敏锐地反驳
quintessential	<i>adj.</i> 精粹的，精髓的，典型的
uproot	<i>vt.</i> 连根拔起，根除
saddle	<i>n.</i> 鞍，车座，山脊，拖具 <i>vt.</i> 装以马鞍，使负担 <i>vi.</i> 装马鞍

闪光句子

- 01 Sanders must construct an argument that is convincing enough to sway his audience while toppling the logic of a very famous, very intelligent, and very well-respected man such as Salman Rushdie.

本句使用了 **that** 引导的定语从句和 **while** 引导的比较状语从句，连用三个 **very** + 形容词修饰突出了驳倒 Salman Rushdie 的难度之大。

02 He then reminds the readers of historical disasters carried out by other mass-migrants from history that Rushdie seems to have forgotten to acknowledge.

该句使用了 **remind...of...** 的搭配和过去分词作后置定语的表达以及 **that** 引导的定语从句，表达形式丰富多样，读来一气呵成。

03 This analogy serves to ignite the emotions of his readers, since cookie cutters have become an insulting thing to be compared to lately, not to mention the fact that humanity is ignoring the individuality of locals and merely making it bend to our collective wills to move.

该句使用了 **that** 引导的同位语从句和 **since** 引导的原因状语从句，并用到了高级词汇和表达，内容上也体现了作者丰富的背景知识。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 35

Childhood

The passage below is from an essay written by an early 20th century British poet.

Play is not for every hour of the day, or for any hour taken at random. There is a tide in the affairs of children. Civilization is cruel in sending them to bed at the most stimulating time of dusk. Summer dusk, especially, is the frolic moment for children, baffle them how you may. They may have been in a pottering mood all day, intent upon all kinds of close industries, breathing hard over choppings and poundings. But when late twilight comes, there comes also the punctual wildness. The children will run and pursue, and laugh for the mere movement—it does so jolt their spirits. (1)

What remembrances does this imply of the hunt, what of the predatory dark? The kitten grows alert at the same hour, and hunts for moths and crickets in the grass. (2) It comes like an imp, leaping on all fours. The children lie in ambush and fall upon one another in the mimicry of hunting. The sudden outbreak of action is complained of as a defiance and a rebellion. Their entertainers are tired, and the children are to go home. But, with more or less of life and fire, the children strike some blow for liberty. It may be the impotent revolt of the ineffectual child, or the stroke of the conqueror; but something, something is done for freedom under the early stars.

This is not the only time when the energy of children is in conflict with the weariness of men. But it is less tolerable that the energy of men should be at odds with the weariness of children, which happens at some time of their jaunts together, especially, alas! in the jaunts of the poor. (3)

Of games for the summer dusk when it rains, cards are most beloved by children. Three tiny girls were to be taught “Old Maid” to beguile the time. One of them, a nut-brown child of five, was persuading another to play. “Oh, come,” she said, “and play with me at ‘New Maid’.” (4)

The time of falling asleep is a child’s immemorial and incalculable hour. It is full of traditions, and beset by antique habits. The habit of prehistoric races has been cited as the only explanation of the fixity of some customs in mankind.

(1) 首段使用生动的如诗般的语言描述了孩子在日落后的活跃，引出矛盾。

(2) 指出小猫也在黄昏后的这段时间里表现得最为活跃，说明这是自然规律。

(3) 指出家长与孩子的精力差异是引发矛盾的原因。

(4) 使用想象的、怀旧的表达激起读者的回忆和共鸣。

But if the inquirers who appeal to that beginning remembered better their own infancy, they would seek no further. See the habits in falling to sleep which have children in their thralldom. (5) Try to overcome them in any child, and his own conviction of their high antiquity weakens your hand.

Childhood is antiquity, and with the sense of time and the sense of mystery is connected forever to the hearing of a lullaby. (6) The French sleep-song is the most romantic. There is in it such a sound of history as must inspire any imaginative child, falling to sleep, with a sense of the incalculable; and the songs themselves are old. “Le Bon Roi Dagobert” has been sung over French cradles since the legend was fresh. The nurse knows nothing more sleepy than the tune and the verse that she herself slept to when a child. The gaiety of the thirteenth century, in “Le Pont d’Avignon”, is put mysteriously to sleep, away in the tête à tête of child and nurse, in a thousand little sequestered rooms at night. “Malbrook” would be comparatively modern, were not all things that are sung to a drowsing child as distant as the day of Abraham.

If English children are not rocked to many such aged lullabies, some of them are put to sleep to strange cradle-songs. The affectionate races that are brought into subjection sing the primitive lullaby to the white child. Asiatic voices and African persuade him to sleep in the tropical night. His closing eyes are filled with alien images. (7)

(5) 将被逼迫休息的孩子比喻成“奴隶”，体现了作者强烈的情感。

(6) 让读者思考孩子们在黄昏后精力充沛的原因，指出家长的干预反而扰乱了孩子身体的自然规律。

(7) 作者认为日落后孩子们的精力充沛才是自然规律，家长强行让他们休息是不科学的。

范 文	点 评
The author of this passage, a 20th century British poet, dissects the strangeness of English parents' propensity to whisk their children off to bed at a time that is unnatural for the child to feel the pull of sheets and pillows and sleep. (1) Using vivid, poetic language, the author describes the conflict between the natural inclination of children to experience a burst of energy as the sun sets and dusk overtakes the earth, while their parents feel exhaustion that comes as a frustrating side effect of workday hours put into place by businesses and culture itself. He then describes lullabies in similarly colorful detail. The purpose of his paper is not easily discerned, since it does not present a clear, blunt argument. However, if one reads a bit closer, one can see that he desires to entertain his audience by describing childhood nights in flowery, ornate language that allows a handful beautiful scenes and remnants of old lullabies to weave a lovely image	(1) 首句概括了原文主旨——分析家长催促孩子休息的不合理性，开门见山，体现了范文作者理解文章的能力。

in the readers' mind. (2) By playing with the powerful tool of nostalgia through imagery, the author persuades the reader to think about why children go wild at dusk, and how our rigid schedule has contradicted the natural rhythm of a child's day.

When the author refers to the "affairs" of children, he is drawing a line of connection between the schedule of a child and the schedule of an adult, referring to play and energy levels as "affairs", almost as if one would refer to a schedule at work. This parallel is useful, as he accuses civilization of meddling in the natural rhythm of play. "Civilization is cruel in sending them to bed at the most stimulating time of dusk. Summer dusk, especially, is the frolic moment for children, baffle them how you may." He supports his argument that children should be allowed to play in the soft dusk by observing that animals find stimulation in this special time of day as well. (3) "The kitten grows alert at the same hour, and hunts for moths and crickets in the grass." He compares children's games, like hide and seek or tag, to "mimicry" of a wilder period in human history, and cites remnants of the hunt as the reason that children desire to pounce and run wild at dusk. The words that he chooses to describe this time and the games that children play evoke serenity, simplicity, beauty, and joy. (4) By using this romantic language to describe children playing at dusk, he convinces his reader to think of the times where they longed to run and play in open spaces as the sun dipped below the horizon line.

His most convincing persuasive technique can be found after he describes play at dusk. "...it is less tolerable that the energy of men should be at odds with the weariness of children." He punctuates his lament with a dramatic "alas!" He states, "childhood is antiquity". This means that the instincts that children display are in actuality echoes of a more natural, untamed state of nature, which is difficult to stem by sheer will and desire. (5) "See the habits in falling to sleep which have children in their thralldom. Try to overcome them in any child, and his own conviction of their high antiquity weakens your hand." The use of the word "thralldom" is particularly telling; by using such a strong word, he points out how difficult it is for children to break from their habits that are part of their ancient nature. This is why we sing lullabies, to hypnotize them and bend them to our schedules.

Overall, this passage is rife with beautiful descriptions, and the persuasive elements are deftly concealed beneath a veil of idyllic nostalgia. (6)

(2) 分析了原文作者写作的意图，融入了自己的思考。

(3) 阐述了原文的推理论证过程：以动物为例进行类比。

(4) 推敲了原文的词汇表达，并指出其优点。

(5) 分析了原文中最具说服力的论证技巧和强烈情感。

(6) 尾段对原文做出了整体评价，体现了范文作者的分析与总结能力。

经典单词

dissect	v. 仔细分析
propensity	n. 倾向, 习性, 嗜好
lullaby	n. 摇篮曲, 催眠曲
frolic	adj. 嬉戏的, 欢乐的
pounce	v. 突袭, 猛扑
at odds with	与……不和, 差异
punctuate	v. 强调, 加标点
in actuality	adv. 现实中, 事实上
thralldom	n. 束缚, 奴隶
idyllic	adj. 牧歌的, 田园诗的

闪光句子

- 01** The purpose of his paper is not easily discerned, since it does not present a clear, blunt argument. However, if one reads a bit closer, one can see that he desires to entertain his audience by describing childhood nights in flowery, ornate language that allows a handful beautiful scenes and remnants of old lullabies to weave a lovely image in the readers' mind.

该句使用转折句式, 不但成功概括了原文作者极富诗意的语言特色, 而且很好地总结了作者的写作意图。

- 02** When the author refers to the “affairs” of children, he is drawing a line of connection between the schedule of a child and the schedule of an adult, referring to play and energy levels as “affairs”, almost as if one would refer to a schedule at work. This parallel is useful, as he accuses civilization of meddling in the natural rhythm of play.

本句话通过对重点词的分析, 体现出答题者对文章主旨有着非常好的把握, 且对细节之处有着敏锐的嗅觉。

- 03** The words that he chooses to describe this time and the games that children play evoke serenity, simplicity, beauty, and joy.

该句虽短, 但四个形容词用得非常传神, 把原文作者笔下孩子们的天性准确、全面地总结了出来。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 36

Plessy v. Ferguson

The following passage is from Plessy v. Ferguson, 1896.

It is one thing for railroad carriers to furnish, or to be required by law to furnish, equal accommodations for all whom they are under a legal duty to carry. It is quite another thing for government to forbid citizens of the white and black races from traveling in the same public conveyance, and to punish officers of railroad companies for permitting persons of the two races to occupy the same passenger coach. (1) If a state can prescribe, as a rule of civil conduct that whites and blacks shall not travel as passengers in the same railroad coach why may it not so regulate the use of the streets of its cities and towns as to compel white citizens to keep on one side of a street, and black citizens to keep on the other? Why may it not, upon like grounds, punish whites and blacks who ride together in street cars or in open vehicles on a public road or street? Why may it not require sheriffs to assign whites to one side of a court room, and blacks to the other? And why may it not also prohibit the commingling of the two races in the galleries of legislative halls or in public assemblages convened for the consideration of the political questions of the day? Further, if this statute of Louisiana is consistent with the personal liberty of citizens, why may not the state require the separation in railroad coaches of native and naturalized citizens of the United States, or of Protestants and Roman Catholics? (2)

The white race deems itself to be the dominant race in this country. And so it is, in prestige, in achievements, in education, in wealth, and in power. So, I doubt not, it will continue to be for all time, if it remains true to its great heritage, and holds fast to the principles of constitutional liberty. But in view of the constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. (3) The humblest is the peer of the most powerful. The law regards man as man, and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved. It is therefore to be regretted that this

(1) 开篇指出政府禁止白人和黑人使用同一交通工具的荒谬性, 引发读者思考。

(2) 提出了一系列问题, 阐明了黑人在这个种族不公平的时代所面临的种种尴尬待遇。

(3) 使读者思考宪法的基础——法律面前人人平等, 指出黑人被剥夺了许多应有的权利。

high tribunal, the final expositor of the fundamental law of the land, has reached the conclusion that it is competent for a state to regulate the enjoyment by citizens of their civil rights solely upon the basis of race.

In my opinion, the judgment this day rendered will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott Case. (4)

It was adjudged in that case that the descendants of Africans who were imported into this country, and sold as slaves, were not included nor intended to be included under the word “citizens” in the constitution, and could not claim any of the rights and privileges which that instrument provided for and secured to citizens of the United States; that, at the time of the adoption of the constitution, they were “considered as a subordinate and inferior class of beings, who had been subjugated by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the government might choose to grant them”. (5) The recent amendments of the constitution, it was supposed, had eradicated these principles from our institutions.

I am of opinion that the state of Louisiana is inconsistent with the personal liberty of citizens, white and black, in that state, and hostile to both the spirit and letter of the constitution of the United States. If laws of like character should be enacted in the several states of the Union, the effect would be in the highest degree mischievous. Slavery, as an institution tolerated by law, would, it is true, have disappeared from our country; but there would remain a power in the states, by sinister legislation, to interfere with the full enjoyment of the blessings of freedom, to regulate civil rights, common to all citizens, upon the basis of race, and to place in a condition of legal inferiority a large body of American citizens, now constituting a part of the political community, called the People of the United States, for whom, and by whom through representatives, our government is administered. Such a system is inconsistent with the guaranty given by the constitution to each state of a republican form of government, and may be stricken down by congressional action, or by the courts in the discharge of their solemn duty to maintain the supreme law of the land, anything in the constitution or laws of any state to the contrary notwithstanding. (6)

For the reason stated, I am constrained to withhold my assent from the opinion and judgment of the majority.

(4) 将历史上的法律依据 (Dred Scott) 与现在的法律案例进行对照, 强调了这些不公正的法律将导致的严重危害。

(5) 论证了黑人在白人统治下遭受的不公平待遇, 表达了作者的同情之心。

(6) 反映了若国家选择那样做的话, 不同群体的公民权利可能随时被否定。

范 文	点 评
All humans have a right to exist on earth, as not one person is more worthy than the next. Cruelties and injustices against individuals and/or groups of people based upon religion, race, gender, and nationality is truly an atrocity—especially when the government supports such behavior against its citizens and inhabitants. In the case of Plessy v. Ferguson, the author crafts a strong argument against the mistreatment and segregation of whites and blacks in Louisiana, as he in good faith makes it clear that he will not agree to and/or support such constitutional contradictions. He states his argument through historical facts, expressive language, and rhetorical questions. (1) “If a state can prescribe, as a rule of civil conduct that whites and blacks shall not travel as passengers in the same railroad coach why may it not so regulate the use of the streets of its cities and towns as to compel white citizens to keep on one side of a street, and black citizens to keep on the other?” is used to lay the groundwork of his argument that described current events of 1896 when his passage was written. The author begins his passage by calling to attention the specifics of the Plessy v. Ferguson case regarding the railway system. He diplomatically expresses that it's one thing for railroad carriers to be obliged by law to provide proper accommodations to its passengers while in journey, yet it's another thing for the law to forbid both whites and blacks from occupying the same passenger coach and to punish officers of the railroad for permitted both races to be integrated in the same space. (2) He poses a series of rhetorical questions that sheds light on the displeasing treatment faced by black people in a time of great racial injustice. “If this statute of Louisiana is consistent with the personal liberty of citizens, why may not the state require the separation in railroad coaches of native and naturalized citizens of the United States, or of Protestants and Roman Catholics?” By contemplating what the author suggests, he makes it clear that civil rights of various groups of people despite race, religion, and nationality could be called into question at any given time if in fact a state chooses to do so—against the American constitution. (3) He urges the reader to reflect upon the basis of the constitution. “In the eye of the law, there is in this country no superior, dominant, ruling class of citizens.	(1) 首段简明扼要地阐述了原文作者的观点和主要论证方法：引用历史事实、富有表现力的语言和多种修辞手法。 (2) 分析了原文所要表达的观点和态度。 (3) 这两句详细阐述了原文的反问修辞的使用和产生的效果。

There is no **caste** here. Our constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. " Then why is it, as he proceeds to argue that blacks are stripped away of their rights to peacefully exist alongside whites.

Having the **foresight** to believe in the **ramifications** of such laws, the author strongly states his opinion that " the judgment this day rendered will, in time, prove to be quite as **pernicious** as the decision made by this tribunal in the Dred Scott Case. " Using historical legal references, he makes a parallel to the current one in discussion. In the Dred Scott Case, he describes that the descendants of Africans who were brought to America against their will and sold as slaves were not included to be " citizens " as expressed in the constitution. Thus, they can't claim any of the rights and privileges to secure their well-being. (4)

By challenging the legal system in Louisiana, the author continues to argue that it's a state that's " inconsistent with the personal liberty of citizens, white and black, in that state, and **hostile** to both the spirit and letter of the constitution of the United States ". He proceeds to say that if other states were to adapt the same principles, the effect would be **horrific** in the deterioration of the Union's laws and values of human rights. He reaffirms that states that conduct themselves against the constitution are in face breaking the **tenants** of the country's most important legal document. (5)

He concludes that for such inconsistencies and injustices, he is certainly not able to be in favor of and support the majority's beliefs and opinions regarding unlawful acts against American citizens—both white and black. (6)

(4) 分析了原文中对现行规定与历史案例的比较。

(5) 以第三人称的方式重述了原文作者对种族隔离政策的不满。

(6) 尾段阐述了原文作者的立场和态度。

经典单词

famish	<i>v.</i> (使) 挨饿, (使) 饥饿
furnish	<i>vt.</i> 布置, 提供, 装备
sinister	<i>adj.</i> 不吉利的, 凶恶的, 左边的
atrocious	<i>n.</i> 暴行
diplomatically	<i>adv.</i> 外交上, 外交地
contemplate	<i>vt.</i> 注视, 沉思, 打算

pernicious	adj. 有害的, 恶性的
ramification	n. 分枝, 分叉, 衍生物, 支流
hostile	adj. 怀敌意的, 敌对的
tenants	n. 房客, 佃户 vt. 居住

闪光句子

- 01 He diplomatically expresses that it's one thing for railroad carriers to be obliged by law to provide proper accommodations to its passengers while in journey, yet it's another thing for the law to forbid both whites and blacks from occupying the same passenger coach and to punish officers of the railroad for permitted both races to be integrated in the same space.

该句使用了 that 引导的宾语从句和 yet 引导的表转折的并列句, 还用到了 it's one thing... yet it's another thing... 的搭配, 表达了原文的论证方式和抒发的强烈感情。

- 02 He poses a series of rhetorical questions that sheds light on the displeasing treatment faced by black people in a time of great racial injustice.

该句使用了 that 引导的定语从句和过去分词短语作后置定语的表达, 内容上概括了原文作者使用的通过问句增强论证的表达方式。

- 03 He reaffirms that states that conduct themselves against the constitution are in face breaking the tenants of the country's most important legal document.

该句使用了 that 引导的宾语从句, 其中又嵌套了一个 that 引导的定语从句, 并用到了高级词汇和表达。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 37

Fenimore Cooper's Literary Offenses

The passage below is excerpted from one of Mark Twain's most famous Essays, "Fenimore Cooper's Literary Offenses". At the time Twain wrote his Essay, Cooper's novels were generally well liked and respected.

If Cooper had been an observer his inventive faculty would have worked better; not more interestingly, but more rationally, more plausibly. Cooper's proudest creations in the way of "situations" suffer noticeably from the absence of the observer's protecting gift. Cooper's eye was splendidly inaccurate. Cooper seldom saw anything correctly. He saw nearly all things as through a glass eye, darkly. (1) Of course a man who cannot see the commonest little every-day matters accurately is working at a disadvantage when he is constructing a "situation". In the Deerslayer tale Cooper has a stream which is fifty feet wide where it flows out of a lake; it presently narrows to twenty as it meanders along for no given reason, and yet when a stream acts like that it ought to be required to explain itself. Fourteen pages later the width of the brook's outlet from the lake has suddenly shrunk thirty feet, and become "the narrowest part of the stream". This shrinkage is not accounted for. The stream has bends in it, a sure indication that it has alluvial banks and cuts them; yet these bends are only thirty and fifty feet long. If Cooper had been a nice and punctilious observer he would have noticed that the bends were often nine hundred feet long than short of it. (2)

Cooper made the exit of that stream fifty feet wide, in the first place, for no particular reason; in the second place, he narrowed it to less than twenty to accommodate some Indians. He bends a "sapling" to form an arch over this narrow passage, and conceals six Indians in its foliage. They are "laying" for a settler's scow or ark which is coming up the stream on its way to the lake; it is being hauled against the stiff current by rope whose stationary end is anchored in the lake; its rate of progress cannot be more than a mile an hour. Cooper describes the ark, but pretty obscurely. In the matter of dimensions "it was little more than a modern canal boat". Let us guess, then, that it was about one hundred and forty feet long. It was of "greater breadth than common". Let us guess then that it was about sixteen feet wide. This leviathan had been prowling down bends which were but a third as long as

(1) 开篇指出 Fenimore Cooper 未能做到观察仔细, 并因此造成其写作的故事中有许多不准确的地方。

(2) 多处引用 Cooper 文章中的描写不准确的例子来支持自己的立场。

itself, and scraping between banks where it only had two feet of space to spare on each side. We cannot too much admire this miracle. A low-roofed dwelling occupies “two-thirds of the ark’s length” —a dwelling ninety feet long and sixteen feet wide, let us say—a kind of vestibule train. The dwelling has two rooms—each forty-five feet long and sixteen feet wide, let us guess. One of them is the bedroom of the Hutter girls, Judith and Hetty; the other is the parlor in the daytime, at night it is papa’s bedchamber. (3)

The ark is arriving at the stream’s exit now, whose width has been reduced to less than twenty feet to accommodate the Indians—say to eighteen. There is a foot to spare on each side of the boat. Did the Indians notice that there was going to be a tight squeeze there? Did they notice that they could make money by climbing down out of that arched sapling and just stepping aboard when the ark scraped by? (4) No, other Indians would have noticed these things, but Cooper’s Indian’s never notice anything. Cooper thinks they are marvelous creatures for noticing, but he was almost always in error about his Indians. There was seldom a sane one among them. The ark is one hundred and forty-feet long; the dwelling is ninety feet long. The idea of the Indians is to drop softly and secretly from the arched sapling to the dwelling as the ark creeps along under it at the rate of a mile an hour, and butcher the family. It will take the ark a minute and a half to pass under. It will take the ninety-foot dwelling a minute to pass under. Now, then, what did the six Indians do? It would take you thirty years to guess, and even then you would have to give it up, I believe. Therefore, I will tell you what the Indians did. Their chief, a person of quite extraordinary intellect for a Cooper Indian, warily watched the canal-boat as it squeezed along under him and when he had got his calculations fined down to exactly the right shade, as he judged, he let go and dropped. (5) And missed the boat! That is actually what he did. He missed the house, and landed in the stem of the scow. It was not much of a fall, yet it knocked him silly. He lay there unconscious. If the house had been ninety-seven feet long he would have made the trip. The error lay in the construction of the house. Cooper was no architect.

There still remained in the **roost** five Indians. The boat has passed under and is now out of their reach. Let me explain what the five did—you would not be able to reason it out for yourself. No. 1 jumped for the boat, but fell in the water astern of it. Then No. 2 jumped for the boat, but fell in the water still further astern of it. Then No. 3 jumped for the boat, and fell a good way astern of it. Then No. 4 jumped for the boat, and fell in the water away astern. Then even No. 5 made a jump for the boat—for he was a Cooper Indian.

(3) 指出 Cooper 的写作很模棱两可，让人摸不着头脑。

(4) 通过向读者提出一系列问题，进一步嘲讽 Cooper 语言描述的不准确。

(5) 质疑 Cooper 小说中的情节和人物的相互作用。

In that matter of intellect, the difference between a Cooper (6) Indian and the Indian that stands in front of the cigar-shop is not **spacious**. The scow episode is really a **sublime** burst of invention; but it does not thrill, because the inaccuracy of details throw a sort of air of fictitiousness and general improbability over it. This comes of Cooper's inadequacy as observer. (7)

(6) 以讽刺的口吻幽默地抨击了 Cooper 小说中细节描写和情节设定的不科学、不准确。

(7) 尾段再次对 Cooper 的小说写作提出了意见。

范 文	点 评
Novels of any sort can provoke a mix of feelings, thoughts, and emotions as per how the reader interprets the author's words. When a writer develops his novel, he could have one intention in mind—in which he seeks to convey to his reader. However, it's always up to the audience to interpret the context through personal experience and perspective. Mark Twain explicitly argues that writer, Fenimore Cooper, created distasteful novels in the series of literary offenses. Although Cooper's novels were appreciated and well received by the public, Twain's famous Essay sheds light on why he isn't in agreement. (1) Contrary to those who appreciated Cooper's works, Twain uses strong language, logic, references to Cooper's texts, and the use of rhetorical questions to bolster his argument. (2) Twain opens his Essay by strongly pointing out that Cooper has failed as a careful observer and in turn creates many inaccuracies when constructing his stories. Twain's harsh criticism attacks Cooper's creative vision and intellect by saying that he "seldom saw anything correctly. He saw nearly all things as through a glass eye, darkly." Twain states that Cooper's vision is so narrow that it puts him at a disadvantage in developing a "situation". In order to strengthen his argument, Twain cites specific examples taken from Cooper's novel, "Deerslayer Tale" regarding the discrepancies written about the size of a stream where it widens and narrows. Although it may seem of trivial interest to the reader, Twain seeks to pick apart Cooper's words and says, "this shrinkage is not accounted for" after going into great detail of how he reaches this conclusion. Twain proceeds to use strong language in stating, "If Cooper had been a nice and punctilious observer he would have noticed that the bends were often	(1) 首段提出原文主题：马克·吐温对小说家 Fenimore Cooper 文章的批判。 (2) 说明原文使用的主要论证手法：强有力的语言、严密的逻辑、反问以及引用 Fenimore Cooper 的文章等。

nine hundred feet long than short of it.” (3)

Twain chooses another example within Cooper's novel to carry forth his argument that pokes holes at further misinformation. In this instance, he describes an ark that Cooper wrote about in an “obscure” manner that leaves the reader to contemplate it on his own accord. Regarding the ark's dimensions, Twain directly cites Cooper's text, “it was little more than a modern canal boat.” Twain is appalled and sarcastically remarks that one must be left guessing when it comes to Cooper's vague thought process. “The ark is arriving at the stream's exit now, whose width has been reduced to less than twenty feet to accommodate the Indians” not only returns to his previous discussion about the inaccuracies written about the lake, but now it also incorporates the ark's relationship to the stream—as both have fault. (4)

By mocking Cooper further, Twain asks the audience a series of rhetorical questions. This call to attention is used to make the reader question Cooper's validity as a writer. “There is a foot to spare on each side of the boat. Did the Indians notice that there was going to be a tight squeeze there? Did they notice that they could make money by climbing down out of that arched sapling and just stepping aboard when the ark scraped by?” Twain boldly states that Indians would have certainly noticed these things, yet Cooper's Indians are incapable of noticing anything. Within the novel's context, Twain continues to question the story's plot and the characters' interactions.

(5) Although it was Cooper's intention to create a heightened sense of drama, Twain sees it as being unrealistic and false. Twain takes it upon himself to answer his very own rhetorical questions and creates an alternate version of Cooper's story as means to provide his audience with a solid grounding for what he believes. “In that matter of intellect, the difference between a Cooper Indian and the Indian that stands in front of the cigar-shop is not spacious.”

In conclusion, Twain expresses that although there could have possibly been excitement to read Cooper's works, his inaccuracies **derail** the reader from taking them seriously and cause them to question fallacies rather than embracing the story at hand. (6) Bluntly stated, Twain draws his own opinions and urges his audience to the same as he expresses that “this comes of Cooper's inadequacy as observer”.

(3) 细致地分析了原文中马克·吐温对 Cooper 论述不准确的举例说明。

(4) 阐述了原文中体现 Cooper 小说漏洞的第二个例子。

(5) 体现出作者对原文推理论证过程的准确理解，以及对于复杂句型的运用能力。

(6) 尾段概括了原文的主要观点，即批判 Cooper 小说中的不准确性。

经典单词

roost	<i>n.</i> 栖木, 鸟窝, 休息所 <i>v.</i> 栖息, 安歇
spacious	<i>adj.</i> 广阔的, 宽敞的
sublime	<i>adj.</i> 高尚的, 壮观的, 卓越的 <i>vt.</i> 提高, 变高尚, 升华 <i>n.</i> 顶峰, 高尚
punctilious	<i>adj.</i> 精密细心的, 一丝不苟的, 谨小慎微的
derail	<i>vt.</i> 使出轨, 阻碍, 扰乱 <i>vi.</i> 出轨
splendid	<i>adj.</i> 辉煌的; 灿烂的; 极好的; 杰出的
canal	<i>n.</i> 运河, 沟渠, 气管, 食管 <i>vt.</i> 建运河, 疏导
prowl	<i>n.</i> 潜行, 徘徊, 悄悄踱步 <i>v.</i> 潜行以觅食, 窥伺, 逡巡于

闪光句子

- 01 Twain chooses another example within Cooper's novel to carry forth his argument that pokes holes at further misinformation.

该句使用了 *that* 引导的宾语从句, 简明扼要地阐述了原文中举例分析的手法和效果。

- 02 Twain is appalled and sarcastically remarks that one must be left guessing when it comes to Cooper's vague thought process.

该句使用了 *that* 引导的宾语从句和 *when* 引导的时间状语从句, 还用到了 *leave sb. doing* 的搭配。此外还用到了高级词汇, 使表达丰富而生动。

- 03 Although it was Cooper's intention to create a heightened sense of drama, Twain sees it as being unrealistic and false.

该句为转折句, 用到了 *see...as...* 的表达和较多高级词汇, 内容上分析了马克·吐温对库珀创作意图的嘲讽。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

From a Vindication of the Rights of Woman

It is difficult for us **purblind** mortals to say to what height human discoveries and improvements may arrive when the gloom of despotism subsides, which makes us stumble at every step; but, when mortality shall be settled on a more solid basis, then, without being gifted with a prophetic spirit, I will venture to predict that woman will be either the friend or slave of man. (1) We shall not, as at present, doubt whether she is a moral agent, or the link which unites man with brutes. But, should it then appear, that like the brutes they were principally created for the use of man, he will let them patiently bite the bridle, and not mock them with empty praise; or, should their rationality be proved, he will not impede their improvement merely to gratify his sensual appetites. He will not, with all the graces of rhetoric, advise them to submit implicitly their understanding to the guidance of man. He will not, when he treats of the education of women, assert that they ought never to have the free use of reason, nor would he recommend cunning and dissimulation to beings who are acquiring, in like manner as himself, the virtues of humanity. (2)

Surely there can be but one rule of right, if morality has an eternal foundation, and whoever sacrifices virtue, strictly so called, to present convenience, or whose duty it is to act in such a manner, lives only for the passing day, and cannot be an accountable creature. The poet then should have dropped his sneer when he says (3)

If weak women go astray,

The stars are more in fault than they.

For that they are bound by the adamantine chain of destiny is most certain, if it be proved that they are never to exercise their own reason, never to be independent, never to rise above opinion, or to feel the dignity of a rational will that only bows to God, and often forgets that the universe contains any being but itself and the model of perfection to which its ardent gaze is turned, to adore attributes that, softened into virtues, may be imitated in kind, though the degree overwhelms the enraptured mind. (4)

(1) 开篇提出对人类的价值和美德的思考,大胆提出挑战社会传统的预言,指出女人要么是男人的朋友,要么是男人的奴隶。

(2) 阐述了对女人的积极对待和消极对待,提供了女人被当成伙伴和被作为玩物时的例子。连用三个“He will not”构成排比,增强论证的气势和说服力。

(3) 批判作诗者缺乏公正。

(4) 强调了认为女人低男人一等的观点是荒谬而不合理的。

If, I say, for I would not impress by declamation when Reason offers her sober light, if they be really capable of acting like rational creatures, let them not be treated like slaves; or, like brutes who are dependent on the reason of man, when they associate with him; but cultivate their minds, give them the salutary, sublime curb of principle, and let them attain conscious dignity by feeling themselves only dependent on God. Teach them, in common with man, to submit to necessity, instead of giving, to render them more pleasing a sex to mortals.

Further, should experience prove that they cannot attain the same degree of strength of mind, perseverance, and fortitude, let their virtues be the same in kind, though they may vainly struggle for the same degree; and the superiority of man will be equally clear, if not clearer; and truth, as it is a simple principle, which admits of no modification, would be common to both. Nay. The order of society as it is at present regulated would not be inverted, for woman would then only have the rank that reason assigned her, and arts could not be practiced to bring the balance even. (5) Much less to turn it.

These may be termed Utopian dreams. Thanks to that Being who impressed them on my soul, and gave me sufficient strength of mind to dare to exert my own reason, till, becoming dependent only on him for support of my virtue, I view, with indignation, the mistaken notions that enslave my sex.

I love man as my fellow; but his scepter, real, or usurped, extends not to me, unless the reason of an individual demands my homage; and even then the submission is to reason, and not to man.

In fact, the conduct of an accountable being must be regulated by the operations of its own reason; or on what foundations rests the throne of God? (6)

It appears to me necessary to dwell on these obvious truths, because females have been insulated, as it were; and while they have been stripped of the virtues that should clothe humanity, they have been decked with artificial graces that enable them to exercise a short-lived tyranny. Love, in their bosoms, taking place of every nobler passion, their sole ambition is to be fair, to raise emotion instead of inspiring respect; and this ignoble desire, like the servility in absolute monarchies, destroys all strength of character. Liberty is the mother of virtue, and if women be, by their very constitution, slaves, and not allowed to breathe the sharp invigorating air of freedom, they must ever languish like exotics, and be reckoned beautiful flaws in nature. (7)

(5) 反映了人的行为应由自己掌控, 指出男人不是万能的统治者。

(6) 指出女人能向男人提供同等的力量和智力。

(7) 重申自由是最重要的人权, 也是最大的美德, 鼓励读者进行自我反思。

范 文	点 评
Women and men are biologically different. They have various strengths and weaknesses that stem directly from gender related issues. However, when one thinks of what it means to be human, both men and women are of equal value. The author creates a compelling argument that supports women's rights and protection through a humanistic approach. (1) She challenges the reader to be mindful of the importance of both male and female civil liberties and that both sexes possess equal importance. She presents her argument through expressive language, comparative statements, rhetorical questions, and a poetic excerpt. (2) The author begins her account by calling into question values and morals that one must contemplate on what it means to be human. She elaborates that as mortals we are bound to make great discoveries yet mistakes also are made through the course of one's life. These missteps, however, can lead to improvement. By making a bold prediction that challenges societal beliefs for when this passage was written, she claims that either "woman will be either the friend or slave of man". (3) In the creation of expressive statements that highlight both the positive and negative treatment of women, she precisely presents what it means for a woman to be equally valued as a rightful companion or devalued as a man's object. "He will not, with all the graces of rhetoric, advise them to submit implicitly their understanding to the guidance of man. He will not, when he treats of the education of women, assert that they ought never to have the free use of reason, nor would he recommend cunning and dissimulation to beings who are acquiring, in like manner as himself, the virtues of humanity." The author uses an excerpt of poetry that was written by a man to shed light on how women have been treated unjustly. (4) "If weak women go astray, the stars are more in fault than they." The author challenges the poet's sentiments in remarking that perhaps he "should have dropped his sneer" when writing on the matter. The author continues to develop her argument by building upon the poem's message as if women "are bound by the adamantine chain of destiny is most certain, if it be proved that they are never to exercise their own reason, never to be independent, never to rise above opinion,	(1) 首段介绍了背景, 引出原文探讨的主题——男女权利的平等。 (2) 总结了原文使用的主要论证手法: 富有表现力的语言, 比照性的描述, 修辞的问句以及诗化的选段。 (3) 分析了原文开篇的描写, 提出了原文的主旨和深层的含义。 (4) 具体剖析了原文中对某个男人写的诗歌的节选的态度和评价。

or to feel the dignity of a rational will that only bows to God”, this only affirms why the idea of a woman being enslaved to man based upon her gender’s birth is absolutely irrational. (5)

She urges the reader to consider a woman’s value and her place alongside of a man—as they can provide each other reciprocal strength and intelligence. She applauds women for their strength of mind and reason—as they also follow their intuition. (6) By asking the rhetorical question, “In fact, the conduct of an accountable being must be regulated by the operations of its own reason; or on what foundations rests the throne of God?” she removes man from being the almighty ruler but rather gives importance that God is the ultimate source of reason and judgment—as he is not human as men and women are. Therefore, she argues it is not up to man, as a mortal, to decide whether or not a woman be stripped of her rights and freedom.

In conclusion, she states that, in fact, she loves her fellow man, as this is not a direct criticism, but a call to awareness and action. Reiterating how liberty is certainly the most important human right, she also expresses how it’s the greatest virtue of all. However, she clearly encourages the reader to self-reflect that “if women be, by their very constitution, slaves, and not allowed to breathe the sharp invigorating air of freedom, they must ever languish like exotics, and be reckoned beautiful flaws in nature.” The decisiveness of her declaration is convincing and honest—she clearly is not afraid to protect her rights and the rights of women in general. (7)

(5) 继续分析了原文作者观点的发展，体现了范文作者的分析能力。

(6) 体现出范文作者对原文推理论证过程的准确理解，也反映了范文作者对高级词汇的使用能力。

(7) 尾段重申了原文的立场和态度，并对其论述的效果进行了评价，指出其维护女权的无畏精神。

经典单词

purblind	adj. 半盲的，视力不佳的，愚钝的
humanistic	adj. 人文主义的，人本主义的，人道主义的
mindful	adj. 深切注意的，留神的，留心的
misstep	n. 失足，过失
sneer	n. 冷笑，嘲笑 v. 嘲笑，冷笑
adamantine	adj. 金刚石制的，非常坚硬的，坚定不移的
throne	n. 王座，君主
languish	v. 变得衰弱无力，失去活力，憔悴，被冷落，苦思，表现出惹人爱怜的倦态

闪光句子 ●

- 01 She challenges the reader to be mindful of the importance of both male and female civil liberties and that both sexes possess equal importance.

该句使用了 challenge sb. to do sth. 的短语及 that 引导的宾语从句。内容上概括了原文作者的主要论点。

- 02 By making a bold prediction that challenges societal beliefs for when this passage was written, she claims that either “woman will be either the friend or slave of man”.

以 by 引导的方式状语开头，其中还嵌套了 that 引导的定语从句和 when 引导的时间状语从句，清晰地阐述了原文的论述方法和结论。

- 03 In the creation of expressive statements that highlight both the positive and negative treatment of women, she precisely presents what it means for a woman to be equally valued as a rightful companion or devalued as a man's object.

该句使用了 that 引导的定语从句和 what 引导的宾语从句。

- 04 She removes man from being the almighty ruler but rather gives importance that God is the ultimate source of reason and judgment—as he is not human as men and women are.

该句使用了 remove...from...这一短语，还用到了 that 引导的宾语从句和 as 引导的原因状语从句。句式多样，因果关系分明。

练习 ●

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Self-Reflection

These are the times that try men's souls. The summer soldier and the sunshine patriot will in this crisis, shrink from the service of his country; but he that stands it NOW deserves the love and thanks of man and woman. (1) Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly; it is dearness only that gives everything its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed, if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER", and if being bound in that manner, is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious, for so unlimited a power can belong only to God. (2)

I have as little superstition in me as any man living, but my secret opinion has ever been, and still is, that God Almighty will not give up a people to military destruction, or leave them unsupportedly to perish, who have so earnestly and so repeatedly sought to avoid the calamities of war, by every decent method which wisdom could invent. Neither have I so much of the infidel in me, as to suppose that he has relinquished the government of the world and given us up to the care of devils; and as I do not, I cannot see on what grounds the king of Britain can look up to heaven for help against us: a common murderer, a highwayman, or a housebreaker, has as good a pretense as he... (3)

I once felt all that kind of anger, which man ought to feel, against the mean principles that are held by the Tories: a noted one, who kept a tavern at Amboy, was standing at his door, with as pretty a child in hand, about eight or nine years old, as I ever saw, and after speaking his mind as freely he thought was prudent, finished with the unfatherly expression, "Well! Give me peace in my day." Not a man lives on the continent but fully believes that a separation must some time or other finally take place, and a generous parent

(1) 开头通过对那些遭受折磨的人类灵魂表示同情，煽动读者的情绪。

(2) 对英国向其百姓征收不合法的税负和剥夺他们的权利表示深深的鄙夷。

(3) 对美国抵抗英国的暴政表示不遗余力的支持。正是英国的高压统治促使了许多英国人逃离本土而成立了美国。

should have said, “If there must be trouble let it be in my day that my child may have peace”; and the single reflection, well applied, is sufficient to awaken every man to duty. Not a place upon earth might be so happy as America. Her situation is remote from all the wrangling world, and she has nothing to do but trade with them. A man can distinguish himself between temper and principle, and I am as confident, as I am that God governs the world, that America will never be happy till she gets clear of foreign dominion. (4) Wars, without ceasing, will break out till that period arrives, and the continent must in the end be conqueror; for though the flame of liberty may sometimes cease to shine, the coal can never expire...

I turn with the warm ardor of a friend to those who have nobly stood and are yet determined to stand the matter out; I call not upon a few, but upon all; not on this state or that state, but on every state; up and help us; lay your shoulders to the wheel; better have too much force than too little, when so great an object is at stake. (5) Let it be told to the future world that in the depth of winter, when nothing but hope and virtue could survive, that the city and the country, alarmed at one common danger, came forth to meet and to repulse it. Say not that thousands are gone, turn out your tens of thousands; throw not the burden of the day upon Providence, but “show your faith by your works”, that God may bless you. It matters not where you live, or what rank of life you hold, the evil or the blessing will reach you all. The far and the near, the Home Counties and the back, the rich and the poor, will suffer or rejoice alike. The heart that feels not now, is dead; the blood of his children will curse his cowardice, who shrinks back at a time when a little might have saved the whole and made them happy. (I love the man that can smile at trouble; that can gather strength from distress, and grow brave by reflection.) ‘Tis the business of little minds to shrink; but he whose heart is firm, and whose conscience approves his conduct, will pursue his principles unto death. My own line of reasoning is to myself as straight and clear as a ray of light. Not all the treasures of the world, so far as I believe, could have induced me to support an offensive war, for I think it murder; but if a thief breaks into my house, burns and destroys my property, and kills or threatens to kill me, or those that are in it, and to “bind me in all cases whatsoever”, to his absolute will, am I to suffer it? What signifies it to me, whether he who does it is a king or a common man; my countryman, or not my countryman; whether it be done by an individual villain or an army of them? If we reason to the root of things we shall find no difference; neither can any just cause be assigned why we should punish in the one case and pardon in the other. (6)

(4) 指出一个人能在脾性和原则之间的博弈上使自己出众。

(5) 提出团结各个州的力量以抵抗保证的迫切性。

(6) 指出当一个国家受到可能使其自由和权利受损的攻击时，战争是不可避免的。

范 文	点 评
War is an act against humanity as many innocent lives are lost, and nations face the destruction and devastation during battle and its aftermath. However, when a nation is threatened and must defend itself against another one that seeks to remove its power, there is no other choice than to fight back. (1) The author conveys his argument in clear and concise language that justifies the battle between Britain and America by using strong language, opinion, historical references, and an examination of personal and national freedom. He expresses an unwavering support to defend America against the British tyranny—the very reason why many of the English departed from their native land to escape from the ill treatment and infringement of their rights. (2) The author begins his passage by stirring up the reader's emotions in the creation of sympathy for the human soul that finds itself in a state of torment. Especially when a man is called into battle, it puts his life at risk for his country. By urging the audience to reflect upon what a soldier must endure to fight against tyranny, he seeks public support by expressing, “he (the soldier) that stands it NOW deserves the love and thanks of man and woman.” With disdain for the British imposition of not only taxing its citizens unlawfully, but decelerating that they are also bound to their country in all aspects, the author argues that not even a nation could strip humans of their Earthly right as “even the expression is impious, for so unlimited a power can belong only to God.” (3) The author interjects his personal beliefs that although he is not all that superstitious, he holds an intention close to his heart that “God Almighty will not give up a people to military destruction, or leave them unsupportedly to perish, who have so earnestly and so repeatedly sought to avoid the calamities of war, by every decent method which wisdom could invent.” Although he clearly doesn't support the horrors of war, the author supports that when a country is under attack—especially an attack that causes harm to their freedom and rights—battle must be conducted. (4) The author expresses sincere confusion as to why the King of Britain would want to inflict suffering on another human being, as all are equally human. The author's reflection truly shows a sympathetic view on humanity as he believes no one should endure such maltreatment against their natural	(1) 开头两句进行背景介绍，引入原文要探讨的主题。 (2) 简要叙述了原文作者使用的主要论证手法——强有力的语言、观点、历史依据以及对个人和国家自由的审视，并对其效果做出了评价。 (3) 细致剖析了原文首段的论证思路，并引申了其背后的隐含意义。 (4) 引用原文部分语句，细致分析了原文作者的情感和要表达的隐含意义。

rights. “I cannot see on what grounds the king of Britain can look up to heaven for help against us: a common murderer, a highwayman, or a housebreaker, has as good a pretense as he...”

The author then **prods** deeper into the psyche of man expressing that one can “distinguish himself between temper and principle”. In defending oneself, he finds the strength to hold true to his core beliefs. Due to America being kept under foreign **dominion**, it's his firm opinion that it's a country that will never be happy until its people are free of the King's rule. The battle must continue as the author expresses “for though the flame of liberty may sometimes cease to shine, the coal can never expire...” With great urgency, the author calls to action an act of solidarity amongst all of the states so that they could defend themselves from the greatest evil of all—tyranny. (5) “Show your faith by your works”, that God may bless you is a moving declaration that stirs up a range of profound sentiment when crafting his argument. He continues, “it matters not where you live, or what rank of life you hold, the evil or the blessing will reach you all. The far and the near, the Home Counties and the back, the rich and the poor, will suffer or rejoice alike.” The author steadily and clearly intertwines a strong sense of morals and ethics when addressing his audience, driving home the point that indeed being human means everyone is in fact of equal value. (6)

In conclusion, by asking a rhetorical question, “but if a thief breaks into my house, burns and destroys my property, and kills or threatens to kill me, or those that are in it, and to ‘bind me in all cases whatsoever’, to his absolute will, am I to suffer it?” At this point, not only does the author share insight into his deep introspection, but he questions the thoughts of his fellow man—in highlighting what actions need to be taken in terms of self-protection and protecting one's nation. (7)

(5) 体现了范文作者对高级词汇的使用能力，也说明了对原文深度论证方式的理解。

(6) 再次点明原文的主旨。

(7) 结束全文，论证了原文中提出的自卫战争的合理性。

经典单词

celestial	<i>adj.</i> 天上的，非凡的 <i>n.</i> 天神 Celestial <i>adj.</i> 中国的，中国人的 <i>n.</i> 中国人
impious	<i>adj.</i> 不敬的，不孝的
aftermath	<i>n.</i> (不幸事件的) 后果，余波，灾后时期，进入同季第二生长期的作物，

concise	adj. 简明的, 简要的
tyranny	n. 暴政, 苛政, 专制
unfatherly	adj. 不像父亲的, 有失父亲身份的, 严厉的, 残酷的
unwavering	adj. 不动摇的, 不犹豫的, 坚定的
superstitious	adj. 迷信的
prod	n. 刺针, 刺棒, 签子 v. 戳, 刺, 刺激
dominion	n. 领土, 主权, 统治

闪光句子

- 01 The author begins his passage by stirring up the reader's emotions in the creation of sympathy for the human soul that finds itself in a state of torment.

该句使用了 that 引导的定语从句和多重修饰语, 内容上简明扼要地阐述了原文开头使用的主要写作手法。

- 02 With distain for the British imposition of not only taxing its citizens unlawfully, but decelerating that they are also bound to their country in all aspects, the author argues that not even a nation could strip humans of their Earthly right as “even the expression is impious, for so unlimited a power can belong only to God”.

该句使用了 with 引导的独立结构, 还用到了 not only...but also...句型和 that 引导的宾语从句, 句式多样, 长短结合, 体现了扎实的英语功底。

- 03 The author steadily and clearly intertwines a strong sense of morals and ethics when addressing his audience, driving home the point that indeed being human means everyone is in fact of equal value.

该句使用了 when 引导的时间状语从句和 that 引导的宾语从句, 以及现在分词短语作伴随状语的结构, 语言优美婉转, 句式多变不单调。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 40

Let Us Play

Another Easter Sunday in the Cathedral. Hushed voices. Amens. People holding hands and praying. At the end, all of them rising as one and screaming, “My God, it’s a miracle!”

Church?

No. Augusta National. It was Phil Mickelson’s win at the Masters.

Sports has nearly swallowed Sunday whole. Every pro sport plays on Sunday. The big day in pro golf and tennis is Sunday. College football started playing bowl games on Sunday. Here’s March Madness: 10 NCAA tournament games were played on Sunday. Now more and more youth sports teams are playing on Sunday, when the fields are easier to get and parents are available to drive. (2)

It’s that kind of stuff that has really torqued off Pope John Paul II lately. In March he decried the fact that Sundays are losing their “fundamental meaning” to “such things as entertainment and sport”. It’s not as if he’s anti-jock. The pope was a goalkeeper, skier and kayaker in his day. Hey, he just blessed New England Patriots quarterback Tom Brady’s right arm. He’s just hacked at the way sport is crowding God right off the list of Sunday passions. (3)

The first people he might want to crack down on are the Christians themselves. Think he knows that the Santa Clarita (Calif.) YMCA has youth hoops on Sundays? Think the pope would be down on Notre Dame if he knew its softball team will play more games on Sundays in May than on any other day of the week?

He’s not the only one who’s chapped about sports becoming this country’s main religion. Priests and pastors across the country have noticed something lately: God is competing more and more with Sunday sports—and losing. Especially with youth sports.

“It’s only happened the last two years,” says Rich Cizik of the National

(1) 情景式开头，吸引读者眼球。

(2) 运动完全占据了原本应用来放松休息的周日的

(3) 引用宗教权威的话指出运动不应超过生活。

Association of Evangelicals. “Coaches never used to schedule games on Sunday.”

Says the Reverend Julie Yarborough of Summit (N. J.) Christ Church, “You see kids coming to Sunday school late and their parents coming early to get them for games—if they come at all. Sports is really eating into our time.”

(4)

Her colleague at Christ Church, the Reverend Charles Rush, knew there was a problem the other day when his 12-year-old acolyte lie the candles at the front of the church wearing his soccer cleats.

I’ll tell you exactly what’s going on here: the upping of American youth sports.

For some reason overcaffeinated parents feel they have to keep up with the Joneses. They used to do it with their cars. Now they do it with their kids. Upping means putting little Justin into not one soccer league but three, not one soccer camp but four. (5)

Upping also means playing up, forcing a kid to play one or even two levels above his age group, so that little Benjamin, age eight, can sit on the 10-year-olds bench, play three minutes a game and whiff in his only at bat. But, hey, he is playing up!

And upping means moving up. The local team isn’t high-profile, so little Amber has to switch to an elite team, usually in another town. That means extended drives to and from practice plus traveling three or four or six hours to play in tony invitational tournaments on weekends. This way parents from far-flung towns can flaunt the status symbol of spending beautiful warm weekends in a freezing ice rink watching 14 mind- and butt-numbing hockey games.

“I admit, we’re guilty from time to time,” John Burrill, head of the Massachusetts Youth Soccer Association, says of playing on Sundays. “We don’t feel particularly good about it, but with today’s busy schedules Sunday is the only time some of us have to do these things. And if you’re going to travel two states away, it doesn’t make sense not to play on Sundays, too.”

Well, religion bosses have decided that they’re not going to take it anymore. Spiritual leaders in Summit got together recently and appealed for sports leagues to stop scheduling games before noon on Sunday. (6) A meeting between them and area youth coaches is set for May. We’ll see who kneels first.

(4) 用具体事迹表现运动是如何挤占我们的周日的。

(5) 形象说明家长们对孩子参加运动的过分积极和压迫。

(6) 尽管教皇是一个运动爱好者，但他还是不能饶恕将运动抬高到使生活其他方面（尤其是精神层面）黯然失色的程度。

Don't bet on coaches doing the right thing. If they could, they'd have your kids running stairs on Christmas morning. What has to happen is the parents have to start saying no. Not to their kids—to their kids' coaches. "I told my boy's coach he wouldn't be playing on Sundays," says Cizik, and he looked shocked. I said, "You act like nobody's ever said that to you before." And he said, "Honestly? They haven't."

I am with the holy men. Not that I'm the Reverend Lovejoy, but I just feel sorry for these kids who get nothing but organized sports crammed down their gullets 24/7. My Lord, even God took a day off.

Kids might weep with joy to get a day off from sports. If they don't spend it at church, maybe they'll spend it getting to know their siblings' names again. Or swing in a hammock without a coach screaming, "Get your hips into it, Samantha!" (7)

Hey, you do what you want. Just remember, when little Shaniqua has two free throws to win or lose a game on some Sunday morning, good luck finding somebody who'll answer your prayers.

(7) 提出想象的情景,使人们思考取消周日运动可能带来的后果。

范 文	点 评
The author of the above passage tackles a burgeoning problem that is chewing away at one of the only days of the week where there is no work to be had. The fact that sports have completely swallowed Sunday, the day that traditionally was designated as a day of rest and a day of worship for Christians the world over, is quite disturbing to the author. (1) In order to convince his audience that sports should take a backseat to life, at least for one day of the week, he uses quotes from religious authorities, such as Pope John Paul II and Reverend Yarborough of Christ Church New Jersey. He also uses anecdotes to display the way that sports are infringing on our Sundays to our collective detriment. Another way that he illustrates the cheapening of real life experience in order to elevate sports is using hypotheticals in order to convey a greater truth to his audience. (2) The two prominent spiritual leaders that he appeals to in order to legitimize his argument and back up his stance are Pope John Paul II and the pastor at Christ Church in New Jersey. The more effective authority is Pope John Paul II, since he himself was an avid sportsman.	(1) 介绍了原文的背景——运动完全占据了周日的时光。 (2) 简要概括了原文使用的主要论证手法和要表达的内容。

In March he decried the fact that Sundays are losing their “fundamental meaning” to “such things as entertainment and sport.” It’s not as if he’s against joke. The pope was a goalkeeper, skier and kayaker in his day. Hey, he just blessed New England Patriots **quarterback** Tom Brady’s right arm. The author uses the pope as an appeal to authority. (3) John Paul, while being a sports lover, does not condone the **canonization** of sports to the point where they eclipse all other aspects of life, especially the spiritual aspects. The author is not “Reverend Lovejoy”, but he does think that sports are encroaching on other aspects of life, such as family time and relaxation. He employs a bit of humor, jokingly stating, “My Lord, even God took a day off.”

He uses anecdotes and hypotheticals to drive his point and illuminate the insanity of “over caffeinated” parents and **draconian** coaches to show how youth sports are becoming less of an extracurricular activity, and more of a brutal religion. (4) An anecdote that stands out is the following. “What has to happen is the parents have to start saying no. Not to their kids—to their kids coaches. ‘I told my boy’s coach he wouldn’t be playing on Sundays,’ says Cizik, and he looked shocked. I said, ‘You act like nobody’s ever said that to you before. And he said, ‘Honestly? They haven’t.’” This is a symptom, the author reasons, of overly competitive parents who are “keeping up with the Joneses.” The children are being moved up, forced to relentlessly drill, and suffer on Sunday instead of relaxing and playing without stringent rules. (5) By giving names to the hypothetical situations he presents, like showing up to warm a bench, he personalizes the hypothetical situations he illustrates.

The author makes a compelling case, and he is speaking with a simple, to-the-point tone. By using logic and appeals to authority and reason, the author presents an effective argument against forcing children to play competitive sports on Sundays, and the parents and coaches who are forcing their children to play may be swayed by this argument. (6)

(3) 叙述原文中引用教皇约翰·保罗的事例说明周日被运动挤占的不合理性。

(4) 进一步概括了原文使用的论证手法和作者态度，体现出对原文推理论证过程的准确理解。

(5) 体现了范文作者对于高级词汇的使用能力，也说明了对原文的深度论证方式的理解。

(6) 总结段对原文的主旨和论证手法及效果做出了点评。

经典单词

burgeon	<i>n.</i> 芽, 嫩枝 <i>v.</i> 萌芽, 发芽
chew away at	啃咬

detriment	<i>n.</i> 损伤, 引起损害的物质
infringe on	<i>v.</i> 侵犯, 破坏
prominent	<i>adj.</i> 杰出的, 显著的, 突出的
quarterback	<i>vt.</i> 操纵, 对……发号施令 <i>n.</i> (橄榄球赛中指挥反攻的) 四分卫 <i>vi.</i> 打四分卫
canonization	<i>n.</i> 追封为圣者, 承认为圣典
draconian	<i>adj.</i> 严峻的, 苛刻的

闪光句子

- 01 The fact that sports have completely swallowed Sunday, the day that traditionally was designated as a day of rest and a day of worship for Christians the world over, is quite disturbing to the author.

该句使用了 **that** 引导的同位语从句及定语从句, 巧妙地转述了原文要批判的现实情况与过去的反差, 精炼扼要。

- 02 John Paul, while being a sports lover, does not condone the canonization of sports to the point where they eclipse all other aspects of life, especially the spiritual aspects.

该句使用了 **while** 引导的时间状语从句和 **where** 引导的定语从句, 内容上阐述了约翰·保罗对运动占据了本该用来休息放松的周日的情况的不满。

- 03 He uses anecdotes and hypotheticals to drive his point and illuminate the insanity of “over caffeinated” parents and draconian coaches to show how youth sports are becoming less of an extracurricular activity, and more of a brutal religion.

该句使用了 **to** 不定式结构表目的和 **how** 引导的宾语从句, 用到了一些高级词汇, 内容上分析了原文作者使用的论证手法和结论, 整句读来朗朗上口。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 41

The Case for Teaching Bible

*The Case for Teaching The Bible, Thursday, Mar. 22, 2007 By DAVID VAN
BIEMA.*

Miss Kendrick came ready, with props. The day's topic was the Gospel of Matthew. "You can divide all the Beatitudes into two parts," Jennifer Kendrick explained to her teenage audience. "The 'Blessed are the whatever,' like 'the meek,' and then the reward they will get. So I've made some puzzle pieces here." She passed out construction-paper sheets, each bearing either the name of a virtuous group or its reward, in black marker. "And you've got to find the person who has the other half. What's the first one in the Bible?" (1)

"The poor in spirit," mumbled a crew-cut boy.

"O. K. What goes with the poor in spirit?"

A girl in the front of the room replied, reading from her sheet, "For they will see God."

"Nope," chirped Kendrick. "O. K., find the person that matches yours. I'll take the roll."

By which she meant an official attendance roll. Because the day was Thursday, not Sunday. And the location was not Oakwood Baptist Church, a mile down Texas State Highway 46, but New Braunfels High School, a public school that began offering a Bible-literacy class last fall. The class has its share of conservative Christians. Front-row center sat Rachel Williams, 18, whose mother does teach Sunday school at Oakwood. But not 20 ft. away sat a blond atheist who asked that her name not be used because she hasn't outed herself to her parents. Why take a Bible class? I asked her. "Some of my friends are Christian," she said, shrugging, "and they would argue about, like, whether you can be a Christian and believe in evolution, and I'm like, Okaaaaay ... clueless." (2) Williams signed up for a similar reason. "If somebody is going to carry on a sophisticated conversation with me, I would rather know what they're talking about than look like a moron or fight my way

(1) 使用第三人称视角开篇，引起读者的阅读兴趣。

(2) 指出《圣经》课并不是对《圣经》的神圣解读，而是一个无偏见的、学术的、现世的学习《圣经》的方式。

through it,” she says. The class has “gotten a lot of positive feedback,” she adds. “It’s going to really rise in popularity.” (3)

The same might be said about public-school courses on the Bible nationwide. There aren’t that many. But they’re rising in popularity. Last year Georgia became the first state in memory to offer funds for high school electives on the Old and New Testaments using the Bible as the core text. Similar funding was discussed in several other legislatures, although the initiatives did not become law. Meanwhile, two privately produced curriculums crafted specifically to pass church-state muster are competing for use in individual schools nationwide. Combined, they are employed in 460 districts in at least 37 states. The numbers are modest, but their publishers expect them to soar. The smaller of the two went into operation just last year but is already into its second 10, 000-copy printing, has expressions of interest from a thousand new districts this year and expects many more. The larger publisher claims to be roughly doubling the number of districts it adds each year. These new curriculums plus polls suggesting that over 60% of Americans favor secular teaching about the Bible suggest that a Miss Kendrick may soon be talking about Matthew in a school near you. (4)

To some, this idea seems *retrograde*. Citing a series of Supreme Court decisions culminating in 1963’s *Abington Township School District v. Schempp*, which removed prayer and devotion from the classroom, the skeptics ask whether it is safe to bring back the source of all that sectarianism. (5) But a new, post-Schempp coalition insists it is essential to do so. It argues that teaching the Bible in schools—as an object of study, not God’s received word—is eminently constitutional. The Bible so pervades Western culture, it says, that it’s hard to call anyone educated who hasn’t at least given thought to its key passages. Finally, it claims that the current civic climate makes it a “now more than ever” proposition. Says Stephen Prothero, chair of the Boston University religion department, whose new book, *Religious Literacy* (Harper San Francisco), presents a compelling argument for Bible-literacy courses: “In the late 70s, students knew nothing about religion, and it didn’t matter. But then religion rushed into the public square. What purpose could it possibly serve for citizens to be ignorant of all that?” The “new consensus” for secular Bible study argues that knowledge of it is essential to being a full-fledged, well-rounded citizen. Let’s examine that argument. (6)

(3) 列举两名女学生的访谈以表明上《圣经》课的人并不都是保守的基督徒。

(4) 引用法院的判决和数据，支撑观点和论述。

(5) 引用该例作为文章的转折点，流行度并不代表合法性。

(6) 作者还使用了诉诸逻辑推理等方法加强自己观点的说服力。

Is it constitutional?

TOWARD THE BEGINNING OF THE COURT'S string of school-secularization cases, the most eloquent language preserving the neutral study of religion was probably Justice Robert Jackson's concurring opinion in the 1948 case *McCullum v. Board of Education*: "One can hardly respect the system of education that would leave the student wholly ignorant of the currents of religious thought that move the world society for ... which he is being prepared," Jackson wrote, and warned that putting all references to God off limits would leave public education "in shreds". (7) In the 1963 *Schempp* decision, the exemption for secular study of Scripture was explicit and in the majority opinion: "Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistently with the First Amendment," wrote Justice Tom C. Clark. Justice Arthur Goldberg contributed a helpful distinction between "the teaching of religion" (bad) and "teaching about religion" (good). (8) Citing these and subsequent cases, Marc Stern, general counsel for the American Jewish Congress, says, "It is beyond question that it is possible to teach a course about the Bible that is constitutional." For over a decade, he says, any legal challenges to school Bible courses have focused not on the general principle but on whether the course in question was sufficiently neutral in its approach. (9)

Why should I care?

HERE IS ONE OF PROTHERO'S FAVORITE stories of Bible ignorance. In 1995 a federal appeals court upheld the overturn of a death sentence in a Colorado kidnap-rape-murder case because jurors had inappropriately brought in extraneous material—Bibles—for an unsanctioned discussion of the Exodus verse "an eye for eye, tooth for tooth ... whoever ... kills a man shall be put to death". The Christian group Focus on the Family complained, "It is a sad day when the Bible is banned from the jury room." Who's most at fault here? The jurors, who perhaps hadn't noticed that in the Gospel of Matthew Jesus rejects the eye-for-an-eye rule, word for word, in favor of turning the other cheek? The Focus spokesman, who may well have known of Jesus' repudiation of the old law but chose to ignore it? Or any liberal who didn't know enough to bring it up? (10)

(7) 指出学习《圣经》课能使基督徒们以一种专一的态度来看待《圣经》，也能使无神论者、不可知论者和佛教徒等理解基督徒的观点和立场。

(8) 阐述了教授宗教本身和教授宗教内容的区别。

(9) 引用具体事例证明教授宗教内容毫无疑问是合乎宪法的。

(10) 提出问题让读者思考什么才是真正重要的，发人深省。

范 文	点 评
In his 2007 article, “The Case for Teaching the Bible”, David Van Biema examines a new trend in high school curriculums, which would have been commonplace in the 1950s but unheard of in more recent decades. That trend is teaching the Judeo-Christian Bible. (1) Although many may cry foul and cite a merging of secular and sacred within a public school sphere, Van Biema asserts that this is not the case. In order to present a clear picture of the program, he interviews the students who have elected to take the course, since, after all, there is no reason for adults to cry about a course that they are not taking. It is wise to actually ask the students taking the course how they feel about it and why they are taking it. (2) After all, it is not a mandatory course. Van Biema also uses legal cases to bolster his opinions and statements. As he closes his article, he refers to a case where the jury’s decision was overturned because there was a Bible in the jury room, and asks rhetorical questions to make his audience think about what it is truly important. First, Van Biema interviews the students taking the course at New Braunfels High School. He juxtaposes two female students who are taking the class, to show that the class is not solely comprised of conservative Christians. (3) “Front-row center sat Rachel Williams, 18, whose mother does teach Sunday school at Oakwood. But not 20 ft. away sat a blond atheist who asked that her name not be used because she hasn’t outed herself to her parents. Why take a Bible class? I asked her. ‘Some of my friends are Christian,’ she said, shrugging, ‘and they would argue about, like, whether you can be a Christian and believe in evolution, and I’m like, Okaaaay ... clueless.’” Williams is taking the class for a similar reason; the class is not a sacred view of the Bible, but an unbiased, academic, secular way of studying it. This will help Christians take a step back and observe the Bible from a sterile point of view, and will help atheists, agnostics, and Buddhists alike understand the Christian point of view in order to carry out more informed debate. (4) Van Biema does not merely rely on interviewing. He also uses appeals to logic and reason by citing court decisions and statistics. “These new curriculums plus polls suggesting that over 60% of Americans favor secular teaching about the Bible suggest that a Miss	(1) 首段开门见山, 点明了原文要探讨的主题。 (2) 分析了原文作者的调查手段和这样做的好处。 (3) 阐述了原文中两名女同学的访谈的作用。 (4) 具体分析了圣经课对各类学生的价值, 融入了自己的思考。

Kendrick may soon be talking about Matthew in a school near you.” However, popularity does not always mean that something is wise or even constitutional, and Van Biema sees this, citing Abington Township School District v. Schempp as the turning point. However, this case removed prayer and devotion, not secular examination of religious texts. “Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistently with the First Amendment,” wrote Justice Tom C. Clark. Justice Arthur Goldberg contributed a helpful distinction between “the teaching of religion” (bad) and “teaching about religion” (good). (5) Citing these and subsequent cases, Marc Stern, general counsel for the American Jewish Congress, says, “It is beyond question that it is possible to teach a course about the Bible that is constitutional.”

In short, Van Biema satisfactorily proves that unbiased Bible courses are constitutional and valuable for a variety of students, and should be offered at public schools as long as they are neutral, and his argument is well structured and effective. (6)

(5) 体现出范文作者对原文推理论证过程的准确理解, 以及对复杂句型的运用能力。

(6) 尾段一句话总结了原文论证的有效性, 简洁有力。

经典单词

retrograde	adj. 后退的, 倒退的, 退步的 vi. 倒退, 退步, 逆行 adv. 后退地
secular	n. 牧师, 凡人 adj. 世俗的, 现世的, 不朽的
overturn	v. 推翻, 颠覆 n. 倾覆, 打翻, 革命
sterile	adj. 不育的; 无菌的; 贫瘠的; 不毛的; 枯燥乏味的
agnostic	n. 不可知论者 adj. 不可知论的, 不可知论者的
constitutional	adj. 组织的, 立宪的, 体质的
devotion	n. 虔诚, 祈祷, 献身, 奉献

闪光句子

01 He juxtaposes two female students who are taking the class, to show that the class is not solely comprised of conservative Christians.

该句使用了 who 引导的定语从句和 that 引导的宾语从句, to 不定式表目的, 简洁明了地转述了原文中使用的例子和意图。

02 This will help Christians take a step back and observe the Bible from a sterile point of

view, and will help atheists, agnostics, and Buddhists alike understand the Christian point of view in order to carry out more informed debate.

该句由 and 连接的两个并列句组成，分别阐述了学习《圣经》课对基督徒和非基督徒的意义和作用。句式较为简单，但使用了较多高级词汇，使全句富有韵味。

03 However, popularity does not always mean that something is wise or even constitutional, and Van Biema sees this, citing Abington Township School District v. Schempp as the turning point.

该句从内容上看是文章的转折点。由 mean 引导宾语从句，并使用了现在分词短语作伴随状语，将较多信息融汇到简短的一句话里。

练习 ●

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 42

Young, Gifted and Neglected

BARACK OBAMA and Mitt Romney both attended elite private high schools. Both are undeniably smart and well educated and owe much of their success to the strong foundation laid by excellent schools. (1)

Every motivated, high-potential young American deserves a similar opportunity. But the majority of very smart kids lack the wherewithal to enroll in rigorous private schools. They depend on public education to prepare them for life. Yet that system is failing to create enough opportunities for hundreds of thousands of these high-potential girls and boys.

Mostly, the system ignores them, with policies and budget priorities that concentrate on raising the floor under low-achieving students. A good and necessary thing to do, yes, but we've failed to raise the ceiling for those already well above the floor. (2)

Public education's neglect of high ability students doesn't just deny individuals opportunities they deserve. It also imperils the country's future supply of scientists, inventors and entrepreneurs. (3)

Today's systemic failure takes three forms.

First, we're weak at identifying "gifted and talented" children early, particularly if they're poor or members of minority groups or don't have savvy, pushy parents.

Second, at the primary and middle-school levels, we don't have enough gifted-education classrooms (with suitable teachers and curriculums) to serve even the existing demand. Congress has "zerofunded" the Jacob K. Javits Gifted and Talented Students Education Program, Washington's sole effort to encourage such education. Faced with budget crunches and federal pressure to turn around awful schools, many districts are cutting their advanced classes as well as art and music.

Third, many high schools have just a smattering of honors or Advanced Placement classes, sometimes populated by kids who are bright but not truly

(1) 首段指出美国总统来自于精英学校并将之归于其成功的基础。

(2) 刻画了政府对低成就学生的热忱关心和对高天赋学生的漠不关心，对比鲜明。

(3) 指出有天赋的美国学生应得到政府对待那些成就较低的学生同样的政治关注和经济援助。

prepared to succeed in them.

Here and there, however, entire public schools focus exclusively on high ability, highly motivated students. Some are nationally famous (Boston Latin, Bronx Science), others known mainly in their own communities (Cincinnati's Walnut Hills, Austin's Liberal Arts and Science Academy). When my colleague Jessica A. Hockett and I went searching for schools like these to study, we discovered that no one had ever fully mapped this terrain.

In a country with more than 20,000 public high schools, we found just 165 of these schools, known as exam schools. They educate about 1 percent of students. (4)

Nineteen states have none. Only three big cities have more than five such schools (Los Angeles has zero). Almost all have far more qualified applicants than they can accommodate. Hence they practice very selective admission, turning away thousands of students who could benefit from what they have to offer. Northern Virginia's acclaimed Thomas Jefferson High School for Science and Technology, for example, gets some 3,300 applicants a year — two-thirds of them academically qualified — for 480 places. (5)

We built a list, surveyed the principals and visited 11 schools. We learned a lot. While the schools differ in many ways, their course offerings resemble A.P. classes in content and rigor; they have stellar college placement; and the best of them expose their pupils to independent study, challenging internships and individual research projects.

Critics call them elitist, but we found the opposite. These are great schools accessible to families who can't afford private schooling or expensive suburbs. While exam schools in some cities don't come close to reflecting the demographics around them, across the country the low-income enrollment in these schools parallels the high school population as a whole. (6) African-American youngsters are "over-represented" in them and Asian-Americans staggeringly so (21 percent versus 5 percent in high schools overall). Latinos are under-represented, but so are whites. (7)

That's not so surprising. Prosperous, educated parents can access multiple options for their able daughters and sons. Elite private schools are still out there. So are New Trier, Scarsdale and Beverly Hills. The schools we studied, by and large, are educational oases for families with smart kids but few alternatives.

(4) 给出相关数据支持自己的论断, 指出美国当前存在的“考试学校”数量较少。

(5) 这些数据突出了美国有竞争力的公立学校的短缺, 强调了建立高质量教育机构的重要性。

(6) 强调了精英私立高中与公立考试高中的区别: 后者的费用明显更低, 能容纳家境贫寒但天赋超群的学生。

(7) 指出“考试学校”中少数民族裔也有代表, 说明它实质上可以促进种族平等和完整。

They're safe havens, too — schools where everyone focuses on teaching and learning, not maintaining order. They have sports teams, but their orchestras are better. Yes, some have had to crack down on cheating, but in these schools it's O. K. to be a nerd. (8) You're surrounded by kids like you — some smarter than you — and taught by capable teachers who welcome the challenge, teachers more apt to have Ph. D. 's or experience at the college level than high school instructors elsewhere. You aren't searched for weapons at the door. And you're pretty sure to graduate and go on to a good college.

Many more students could benefit from schools like these — and the numbers would multiply if our education system did right by such students in the early grades. But that will happen only when we acknowledge that leaving no child behind means paying as much attention to those who've mastered the basics — and have the capacity and motivation for much more — as we do to those who cannot yet read or subtract.

It's time to end the bias against gifted and talented education and quit assuming that every school must be all things to all students, a simplistic formula that ends up neglecting all sorts of girls and boys, many of them poor and minority, who would benefit more from specialized public schools. America should have a thousand or more high schools for able students, not 165, and elementary and middle schools that spot and prepare their future pupils.

With their support for school choice, Mr. Romney and Mr. Obama have both edged toward recognizing that kids aren't all the same and schools shouldn't be, either. Yet fear of seeming elitist will most likely keep them from proposing more exam schools, which is ironic and sad, considering where they went to school. Smart kids shouldn't have to go to private schools or get turned away from Bronx Science or Thomas Jefferson simply because there's no room for them. (9)

(8) 比喻生动形象，向读者指出了“考试学校”为高天赋学生提供的机会。

(9) 指出为不同类型的学生提供不同层次的资源和机会实际上是可行且有远见的。

范 文	点 评
Chester E. Finn, a prominent American educational scholar, in his opinion editorial “Young, Gifted and Neglected” asserts that talented American students deserve just as much political attention and financial support from the government as low-achieving students do. (1) He enunciates his argument and manages to persuade his reader	(1) 开门见山点明原文主题，指出原文的基本论点。

by employing multiple literary devices, giving relevant numerical statistics, and acknowledging and then challenging a social stereotype. (2)

Chester first highlights the contrast between the government's **cordial** attention toward low-achieving students and its aloof negligence of talented and active students who require more resources than low-achieving students to prosper. He points out that the government is only “raising the floor under low-achieving students” and therefore ignores raising “the ceiling for those already well above the floor”. His comparison forcefully reminds his reader that even though talented students only constitute a small portion of the American student population not only numerically but also **geographically**, their desire of advancing their studies should not be ignored by the government just for the rest of the students to feel equal and not left behind. (3) Chester also argues that more competitive exam schools in America means more “safe havens” for gifted students whose precious talents could have gone wasted in normal, uninspiring public schools. His metaphor illustrates to his reader the beneficial atmosphere and abundant educational opportunities exam schools have to offer for their students. It shows to his reader that in those safe havens, students can largely avoid severe problems they can encounter in uncompetitive public schools, such as peer pressure, gang violence, and academic dishonesty. With effective literary devices, Chester successfully explains and advocates his belief that America **entails** more “elitist” exam schools for its talented students to further expand their academic scopes. (4)

Chester also gives relevant statistics to back up his claim that there is a shortage of competitive exam schools in America, which adds credibility and quantified evidence to his conclusion. He states that his research only finds “165” public high schools that can adequately provide for talented students out of “more than 20, 000” public high schools. Some may argue that the 165 existent competitive public high schools can sufficiently accommodate most talented students in America. Expecting this argument that can potentially diminish the value of competitive public schools, Chester further offers an example of a well-known public school that gets “some 3,300 applicants a year” among whom more than two-thirds of them are

(2) 概括了原文主要的论证手法。

(3) 具体分析了原文对政府对两类学生截然不同的态度的看法，体现了范文作者很好的理解文章的能力。

(4) 分析并评价了原文推理和论证的效果。

academically qualified. (5) The numerical evidence Chester provides further draws readers' attention to the lack of competitive public school in America and emphasizes the urgent need of high quality educational institutions that can help talented students succeed in the future. Moreover, Chester attempts to demystify the term "exam schools", which are assumed to be elitist by society, as he finds that racial minorities such as African Americans and Asians are well represented in exam schools (21 percent and 5 percent respectively), indicating to his reader that exam schools are in fact not elitist but promoting racial equality and integrity. (6)

Overall, Chester bravely encourages the reader to acknowledge and then overcome a social stereotype, that all public schools must be "all things to all students". While an abundance of political slogans calls for equal opportunities for all students, Chester asserts that "every motivated, high-potential young American", instead of "every young American", needs more resources and support from the government and that he or she should not be intentionally undertreated in order to avoid seeming elitist. Although President Obama and presidential candidate Mitt Romney did attend and graduate from elite private high school and owe much of their success to their education that many cannot afford, Chester stresses the distinction between elite private high school and public exam schools, as the latter are "great schools accessible to families who can't afford private schooling or expensive suburbs". After all, Chester's comparison legitimizes the democratic nature of public exam schools in front of his reader and helps them understand the irrationality behind the notion of keeping everything the same for every vastly different student in terms of academic motivation and capacity. (7)

Chester E. Finn Jr. has succeeded in convincing his reader that providing different levels of resources and opportunities to different type of students is in actuality practical and far-sighted rather than elitist. He first highlights the imbalanced allocation of resources and the benefit of public exam schools with multiple literary devices, convinces his reader of the high demand of public exam schools in American society, and eventually helps his reader recognize the democratic nature of public exam schools. (8)

(5) 指出原文论证过程及结论的合理性。

(6) 具体阐述了原文作者对“考试学校”促进种族平等的论证过程。

(7) 体现了范文作者对于高级词汇的使用能力,以及对原文的论证方式的深度理解。

(8) 尾段再次总结了原文的态度和论证过程,体现了范文作者很好的分析和概括能力。

经典单词

imperil	vt. 使陷于危险中, 危及
enunciate	v. 发音, (清楚地) 表达
cordial	n. 兴奋剂, 补品 adj. 热忱的, 诚恳的, 兴奋的
geographical	adj. 地理的, 地理学的
entail	vt. 使必需, 使蒙受; 限定继承 n. 限定继承权
integrity	n. 诚实, 正直, 完整, 完善
elitist	adj. 杰出人物 (统治论) 的 n. 杰出人物
stereotype	n. 铅版, 陈腔滥调, 老一套 vt. 使用铅版, 套用老套

闪光句子

- 01 He enunciates his argument and manages to persuade his reader by employing multiple literary devices, giving relevant numerical statistics, and acknowledging and then challenging a social stereotype.

本句使用了 by 引导的方式状语和现在分词短语作伴随状语的表达, 内容上概括分析了原文的说理论证方式。

- 02 His comparison forcefully reminds his reader that even though talented students only constitute a small portion of the American student population not only numerically but also geographically, their desire of advancing their studies should not be ignored by the government just for the rest of the students to feel equal and not left behind.

该句使用了 that 引导的宾语从句和 even though 引导的让步状语从句, 还用到了 not only... but also... 的搭配。句式丰富多样, 表达形象生动。

- 03 The numerical evidence Chester provides further draws readers' attention to the lack of competitive public school in America and emphasizes the urgent need of high quality educational institutions that can help talented students succeed in the future.

该句用到了省略 that 的宾语从句和 that 引导的定语从句, 内容上分析了原文使用数据进行论证的效果和建立高质量的教育机构的迫切性。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Television Makes You Stupid

“Television makes you stupid.”

Virtually all current theories of the medium come down to this simple statement. As a rule, this conclusion is delivered with a melancholy undertone. Four principal theories can be distinguished. (1)

The manipulation thesis points to an ideological dimension. It sees in television above all an instrument of political domination. The medium is understood as a neutral vessel, which pours out opinions over a public thought of as passive. Seduced, unsuspecting viewers are won over by the wire-pullers, without ever realizing what is happening to them. (2)

The imitation thesis argues primarily in moral terms. According to it, television consumption leads above all to moral dangers. Anyone who is exposed to the medium becomes habituated to libertinism, irresponsibility, crime, and violence. The private consequences are blunted, callous, and obstinate individuals; the public consequences are the loss of social virtues and general moral decline.

This form of critique draws, as is obvious at first glance, on traditional, bourgeois sources. The motifs that recur in this thesis can be identified as far back as the eighteenth century in the vain warnings that early cultural criticism sounded against the dangers of reading novels. (3)

More recent is the simulation thesis. According to it, the viewer is rendered incapable of distinguishing between reality and fiction. The primary reality is rendered unrecognizable or replaced by a secondary, phantomlike reality. (4)

All of these converge in the stupefaction thesis. (5) According to it, watching television not only undermines the viewers' ability to criticize and differentiate, along with the moral and political fiber of their being, but also impairs their overall ability to perceive. Television produces, therefore, a new type of human being, who can, according to taste, be imagined as a zombie or a mutant.

All these theories are rather unconvincing. (6) Their authors consider proof to be superfluous. Even the minimal criterion of plausibility does not worry

(1) 文章开门见山地提出了当今社会对于电视的看法, 并且提出有四种理论批评电视对人们的影响。

(2) 第一种是操纵理论。

(3) 第二种是模仿理论。

(4) 第三种是刺激理论。

(5) 第四种是模仿理论。

(6) 总结了这四种理论的特点, 指出这些理论都存在一定的问題。

them at all. To mention just one example, no one has yet succeeded in putting before us even a single viewer who was incapable of telling the difference between a family quarrel in the current soap opera and one at his or her family's breakfast table. This doesn't seem to bother the advocates of the simulation thesis.

Another common feature of the theories is just as curious but has even more serious consequences. Basically, the viewers appear as defenseless victims, the programmers as crafty criminals. This polarity is maintained with great seriousness: manipulators and manipulated, actors and imitators, simulants and simulated, stupefiers and stupefied face one another in a fine symmetry.

The relationship of the theorists themselves to television raises some important questions. Either the theorists make no use of television at all (in which case they do not know what they are talking about) or they subject themselves to it, and then the question arises—through what miracle is the theorist able to escape the alleged effects of television? Unlike everyone else, the theorist has remained completely intact morally, can distinguish in a sovereign manner between deception and reality, and enjoys complete immunity in the face of the idiocy that he or she sorrowfully diagnoses in the rest of us. Or could—fatal loophole in the dilemma—the theories themselves be symptoms of a universal stupefaction?

One can hardly say that these theorists have failed to have any effect. It is true that their influence on what is actually broadcast is severely limited, which may be considered distressing or noted with gratitude, depending on one's mood. On the other hand, they have found ready listeners among politicians. That is not surprising, for the conviction that one is dealing with millions of idiots "out there in the country" is part of the basic psychological equipment of the professional politician. One might have second thoughts about the theorists' influence when one watches how the veterans of televised election campaigns fight each other for every single minute when it comes to displaying their limousine, their historic appearance before the guard of honor, their hairstyle on the platform, and above all their speech organs. The number of broadcast minutes, the camera angles, and the level of applause are registered with a touching enthusiasm. The politicians have been particularly taken by the good old manipulation thesis.

总评 作者认为四种有关电视的理论都存在一些缺陷。他首先介绍了这四种理论，然后运用比喻对比等手法间接地找出了问题的所在，让读者自己去体会这些理论的不足之处。这篇文章的特别之处在于其论证方法。

范 文	点 评
In his verbal presentation of four types of theories against television, the author manages to persuade his reader that those theories are in actuality flawed and maliciously exaggerated, and are designed to bluff the public into believing the absolute negativity of television. However, the author refuses to issue his counterarguments straightforwardly like other authors; rather, he subtly employs sarcastic diction, metaphors, and comparisons to convince his reader of the absurdity of many television theories. (1) When discussing the manipulation thesis, the author highlights the fact that the manipulation thesis compares television as a “neutral vessel” that forces the viewer to accept false and inflammatory information. However, he also sarcastically describes television viewers, who constitute a large percent of human population that has access to media, as “seduced” and “unsuspecting” dolls who have zero capacity of analyzing the information they receive. By highlighting this unrealistic judgment of all television viewers, the author illustrates how ridiculous the manipulation thesis is for overly underestimating the intellectual capability of television viewers and encourages his reader to challenge the validity of this thesis. (2) Similarly, when examining the simulation thesis, the author says it “rendered” the television viewer as incapable of distinguishing between reality and fiction. The word “rendered” illustrates what the simulation thesis claims might be unsound and calculatedly inflated in order to trick the public into buying its unreliable account. (3) The author also insinuates that the imitation thesis is pretentious as well. (4) Television, as the imitation thesis suggests, will ultimately annihilate the morality of individuals and society. Notwithstanding this exaggerated claim, the author compares the imitation thesis to criticism “against the danger of reading novels” hundreds of years ago, which proves to be gratuitous and obstreperous now as the reader knows. Because reading novels is now generally viewed as one of the most beneficial ways to entertain oneself, the author manages to undermine the credibility and severity of the imitation thesis by demonstrating its pretentious nature. The author further concludes that the three theses discussed above	(1) 并没有交代问题的背景，而是开门见山，直入主题地讲述了原文的观点以及与众不同的论述方法。 (2) 分析了原文的第一层意思——有的理论太过极端，有失公允，十分可笑。 (3) 重点分析了 render 这个词，通过这个词的分析，以小见大。 (4) as well 作为过渡，开始叙述范文作者对另外一理论的批判。

integrate into the stupefaction thesis, which predicts that human being will eventually be turned into “a zombie or a **mutant**”. Without disclosing the hyperbolic and unrealistic aspect of this statement himself, the author invites his reader to contemplate the possibility of being transformed to a senseless being just by watching television and then rejects this thesis with his logic. (5)

Overall, although the author has hardly displayed any negative personal feeling or opinion against the television theories, the literary devices he employs throughout his essay grants the reader the autonomy to judge those **grandiloquent** statements with the evidence he provides. It is more convincing to provide objective evidence than to tell the reader what to believe with exaggerated claims. (6)

(5) 这一段是对原文推理论证过程的准确理解。

(6) 总结全文，概括了原文的写作特点，同时指出了这种写法的优点。

经典单词

maliciously	adv. 有敌意地，恶意地
exaggerated	adj. 夸张的，言过其实的
metaphor	n. 暗喻，隐喻；比喻说法
sarcastically	adv. 讽刺地；挖苦地
annihilate	vt. 歼灭；战胜；废止 vi. 湮灭；湮没
notwithstanding	adv. 尽管，仍然 prep. 尽管，虽然 conj. 虽然
gratuitous	adj. 无理由的，无端的；免费的
obstreperous	adj. 吵闹的，喧嚣的；难驾驭的
mutant	n. 突变体；突变异种 adj. 突变的
grandiloquent	adj. 夸张的；夸大的；大言不惭的

闪光句子

01 However, he also sarcastically describes television viewers, who constitute a large percent of human population that has access to media, as “seduced” and “unsuspecting” dolls who have zero capacity of analyzing the information they receive.

这一句话整合了两个定语从句，将冗长的修饰成分后置，一方面避免了头重脚轻，另一方面也避免了用过多的句子来表达，使得整体文章结构紧凑。

02 Notwithstanding this exaggerated claim, the author compares the imitation thesis to

criticism “against the danger of reading novels” hundreds of years ago, which proves to be gratuitous and obstreperous now as the reader knows.

notwithstanding 在 SAT 所使用的连词中算是一个高级词汇，再加上 compare to 结构的使用和定语从句的使用，使得整个句子立马显得高大上起来。

03 It is more convincing to provide objective evidence than to tell the reader what to believe with exaggerated claims.

这是全文的结尾句，用一种很朴素的方法进行了结尾，简洁明了。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 44

American Fences

The following passage is from an essay written in 1991 about fences in suburban culture.

In the United States, the traditional view embraced by society is that fences are European, out of place in the American landscape. This notion turns up repeatedly in nineteenth-century American writing about the landscape. One author after another denounces “the Englishman’s insultingly inhospitable brick wall, topped with broken bottles”. Frank J. Scott, an early landscape architect who had a large impact on the look of America’s first suburbs, worked tirelessly to rid the landscape of fences, which he derided as a feudal holdover from Britain. Writing in 1870, he held that “to narrow our own or our neighbor’s views of the free graces of Nature” was selfish and undemocratic. To drive through virtually any American suburb today, where every lawn steps right up to the street in a gesture of openness and welcome, is to see how completely such views have triumphed. After a visit to the United States, British novelist Vita Sackville-West decided that “Americans ... have no sense of private enclosure”. (1)

In many American suburbs such as the one where I grew up, a fence or a hedge along the street meant one thing: the family who lived behind it was antisocial, perhaps even had something to hide. Fences and hedges said: Ogres within; skip this place on Halloween. Except for these few dubious addresses, each little plot in our development was landscaped like a miniature estate, the puniest “expanse” of unhedged lawn was made to look like a public park. Any enjoyment of this space was sacrificed to the conceit of wide-open land, for without a fence or hedge, front yards were much too public to spend time in. Families crammed their activities into microscopic back-yards, the one place where the usefulness of fences and hedges seemed to outweigh their undemocratic connotations. (2)

But the American prejudice against fences predates the suburban development. Fences have always seemed to us somehow un-American. Europeans built walled gardens; Americans from the start distrusted the *hortus conclusus*. If the space within the wall was a garden, then what was that outside the wall? To the Puritans the whole American landscape was a promised land and to draw lines around sections of it was to throw this paramount idea into question.

(1) 第一段引用了作家的话，体现了在美国人们对于篱笆和围墙的看法。

(2) 第二段讲述了自己的生活经历与体验，叙述人们为了一味地追求领地的开放而牺牲掉自己的隐私。

When Anne Bradstreet, the Massachusetts colony's first poet, set about writing a traditional English garden ode, she tore down the conventional garden wall—or (it comes to the same thing) made it capacious enough to take in the whole of America. (3)

(3) 第三段分析了美国人对于篱笆的偏见由来已久。

The nineteenth-century transcendentalists, too, considered the American landscape “God's second book” and they taught us to read it for moral instruction. Residues of this idea persist, of course; we still regard and write about nature with high moral purpose (an approach that still produces a great deal of pious prose). And though, in our own nature writing, guilt seems to have taken the rhetorical place of nineteenth-century ecstasy, the essential religiosity remains. We may no longer spell it out, but most of us still believe the landscape is somehow sacred, and to meddle with it sacrilegious. And to set up hierarchies within it—to set off a garden from the surrounding countryside—well, that makes no sense at all. (4)

(4) 最后一段总结了美国人不修篱笆的心理原因。

总评 社会大众认为修篱笆是一种封闭、自私的心态，而作者却不这么认为，他根据自己亲身的经历以及自己对生活的观察分析了美国民众“矛盾”的心理，得出了自己的结论。

范 文	点 评
Not fencing one's own garden has already, according to the author, become a cult exclusive to Americans. While the public generally regards fences as a symbol of European feudalism and selfishness, the author conveys his disapproval of this bias against the enclosure of landscape. He offers personal experience and observation of Americans without fences, and examines the underlying cause of this obsession with pertinent diction in order to convince his reader of the demerit of not fencing the landscape. (1) The author first recounts a typical social stereotype that is common in his neighborhood during his childhood. Families that have fences around their yards are often misunderstood as unscrupulous and malicious, as the author demonstrates the absurdity of such preconceived notion. (2) He points out that fences and hedges are perceived to say “Ogres within” by society, which allows Americans no privacy or personal freedom over their property. He also highlights the fact that Americans are often forced to sacrifice their enjoyment of private space for the “conceit of wide open land”. The author exposes Americans' desire of privacy buried by the cult of nature, as they	(1) 文章的第一段没有过多的赘述，开门见山地总结了原文观点，以及采用的论述方法，简洁明了，直击要害。 (2) 开始逐条论述原文中的论证过程，首先从作者自己的亲身经历入手。

secretly **relocate** their places for entertainment to back yards surrounded by fences and hedges to have a good time and not be judged by the cult of nature. (3) He also gives his personal observation and analysis on Americans' paradoxical and self-deceiving behaviors to demonstrate that Americans are in reality psychologically and physically suppressed by their over **reverence** of the landscape. The author also refers to Vita Sackville, a British novelist, to borrow credibility and reinforce the idea that the deprivation of fences and hedges is equivalent to the deprivation of the "sense of private enclosure".

After providing his personal account of how the riddance of fences does more harm to Americans than benefit, the author proceeds to examine the underlying cause of this unique American psychology and attempts to find out the unreasonable aspect of it. (4) He ascribes Americans' **obsession** with open landscape to religion, as the Puritans embrace the ideals of having the entire America as their garden if it is not surrounded by fences. However, the author implies the concept of open landscape has been so excessively worshipped that many believe it is a religious duty to not have fences, which is essentially undemocratic and oppressing in a highly secular and individualist world. He reasons that although people nowadays are vastly different from the **transcendentalists** in the nineteenth century, their "essential religiosity" that enshrines the landscape remains the same. The author points out many believe the landscape is "somehow" sacred but are not able to give a rational explanation on why it is sacred, proving the worship of nature is a depriving and persisting residue of outdated and anachronistic religious ideals. (5)

Americans' obsession with unconfined landscape has been prevalent in American culture and society; however, the author exposes how much Americans have suffered and sacrificed to comply with this trend with his personal experience and then **enunciates** the origin of this trend and its residual impact on Americans to underline the irrationality of this trend. (6)

(3) 概括总结了原文的观点，指出了美国人对于自己隐私矛盾的观点。

(4) 讲述了文章分析论证的另外一个层次，即分析美国人心理独特的原因。

(5) 这两句话体现出对原文推理论证过程的准确理解。

(6) 总结全文，概括了原文的主要观点，非常到位精准，首尾呼应，使文章结构显得完整。

经典单词

feudalism	<i>n.</i> 封建主义；封建制度
pertinent	<i>adj.</i> 相关的，相干的；中肯的；切题的

demerit	<i>n.</i> 缺点, 短处; 过失
stereotype	<i>vt.</i> 使用铅版; 套用老套, 使一成不变 <i>n.</i> 陈腔滥调, 老套; 铅版
unscrupulous	<i>adj.</i> 肆无忌惮的; 寡廉鲜耻的; 不讲道德的
relocate	<i>vt.</i> 重新安置; 迁移 <i>vi.</i> 重新安置; 迁移新址 <i>n.</i> 浮动
reverence	<i>n.</i> 崇敬; 尊严; 敬礼 <i>vt.</i> 敬畏; 尊敬
obsession	<i>n.</i> 痴迷; 困扰; [内科] [心理] 强迫观念
transcendentalist	<i>adj.</i> 超越论者的, 先验论者的
enunciate	<i>vt.</i> 发音; 阐明; 宣布 <i>vi.</i> 阐明; 清晰地发音

闪光句子

- 01** While the public generally regards fences as a symbol of European feudalism and selfishness, the author conveys his disapproval of this bias against the enclosure of landscape.

while 表示转折, 将大众对欧洲人修篱笆的偏见与作者的观点相对比, 引出了作者的看法。

- 02** He reasons that although people nowadays are vastly different from the transcendentalists in the nineteenth century, their “essential religiosity” that enshrines the landscape remains the same.

这句话的亮点在于 reason 作为动词的使用, 这句话中还出现了一些高级词汇, 体现了作者对词汇高超的使用能力。

- 03** Americans' obsession with unconfined landscape has been prevalent in American culture and society; however, the author exposes how much Americans have suffered and sacrificed to comply with this trend with his personal experience and then enunciates the origin of this trend and its residual impact on Americans to underline the irrationality of this trend.

这个句子写得非常长, 但是条理清晰, 综合运用了宾语从句等复合句。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 45

What Books Should Students Read?

The following passage is from a 1991 essay that discusses the debate over which authors should be taught in English classes.

Now, what are we to make of this sputtering debate, in which charges of imperialism are met by equally passionate accusations of vandalism, in which each side hates the other, and yet each seems to have its share of reason? It occurs to me that perhaps what we have here is one of those debates in which the opposing sides, unbeknownst to themselves, share a myopia that will turn out to be the most interesting and important feature of the whole discussion, a debate, for instance, like that of the Founding Fathers over the nature of the franchise. Think of all the energy and passion spent debating the question of property qualifications, or direct versus legislative elections, while all along, unmentioned and unimagined, was the fact—to us so central—that women and slaves were never considered for any kind of vote. (1)

While everyone is busy fighting over what should be taught in the classroom, something is being overlooked. That is the state of reading, and books, and literature in our country, at this time. Why, ask yourself, is everyone so hot under the collar about what to put on the required-reading shelf? It is because, while we have been arguing so fiercely about which books make the best medicine, the patient has been slipping deeper and deeper into a coma. (2)

Let us imagine a country in which reading was a popular voluntary activity. There, parents read books for their own edification and pleasure and are seen by their children at this silent and mysterious pastime. These parents also read to their children, give them books for presents, talk to them about books, and underwrite, with their taxes, a public library system that is open all day, every day. In school, the children study certain books together but also have an active reading life of their own. Years later, it may even be hard for them to remember if they read *Jane Eyre* at home and *Judy Blume* in class or the other way around.

(1) 作者在开头没有直接点出本文的论述主题，而是运用类比、举例子的方式描绘出无法相互妥协但又目光短浅的争执。精彩的描写不仅为即将提出的主题铺垫好作者的态度，同时引发了读者对主题的兴趣。

(2) 点出本文的论述主题，也就是对当下在学生的读书列表上到底放什么书的争执的看法，争执的内容不是重点，大家的阅读现状才是应该注意的问题。

In college, young people continue to be assigned certain books, but far more important are the books they discover for themselves browsing in the library, in bookstores, on the shelves of friends, one book leading to another, back and forth in history and across languages and cultures.

After graduation, they continue to read and in the fullness of time produce a new generation of readers. Oh happy land! I wish we all lived there. (3)

In that country of real readers, voluntary, active, self-determined readers, a debate like the current one over the canon would not be taking place. Or if it did, it would be as a kind of parlor game: What books would you take to a desert island? Everyone would know that the top-ten list was merely a tiny fraction of the books one would read in a lifetime. It would not seem racist or sexist or hopelessly hidebound to put Nathaniel Hawthorne on the list and not Toni Morrison. It would be more like putting oatmeal and not noodles on the breakfast menu—a choice partly arbitrary, partly a nod to the national past, and partly, dare one say it, a kind of reverse affirmative action: School might frankly be the place where one reads the books that are a little off-putting, that have gone a little cold, that you might overlook because they do not address, in reader-friendly contemporary fashion, the issues most immediately at stake in modern life but that, with a little study, turn out to have a great deal to say. Being on the list wouldn't mean so much. It might even add to a writer's cachet not to be on the list, to be in one way or another too heady, too daring, too exciting to be ground up into institutional fodder for teenagers. (4) Generations of high school kids have been turned off to George Eliot by being forced to read *Silas Marner* at a tender age. One can imagine a whole new readership for her if grown-ups were left to approach *Middlemarch* and *Daniel Deronda* with open minds, at their leisure. (5)

(3) 为了支持自己的论点,作者想象出一个大家都发自内心热爱阅读的国度:父母为自身的提升而阅读,还会把书作为礼物送给孩子;而学生们从小到大不间断地阅读各种书籍,已经记不起是从哪儿读到这些书的。

(4) 根据上面所想象的场景,作者进一步分析到,当读者都是积极、自主地阅读时,列在读书列表上的所谓学生必读的十本书是没有任何意义的,因为那根本就是大家阅读量中的很小一部分,而且列表上所选的书籍也没有所谓选A不选B就会引起种族歧视之类的问题,因为这比起大家一生的阅读量实在是微不足道的阅读,而且读者有权自主选择。

(5) 作者以一个对比结尾,突出了不在乎所谓的阅读列表而是让学生凭借阅读兴趣自主阅读的美好,有力地捍卫了论点。

总结 本文有一个引发读者兴趣的开头,然后点明论述主题,通过想象读者自主阅读并拥有大量阅读量之后,所谓的阅读列表已没有多大意义的场景,以此印证自己的论点,即阅读列表上放什么书不是重点,让读者拥有自主、热爱阅读的习惯才是根本。最后作者通过对比凭阅读列表指导学生阅读以及学生自主选择并阅读的场景再次支持了本文论点。不足之处在于大部分例证是作者通过想象推理出来的结果,而没有实例,这是写作的一个突破口。

范 文	点 评
There is a war going on in America, a war that is not less fierce than the Independence War or the Civil War. Each side fights ferociously against one another over what books students should read, and almost everyone takes this matter seriously and unequivocally. Ironically, while the debate over what material should be used for education rather than how to educate grows heated, the author points out that the public is focusing on the wrong problem and overlooking the real one by establishing a hypothetical scenario with effective literary devices. (1) The author first sets up an intense atmosphere full of conflicts that seem impossible and even anti-climactic to be resolved. As the reader avidly reads on and wants to find out what exactly that argument is, the author asserts this argument on what to read is a sign of educationalists' "myopia" and quickly implies the real problem that young people face today is not what to read but how to read. He compares the young people nowadays who don't have a taste for reading to patients "slipping deeper and deeper into a coma", as the public are debating over the superficial aspect of the problem. The reader is encouraged by the author's thought-provoking questions and incisive metaphors to ponder the reason of having trouble deciding what to read. There is nothing wrong with books, as the author suggests, but people who should be reading books are diseased. (2) After he successfully diverts the reader's attention to the real problem, the author articulates the real problem with an idealistically imagined utopia where everyone has a passionate taste for reading. He imagines a world where parents read for their children for fun and education, students are free to select what to read instead of being instructed by their teachers, and the public socializes with one another through the exchange of knowledge and literary beauty. All of those imaginations of the author serve to scream out what the author believes actually have caused this conflict—the lack of interest in reading of the general public. He signs with emotion, "Oh happy land! I wish we all lived there", implying in such a world everyone is only too busy looking for new books to read, there should exist no problem with what to force students to read in their limited time devoted for reading. (3)	(1) 开头先说明了被评论原文的论述结构。 (2) 接下来几段复述并分析了原文三段主要论述。本段先分析了原文论点的引出及论点的合理性。 (3) 本段分析了原文接下来的描述,即想象出来的每个读者积极并自主阅读的世界,还通过作者的语气读出了画外音,即想象的世界美好,但是现实中的阅读状况却不是这样。

In the end, the author further urges his reader to develop the habit of reading and asserts that reading should be a **spontaneous** action rather than a duty forced upon humans. Students also should be the victims of political movements that limit their selection of reading. He suggests that reading should be like “putting oatmeal and not noodles on the breakfast menu”, encouraging his reader to read according to his taste rather than current political movements and social upheavals that directly contribute to the debate over what to do and what should be banned from our sight. (4)

After helping the reader understand the current argument on what to read is **erroneously** directed with effective literary devices, the author proceeds to point out the lack of interest in reading and overdramatized political and social conflicts are the real cause of the problem with profound hypothetical scenario and advice. (5)

(4) 分析了原文的最后一段论述，即阅读应该是自发的而不是逼迫的。

(5) 最后总结并分析了原文的结尾，指出造成原文结尾所描述的问题的原因是缺乏阅读兴趣以及政治和社会冲突。

经典单词

avidly	<i>adv.</i> 渴望地，热心地
thought-provoking	<i>adj.</i> 发人深省的
incisive	<i>adj.</i> 直接的，尖锐的，深刻的，单刀直入的
ponder	<i>vt.</i> 思索，衡量 <i>vi.</i> 仔细考虑，沉思
spontaneous	<i>adj.</i> 自发的，自然的，天然产生的，无意识的
erroneously	<i>adv.</i> 错误，不正确

闪光句子

- 01 As the reader avidly reads on and wants to find out what exactly that argument is, the author asserts this argument on what to read is a sign of educationalists' “myopia” and quickly implies the real problem that young people face today is not what to read but how to read.

这句话自然、顺畅、简洁地将文章中心论点概述了出来。

- 02 She does not state, however, where the studies delineating these effects came from, hence adding no scientific credibility to her claims.

宾语从句，使句子显得复杂而不冗长，现在分词的运用准确而到位，避免了另写一句的麻烦。

03 After he successfully diverts the reader's attention to the real problem, the author articulates the real problem with an idealistically imagined utopia where everyone has a passionate taste for reading.

句子有条理，定语从句的运用使得句子很丰满，表达能力强。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 46

Noncommercial Privacy Is Being Sold

The following passages discuss the controversy that surrounded Napster, a service that allowed users to download recordings of music from the Internet at no cost. The passage was written in 2000 by former songwriter.

In the absence of laws that turn thoughts into things, how will we be assured payment for the work we do with our minds? Must the creatively talented Stan look for day jobs? Nope. Most white-collar jobs already consist of mind work. The vast majority of us live by our wits now, producing “verbs” —that is, ideas—rather than “nouns” like automobiles or toasters. Doctors, architects, executives, consultants, receptionists, and lawyers all manage to survive economically without “owning” their cognition. I take further comfort in the fact that the human species managed to produce pretty decent creative work during the 5,000 years that preceded 1710, when the Statute of Anne, the world’s first modern copyright law, passed the British parliament. Sophocles, Dante, da Vinci, Botticelli, Michelangelo, Shakespeare, Newton, Cervantes, Bach—all found reasons to get out of bed in the morning without expecting to own the works they created. (1)

The Grateful Dead, for whom I once wrote songs, learned by accident that if we let fans tape concerts and freely reproduce those tapes—“stealing” our intellectual “property” just like those heinous Nestorians—the tapes would become a marketing virus that would spawn enough Deadheads to fill any stadium in America. Even though Deadheads had free recordings that were often more entertaining than the band’s commercial albums, fans still went out and bought records in such quantity that most of them went platinum. (2)

Despite the ubiquity of VCR’s, more people go to the movies than ever, and videocassette rentals and sales account for more than half of Hollywood’s revenues. The recording industry is

(1) 作者试想如果没有知识产权保护法，人们该如何被保证为自己的发明创造而得到酬劳。但是思考的结果是产生想法而非实物的人们不需要受到知识产权的法律保护也依旧可以存活。由此亮出了作者的观点：不需要知识产权的保护，发明创造者也可以收益。

(2) 作者接着举了 Grateful Dead 的例子，这个乐队允许听众免费拷贝、复制他们的音乐，于是听众们一传十十传百，他们的作品十分流行，大家对他们的喜爱也使得他们的商业唱片卖得很好。

unalterably convinced that the easy availability of freely downloadable commercial songs will bring about the apocalypse, and yet since downloadable music began flooding the Net. CD sales have risen by 20 percent. Finally, after giving up copy protection, the software industry expected that widespread piracy would surely occur. And it did. Even so, the software industry is booming. Why? Because the more a program is pirated, the more likely it is to become a standard.

(3)

All these examples point to the same conclusion: noncommercial distribution of information increases the sale of commercial information. This is precisely contrary to what happens in a physical economy. When you're selling nouns, there is an undeniable relationship between scarcity and value. But in an economy of verbs, the inverse applies. There is a relationship between familiarity and value. For ideas, fame is fortune. And nothing makes you famous faster than an audience willing to distribute your work for free. (4)

(3) 本段中作者继续举例说明放开对产权的保护会使创作者收益。一个例子是免费下载音乐反而使得 CD 的销售量上升了 20%；另一个例子是软件的免费下载反而使得软件行业更加繁荣，因为一个程序越流行，它就越容易成为标准。

(4) 最后，作者总结说对于信息产业来说，信息的非商业传播反而会有利于商业信息的销售，这与实物的销售很不一样。当销售的是想法而不是实物时，规律不是物以稀为贵，而是物以流行为贵。

范 文	点 评
Intellectual property rights, a relatively novel yet increasingly significant notion, has been regarded as an effective protection for artists and inventors against malicious plagiarism and piracy. Nevertheless, the author of this passage questions the necessity of certain types of intellectual property rights and asserts piracy may even benefit creators. He examines the effect of intellectual property rights in the past and present and offers a theory explaining the situation in order to convince his reader intellectual property rights aren't as imperative as people assume. (1) The author starts the passage by asking a series of questions hypothesizing a world without intellectual property rights and asking for any serious consequence. Surprisingly, he then quickly concludes that in the past, when there was no intellectual property rights, artists, scientists, and philosophers flourished and succeeded because their ideas were freely distributed. Humans that	(1) 开头首先说明了当下大家对于知识产权的认识：知识产权能保护作者权益和作品，但是之后立即提出原文中的观点，并概述了原文的论证结构。

created ideas and arts without legally “owning their cognition” proved to produce “pretty decent creative work”, as the author lists a handful of inventors such as Newton, Sophocles, and Bach. By understating the enormous amount of creative work that has been created before intellectual property rights, the author demonstrates that creativity might not necessarily be stifled by piracy and plagiarism in the absence of strict legal protections. After he highlights humans’ creative past before the invention of intellectual property rights, the author proceeds to discuss this issue in a modern context. The Grateful Dead, the author declares, lets fans tape concerts and freely reproduce those tapes; it turns out to become a “marketing virus” that drastically boosts the popularity and commercial gain of the band. Underscoring a modern case in which free reproduction and distribution of information benefit artists rather than hurt them, the author displays to his reader that intellectual property rights might sometimes backfire and impede artistic expressions and creativity. (2)

The author also seeks to explain how exactly the free distribution of information serves artists and inventors. While the entire industry that depends on artists’ ingenuity and creativity is convinced that free distribution of information will bring about the “apocalypse” of artistic creativity, the author asserts it in reality will bring about the “genesis”, a new era in which piracy means free advertisement and immediate standardization of ideas and art works. The author further concludes, “for ideas, fame is fortune”, implying that free distribution of information exposes the public to the latest ideas and therefore benefits artists and inventors, whose financial well-being could be temporarily but not eternally compromised. As the author suggests, a famous artist whose many productions are freely distributed will definitely be better off than an obscure one whose works are never heard by the public due to intellectual property issues. (3)

In a society where intellectual property rights has almost become an enshrined concept that no one dares to object, the author analyzes how creative and well off we have been in the past and present without such laws to lead his reader doubt the necessity of intellectual property right. He then provides an optimistic theory on how the absence of intellectual property rights can help artists and inventors rise to prominence and their creativity and ideas be appreciated. (4)

(2) 分析了原文如何证明自己的观点。首先是牛顿、索福克勒斯、巴赫等人的创造都是在当时没有对知识产权的保护时被人们广泛流传，并且他们也有很多经典的创造。接下来分析了原文中 Grateful Dead 的实例。

(3) 梳理了原文的论述后也分析了原文作者对免费传播有利于创作者销售其作品的解释。范文将其总结为免费传播就像是对创作者的免费广告，因此当然利于其作品的销售。范文引用了原文的阶段性结论，那就是对于想法来说，名声就是财富。

(4) 范文再次概述原文的论述过程，重现论点。

经典单词

novel	<i>adj.</i> 新颖的
malicious	<i>adj.</i> 恶意的，存心不良的
plagiarism	<i>n.</i> 剽窃，抄袭，抄袭物
imperative	<i>a.</i> 必要的，专横的，势在必行的
stifle	<i>vt. /vi.</i> 使窒息，扼杀
apocalypse	<i>n.</i> 世界毁灭，大灾变

闪光句子

- 01 Intellectual property rights, a relatively novel yet increasingly significant notion, has been regarded as an effective protection for artists and inventors against malicious plagiarism and piracy.

使用插入语使句子紧凑而且表意清晰，一句话就说明白了大家对知识产权的一般认识。

- 02 While the entire industry that depends on artists' ingenuity and creativity is convinced that free distribution of information will bring about the “apocalypse” of artistic creativity, the author asserts it in reality will bring about the “genesis”, a new era in which piracy means free advertisement and immediate standardization of ideas and art works.

一个“虽然……但是……”结构体现出了作者与其他人观点的冲突，同时将作者观点与世俗观点都讲得很明白。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 47

Should Artists Be Subsidized by Government?

The following passages are taken from testimony given before congressional committees about how government funding affects the arts.

I love my country's government for its attempt in a precarious world to sustain a peaceful order in which work can be done and happiness can be pursued, not for the good of the state, but in a state that exists for our good.

I love my government not least for the extent to which it leaves me alone. My personal ambition has been simply to live by the work of my pen. This is not a very fastidious ambition. If I were aware of large amounts of federal money available to purveyors of the written word, I would attempt to gain access to it and hope to please the administrators of this fund as I hope to please magazine editors and book buyers. (1)

But I would rather have as my patron a host of anonymous citizens digging into their own pockets for the price of a book or a magazine than a small body of enlightened and responsible people administering public funds. I would rather chance my personal vision of the truth striking home here and there in the chaos of publication that exists than attempt to filter it through a few sets of official, honorable, and public-spirited scrutinizers. (2)

The realms of scientific research are now inextricably involved with government funding. Can we fear that the humanities might become similarly dependent? If I try to think of who in the last century' has most brilliantly illuminated our sense of humanity, which I take to be the end purpose of the humanities, I think of Freud and Kafka, of Proust and Joyce, of Whitman, of Henry James. I wonder how many of these brave, strange, stubborn spirits would have wanted subsidies from their governments. (3)

How can public-salaried officials not think in terms of respectability, of

(1) 作者开头就说明了自己热爱政府的原因它是它为民考虑，而不是它承诺给个人什么好处。进一步，作者指出自己乐意用自己的笔来谋生，但是如果政府成为给作家资助的人，那么他就只能为了取悦政府人员而写作。

(2) 作者亮出态度，表示更希望赞助方、民众花钱买自己的作品，而不是一群固定的政府人员发资助给自己。

(3) 作者以科学研究为例，指出已被政府资助。但是作者通过反问像弗洛伊德这样的曾照亮人们的心智的科学家会否愿意接收政府的资助，来表达科学家也不愿意被政府资助的观点。

social optimism, of broad and uncontroversial appeal? How can legislators, asked to vote tax money away, not begin to think of guidelines that insidiously edge toward censorship? If government money becomes an increasingly important presence in the financing of the humanities, is there a danger, I respectfully ask, of humanists becoming politicians? (4)

(4) 最后一段中，作者分析了政府所要考虑的事情很多，而如果艺术和科学由政府资助而且科学家、艺术家因此要取悦于政府的话，作者调侃地说道：那人类学家大概会变成政客吧。

范 文	点 评
America is one of the very few nations that have established government funding for artists and writers, and many praise the U. S. government for providing a supportive environment for artistic and literary creations. Nevertheless, the author of the passage, as a writer who can potentially be benefited from the government funding, cautions against the limitation imposed upon writers by government funding by making dramatic transition and referring to great authors. (1) At the beginning of the passage, the author draws the reader's attention to the government's respectable attempt to subsidize writers and states that he would hope to "please the administrator" in order to gain that government funding like any other writer would. However, in the next paragraph he abruptly transits from pleasing the authority for stable monetary support to catering to the public for precarious help. He would rather have ordinary readers "digging into their own pockets" than a small, exclusive group of government officials deciding what he can write in his books if he wants government funding. The author would rather publish a set of chaotic ideas and let his readers judge the content than "filter" his ideas so that he can pass the scrutiny of a few sets of government officials. While the government may have viewed government funding as a means to incentivize writers to write more freely and unrestrainedly, the author makes a transition from the government's expectation even if he might still have a hard time raising enough money to publish his writing and be negatively judged by society for some of his ideas. The reader can sense the author's determination to write freely from the pressure of the government if he has to compromise his writing for	(1) 首先描述这个话题的时代背景，那就是当下美国有很多针对艺术家和作家的基金，而且众人认为这对于艺术文化的发展很有好处，然后指出原文作者与之截然相反的观点。

the sake of government funding. (2)

After he gives his own testimony on government funding, the author then magnifies his personal view by referring to great authors such as Freud and Kafka whose works are very unlike to be appreciated by government officials. Because their works tend to be considered either too **morbid** or unconventional for the reader's mental and psychological well being, those great authors were surprisingly "brave, strange, and **stubborn**" about the originality of their works and therefore would by no means trade it for the sake of money. The author of the passage, aspiring to become a great author like the ones he has mentioned, refuses to be censored by government officials as well and demonstrates to his reader that government funding, in spite of its good intention, might threaten the completeness of his works. Although throughout the passage the author keeps referring to government officials with respectable terms, he still unequivocally informs his reader of the potential danger that can turn humanists to politicians. (3)

While admitting his career as a writer can be much easier with the help of government funding, the author politely refuses this help and chooses to maintain the freedom and originality in his works. He describes a transition of his actions as a responsible and aspiring writer and discussing many great predecessors to convince his reader that writers are essentially better off without government funding. (4)

(2) 分析了原文的开篇部分，也就是原文作者提出的更愿意通过读者来买自己的书而获得酬劳，不愿意得到政府的资助。

(3) 分析了原文中弗洛伊德等人的例子。

(4) 最后总结了原文的结论：虽然作为作家接受政府资助会使得谋生更容易，但他更愿意为保持作品的思想自由与独立而不接受政府资助。

经典单词

respectable	<i>adj.</i> 可敬的，品行端正的
subsidize	<i>vt.</i> 以津贴补助，以金钱收买
abruptly	<i>adv.</i> 突然地，意外地
precarious	<i>adj.</i> 危险的，不确定的，可疑的
exclusive	<i>adj.</i> 专用的，高级的，单独的，排外的
chaotic	<i>adj.</i> 混沌的，一片混乱的
scrutiny	<i>n.</i> 细看，仔细观察，监督
incentivize	<i>vt.</i> 以物质刺激鼓励
morbid	<i>adj.</i> 病态的，疾病的，令人毛骨悚然的
stubborn	<i>adj.</i> 顽固的，固执的，坚持的，棘手的

闪光句子 ●

- 01 The author would rather publish a set of chaotic ideas and let his readers judge the content than “filter” his ideas so that he can pass the scrutiny of a few sets of government officials.

这句话运用对比清晰地凸显了原文作者的观点。

- 02 Because their works tend to be considered either too morbid or unconventional for the reader's mental and psychological well being, those great authors were surprisingly “brave, strange, and stubborn” about the originality of their works and therefore would by no means trade it for the sake of money.

这句话很好地分析了为什么弗洛伊德等人无法得到当时政府的赏识以及这些伟大的作家也不会因此而向政府妥协的心。

练习 ●

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Cloning Is Ethical

Given all the brouhaha, you'd think it was crystal clear why cloning human beings is unethical. But what exactly is wrong with it? What would a clone be? Well, he or she would be a complete human being who happens to share the same genes with another person. Today, we call such people identical twins. To my knowledge no one has argued that twins are immoral. "You should treat all clones like you would treat all monozygous [identical] twins or triplets," concludes Dr. H. Tristram Engelhardt, a professor of medicine at Baylor and a philosopher at Rice University. "That's it." It would be unethical to treat a human clone as anything other than a human being. (1)

Some argue that the existence of clones would undermine the uniqueness of each human being. "Can individuality, identity, and dignity be severed from genetic distinctiveness, and from belief in a person's open future?" asks political thinker George Will. Will and others have fallen under the sway of what one might call "genetic essentialism", the belief that genes almost completely determine who a person is. But a person who is a clone would live in a very different world from that of his or her genetic predecessor. With greatly divergent experiences, their brains would be wired differently. After all, even twins who grow up together are separate people—distinct individuals with different personalities and certainly no lack of Will's "individuality, identity, and dignity". (2)

But what about cloning exceptional human beings? George Will put it this way: "Suppose a clone of basketball star Michael Jordan, age 8, preferred violin to basketball? Is it imaginable? If so, would it be tolerable to the cloner?" Yes, it is imaginable, and the cloner would just have to put up with violin recitals. Kids are not commercial property. Overzealous parents regularly push their children into sports, music, and dance lessons, but given the stubborn nature of individuals, those parents rarely manage to make kids stick forever to something they hate. A ban on cloning wouldn't abolish pushy parents (3)

(1) 通过抛出问题引发究竟什么是克隆人的思考, 并提出克隆人也是人的观点。

(2) 进一步解释为何克隆人也是一个独立的人。通过类比双胞胎, 提出既然双胞胎在相同的环境下成长还有着相似的基因都没有因此而变得一模一样, 各有各的个性, 那么克隆人和他的基因提供者也是这样。

(3) 思考了克隆名人的话题。引用乔治·威尔的疑问: 有没有可能乔丹的克隆者喜欢拉小提琴? 作者明确表示这完全是可以成真的, 再次支持了自己支持克隆人的观点。

范 文	点 评
Cloning human beings has been a controversial topic debated by philosophers, politicians, and ethicists for very long. Concluding that cloning human beings is essentially unethical and unfair to both the cloner and the cloned, many countries have outlawed such practice. However, the author of the passage urges his reader to recognize the cloned as unique, independent individuals by redefining the cloning and refuting opposing arguments against cloning. (1) Many believe that cloning human beings is unfair and unethical because, according to the author, the cloned is defined as something less than an independent and complete individual who should especially be the subordinate of the cloner. Scientists, politicians, and even ethicists have found it hard to reconcile the cloned with the cloner if they collide, as they can't possibly be fair to both parties if the cloned and the cloner are not regarded as equal. Realizing he has to come down to the definition of the cloned to persuade his reader the legitimacy of cloning human beings, the author quotes experts and refines the cloned as human beings "who happens to share the same genes with another person". Therefore, if the cloned counts as a person like everyone else in the world, which he is, there is nothing immoral and unethical about cloning human beings (2). He further compares the relationship between the cloned and the cloner to that between twins who share pretty much the same genes too, demonstrating to his reader that the relationship between the cloned and the cloner is in reality natural, healthy, and equal. The author perceives the cloned as nothing less than a human being who deserves all the rights and freedom normal human beings have; his redefinition of the cloned helps the reader realize the cloned is not an object belonged to the cloner but a unique individual with free will and equal rights (3). After he redefines the cloned, the author proceeds to refute potential counterarguments. Some ethicists worry that the cloned might not be able to grow apart from the cloner in terms of mental and psychological development due to the same genes they share. In response to their worries, the author incisively characterizes such arguments as "genetic essentialism" that asserts genes is the sole determinant of one's life. The author again argues that even twins who share the same genes can have radically different personality from "greatly divergent experiences"; therefore, he reassures the	(1) 介绍时代背景引出话题, 提出原文作者与一般人不同的观点, 也就是认为克隆人是道德的行为。 (2) 概述了原文刚开始论述为何克隆人也是独立的人的论点。 (3) 概述了原文将克隆人与双胞胎类比的论述例子。

reader that the cloned and the cloner can totally grow up with different hobbies and life trajectories in the future even with the same genes. Some also argue that the cloned might be negatively judged by the cloner if he does not inherit the characteristics of the cloners. The author, on the other hand, points out that the cloned has no obligation to fulfill anyone's expectation of him but that of himself, reminding his reader that the cloned human beings are independent and dignified individuals living for themselves. (4)

While the majority of society holds that cloned human beings are genetically not able to live apart from their cloners as individual human beings, the author illustrates to his reader that cloned human beings are capable of living different lives and pursuing different goals with the example of twins. (5)

(4) 在分析完原文对克隆人的定义后，范文继续分析原文对如何区分克隆人与其基因贡献者的论述。

(5) 再次总结文章结构及论述，并重申原文观点。

经典单词

controversial	adj. 有争议的，好争论的
outlaw	vt. 宣布……不合法
refute	vt. 驳斥，驳倒，否认真实性
subordinate	adj. 级别或职位较低的，附属的
reconcile	vt. 使和好，调停
legitimacy	n. 合法性，正统性
immoral	adj. 不道德的
proceed	vi. 进行，前进，继续说

闪光句子

01 Concluding that cloning human beings is essentially unethical and unfair to both the cloner and the cloned, many countries have outlawed such practice.

这句话利用现在分词很简洁地说明了很多国家排斥克隆技术的原因。

02 Many believe that cloning human beings is unfair and unethical because, according to the author, the cloned is defined as something less than an independent and complete individual who should especially be the subordinate of the cloner.

利用插入语简洁清晰地说明很多人对克隆人的偏见。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 49

Legacy of Martin Luther King Being Lost

This passage is from a 2003 book that examines the famous “I Have a Dream” speech delivered by Martin Luther King, Jr. at the historic March in Washington in August 1963.

Martin Luther King was at his best when he was willing to reshape the wisdom of many of his intellectual predecessors. He ingeniously harnessed their ideas to his views to advocate sweeping social change. He believed that his early views on race failed to challenge America fundamentally. He later confessed that he had underestimated how deeply entrenched racism was in America. If Black Americans could not depend on goodwill to create social change, they had to **provoke** social change through bigger efforts at nonviolent direct action. This meant that Blacks and their allies had to obtain political power. They also had to try to restructure American society, solving the riddles of poverty and economic inequality. This is not the image of King that is celebrated on Martin Luther King Day. Many of King’s admirers are uncomfortable with a focus on his mature beliefs. They seek to deflect unfair attacks on King’s legacy by shrouding him in the cloth of superhuman heroism. In truth, this shroud is little more than romantic tissue. King’s image has often suffered a sad fate. His strengths have been needlessly exaggerated, his weaknesses wildly over played. King’s true legacy has been lost to cultural **amnesia**. (1)

As a nation, we have emphasized King’s **aspiration** to save America through inspiring words and sacrificial deeds. Time and again we replay the powerful image of King standing on a national stage in the shadow of the Lincoln Memorial mouthing perhaps the most famous four words ever uttered by a Black American: “I have a dream.” For most Americans, those words capture King’s unique genius. They express his immortal longing for freedom, a longing that is familiar to every person who dares to imagine a future beyond unjust laws and unfair customs. The edifying universality of those four words—who hasn’t dreamed, and who cannot identify with people whose dreams of a better world are punished with violence? —helps to explain their durability. But those words survive, too, because they comfort folk who would rather entertain the dreams of unfree people than confront their rage and despair. (2)

(1) 首先讲述了马丁·路德·金真正所相信的是什么，然后表明人们所庆祝的马丁·路德·金的信仰偏离了它正确的轨道。人们信仰的是完美的马丁·路德·金，忽略了他的弱点，最后点出马丁·路德·金的遗产已经被遗忘。

(2) 表述了人们的现状，人们依旧为马丁·路德·金当年《我有一个梦想》的演讲而激动，但是却不愿意利用马丁·路德·金思想真正去解决生活中的暴力和绝望。

范 文	点 评
Martin Luther King Jr. is perhaps the most revered and well-known civil rights movement leader fighting for equal rights for African Americans. Though assassinated in his prime age, Dr. King is best remembered by Americans, especially African Americans, for his speech “I Have A Dream”. However, the author of the passage asserts many African Americans have mistaken Dr. King's speech by comparing Dr. King's real image and what his followers believe he is and drawing attention to African Americans' lack of determination. (1)	
The author first provides his reader with the authentic identity of Martin Luther King that many of many followers refuse to accept. According to the author, Dr. King seeks to provoke social changes through nonviolent means and help African Americans gain higher social status through economic and political achievements. Dr. King's political ideology has been gradually maturing along his way as an African American leader, but many of his supporters celebrate Dr. King as a dramatic “superhuman” rather than an ordinary human being with strengths and weaknesses shared by many. They mistake Dr. King as a cultural phenomenon, a theatrical being that can be played on stage by actors, and avoid accepting his mature political ideology by needlessly exaggerating Dr. King's strengths and wildly overplaying his weaknesses. Dr. King is remembered for his surface, such as his overdramatized personality, rather than his mature political thoughts that may help African Americans solve the riddles of poverty and inequality. The author compares Dr. King's real legacy to African Americans to what African Americans actually remember of him to highlight the wrong focus on Dr. King of society. (2)	(1) 开篇通过对马丁·路德·金的评述,引出大家其实误解他或者说遗忘了他真实的现状。
The author further analyzes how African American community has mistaken Dr. King's speech. For most Americans, he argues, Dr. King's speech “I Have A Dream” is mostly known for its “immortal longing for freedom”. Anyone who has been suppressed by unjust systems and laws and has dreamed of a more fair future can identify himself with Dr. King's desire for freedom and justice. However, this is easy to do, and it takes more than self-identification for African Americans to proper in American society. African Americans celebrate Dr. King's speech because it screams out their pain and disadvantages to the world but forget to realize Dr. King's imaginations	(2) 点出原文首先描述了真的马丁·路德·金是什么样子的,同时点出原文运用对比,将真实的马丁·路德·金与人们记住的马丁·路德·金相比,体现了两者的差距,来表达原文论点。

in his speech. They are satisfied with being comforted with a speech that sympathizes with them and refuse to “confront their rage and despair” with the methods Dr. King has taught them in his speeches and actions. The author of the passage, as an African American too, mourns at the superficial interpretation and application of Dr. King's speech by analyzing what many African Americans have taken from Dr. King's speech. (3)

While African Americans highly revere Dr. King, the author suggests that many of them have not thoroughly comprehended Dr. King's ultimate message that he conveys in his speech. The author explains how and why many African Americans seek to deflect Dr. King's attributes and speeches in order to persuade his reader that the famous speech “I Have A Dream” is misunderstood. (4)

(3) 接下来分析原文中为何人们会误解马丁·路德·金的部分。

(4) 总结原文的论述过程，再次明确原文论点。

经典单词

provoke	vt. 激起，煽动，触怒
amnesia	n. 记忆缺失，善忘
aspiration	n. 强烈的愿望，吸气
revered	adj. 可敬的，尊敬的
assassinate	vt. 暗杀，行刺
authentic	adj. 真正的，可信的，可靠的
ideology	n. 思想意识，意识形态，观念学
mature	adj. 成熟的，仔细考虑过的
riddle	n. 难解之谜

闪光句子

- 01 Though assassinated in his prime age, Dr. King is best remembered by Americans, especially African Americans, for his speech “I Have A Dream”.

利用插入语使得句子结构紧凑，而且很明白地写出了马丁·路德·金的历史地位。

- 02 They are satisfied with being comforted with a speech that sympathizes with them and refuse to “confront their rage and despair” with the methods Dr. King has taught them in his speeches and actions.

这句话利用短语以及从句使句式紧凑，很好地表达了当前民众对马丁·路德·金理解上的问题。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Aliens Do Exist?

Generations of science-fiction movies have conditioned us to consider bug-eyed monsters, large-brained intellectual humanoids, and other rather sophisticated extraterrestrial creatures as typical examples of life outside Earth. The reality, however, is that finding any kind of life at all, even something as simple as bacteria, would be one of the most exciting discoveries ever made. (1)

The consensus within the scientific community seems to be that we eventually will find not only life in other parts of the galaxy but also intelligent and technologically advanced life. I have to say that I disagree. (2) While I believe we will find other forms of life in other solar systems (if not in our own), I also feel it is extremely unlikely that a large number of advanced technological civilizations are out there, waiting to be discovered. The most succinct support for my view comes from Nobel laureate physicist Enrico Fermi, the man who ran the first nuclear reaction ever controlled by human beings. Confronted at a 1950 luncheon with scientific arguments for the ubiquity of technologically advanced civilizations, he supposedly said, “So where is everybody?” (3)

This so-called Fermi Paradox embodies a simple logic. Human beings have had modern science only a few hundred years, and already we have moved into space. It is not hard to imagine that in a few hundred more years we will be a starfaring people, colonizing other systems. Fermi’s argument maintains that it is extremely unlikely that many other civilizations discovered science at exactly the same time we did. Had they acquired science even a thousand years earlier than we, they now could be so much more advanced that they would already be colonizing our solar system. (4)

If, on the other hand, they are a thousand years behind us, we will likely arrive at their home planet before they even begin sending us radio signals. Technological advances build upon each other, increasing technological abilities faster than most people anticipate. Imagine, for example, how astounded even a great seventeenth-century scientist like Isaac Newton would

(1) 文章开头描述了电影中外星人的样貌，与现实生活中的现状做对比。

(2) 表达了作者的观点，对外星人存在表示不认同。

(3) 引用科学家的话语来论证自己的观点。

(4) 提出了假设，进一步否定了外星人存在的猜想。

be by our current global communication system, were he alive today. Where are those highly developed extraterrestrial civilizations so dear to the hearts of science-fiction writers? Their existence is far from a foregone conclusion.

范 文	点 评
Many people have been left the inveterate impression that aliens are highly intellectual creatures with extremely advanced technology that can eliminate the entire human race in one millisecond. However, the author of the passage suggests that aliens, if there exists any, are mostly likely to be primitive creatures waiting to be discovered by us humans after we finish developing adequate technology. He offers a credible theory introduced by a prominent physicist that backs up his argument in order to convince his reader that aliens with highly advanced technology are very unlikely to be discovered. (1) The author first calls the reader's attention to a common fallacy that highly sophisticated and intelligent aliens are "typical examples of life outside Earth". Although the scientific community is unanimously convinced that we eventually will find those creatures, the author expresses his disagreement with such claims by citing a famous yet simple question, "So where is everybody". The essence behind this question, as the author explains, is that if there were aliens with highly advanced technology looking for creatures different from them in the space, they would have already contacted and found us. The author builds his argument on the assumption that aliens develop their technologies at roughly the same rate as us so that it would not take too long for anyone to be a starfaring people. (2) Some may attempt to undermine this theory by saying that humans and aliens are still unconnected because aliens have started developing technology at roughly the same time with us. Expecting their opposition, the author then refutes them by emphasizing the extremely unlikeness of many other civilizations discovering science at exactly the same time as us. By juxtaposing our relative rate of developing technology with the unlikeness of simultaneous discovery of science, the author shows to his reader that the lack of contact by highly sophisticated aliens is an indication of the inexistence of such creatures. After rejecting the impossibility of highly intelligent aliens, the author then proceeds to examine the other possible scenario, that there do exist alien creatures whose technological progress is tremendously	(1) 开头由人们对外星人的普遍印象引出原文作者不同的观点——有先进科技的外星人很难被发现。 (2) 指出如果有先进科技的外星人确实在寻找太空中不同于它们的物种，它们应该早已找到人类。所以，作者提出外星人的科技和我们在一个水平上。

behind ours. The author admits such possibility, as Enrico Fermi's theory explains this scenario and predicts that humans will find those primitive creatures immediately after we have developed sufficient technology. He also subtly suggests that those primitive aliens are very unlikely to catch up with human technological progress because "technological advances build upon each other". Even someone as insightful as Isaac Newton cannot possibly fathom the technology that we have today, as the author asserts. Therefore, humans are very unlikely to encounter aliens with highly developed technology, as the more sophisticated aliens do not exist and the less ones are not able to catch up. (3)

Although highly sophisticated and intelligent aliens have almost become a part of the pop culture, the author points out such creatures are very unlikely to exist with a paradoxical yet logical question that convinces his reader that humans are safely the most advanced creatures in the universe.

(3) 此段进一步否定了外星人科技水平远低于人类的假设。

经典单词

fallacy	<i>n.</i> 谬论, 谬误的推理
unanimously	<i>adv.</i> 全体一致地, 无异议地
simultaneous	<i>adj.</i> 同时发生的, 同步的
scenario	<i>n.</i> 剧本, 情节梗概
primitive	<i>adj.</i> 原始的, 简陋的 <i>n.</i> 文艺复兴前的艺术家, 原始人

闪光句子

- 01 He offers a credible theory introduced by a prominent physicist that backs up his argument in order to convince his reader that aliens with highly advanced technology are very unlikely to be discovered.

一句话长句, 却不显冗长, 将作者的核心论证交代得很清楚。

- 02 Although highly sophisticated and intelligent aliens have almost become a part of the pop culture, the author points out such creatures are very unlikely to exist with a paradoxical yet logical question that convinces his reader that humans are safely the most advanced creatures in the universe.

让步之下, 是对全文的有力总结。

练习

请运用6W原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 51

Reading History

These passages are adapted from observations made by two twentieth-century historians on how nations—and people—make use of their sense of their own history.

The historian has much to answer for. History—that is, written history and the examples it provides—has made and unmade nations, given courage to the oppressed and undermined the oppressor, has justified aggression and overridden law. After Germany's defeat of France in 1870, a French historian exclaimed with unwilling admiration that the nineteenth-century Germans used their history as a means toward unity and a weapon of war; but that the story of his own country as written by his compatriots had taught the French people "above all to hate one another." Past heroism breeds future heroism, past cowardice the cowardice of the future. History tends to repeat itself by a process of almost deliberate imitation. We have been told what to expect of ourselves and, by expecting, we do it. But what is this motivating force? What is written history? (1)

The nineteenth-century English historian Froude sonorously hailed it as "a voice forever sounding across the centuries the laws of right and wrong". Written history is, in fact, nothing of the kind; it is the fragmentary record of the often inexplicable actions of innumerable bewildered human beings set down and interpreted according to their own limitations by other human beings, equally bewildered. The tribunal of history judges about as fairly as any random batch of court judges. But only a minority of people are able to recognize this fact, and, of that minority, only a minority will act upon it. The rest of us will go through life with a silt of moral and political prejudice washing about the brain—all derived directly and indirectly, by way of textbooks and propaganda and theaters and the marketplace, from historical writings. (2)

It used to be said that history should be written without prejudice that the historian must not step aside to draw a moral. The first cannot be done; the second should not. Historians should always draw morals. If

(1) 本段以德法历史学家在战争后的做法引出主要观点。历史是一种有自主性的循环与模仿。

(2) 本段首先引用英国历史学家的话，随后对其进行反驳。之后，又指出很多人很难意识到普遍被认可的观点的错误性。

the accurate, judicious and highly trained scholars fail to do so, the unscrupulous and unqualified will do it for them, and the deluded public will listen gaping to false but more emphatic prophets. Historians who neglect the education of the public are responsible for the villainous stuff to which the public will go instead. A nation does not create the historians it deserves; the historians are far more likely to create the nation. (3)

(3) 本段首先指出一个普遍被认可的观点, 随后说该观点既不可能也不应该被实施, 指明了历史的确应该有所倾向, 并将人们指引往一个好的方向去发展。

范 文	点 评
The term “history” itself seems to embody objectivity and wisdom that people can turn to for help when they have trouble making decisions. However, historical evidence also suggests that history can often be interpreted in multiple ways that can either harm or benefit the humanity. The author of the passage explains the self-fulfilling prophecy of history and what historians should do with history in order to persuade his reader that history is in fact up to us to interpret. (1) The author first points out how history of a nation is told can influence the very future of that nation, regardless of how objectively or wisely that period of history is told. In the nineteenth-century, the author asserts, Germans told their history in a way that could consolidate Germany and brought all Germans together into a unity, whereas French told its history in a way that kept instigating conflicts within French people. Though Germans had not been so united and French not so polarized, the way that their histories were told have made them who they are today. By highlighting the self-prophecy of history, the author reveals that people are essentially susceptible to how history is rendered, as there are multiple ways that history can be told. (2) The author then proceeds to analyze why exactly history is not perfectly objective and enlightening as people think. People tend to regard history as a permanent guide of right and wrong that anyone can look at for his or her benefit. Sadly, the author calls the reader’s attention to humans’ inability to accurately and justly convey and interpret history. Moreover, many pieces of history are full of bewildering actions and events written in an equally bewildering fashion, and history is also interpreted by bewildered people as well. Naturally, different people	(1) 本文开头引入了针对历史的两种针锋相对的观点, 随后指出原文作者所持有的观点。 (2) 本段分析了原文作者对一个国家历史的重要作用的阐述方式。

reach different conclusions about a period of history, and only a very small part of them can reach accurate and wise conclusions. The author compares humans reading history to a “random batch of court judges” who are hardly able to recognize the truth of history, and that is the reason why history is not perfectly objective as many people assume. (3)

After the author admits that history cannot be conveyed and interpreted perfectly, the author then asserts that history should be instilled with moral values by historians. Since ordinary people are incapable of drawing truthful and righteous conclusions from the confusing and subjective history, historians have the heavy obligation to render history in comprehensible terms that help the reader obtain moral and just conclusions. Otherwise, the **unscrupulous** and irresponsible ones will take over their job and write history with **villainous** ideas that leads the public to go astray. By discussing the significant role history has to play in society, the author reasons to his reader that history is not only subjective but also should be intentionally framed with positive and moral values. (4)

(3) 本段继续分析原文作者在表明历史重要意义之后的写作，指出了原文作者所持有的观点，即人类不可能完全准确客观地记住历史。

(4) 既然历史无法被准确地传递，原文作者便认为在传递过程中，历史应被加入正确的价值观。此段继续分析原文的写作思路。

经典单词

unscrupulous	<i>adj.</i> 肆无忌惮的，不道德的
villainous	<i>adj.</i> 邪恶的，恶毒的，坏透的
bewildering	<i>adj.</i> 令人困惑的，使人混乱的

闪光句子

- 01** But only a minority of people are able to recognize this fact, and, of that minority, only a minority will act upon it.

多次点出少数人，起强调作用。

- 02** Naturally, different people reach different conclusions about a period of history, and only a very small part of them can reach accurate and wise conclusions.

自然过渡到作者的观点。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Automobiles in Cities

Today everyone who values cities is disturbed by automobiles. Traffic arteries, along with parking lots, gas stations, and driveways, are powerful and **insistent** instruments of city destruction. To accommodate them, city streets are broken down into loose sprawls, incoherent and **vacuous** for anyone afoot. City character is blurred until every place becomes more like every other place, all adding up to no place. And in the areas most defeated, uses that cannot stand functionally alone—shopping malls, or residences, or places of public assembly, or centers of work—are severed from one another. But we blame automobiles for too much. (1)

Suppose automobiles had never been invented, or that they had been neglected and we traveled instead in efficient, convenient, speedy, comfortable, mechanized mass transit. Undoubtedly, we would save immense sums that might be put to better use. But they might not. Indeed, we would have had essentially the same results. I just blamed on cars due to the sorry state of conventional urban planning. And then automobiles would have to be invented or would have to be rescued from neglect, for they would be necessary to spare people from vacuity, danger, and litter **institutionalization**. (2)

The reason for this is that it is questionable how much of the destruction wrought by automobiles on cities is really a response to transportation and traffic needs, and how much of it is owing to sheer disrespect for other city needs, uses, and functions. Like city builders, who face a blank when they try to think of what to do instead of massive building projects, highway builders and traffic engineers face a blank when they try to think what they can realistically do, day by day, except try to overcome traffic kinks all they occur and apply what foresight they can toward moving and storing more cars in the future. (3)

Good transportation and communication are not only among the most difficult things to achieve; they are also basic necessities. The point of cities is multiplicity of choice. It is impossible to take advantage of multiplicity of

(1) 通过每天的日常生活引入文章话题。先大篇幅描述汽车对城市造成的诸多影响，随后话锋一转，指出，实际上汽车对城市的影响被夸大的事实。

(2) 本段设想汽车从未被发明的情景，表明即使汽车从未被发明，现代城市的构成也很可能不会有任何的好转。

(3) 在此段中作者继续给出在上段中所指出的问题的原因，并做了系统的分析。

choice without being able to get around easily. Furthermore, the economic foundation of cities is trade. Trade in ideas, services, skills, and personnel—and certainly in goods—demands efficient, fluid transportation and communication. The power of mechanized vehicles can make it easier to reconcile great concentrations of people with efficient movement of people and goods. Thus automobiles can hardly be inherent destroyers of cities. In fact, we should see that the car is a potentially exciting and liberating instrument for city life. (4)

(4) 最后一段从城市的本质出发，指出交通对于一个城市的重要性，从而表明，汽车并不是损害城市的罪魁祸首，相反，汽车是城市生活绝对不可分割的一部分。

范 文	点 评
Automobiles have been regarded as one of the greatest inventions for transportation; however, recently more and more urban critics and residents start to accuse automobiles of being a destructive force that disrupts urban planning and creates way too many negative externalities. The author of the passage, however, defends the use of automobiles in the city by highlighting the real cause of the problem to his reader and then expatiating how urban planning depends on automobiles. (1) The author starts his argument by pointing out the trouble automobiles seem to have caused in cities. Because automobiles need parking space, many believe they have taken up too way space and divided cities into many fragmentary pieces that aren't supposed to be taken apart. While the author admits automobiles may have caused such problem in cities, he also argues that there might not be any better alternatives to automobiles. Urban residents would be very likely to get the same results they have blamed on automobiles if they switched to a conventional way of transportation. As they have become disillusioned with automobiles for the troubles automobiles have brought, they have also forgotten how they started using automobiles in the first place when they realized automobiles brought more convenience to them than other forms of transportation. By highlighting the fact that problems caused by transportation in cities are in practically inevitable and therefore should not only be blamed on automobiles, the author suggests that urban residents have taken automobiles for granted and overlooked how their lives have been made better by automobiles. (2)	(1) 首段采用一波三折的表述方式，先承认再反驳再重新确立，为全文定下了主题。 (2) 作者先表明汽车为城市生活造成的诸多不便，举出种种实例作为论证。原文作者在承认汽车确实造成一些问题的同时，表明了没有了汽车城市将不能发展。

The author then proceeds to examine how automobiles are intended in cities. He believes automobiles themselves are not disrespectful to other city needs; rather, the highway builders and traffic engineers are responsible for overly dividing the city for automobiles due to their job requirements and lack of understanding of other city uses and functions. There are many other ways by which cities can be more **aesthetically** organized with automobiles, but urban automobile planners usually have failed to place automobiles into a good place where all city uses can coexist with one another. In spite of the failure of urban automobile planners, automobiles prove to help the city fulfill its duty. According to the author, “the point of cities is **multiplicity** of choice”, and in order to enjoy that multiplicity of choice urban residents need be able to get around the city freely and efficiently. (3)

Without automobiles, urban residents would be disjointed from most city functions and facilities and stuck on inefficient public transportations endlessly, and cities would cease to perform their duties. As the author suggests, automobiles are able to move an enormous number of people and goods so that urban residents can enjoy the resources cities have to provide in the most **convenient** places. In that way, automobiles are really the constructive and liberating instruments of city life. (4)

While other urban residents have failed to recognize the huge contribution automobiles have made to improve urban lifestyle, the author defends automobiles by asserting that urban fragmentation can be caused by other forms of transportation as well and is a result of poor urban automobile planners. Moreover, he points out automobiles are actually beneficial to cities because they provide massive and efficient transportation of people and goods so that urban residents can continue to enjoy the variety of choice.

(3) 在这一段中，作者进一步分析原文作者在文中所做的假设，即如果没有汽车，现代城市会是什么样的状态。分析表明，如果没有汽车，城市人口将被隔离开来，各种交流将不复存在。

(4) 或许有人没有认识到汽车对于城市的重要性，作者指出，没有了汽车，城市将不再为城市，将失去其最根本的属性。

经典单词

insistent	<i>adj.</i> 坚持的，迫切的
vacuous	<i>adj.</i> 空的，发呆的，心灵空虚的
institutionalization	<i>n.</i> 制度化，寄居机构
constructive	<i>adj.</i> 建设性的，构造上的，作图的
multiplicity	<i>n.</i> 多数，重复，多样
aesthetically	<i>adv.</i> 有审美能力地，美术地

闪光句子

- 01 The reason for this is that it is questionable how much of the destruction wrought by automobiles on cities is really a response to transportation and traffic needs, and how much of it is owing to sheer disrespect for other city needs, uses, and functions.

两句并列，更加具有说服力。

- 02 The author compares humans reading history to a “random batch of court judges” who are hardly able to recognize the truth of history, and that is the reason why history is not perfectly objective as many people assume.

and 连接词，使得句子变得流畅通顺，自然清晰。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 53

Rock Music

As I was passing as unconsciously as possible through one of humanity's most **insidious** institutions, junior high school, something dramatic yet subtle was taking place in my teenage consciousness. I didn't recognize it for what it was at the time. Nobody did. But it was happening to all of us, just the same. It didn't take long for adults to tell us what it was, however, and they weren't "very happy". They call it primitive, communistic, filthy, smutty, and obscene; we called it rock and roll. We were both right. Today with over 30 years of hindsight available, the whole phenomenon seems relatively clear and, if possible, even more provocative than it seemed at its inception. (1)

What my fellow and I were experiencing was the beginning of America's first genuine cultural revolution. This statement may seem exaggerated for two somewhat contradictory reasons. First, we've always been taught that America's war of independence from England was a true revolution, something of an exaggeration in itself. Second and more important, we're reluctant to give up the American myth of a slow and steady (but inevitable) process toward an earthly perfection. Americans have always tolerated many more disagreements over the nature of their goals than over how they could be achieved. The process was expected to be rational, well ordered, and continuous. So even to suggest the possibility of a cultural revolution in America must appear not only factually absurd but blasphemous as well. Revolution is as heretical a doctrine in America as abolishing the monarchy would be in England. Nevertheless, despite the overwhelmingly conservative assumptions of most Americans, we are in fact in the throes of a genuine and dramatic revolution in our culture and it behooves us to understand it before passing judgement. (2)

From its beginnings, rock music has challenged the basic values of the culture in which it emerged; not all at once, not always self-consciously, certainly not programmatically, but surely and steadily nevertheless. First came challenges

(1) 作者从自身的经历引入文章主题，即尽管人们自身并没有意识到，但是在某个特定的时期，摇滚的精神在人们的心里渐渐生根。

(2) 作者指出了美国第一次文化大变革，同时也指出了将其称为革命不妥的两个原因。

to the accessed beliefs about sex, race, and work; then nationalism, war, and economics came under attack. By implication, of course, the entire conception of reality that supported these values was negated. Essentially, what was being rejected was a particular view of the American tradition, with its firm conviction about destiny, inevitable progress, absolutist morality, and fixed social positions. Sociologists had been studying and criticizing this value scheme. Rock and roll however, didn't propose to study it; rock and roll proposed to abolish it. (3)

(3) 作者表明摇滚乐对于美国传统文化的颠覆。这种颠覆不是一次性的,而是逐步的。慢慢地,人们逐渐摒弃稳定、命运等一直被接受的观点。

范 文	点 评
Rock music has been popular in America for several decades but also misunderstood as a corrupting force that harms American teenagers with violent, racial, and sexual content. The author, who starts listening to rock music at his most susceptible age, asserts that although rock music does explicitly express unconventional and even sometimes inappropriate content, it is the first radical cultural revolutionary in America and effectively promotes social activism. (1) The author starts the passage by narrating his experience as a rock music listener and concludes that rock music has made profound impact on his generation. In his most unconscious age, rock music has subtly left its values in his consciousness, regardless of the popularity of these values. While many rock music critics, who tend to be much older than the author, calls rock music “primitive, communistic, filthy, smutty, and obscene”, the author analyzes how rock music is the only authentic cultural revolution in America in order to justify rock music. Attempting to explain why so many people are unaccustomed to the values of rock music, the author states that Americans are so used to having “slow and steady” progress toward a certain goal even though they are taught to believe in radical and sudden revolutions. (2) Because the public expects all forms of change, including artistic expressions, to be rational and gradual, rock music with such an unconventional and iconoclastic lineage is naturally underappreciated. The author further compares drastic cultural revolutions such as rock music in America to abolishing monarchy in England, reinforcing his idea that Americans in reality do not believe in any form of revolution	(1) 本文首段指出虽然摇滚乐曾经被认为是一种反叛的有害的事物,原文作者通过自身的经历表明摇滚的有益之处。 (2) 简单概括了原文开头段的阐述历程,通过对比,表明摇滚对美国文化重要的影响。

due to their expectation of rationality and continuity. Therefore, the mainstream of American society loathed rock music, as the author reasons, because it did not understand or recognize the concept of cultural revolution as it heard something so radical and different for the first time. (3)

On the other hand, the author's generation has been trained by rock music to embrace the concept of drastic changes, and the author further points out that rock music also has helped his generation accept nontraditional views and values by training his generation to be receptive and open-minded. (4) Views that weren't accepted or even unfairly labeled before such as sex, race, work, and nationalism are taken out by rock music and presented in front of us under the spotlight to be discussed. Rock music has challenged the entire composition of American society and its traditional values that has lasted hundreds of years, the author proclaims, by encouraging the younger generations to understand the overlooked values as well. Moreover, the traditional American values, such as absolutist morality and fixed social positions, that rock music seeks to abolish rather than reconcile prove to be worth our effort to change or at least modify.

The author gives his testimony on why rock music is negated by older generations on the behalf of younger generations in order to point out rock music is negated not as much for its content as for its revolutionary nature. He then illustrates how rock music improves and broadens the American society from its smallest unit, the teenagers' mindsets, to attest the value of rock music to his reader. (5)

(3) 用过渡句将文章的论述递进到另外一个层次。

(4) 在这段中，作者描述了原文作者对于摇滚对于青少年的影响，认为摇滚让青少年变得更加包容，能够更加快速的接受新鲜的事物。这个观点是对原文观点的进一步补充。

(5) 文章的最后一段概括了作者的论述思路，简洁明了，画龙点睛。

经典单词

susceptible	adj. 易受外界影响的，易受感染的，容许……的
iconoclastic	adj. 打破旧习的，破除因袭的
testimony	n. 证明，证据
absolutist	n. 专制主义者，专制政治论者，绝对论者
mindset	n. 精神状态，心态，意向
insidious	adj. 潜伏的，暗中为害的，阴险的，诱人上当的，(疾病等)不知不觉恶化的

闪光句子 ●

- 01 They call it primitive, communistic, filthy, smutty, and obscene; we called it rock and roll.

看似对比，其实是用五个形容词概括了摇滚的特点。

- 02 Nevertheless, despite the overwhelmingly conservative assumptions of most Americans, we are in fact in the throes of a genuine and dramatic revolution in our culture and it behooves us to understand it before passing judgment.

转折巧妙，自然引出观点。

练习 ●

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Author's Career

True artists, we have been told again and again, take no thought of their readers. They write for themselves and the reader is beside the point. "Is the writer under any obligation to the reader?" an interviewer once asked a Nobel Prize-winning novelist. "I don't care about John Doe's opinion on my or anyone else's work," came the answer, "Mine is the standard which has to be met." (1)

In recent years it is really only in handbooks about how to write best sellers that we find very much open advice to the author to think of readers and write accordingly. (2) The predominant fashion among serious writers has been to consider any recognizable concern for the reader as a commercial blemish on the otherwise spotless face of art. If someone is rude enough to ask who the serious writers are, the answer is easy: they are those whom one could never suspect of writing with their readers in mind.

"I write. Let the reader learn to read." —such a motto, adopted openly by one widely read author, might serve as the credo for many twentieth-century novelists. "There is easy reading. And there is literature," the author explained. "The novelist depends upon that relatively small audience which brings to reading a frame of reference, a sophistication, a level of understanding not lower than the novelist's own...I resist, as true novelists do, the injunction (usually a worried editor's) to be clearer, to be easier, to explain, if I feel that the request is for the convenience of the reader at the expense of the craft."

"I write. Let the reader learn to read." Authors who make this their motto, in the name of artistic integrity, can hardly be expected to tolerate the attitudes of critically acclaimed nineteenth-century novelists, who believed that their first duty was to try to seem "pleasant", and that to do so they must render their meanings "without an effort to the reader".

(1) 开头讲述了现状，引用诺贝尔文学奖得主的话，说明很多作家认为自己位居读者之上。

(2) 作者话锋一转，讲到了近些年作家与读者关系的变化。

范 文	点 评
Although any author's career directly depends on his or her readers who pay out of their pockets, in the twentieth century there was a particularly bizarre attitude among authors, which seemed to place authors above their readers. (1) However, by carefully analyzing the logic behind this attitude and quoting different authors who are in favor of that particular attitude, the author of the passage manages to convince his reader that this attitude in reality values the reader as equally insightful and capable as the author. (2) The author introduces the attitude that the writer should by no means write for the convenience of the reader and, if taken to extreme extent, should also think nothing of the reader's reaction. He quotes a Nobel Prize-winning novelist, "Mine is the standard which has to be met", which seems to suggest that the writer has the right and authority to determine what's good for the reader to read, as the reader is unable or unwilling to strive to understand the insight of the writer. (3) But that's not the case, according to the author of this passage. (4) As the author states, to consider the reader's feelings and intentionally modify his content for the convenience of the reader is to commit "commercial blemish" against the art of literature. While it is true that the reader can save a great amount of time and effort from his attempt to crack the more sophisticated ideas of the writer if the writer simplifies or curtails his ideas, it is not beneficial to the reader in the long run, as the reader does not get the most out of his reading experience. The author also labels the authors who support this attitude as "serious writers" not for their tendency to condescend to their readers and underestimate their readers' ability; rather, they are called serious by the author because they believe their readers are not less serious than themselves about learning difficult yet inspiring ideas. After all, the serious writer places his reader with himself intellectually, as he believes his reader does have the capacity to follow his guide and understand his core messages even though it takes time and effort on the reader's part. (5) The author further suggests that there is a difference between easy reading and literature, and the writer hopes to provoke his reader to ponder about his work as much as possible. In the end, he hopes	(1) 开头第一句描述了 20 世纪的一个现状,也就是认为作者的地位在读者之上。 (2) 概括了原文中提供的观点,作者和读者的关系是平等的。 (3) 这两句话概括了原文分析的第一部分,适当地引用原文中的句子,用长难句进行整合,表现了作者的概括能力。 (4) 过渡句,段与段之间的连接显得自然平稳。 (5) 这一段继续转述原文中作者的观点。

his reader to reach a **sophistication**, “a level of understanding not lower than the novelist's own”, so that both the author and the reader can have a rewarding experience from an exchange of ideas. In the end, the author compares the attitude detailed above to another popular attitude among the nineteenth-century novelists who proposed to write in an easy style so that they would seem pleasant to their readers; he points out the twentieth-century novelists care more about what intellectual experience the readers can get from their books than about whether or not they are willing to pay for their books. (6) Needless to say, the attitude **embraced** by the twentieth-century novelists is, as the author of the passage suggests, more instrumental and motivating to the reader. (7)

(6) 第六段中没有直接总结全文内容，而是继续概括作者接下来的论证和观点。

(7) 最后一句，呼应开头，结合材料。

经典单词

bizarre	<i>adj.</i> 奇异的（指态度，容貌，款式等）
blemish	<i>n.</i> 瑕疵；污点；缺点 <i>vt.</i> 玷污；损害；弄脏
sophisticated	<i>adj.</i> 复杂的；精致的；久经世故的；富有经验的
curtail	<i>vt.</i> 缩减；剪短；剥夺……特权等
condescend	<i>vi.</i> 屈尊；俯就；（对某人）表现出优越感
provoke	<i>vt.</i> 驱使；激怒；煽动；惹起
sophistication	<i>n.</i> 复杂；诡辩；老于世故；有教养
embrace	<i>vt.</i> 拥抱；信奉，皈依；包含 <i>vi.</i> 拥抱 <i>n.</i> 拥抱

闪光句子

- 01 Although any author's career directly depends on his or her readers who pay out of their pockets, in the twentieth century there was a particularly bizarre attitude among authors, which seemed to place authors above their readers.

运用让步状语从句，although 连接，表现出转折和对比。

- 02 He quotes a Nobel Prize-winning novelist, “Mine is the standard which has to be met”, which seems to suggest that the writer has the right and authority to determine what's good for the reader to read, as the reader is unable or unwilling to strive to understand the insight of the writer.

这个句子中既有 which 引导的定语从句，又有 determine 后面的宾语从句，还有 as 引导的状语从句，通过各种从句整合各个短句子，增加了句子的整体性和复杂性。

03 While it is true that the reader can save a great amount of time and effort from his attempt to crack the more sophisticated ideas of the writer if the writer simplifies or curtails his ideas, it is not beneficial to the reader in the run long, as the reader does not get the most out of his reading experience.

用 while 引导两个句子，体现出了转折和对比，委婉含蓄。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Undesirable Deception

The nineteenth-century moralist's view on deception was that in general any violation, no matter how small, of the dictates of one's conscience was dangerous. The small lie makes room for the bigger one, which makes room for theft, which makes room for robbery, which makes room for murder. (1) The rapid descent down the slippery slope starts with a minor infraction. The model may be flawed—I know chronic liars who, as far as I know, show no inclination toward progressing to murder—but certainly the impulse to deceive in order to succeed can become as much a habit as suspiciousness or greed, and once it has become routine, conscience is no longer an issue. Lying can become habitual in dealing with others while the moral sense in charge of hindering it atrophies. The loss of conscience is probably not mourned by anyone who functions without it, but those who have lost the faculty to tell that it is wrong to harm others, or that deception is one form of having suffered an impoverishment of their moral life.

Liars harm themselves, but if that were the only damage they do, we'd sleep better at night. The price we pay for lies we are told tends to be higher and the damage more painful. (2) For those of us who value close relationships, lie can do harm to what is dearest to our hearts. They can utterly destroy a sense of intimacy especially if one of the two people involved lies and the other does not. The shock of discovering that someone to whom you feel close deceived you can be tremendous, and the loss of trust and disappointment following the discovery can seriously impair, and sometimes destroy, a relationship.

The last statement will strike some as an exaggeration. Anyone who lies frequently and is convinced that others do the same will find it difficult to believe that discovering a lie can be a shock. "What's the big deal; everybody does it" covers this and a great many other minor and not-so-minor transgressions (as in "everyone runs red lights now and then, inflates expense accounts, etc."). And if one should get caught at lying, what of it? One simply has recourse to any of the standard excuses. Classic example: "I didn't want to upset you." But to those who do not lie habitually, discovering that they have been lied to can have a profound effect. (3)

(1) 文章一开始就引用了 19 世纪人们对谎言的看法来佐证整篇文章的论点。

(2) 第二段讲述了谎言带给人, 以及人与人之间关系的伤害, 从行为和心理的角度入手。

(3) 进一步地分析了撒谎的行为, 认为撒谎若不加以控制, 会变成一种习惯。

范 文	点 评
Modern society is a place where people are used to leniently tolerating lying and labeling the action of lying with seemingly harmless terms in order to justify this action. (1) Nevertheless, unlike many who believe there are good lies apart from malicious ones, the author of the passage asserts that all types of lying regardless of their intentions in the end will lead to damage and encourage people to lie more frequently in society. The author analyzes the behavior and the psychology of the liar in order to illustrate why the action of lying is undesirable. (2) The author starts his argument by presenting the nineteenth-century moralist's view on the action of lying, that any form of lying makes bigger room for worse actions such as theft, robbery, and murder. The real consequence of lying, the author analyzes, is not how much money is cheated off or how many elections are fraud but how easily the liar will get used to dishonest behaviors. (3) Those behaviors begin from minor offenses but will gradually grow to felonies such as robbery and murder. In another word, the action of lying, once become habitual, progressively atrophies the moral sense of the liar and deprives him of "the faculty to tell that it is wrong to harm others". Explaining that a small action of lying may lead to many other undesirable crimes and the loss of human conscience, the author conveys to his reader how lying can potentially do greater harm to society than what we can physically see. (4) The author then proceeds to detail how lying can also destroy an intimate relationship even though the liar may have started his or her lie with good intentions. If there are two parties in a relationship, for instance, one accustomed to lying and the other not, the honest one can suffer from terrible psychological shock and trauma after discovering the lie. However, the real problem that the action of lying has caused in a relationship is not the emotional trauma; rather, the real serious problem is that the lying party is so used to lying and therefore will find it difficult to believe that "discovering a lie can be a shock". (5) The lying party is so convinced of the notion that everyone should lie and should expect to be lied to that they do not even realize how much emotional damage they have done to those who have deeply trusted them. And the notion of accepting lies as inevitable and even normal, the author suggests, is a result of the loss or atrophy of morality and conscience caused by small, minor lies.	(1) 交代了问题的背景，现实生活中人们对于谎言的态度似乎很宽容。 (2) 概括总结了原文观点以及采用的论证方法。 (3) 这两句话体现了范文作者对原文推理论证过程的准确理解，以及对复杂句型的运用能力。 (4) 复合句的运用体现了作者的句法功底。 (5) 分析了撒谎给人带来伤害的真正原因。

Having given a comprehensive account on how the action of lying gradually destroys the liar's moral sense and honesty and tears apart human relationships, the author also suggests what lying can do to those who are not used to lying to others. As the author *insinuates*, those who do not habitually lie to others can also resort to the action of lying in order to protect themselves or simply increase their personal well-being. With those cases against lying in modern society, the author manages to persuade his reader that lying does more harm than we can see both to the liar and to the victim. (6)

(6) 总结段又一次地指出了作者所传达的主旨大意，同时也表达了作者对于原文内容的肯定。

经典单词

<i>leniently</i>	<i>adv.</i> 宽大地；温和地
<i>malicious</i>	<i>adj.</i> 恶意的；恶毒的；蓄意的；怀恨的
<i>assert</i>	<i>vt.</i> 维护，坚持；断言；主张；声称
<i>fraud</i>	<i>n.</i> 欺骗；骗子；诡计
<i>minor</i>	<i>adj.</i> 未成年的；次要的；较小的；小调的；二流的
<i>felony</i>	<i>n.</i> 重罪
<i>atrophy</i>	<i>n.</i> 萎缩，萎缩症；发育停止 <i>vi.</i> 萎缩；虚脱
<i>deprive</i>	<i>vt.</i> 使丧失，剥夺
<i>trauma</i>	<i>n.</i> 创伤（由心理创伤造成精神上的异常）；外伤
<i>insinuate</i>	<i>vt.</i> 暗示；使逐渐而巧妙地取得；使迂回地潜入 <i>vi.</i> 暗讽；说含沙射影的话

闪光句子

- 01 The real consequence of lying, the author analyzes, is not how much money is cheated off or how many elections are fraud but how easily the liar will get used to dishonest behaviors.
not...but...的结构有转折和对比的含义，将句子的重点转移到问题的核心。。
- 02 Explaining that a small action of lying may lead to many other undesirable crimes and the loss of human conscience, the author conveys to his reader how lying can potentially do greater harm to society than what we can physically see.
explain 的现在分词形式表示了动作的并列，省去了另起一句的麻烦，使整篇文章结构紧凑。
- 03 The author then proceeds to detail how lying can also destroy an intimate relationship even though the liar may have started his or her lie with good intentions.
even though 引导的让步状语从句，简洁明了，说明了谎言对于人所造成的伤害。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Over-Idolization of Founding Fathers

David McCullough's Pulitzer Prize-winning *John Adams*, with more than 1.5 million copies in print, has enthralled American readers and elevated Adams—in the popular mind at least—to the very first rank of American heroes. Not that the other founders are faring badly. Joseph Jellies won a Pulitzer for his best-selling *Found Brothers*, a group portrait of the Washington-Franklin-Adams generation, in which the founders are described as “America's first and, in many respects, its only natural aristocracy”. This followed his *American Sphinx*, an award-winning study of Thomas Jefferson. While interest in the founders has risen and fallen over time, it is probably fair to say that their stock is now at an all-time high. (1)

Shouldn't we applaud this restored popularity? Isn't patriotism a good thing, especially amid our current difficulties? (2) Yes—but like anything else, it can be taken too far. And when it cause us to overvalue those who have preceded us, it does harm. Here a person note may be in order. I have given numerous talks around the country on Franklin and his times. Listeners are appreciative, and they ask various questions after I finish. One question, worded one way or another, comes up at almost every session: How was it that America was so blessed with intellect and virtue at the moment of its founding? And, by implication, why is it that the current generation falls so short?

I do not dismiss the premise. But I do point out that the founders' work was very much unfinished at the time they passed the torch to the next generation; they got the country off to a good start, but they would have been the first to admit that it was no more than a start. (3) They were acutely aware of the continuing nature of their experiment in self-government, and they expected future generations to accomplish as much as they had. They would have dismissed as ludicrous the notion that theirs was a blessed generation, to which others might never compare. That notion is undemocratic, too, and therefore insults all they struggled to achieve.

In making giants of the Founding Fathers, we diminish ourselves; in making saints of them, we make sinners of ourselves. (4) Sinners we may be, but

(1) 文章开头交代了美国社会当今的现状，凡是与开国元勋相关的东西都能触发很大的追捧和流行。

(2) 用设问句开头，引出作者的观点——不能过于极端崇拜。

(3) 作者说明了正确的做法是完成先辈们未完成的事业，实现他们所绘就的蓝图。

(4) 作者用两个排比说明了过分崇拜追捧先辈给我们个人和社会带来的问题。

no more so than they. And although humility is a virtue, when consciousness of our sins becomes an inferiority complex that causes large numbers of the present generation to turn away from politics, it does the founders no honor. The point of their revolution was to craft a government based on the will of the people; they would have judge themselves failures if they thought their mechanism required saints to run it.

范 文	点 评
The Founding Fathers is still a subject that keeps attracting Americans' attention and inspires more and more authors to do research and publish their new findings each year to the public. (1) While the Founding Fathers, their past lives, and what they have done to shape the current United States should by no means be forgotten, the author of the passage asserts that many Americans have over-idolized the Founding Fathers and failed to take time thinking about solving their own problems. (2) After all, the Founding Fathers, the author further suggests, would have cared more about whether or not we have made their blueprint of a self-governing government come true than how much we remember about them. The author starts his argument by making an observation on the popularity of the Founding Fathers in modern America, where numerous autobiographies and research-based biographies on different founding fathers are published and nationally awarded each year. (3) However, as American readers learn more deeply about the founding fathers' lives and their ideals, they become more and more concerned with why the modern America can't meet the expectations of the founding fathers without taking real actions to do what the founding fathers have taught them. The founding fathers, as the author boldly predicts, had expected their design of a self-governing government to run into many sorts of difficulties; however, they had also expected future generations to further perfect the work they had left undone, fully trusting the future generations to be at least as bright and motivated as them. (4) While Americans are too obsessive with the "godly" traits, capacities, and ideals of the founding fathers as they idolize the founding fathers as saints, they in	(1) 文章开头讲述了问题的现状，开国元勋一直是一个很吸引人的话题。 (2) 用一句话由现状过渡到原文的观点，体现了作者的思维逻辑能力，分析概括能力和句子整合能力。 (3) 指出原文论述的开头，对于美国人崇拜开国元勋的现状做出了观察。 (4) 这两句话层层递进，体现出了作者深度分析的能力和概括能力。

reality underestimate their own capability of perfecting the unfinished design of a great government and avoid fulfilling their duty to put what they have learnt from the founding fathers into practice.

On the other hand, **deifying** the founding fathers as saints who possess holy virtues is also “undemocratic” in nature, which the founding fathers had fought so hard against. (5) As many biographers worship them as saints for what they had **accomplished** so that our generation can never compare, the founding fathers would have viewed such claim to be **ludicrous** because they had spent their prime time creating a country where everyone has infinite possibilities and potential. To read the founding fathers' biographies as the Bible is, the author marks, to “insult all they struggled to achieve” for future generations. By making saints of the founding fathers, many American readers refuse to believe they are at least as capable as their founding fathers of solving political problems with efficiency. (6)

If Americans choose to turn to the founding fathers' biographies as an **asylum** where they are excused from their responsibility to carry on the work of their founding fathers, they are in reality doing the founding fathers no honor but disappointment by only remembering what the founding fathers have done but forgetting the great duty they have **inherited** from the founding fathers. (7)

(5) on the other hand 表示过渡，进一步说明了对于开国元勋的过度崇拜实际上违背了他们民主的理念。

(6) 这些引用体现了范文作者对原文推理论证过程的理解。

(7) 总结段结合作者自己的理解，指出了主旨大意。

经典单词

idolize	vt. 极端崇拜；把……当偶像崇拜 vi. 崇拜偶像
blueprint	vt. 计划；制成蓝图 n. 蓝图，设计图；计划
autobiography	n. 自传；自传文学
boldly	adv. 大胆地；冒失地；显眼地
obsessive	adj. 强迫性的；着迷的；分神的
deify	vt. 把……奉若神明；把……神化；崇拜
accomplish	vt. 完成；实现；达到
ludicrous	adj. 滑稽的；荒唐的
asylum	n. 庇护；收容所，救济院
inherit	vt. 继承；遗传而得 vi. 成为继承人

闪光句子

- 01 While the Founding Fathers, their past lives, and what they have done to shape the current United States should by no means be forgotten, the author of the passage asserts that many Americans have over-idolized the Founding Fathers and failed to take time thinking about solving their own problems.

这个句子中有一个主语从句，使得冗长的主语变得有条理，其次 by no means 表示否定，避免了使用平庸的 not，给句子加分不少。

- 02 The founding fathers, as the author boldly predicts, had expected their design of a self-governing government to run into many sorts of difficulties; however, they had also expected future generations to further perfect the work they had left undone, fully trusting the future generations to be at least as bright and motivated as them.

这个句子没有使用太多的复杂架构，但是两个 had expected 的并列既表达出了原意，又使句子排列整齐，充满韵律感。

- 03 While Americans are too obsessive with the “godly” traits, capacities, and ideals of the founding father as they idolize the founding fathers as saints, they in reality underestimate their own capability of perfecting the unfinished design of a great government and avoid fulfilling their duty to put what they have learnt from the founding fathers into practice.

while 表示转折的含义，避免了 but, however 的平庸用法，且用从句将句子中的各个元素串联起来。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Intimacy with the West

Can a person fully understand the distinctive qualities of the region he or she lives in? Here, a writer whose Anglo-American ancestors settled in the western United States reflects on his own efforts to understand.

The West is a region of extraordinary variety within its abiding unity, and of an iron immutability beneath its surface of change. (1) The most splendid part of the American habitat, it is also the most fragile. Popular culture in the United States has misinterpreted and mistreated the West because the Anglo-Americans who came to the West from earlier frontiers, where conditions were not unlike those of northern Europe, found it different, daunting, exhilarating, dangerous, and unpredictable; they entered it carrying habits that were often inappropriate and expectations that were surely excessive. The dreams they brought to it were recognizable American dreams: a new chance, a little gray home in the West, adventure, danger, bonanza, total freedom from constraint and law and obligation. Those dreams had often paid off in parts of America settled earlier, and they paid off for some in the West. For the majority, no. The West has had a way of warping well-carpentered habits, and raising the grain on exposed dreams. (2)

I have lived in the West, many parts of it, for the best part of seventy-seven years. I have found stories and novels in it, have studied its history and written some of it, have tried to know its landscapes and understand its people, have loved and lamented it, and sometimes rejected its most “western” opinions and prejudices, and pretty consistently despised its most powerful politicians and the general trend of their politics. I have been a lover but not much of a booster. Nevertheless, for better or worse, the West is, in my computer, the biggest part of my software. (3)

If there is such a thing as being conditioned by climate and geography, and I think there is, it is the West that has conditioned me. It has the forms and lights and colors that I respond to in nature and in art. If there is a western speech within the English language, I speak it; if there is a single western

(1) 文章开头就讲述了美国西部的特别，多样性与统一性并存。

(2) 详细地描述了西部文化、宗教、历史的特点及其带给人们的感受。

(3) 讲述自己的人生经历，从主观的角度描写了自己对于西部的感受。

character or personality, I am some variant of it; if there is a single western culture in the small, anthropological sense, I have not escaped it. I may have even contributed to it in minor ways, for culture is a pyramid to which each of us brings a stone. (4)

Therefore I ask your indulgence if I sometimes speak in terms of my personal experience, feelings and values, and put the anecdotal ahead of the statistical, and emphasize personal judgments and trial syntheses rather than the analysis that necessarily preceded them. In doing so, I shall be trying to define myself as well as the traits of my native region.

(4) 作者讲述了西部对于自己的影响。

范 文	点 评
Everyone comes from a homeland that has a distinctive culture, custom, and history, and understanding and embracing those features of one's homeland is also a significant mission. (1) The author is from the West, a place full of contrasting ideas such as hope and disappointment but also unique traits that the author clings so fondly to. (2) By offering his personal observations of the West's culture and emotions to the West, the author manages to present his appreciative feelings toward the West logically and passionately. (3) The author begins his description of the West with two paradoxical ideas, that the West has extraordinary variety above its unity and tendency to change above its "iron immutability". To draw the reader's attention to the West's unity and immutability rather than variety and changeability that most Americans desire, the author implies that the West is not as fanciful as many have thought, who have come to the West to escape unity and immutability. However, as the author proceeds to analyze people's misconception about the West, in reality he is attempting to point out and then eliminate several prejudices that people have about the West. For instance, according to the author, many believe the West's charm is that it allows people to avoid all sorts of secular constraints such as temperance, law, and obligation. While the West is certainly not such a place in spite of how much people wish it to be, the author explains the West is actually more practical and charming in yet another way. (4)	(1) 文章一开头讲述了问题的背景，每个人的家乡都有独特的文化，历史，风俗，我们要理解并且包容这些文化、历史和风俗，这体现了作者的分析概括能力，便于引出阅读材料的主要内容。 (2) 结合文章内容简要介绍了原文作者及其家乡。 (3) 概括总结了原文的主要内容及写作手法。 (4) 这一段分析了原文的论述过程，西部有着多样性和统一性的对立统一，论述的过程体现了范文作者的分析能力和高度概括能力。

Then the author introduces himself to his reader as a local Western resident who loves the West deeply but also rationally. (5) Like a righteous historian and observer of the West, the author learns the history of the West, studies the local people in the West, and makes personal comments on powerful West politicians and general political trends. That is his rational part that struggles to convey the reality of the West to his reader without adding any excessive and biased emotion or personal opinion, as that is what author has intended. Nevertheless, he also compares the West as the biggest part of his software were he a computer, implying that as a local West resident he can by no means delineate the West in an absolutely indifferent fashion for his reader. He then admits that he has been so wittingly influenced by the West that the way he speaks, the way he thinks, and the way he acts are obviously western. Living with those western characteristics, the author describes his reaction to the western culture as a natural response to lights and colors in his life. Though not intentionally adding his appreciative emotions to his homeland, the author confesses to his reader that to give a totally objective account of the West is rather possible as he himself has already become a part of the western culture, “for culture is a pyramid to which each of us brings a stone”. (6)

In the end, the author determines that he will speak facts with his personal experiences, fair judgments with individual emotions, and statistics with anecdotes. As he strives to keep as neutral and analytical as possible about the West, the author at the same time believes his personal experiences and feelings about the West are also important information for his reader who wants to know more about the West. (7)

(5) deeply 和 rationally 两个词精确地表现出了原文作者的态度和写作手法，感性和理性相结合，体现了范文作者的高度概括能力。

(6) 这一段继续分析了原文的论证过程。

(7) 结尾再一次地总结了全文的内容，又一次地强调了原文中立的态度，范文作者很好地把握了原文的写作语气。

经典单词

paradoxical	adj. 矛盾的；诡论的；似非而是的
immutability	n. 不变；永恒性；不变性
misconception	n. 误解；错觉；错误想法
constraint	n. [数] 约束；局促，态度不自然；强制
temperance	n. 戒酒；节欲；(气候等的) 温和 adj. 温暖的；有节制的
rational	adj. 合理的；理性的 n. 有理数

delineate	vt. 描绘; 描写; 画……的轮廓
wittingly	adv. 有意地, 存心地
confess	vt. 承认; 坦白; 忏悔; 供认 vi. 承认; 坦白; 忏悔; 供认
anecdote	n. 轶事; 奇闻; 秘史

闪光句子

- 01 The author is from the West, a place full of contrasting ideas such hope and disappointment but also unique traits that the author clings so fondly to.

这一句话中包含了同位语从句, 来修饰作者的家乡, 也有定语从句来修饰家乡的特点, 用两种不同的复合句来修饰, 体现了作者熟练的句法使用能力。

- 02 Though not intentionally adding his appreciative emotions to his homeland, the author confesses to his reader that to give a totally objective account of the West is rather possible as he himself has already become a part of the western culture, “for culture is a pyramid to which each of us brings a stone”.

这句话的主体是一个让步状语从句, 从句中用各个词组将句子中的其他元素相串联, 避免了使用过多从句而使句子变得凌乱。

- 03 As he strives to keep as neutral and analytical as possible about the West, the author at the same time believes his personal experiences and feelings about the West are also important information for his reader who wants to know more about the West.

这句话中的几个单词准确概括了原文作者的态度, 中立, 具有分析性, 同时也融入了自己的经历和态度。词语的用法很准确。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Downsides of Photography

Because their art is pledged to the analytic rearrangement of appearance, modernist painters are roused to demonstrate their power over the resistant substance of New York. They hope to demolish it, as proof of reality's submission to them. On the other hand, photographers treat the city more tactfully. To them it's not a challenge to establish a visual dictatorship, declaring that things exist only as they're perceived. Instead, the city instructs them in visual modesty, even in visual shame. (1)

The necessary diplomacy of photography consists in convincing people to pose for you. If they're willing subjects, however, your record of them will probably be cheesily unreal. The truth about them can be revealed only if they're caught off guard. How do you justify this sneaking and spying? (2)

The aesthetics of photography at once get entangled with the ethics of citizenship. The camera's presence in the city offends against that urban pact whereby we abide the congestion which has denied us privacy by politely ignoring one another. To be photographed is to be stared at, which urban etiquette forbids (except to out-of-towners, who have come to gape). The photographic image knows that it's accosting and perhaps defrauding its subject because its purpose in the city is to create visibility, to coerce reality out of hiding. Thus the photographic act becomes that rudest and (in a city) most perilous of denotations, a pointing of the finger. It's a visual citation; a subject is compelled, maybe against its will, to bear witness. (3)

The accusing stigmatism of photography intrudes literally into one of Jacob Riis's photographs. Dated about 1890, it shows an "ancient lodger" arraigned at the Eldridge Street police station. She has been backed up against a filthy wall next to a blunt post, to which she is—at least metaphorically—tethered. Her eyes are shut, presumably against the glare of the flash, but also in self-defense. By not looking, she is disputing the camera's right to make her testify against herself. The overbearing sign of the photographer's capture

(1) 第一段上来就讲述摄影家的现状。

(2) 第二段讲述了摆拍不真实这个缺陷。

(3) 由第二段摆拍不真实性这个缺陷引出了偷拍在一定情况下的必要性。

of the subject happens in the right corner, where a hand, holding between thumb and forefinger the cord for the flash, juts into the photograph. One finger of this bodiless hand points at the woman, aiming slightly above her head. It's a finger signifying Riis's achievement in having brought the abused woman to light. Riis's combustible flash creates a scandalous visibility that is both a means and a symbol of indictment. For Riis, the photographic act was the equivalent of a holdup—the robbery by violence of a person's image or aura. (4)

Members of a movement that began in the late nineteenth century as a revolt against the traditional rendition of images, the careful execution of harmonious colors, and heroic subject matter Danish-American journalist and social reformer (1849—1914) whose photographs exposed the harsh conditions of New York's urban poor.

(4) 这一段结合具体的事例讲述了偷拍带给人的隐私的困扰。

总评 作者对偷拍进行了评论，通过摆事实、讲道理、列举名人的话，一方面肯定了其必要性，另一方面指出了其道德问题，论证较为严密，我们应该从肯定的角度出发来完成写作。

范 文	点 评
Photography, as a means to record history and human lives and also a form of art, has been millions' hobbies or occupations. (1) However, some photographers believe that in order to capture the truest moment of the subject, they need to take picture when the subject is off guard. In that way, it entails photographers to hide behind the subject and spy on it without the subject's permission so that their photos are meaningful. (2) Nevertheless, while the author of the passage admits the necessity of such practice, he also condemns such practice to be immoral and rude. (3) The author first introduces to his reader that the most important characteristic of a photographer is that he wants to capture the realest moment of his subject, and he places authenticity above convenience. If he asks permission to take picture from his subject, the subject will naturally give a "cheesily unreal" pose that has no value to the photographer who seeks to only modestly preserve the truth with his photos. Therefore, though realizing what they are doing is somewhat immoral and unethical, many photographers, the author suggests, finds a way to their goal by choosing to spy on their subject and take photo in the oblivion of their subject. In a big city like New York City, as the author provides an example of	(1) 文章开头就对摄影下了定义，增强了文章的说服力。 (2) 话锋一转，讲到了现在偷拍盛行的现状，过渡自然。 (3) 在开头段的最后一句总结了原文的内容。

people's privacy being invaded and disrespected, one should not stare at others for information, an urban **etiquette** that doesn't even need to be spelled out. (4) Yet, the photographer usually uses every possible means such as **accosting** and **coercion** in order to get his subject to show the realest side.

Along his way to accomplish his goal and meet his expectations of his photos, the photographer simultaneously sacrifices the privacy and the identity of the subject so that his work called by natural, real, and authentic. (5) To do this, as the author critically judges in front of his reader, is to inhumanly compel the subject to **forfeit** his right to protect his privacy and mental state for the sake of the photographer. In the end, the author examines a photograph taken by Jacob Riis, an American photograph known for exposing the **filthy** life condition in New York **slums** with his photos to demonstrate the immoral aspect of photography. In one particular photo taken by Riis, a woman is backed up against a filthy wall with her eyes closed. The author asserts she closes her eyes against the flash of the camera, an indication that she might not want to be in the picture even though she is indeed displaying her truest moment in her life. However, photographers like Riis views the woman's privacy and dignity less than the idea he wants to convey to the public, which is also important but should be acquired with the woman's permission. By bringing that woman's so-called real image to the light in order to fulfill his goals and wishes, photographers like Riis, the author finally points out, are in reality committing the "robbery by violence of a person's image and **aura**". (6)

(4) 结合原文，加入了纽约的例子，增强了文章的说服力，体现出了范文作者对于平时素材的积累。

(5) 话锋一转，由追求真实性过渡到对于隐私权的侵犯，过渡自然巧妙，不做作。

(6) 最后一段全程结合阅读材料中提到的例子，分析偷拍对于人们隐私的影响以及所带来的道德问题，紧扣文本，引用得当。

经典单词

entail	<i>vt.</i> 使需要，使必要；承担；遗传给；蕴含 <i>n.</i> 引起；需要；继承
unethical	<i>adj.</i> 不道德的；缺乏职业道德的
oblivion	<i>n.</i> 遗忘；湮没；赦免
etiquette	<i>n.</i> 礼节，礼仪；规矩
accost	<i>vt.</i> 勾引；引诱；对……说话；搭讪
coercion	<i>n.</i> 强制；强迫；高压政治；威压
forfeit	<i>vt.</i> (因犯罪、失职、违约等) 丧失 (权利、名誉、生命等)

filthy	adj. 肮脏的；污秽的；猥亵的
slum	vi. (为猎奇或救济等) 去贫民窟 n. 贫民窟；陋巷；脏乱的地方
aura	n. 光环；气氛；(中风等的) 预兆；气味

闪光句子

01 Therefore, though realizing what they are doing is somewhat immoral and unethical, many photographers, the author suggests, finds a way to their goal by choosing to spy on their subject and take photo in the oblivion of their subject.

though 引导让步状语从句，what 引导宾语从句，the author suggests 为插入语，一个长难句式富于变化，长短结合，富有韵律感。

02 Along his way to accomplish his goal and meet his expectations of his photos, the photographer simultaneously sacrifices the privacy and the identity of the subject so that his work called by called natural, real, and authentic.

so that 引导结果状语从句，清晰地表达出了这样做的结果。

03 However, photographers like Riis views the woman's privacy and dignity less than the idea he wants to convey to the public, which is also important but should be acquired with the woman's permission.

However 转折过渡自然而不生硬，which 引导的定语从句将一长串修饰语后置，避免显得头重脚轻。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 59

Trojan War

The conflict known as the Trojan War has captured the Western imagination for thousands of years. Even at the time of the Greek poet Homer (circa 850 B. C.), whose epic poem, The Iliad, describes an event in the conflict, the war was already considered a legendary occurrence. In this passage, the author addresses the question, “Did the Trojan War actually happen?”

In the ancient world it was the almost uniform belief that the Trojan War was a historical event; the philosopher Anaxagoras was one of only a handful known to have doubted it, on the good grounds that there was no *proof*. But then, as now, everyone knew there was no historical record of the war; equally, they knew that it had happened! It is a paradox unique in historiography. When the “Father of History”, Herodotus, who lived in the fifth century B. C. , asked Egyptian priests whose chronicles covered many centuries whether the Greek story of the war was true, he was simply asking whether they had any record of it. In the ancient Greek world, there were no written sources before the epics of Homer (traditionally performed by singers) were committed to writing, perhaps as late as the sixth century B. C. There were no documentary sources at all available to the Greek historians of the fifth century B. C. It is interesting to see then that those historians were prepared to give total credence to the basis of the tradition described in the poems of Homer. (1)

Out of Homer, Thucydides (circa 400 B. C.) constructed a brilliant résumé of “prehistoric” Greece that remains one of the most balanced and plausible accounts of how the war might have come about. We cannot be certain how much is his own intuition from observable remains (archaeological sites) and deductions from the Homeric tale, or how much he derived from sources we do not now have, but most experts would rule out this last possibility. At any rate, Thucydides thought the story of Troy was true and the “imperial” power of Mycenae, the area of Greece from which the Greek leaders came, a reality. (2)

Thucydides also considered increased knowledge of seafaring in the Aegean Sea and the gradual construction of walled cities with acquired wealth and a more settled life. All these elements he saw as prerequisites for a united expedition such as Homer described: (3)

(1) 第一段交代了这个问题的历史背景，对于特洛伊战争是否真的发生，这个问题众说纷纭，由来已久。

(2) 一些人认为真实发生过。

(3) Thucydides 和 Homer 的观点互相支撑。

Some on the strength of their new riches built walls for their cities, the weaker put up with being governed by the stronger, and those who won superior power by acquiring capital resources brought the smaller cities under their control. Agamemnon (leader of the Greek forces) must have been the most powerful of the rulers of his day: this was why he was able to raise the force against Troy. At that time he had the strongest navy; thus in my opinion, fear played a greater part than loyalty in raising the expedition against Troy. (4)

(4) 详细的叙述了 Homer 的描述。

Thus wrote Thucydides in the fifth century B. C.; that is, at as long a remove from the traditional date of the sack of Troy—twelfth century B. C. —as the signing of Magna Carta in 1215 is from the present day. The lack of anything beyond the words of the poets and “general tradition” is noteworthy, but nothing in this interpretation has been rebutted by modern archaeology or criticism. It remains a plausible model, incapable of proof. (5)

(5) 表达出了作者自己的观点，还不能过早地下结论。

总评 特洛伊战争被认为是西方文明的起点，然后却没有成文的历史记载，有的仅是史诗和诗歌。这篇文章通过摆事实、讲道理、引用历史文献和历史文学作品来论证特洛伊战争是否真正地发生过。

范 文	点 评
The Trojan War, deemed as the origin of the Western civilization for its influence on the fate of Greece and Rome, has also left no written historical record but poems and epics. (1) Although many choose to unconditionally believe that the Trojan War has historically happened just as Homer has depicted in <i>The Iliad</i>, the author of the passage seeks to explore whether or not the Trojan War has happened with historical and literary evidence. (2) The author first describes a paradox that can rarely be seen in modern world where reason and evidence are required before belief. While there is no historical record or archeological finding of the war, the public especially avid readers choose to believe the Trojan War has happened. When the first real historian Herodotus searches for written account of the war from Egyptian priests, he wants written sources before he can say the war has happened. The author then explains that the absence of written records of the war is not an indication of the fabrication of the Trojan War. Instead, it can be explained by the oral tradition of telling history and making it epics in	(1) 文章开篇就给特洛伊战争下了定义，并且说明了特洛伊战争的特点。 (2) 概括总结了原文的主要内容，从历史和文学两个角度来论证特洛伊战争是否真的发生。

ancient Greek world, when the fifth-century Greek historians rely on oral accounts only as the basis for their written account of the war. Nevertheless, although it is possible that the Trojan War has happened, the author also shows his **bewilderment** and interest in the fact that many historians blindly give their **credence** to Homer's account of the war. (3)

The author then proceeds to discuss the account of the war offered by Thucydides, a more reliable Greek historian that offers a more balanced and **plausible** history of Greece and the Trojan War. Yet, modern historians and the author are also not completely confident with the authenticity of Thucydides' account, as Thucydides himself had referred to no historical record and had very likely to derive his version of Greek history from epics such as *The Iliad*. (4) Again, modern historians cannot tell how much of Thucydides' account came from facts and how much came from **derivation** and imagination. At the same time, however, the author draws the reader's attention to Thucydides' attempt to fill his account with historical and archeological evidence. Thucydides found ancient Greeks had developed knowledge of **seafaring** and acquired enough wealth for an **expedition** on the ocean, which he viewed as the **prerequisites** for Agamemnon's conquest of Troy. The author also responsibly includes an excerpt from *The Iliad* so that his reader can see how Thucydides' finding of a wealthy Greece with advanced seafaring knowledge matches Homer's account of ancient Greek, which suggests that Trojan War is not entirely fictional. (5)

In the end, the author implies that people including modern historians and archeologists have either accepted the Trojan War as a fact without sufficient written record or simply given up proving it has not happened, as the public has never rebutted the existence of the war. The author concludes to his reader that the truth of the Trojan War is of many possibilities but can be hardly proved by anyone. (6)

(3) 这一段主要分析了作者的论证过程, first, then 等连词的运用体现出了范文作者思维的条理性。

(4) 这两句话是对原文例子的进一步阐述, 更加便于理解。

(5) 这一句分析了原文的论述方法, responsibly 带有主观色彩, 表现出了范文作者的认同。

(6) 对原文结论进行概括和转述。

经典单词

epic	<i>adj.</i> 史诗的, 叙事诗的 <i>n.</i> 史诗; 叙事诗; 史诗般的作品
paradox	<i>n.</i> 悖论, 反论; 似非而是的论点; 自相矛盾的人或事
fabrication	<i>n.</i> 制造, 建造; 装配; 伪造物

bewilderment	<i>n.</i> 困惑; 迷乱; 慌张
credence	<i>n.</i> 信任; 凭证; 祭器台
plausible	<i>adj.</i> 貌似可信的, 花言巧语的; 貌似真实的, 貌似有理的
derivation	<i>n.</i> 引出; 来历; 词源; 派生词
seafaring	<i>adj.</i> 航海的 <i>n.</i> 航海业; 海上航行
expedition	<i>n.</i> 远征; 探险队; 迅速
prerequisite	<i>n.</i> 先决条件 <i>adj.</i> 首要必备的

闪光句子

01 Although many choose to unconditionally believe that the Trojan War has historically happened just as Homer has depicted in *The Iliad*, the author of the passage seeks to explore whether or not the Trojan War has happened with historical and literary evidence.

这是一个让步状语从句, 句子的特点在于将问题的背景和作者的观点通过一个让步状语从句连接起来并且产生对比。

02 The author first describes a paradox that can rarely be seen in modern world where reason and evidence are required before belief.

这句话不长, 但是其中包含了两个复合句, *that* 引导的定语从句, 和 *where* 引导的定语从句, 增加了句子的层次性。

03 At the same time, however, the author draws the reader's attention to Thucydides' attempt to fill his account with historical and archeological evidence.

这句话中的 *draw attention to* 以及 *attempt to*, 使句子显得短小精悍。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 60

Human's Attempt to Be Active at Night

This passage is taken from the introduction to a 1987 sociological study of the use of nighttime hours.

We are good at inventing ways to enlarge our realm. Repeatedly we find methods of spreading farther. If an element is forbidding, we devise a means to master it. Reaching the continental shores, we developed ship building and navigational skills in order to cross oceans. Shivering at arctic weather, we designed fur clothing and snug shelters in order to edge northward. (1) And, having first occupied much of the usable space in the world, we are filling its usable time. Although being wakeful at night flouted our natural rhythms, we developed artificial lighting that let us be active after dark. (2)

An era is now under way in which we are replacing our cyclic community with activities that never stop. There is widespread factory shift work. Airports, gasoline stations, hotels, restaurants, and broadcasters operate incessantly. Data-processing departments of insurance companies and banks are astir all night. Meanwhile, isolated individuals bend over books and papers on desks in their homes, watch television after midnight, or walk in the streets and listen to the night breathe. (3)

This extension across all hours of the day resembles our spreading across the face of the Earth. Look at both trends from enough perspective in distance and time and they appear alike. Hover far above the planet and watch it as it spins throughout the eras. With the planet's surface in daylight, little human settlements can be seen to grow larger as the years go by and small extensions appear at their outskirts. Watch the surface when it is in night and at first some pinpoints of light flicker for a while and then go out. After ages pass, those lights become stronger; they stay on longer, and other glimmerings appear nearby. Day and night, over thousands of years, reveal to us widening networks of human settlements and illumination being prolonged after dark. The surface is not uniformly occupied. The hours are not uniformly lit. But both are advancing in order.

(1) 开头讲述人们一直在探索对空间的拓展。

(2) 由空间过渡到时间，引出文章的论证。

(3) 现在人们晚上工作也很活跃。

Both forms of expansion are frontiers. A frontier is a new source of resources that people use for subsistence or for profit. It is also a safety valve for people who feel confined. They disperse in response to pressures at home and to appealing opportunities elsewhere. (4)

Now, venturing into the night, we have the same motives as our predecessors who migrated geographically. The day-time is too crowded. Its carrying capacity is being strained, and still it does not yield all that the community wants. (5) The chance to exploit facilities that are left idle also arouses our initiative to use more of the night. Using the same space more of the time is a way to multiply its capacity. Some people dislike the commotion of the day and crave the serenity of night. Others look to it to better themselves economically. It is no accident that personal motives for relief and opportunity are similar to the causes of expansion for the community as a whole. Those are the age-old forces behind all migrations.

(4) 与人们在空间上的拓展类比，说明人们在时间上的延伸的必要性、可行性和意义。

(5) 时间上需要延伸的原因。

总评 这篇文章的作者以一个社会学家的视角，通过与人们对空间拓展的探索相类比，分析了我们开始利用夜晚时间来延伸时间长度在自然上是符合人类进化规律的，同时也是有很大的益处的。

范 文	点 评
Many have argued that the natural human cyclic impulse dictates that humans should work in day and rest at night. As humans gradually develop technologies that allow them to resume their daytime activities or even become more active at night over the years, numerous sociologists have stepped up against this phenomenon and urged humans to remain dormant at night. (1) Nevertheless, the author of the passage, also a sociologist, asserts that humans' attempt to enlarge their usable night time is evolutionarily natural and beneficial compared to our previous attempt to enlarge our physical usable space. (2) The author starts his argument that humans' attempt to enlarge their usable time chronologically follows their attempt to enlarge usable space by offering some tasks humans have performed in order to enlarge their usable space. (3) While it is perfectly natural and sensible of humans to develop technologies and alter their habits in exchange of more space, the author implies that after humans have maximized their physical space, they now proceed to maximize the	(1) 文章开头就交代了现状，人类天生应该白天工作晚上休息，然而现代科技让人们白天晚上都更加活跃，社会学家指出这样做不好。三个部分清晰地交代了背景。 (2) 运用了一系列的高级词汇，高度概括了原文观点。 (3) 着手开始分析原文的论证过程。

time we can use with technologies and adaptation **mechanism**, which also makes sense. (4) He points out how powerful the idea of enlarging our usable time at night has become to us, that public facilities such as bank, stores, and gas stations are all examples of how our lives have been improved and diversified by the enlargement of usable nighttime.

Comparing this noticeable trend of enlarging usable night time, the author declares that our extension of time **resembles** our expansion over the land. (5) Looking at the earth in the universe, one could observe that human settlements have started from **scattered** and **scarce** but developed to **dense** and populated from the center to the **outskirt** of the earth. Likewise, the use of light has been rare and the frequency of night activities has been small, but they both follow the trend of extending human activities in fixed amount of space and time. (6) Therefore, though a more abstract concept that time is than space to his reader, the author strives to demonstrate that the enlargement of usable night time is nothing but another necessary and effectual attempt by humans to enlarge their roles and enrich their activities on earth.

In the end, the author describes the nighttime as another frontier that provides opportunities and profit for humans. (7) To those who are confined by their jobs and duties in the daytime, the nighttime provides them with freedom to **pursue** their hobbies and serenity to reflect on their daytime activities. Because more and more people have found the daytime is unable to yield all that the community wants, they discover that the nighttime can be fruitful as well even though humans are used to being dormant at night. The effective exploitation of the nighttime by humans, the author concludes, has the same cause as our physical expansion of space that makes perfect and natural sense. (8)

(4) 由物理空间的扩大过渡到时间的延伸，类比论证合理。

(5) 过渡到原文论证中的另一个层次。

(6) 类比论证，由物理空间的扩大过渡到时间的延伸，类比论证合理。

(7) 最后一段，开始总结利用夜晚对于人类的益处和意义。

(8) 卒章显志，最后一句高度概括原文的论点。

经典单词

dictate	<i>vt.</i> 命令；口述；使听写 <i>vi.</i> 口述；听写 <i>n.</i> 命令；指示
dormant	<i>adj.</i> 休眠的；静止的；睡眠状态的；隐匿的
chronologically	<i>adv.</i> 按年代地
mechanism	<i>n.</i> 机制；原理，途径；进程；机械装置；技巧

resemble	vt. 类似, 像
scattered	adj. 分散的; 散乱的
scarce	adj. 缺乏的, 不足的; 稀有的 adv. 仅仅; 几乎不; 几乎没有
dense	adj. 稠密的; 浓厚的; 愚钝的
outskirt	n. 郊区, 市郊
pursue	vt. 继续; 从事; 追赶; 纠缠 vi. 追赶; 继续进行

闪光句子

- 01 Nevertheless, the author of the passage, also a sociologist, asserts that humans' attempt to enlarge their usable night time is evolutionarily natural and beneficial compared to our previous attempt to enlarge our physical usable space.

这个长句子包含了宾语从句, 还有一个比较结构, 一句话清晰地概括了原文的内容。

- 02 Comparing this noticeable trend of enlarging usable night time, the author declares that our extension of time resembles our expansion over the land.

compare 的 ing 形式省去了另起一句的麻烦, declare 后面跟一个宾语从句使得整篇文章的句子结构显得整齐不零散。

- 03 Therefore, though a more abstract concept that time is than space to his reader, the author strives to demonstrate that the enlargement of usable night time is nothing but another necessary and effectual attempt by humans to enlarge their roles and enrich their activities on earth.

这是一个让步状语从句, 句子中用很多不定式进行连接, 表示出目的或者方式, 使句子富有层次。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 61

Examining Crazy Scientific Theories

As a scientist, I have always had an affinity for crazy ideas. But even the weirdest theories of science must pass one rigorous test or be discarded: their predictions must be in agreement with phenomena observed in the physical world. Well, at least that is the ideal. Sometimes developers of new theories find ways to modify their theories in order to keep them alive, even when their initial predictions do not work out. And sometimes scientists concoct theories incapable of being rested in their lifetime, or without the expenditure of billions of dollars to build the apparatus needed to test the ideas. (Theorists do not intentionally seek ideas that will prove very expensive or difficult to test. It is just that most of the easy stuff has already been done.) (1)

Scientists who develop crazy new theories have a strange relationship with their creations. On the one hand, they wish to promote them and convince their colleagues of the theories' validity—and possibly win fame, fortune, and respect in the process. Yet, in order to accomplish this goal, the developer of a new theory must do everything possible to prove the theory is incorrect, find its flaws, and even make any weaknesses known to the community. In reality when it comes to their own pet theories, some scientists may act more as promoters than as flaw finders. But such actions often backfire among colleagues, who can be counted on to subject the new ideas to especially severe scrutiny. (2)

I confess I have a strong affinity for one of the new crazy ideas: tachyons—hypothetical particles that travel faster than the speed of light. (3) Because I have done some original research on the subject, I would be extraordinarily pleased if it turn out that tachyons actually do exist. Nevertheless, even though I may be a tachyon enthusiast, I have also tried to be a tachyon critic, searching for flaws and weaknesses wherever they exist.

Unfortunately, not all theories can be proven right or wrong—some are simply untestable, or “unfalsifiable”. Here are two examples of untestable theories:

(1) 交代了问题的背景，任何一个科学理论都要经过实验的论证。

(2) 第二段讲了科学家与他们所创建的理论之间奇怪的关系：推动者或者是找茬儿的。

(3) 结合自身经历来进行论证。

inanimate objects have feelings, but they have no way to communicate them; and faster-than-light particles exist, but they have no interaction with ordinary matter. We may choose to believe or disbelieve such untestable ideas, but they are outside the realm of science because they are not falsifiable. (4)

Ultimately the great majority of strange ideas that are testable are simply wrong. For every crazy idea that leads to a great revolutionary breakthrough, there probably are thousands that lead to blind alleys. Unfortunately, it may be only in retrospect that we can determine in which of these categories a new idea belongs. (5)

(4) 论证的第二个层次：对有些疯狂的想法，我们目前仍然不能证明其对错。

(5) 最后一段总结了这些疯狂的想法的利弊，我们需要一分为二地看待。

总评 作者列举了大量的事例，使用了对比论证的方法，阐述了一个观点：一些看似不可思议的科学理论有坚实的实验基础，有些疯狂的想法我们目前虽然不能证明其对错，但是需要认真看待。

范 文	点 评
Almost everyone has heard some wild, out-of-earth scientific theory that makes the listener wonder how on earth those crazy scientists have come up with such insanity, and usually those crazy scientific theories do prove to be way too much sensational and erroneous after many trials of experiment. (1) Surprisingly, (2) the author of the passage declares that even the craziest theories are repeatedly and meticulously tested by their creators before they are announced to hold. As a scientist who also harbors wild scientific theories in mind, the author further encourages his reader to take crazy scientific theories seriously and open-mindedly. (3) Admitting he also has an affinity for crazy ideas, the author of passage adamantly provides the most significant rule that evaluates any kind of scientific theory, which states that one scientific theory must make predictions that can be observed in the physical world in order to be recognized. Although many scientists have attempted to modify their theories to match the reality or intentionally designed experiments that are too costly to perform, most scientists, the author suggests, struggles tirelessly to meet the expectation so that their theories can be acknowledged. (4) As an example, the author describes the behaviors of scientists who have introduced crazy	(1) 交代了文章论述的背景，很多看上去不可思议的科学理论经过实验论证说明是很主观的。 (2) 一个词表示转折，精妙！ (3) 总结了原文观点。 (4) 这句话是一个对比论证，增强了说服力。

theories to their fields and colleagues. In spite of creating the theories, they are more like the **scrutinizers** of their theories. Instead of trying to defend their theories, those scientists struggle to find flaws in their theories by both encouraging their colleagues to disprove their theories with scientific evidence and performing every possible experiment to prove their theories are incorrect. Because they are well aware that their crazy theories are very likely to be partially flawed if not entirely incorrect, they would rather grasp every possible opportunity to perfect and improve their theories and ideas before they present their ideas officially. (5) By emphasizing the cautiousness of the scientists that have harbored crazy ideas, the author manages to convey to his reader that crazy theories are tested with rigorous methods by responsible scientists.

The author also introduces a type of crazy ideas that cannot be proven to be right or wrong, such as faster-than-light objects. (6) Since human technology is not advanced enough to experiment on objects that travel faster than light, currently nobody can know for sure whether or not such type of theories is wrong, as nobody has the equipment to test such theories. Nevertheless, just because a crazy theory is not **falsifiable** now does not mean it will remain falsifiable and therefore incorrect forever. Astronomical theories that were introduced hundreds of years ago were not falsifiable back then because people did not have adequate equipment to observe the universe; yet, many old astronomical theories prove to be correct by modern technology as modern scientists re-examine them with sufficient equipment. (7) In another word, theories that are deemed crazy and unrealistic today can be proved in the future as human technology becomes more advanced and capable. As the author suggests, “it may be only in **retrospect**” that we can determine whether or not an idea is crazy, as our knowledge is not sufficient to test every new idea. (8)

(5) 具体分析了原文提供的一个具体事例，体现了范文作者抓住重点的能力。

(6) 过渡到原文分析的第二个层次，有的疯狂的想法不能被证明是对还是错。

(7) 体现了范文作者处理长难句的能力。

(8) 结束句引用了原文中的话，概括了整篇文章的内容。

经典单词

insanity	<i>n.</i> 疯狂；精神错乱；精神病；愚顽
sensational	<i>adj.</i> 轰动的；耸人听闻的；非常好的；使人感动的
meticulously	<i>adv.</i> 细致地；一丝不苟地；拘泥地
affinity	<i>n.</i> 密切关系；吸引力；姻亲关系；类同

adamantly	adv. 坚硬无比地; 坚强地; 固执地; 不动摇地
scrutinizer	n. 审查员
falsifiable	adj. 可以被检验的
retrospect	n. 回顾, 追溯 vi. 回顾, 追溯; 回想 vt. 回顾; 追忆

闪光句子

- 01 Admitting he also has an affinity for crazy ideas, the author of passage adamantly provides the most significant rule that evaluates any kind of scientific theory, which states that one scientific theory must make predictions that can be observed in the physical world in order to be recognized.

用一个现在分词做状语, 包含了三个定语从句, 将冗长的定语后置, 避免了头重脚轻, 同时增加了句子的层次感和复杂程度。

- 02 Because they are well aware that their crazy theories are very likely to be partially flawed if not entirely incorrect, they would rather grasp every possible opportunity to perfect and improve their theories and ideas before they present their ideas officially.

这句话是一个原因状语从句, 其中包含了一个时间状语从句, 句子的亮点在于 would rather 这个表示意愿的词组的运用。

- 03 Astronomical theories that were introduced hundreds of years ago were not falsifiable back then because people did not have adequate equipment to observe the universe; yet, many old astronomical theories prove to be correct by modern technology as modern scientists re-examine them with sufficient equipment.

这句话的亮点在于高级词汇的运用, 如 astronomical, falsifiable, 使整个句子显得高大上, 同时还有一些小的连词的运用, 如 yet 等, 让句子不至于显得艰涩难懂。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 62

American Courts Full of Baseless Practices

The parade of evils that judges in some other countries take pains to exclude can be seen on an almost routine basis in many courtrooms in the United States; inflammatory language and interruptions; stagy eye rolling at opposing arguments; badgering of witnesses; appeals to sympathy or anger; parading of blatantly rehearsed testimony; comments that mislead, distract, or confuse; closing arguments asserting propositions unsupported by what has come before. All are tolerated in some, though far from all, American courtrooms. (1)

The opening and closing arguments of trials, in which lawyers speak directly to jurors, are particularly susceptible to demagoguery. One attorney laments that the final argument stage “has increasingly turned into a quagmire of personal character attacks, impermissible reference to non-record evidence, and blatant appeals to jurors’ sympathies and prejudices.” Judges may sit by while attorneys mischaracterize what has been said before; compare opponents to mass murderers; insist on logical inferences that are not, in fact, logical; address jurors by name; and so forth. In one not-atypical case, the defense attorney processed to spin for the jury lurid scenarios of a vast police frame-up against his client, far outrunning any actual evidence of such a conspiracy. (2)

One might conclude from much of the advice on jury handling available to lawyers that practicing lawyers have no very high regard for juror’s acumen. Consultants inform lawyers that “logic plays a minimal role” in the courtroom and that the real trick is to identify the jurors. “Psychological anchors.” A brochure from the San Diego Trial lawyers Association promotes a video that it claims will “streamline each element of a trial based on the fact that most jurors are used to getting a complete story within a two-minute maximum segment on the evening news. This video demonstrates the effectiveness of visual aids, impact words, and even colors, to influence the juror’s perception and thought process in the least amount of time.”

Apparently a trial lawyer must—as former prosecutor Vincent Bugliosi has written— “Put a bib on the jury and spoon-feed it.” (3)

(1) 第一段交代了现状，从全球其他国家联系到美国。

(2) 通过审判的过程和体制，讲述了其中的问题。

(3) 引用名人的话结尾，增强了文章的说服力。

总评 这篇文章主要讲了美国法律的黑暗面，律师和法官被利益操纵，滥用错用法律，导致公平正义的缺失。文章思路清晰，逻辑严密。

范 文	点 评
Americans have always been proud to have an independent and fair judicial system in which citizens' legal rights are well protected by their responsible, honest, and professional lawyers. (1) However, the author of the passage suggests that nowadays American lawyers have substituted responsibility with insane desire for favorable verdicts, honesty with deception and exploitation, and integrity with means of manipulating the court. Especially, the author draws his reader's attention to the manipulation of the jury in order to reveal the evils of many American trial lawyers. (2) The author begins his accusation of American trial lawyers' practices by detailing many wicked practices that can only be found in American courtrooms. (3) Inflammatory languages and rude interruptions that disrupt the jury and the judge's course of thoughts, badgering of witnesses who are not seasoned and experienced enough to remain calm under the vicious attack of trial lawyers, and misleading comments that minimize the evidence are only some examples of numerous inappropriate practices observed in American courtrooms. (4) Yet, among all those malpractices, the worst ones are the opening and closing arguments that trial lawyers use to manipulate the jury. Rather than two opportunities to briefly state and conclude the case with candor and honesty, most trial lawyers, the author suggests, turn opening and closing arguments into "a quagmire of personal character attacks" that has nothing to do with the case or presented evidence. They also tend to trick the jury into believing their account of the case by making confusing comments on purpose that seem logical but are actually absurd and misleading, as the author of the passage gives the example of a trial lawyer who attempts to sell his conspiracy theory to the jury to help his client. (5) Realizing that the jury is the group they absolutely should please if they want to win the trial, American trial lawyers have even systematically studied the jury and invented tactics to manipulate the jury more effectively. Instead of persuading the jury with presented evidence, logic, and reason, many American trial lawyers study the psychology of jurors so that they can accurately identify each juror's	(1) 文章开头讲述了美国人对于自我法律的认知，语气中带有嘲讽的意味，奠定了全文的感情基调。 (2) 与前文中美国人对于自己法律的自豪相对比，作者在第二句概括出了原文的主要内容。 (3) 这一句话用 by 连接，概括了原文观点以及使用的论证方法。 (4) 体现出了范文作者高级词汇的使用能力和对长难句的处理能力。 (5) 这几句具体讲述了一些美国法官的操作方法，直观地展示了其法律现状。

weakness. According to the author, the San Diego Trial Lawyers association has published a manual called “Psychological Anchors” that basically teaches trial lawyers to manipulate the jury and influence its opinion on the case with pictures, words, and colors.

(6) To many trial lawyers, the jury no longer represents democracy and public morality that deserve to be treated with respect and dignity; rather, it is only a tool that trial lawyers can exploit with carefully **premeditated** strategies so that they can achieve their ends.

In the end, by quoting the former **prosecutor** Vincent Bugliosi, the author implies that the goal of American trial lawyers in the courtroom has shifted from gathering relevant evidence and presenting it in a responsible fashion to finding a way to influence the juror's perception and thought process in the least amount of time. (7)

(6) 适当地引用原文增强了文章的说服力。

(7) 讲到作者结尾的方法，一句话掷地有声！

经典单词

insane	<i>adj.</i> 疯狂的；精神病的；极愚蠢的
verdict	<i>n.</i> 结论；裁定
manipulate	<i>vt.</i> 操纵；操作；巧妙地处理；篡改
jury	<i>n.</i> [法] 陪审团；评判委员会 <i>adj.</i> 应急的
inflammatory	<i>adj.</i> 炎症性的；煽动性的；激动的
malpractice	<i>n.</i> 玩忽职守；不法行为；治疗不当
quagmire	<i>n.</i> 沼泽，沼泽地；无法脱身的困境
tactic	<i>n.</i> 策略，战略 <i>adj.</i> 按顺序的，依次排列的
premeditate	<i>vi.</i> 预谋；预先考虑 <i>vt.</i> 预谋；预先考虑
prosecutor	<i>n.</i> 检察官；公诉人；[法] 起诉人；实行者

闪光句子

01 Americans have always been proud to have an independent and fair judicial system in which citizens' legal rights are well protected by their responsible, honest, and professional lawyers.

have always been 这个完成时的用法准确到位，并且这句话很好地带有一些主观的语气，奠定了全文的感情基调。

02 Rather than two opportunities to briefly state and conclude the case with candor and honesty, most trial lawyers, the author suggests, turn opening and closing arguments

into “a quagmire of personal character attacks” that has nothing to do with the case or presented evidence.

rather than 引导了定语从句，增加了句子的层次感和语言的丰富度。

03 Instead of persuading the jury with presented evidence, logic, and reason, many American trial lawyers study the psychology of jurors so that they can accurately identify each juror's weakness.

so that 引导目的状语从句，富有逻辑性。

练习 ●

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 63

Unjust Vietnam War

This Passage is adapted from Martin Luther King Jr. , “Beyond Vietnam—A Time to Break Silence”. The speech was delivered at Riverside Church in New York City on April 4, 1967.

Since I am a preacher by calling, I suppose it is not surprising that I have... major reasons for bringing Vietnam into the field of my moral vision. There is at the outset a very obvious and almost facile connection between the war in Vietnam and the struggle, and others, have been waging in America. A few years ago there was a shining moment in that struggle. It seemed as if there was a real promise of hope for the poor—both black and white—through the poverty program. (1) There were experiments, hopes, new beginnings. Then came the buildup in Vietnam, and I watched this program broken and eviscerated, as if it were some idle political plaything of a society gone mad on war, and I knew that America would never invest the necessary funds or energies in rehabilitation of its poor so long as adventures like Vietnam continued to draw men and skills and money like some demonic destructive suction tube. So, I was increasingly compelled to see the war as an enemy of the poor and to attack it as such. (2)

Perhaps a more tragic recognition of reality took place when it became clear to me that the war was doing far more than devastating the hopes of the poor at home. It was sending their sons and their brothers and their husbands to fight and to die in extraordinarily high proportions relative to the rest of the population. (3) We were taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem. And so we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been unable to seat them together in the same schools. And so we watch them in brutal solidarity burning the huts of a poor village, but we realize that they would hardly live on the same block in Chicago. I could not be silent in the face of such cruel manipulation of the poor.

My next reason moves to an even deeper level of awareness, for it grows out

(1) 开始讲越战对于美国贫民的伤害。

(2) 将战争视作美国贫民的敌人。

(3) 贫民的父亲兄弟孩子更易战死在沙场，这也是一种不公平的体现。

of my experience in the ghettos of the North over the last three years—especially the last three summers. (4) As I have walked among the desperate, rejected, and angry young men, I have told them that Molotov cocktails' and rifles would not solve their problems. I have tried to offer them my deepest compassion while maintaining my conviction that social change comes most meaningfully through nonviolent action. But they ask—and rightly so—what about Vietnam? They ask if our own nation wasn't using massive doses of violence to solve its problems, to bring about the changes it wanted. Their questions hit home, and I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the greatest purveyor of violence in the world today—my own government. For the sake of those boys, for the sake of this government, for the sake of the hundreds of thousands trembling under our violence, I cannot be silent.

For those who ask the question, “Aren't you a civil rights leader?” and thereby mean to exclude me from the movement for peace, I have this further answer. In 1957 when a group of us formed the Southern Christian leadership Conference, we chose as our motto: “To save the soul of America.” We were convinced that we could not limit our vision to certain rights for black people, but instead affirmed the conviction that America would never be free or saved from itself until the descendants of its slaves were loosed completely from the shackles they still wear. Now, it should be incandescently clear that no one who has any concern for the integrity and life of America today can ignore the present war. If America's soul becomes totally poisoned, part of the autopsy must read Vietnam. It can never be saved so long as it destroys the deepest hopes of men the world over. So it is that those of us who are yet determined that America will be—are—are led down the path of protest and dissent, working for the health of our land.

(4) 开始论述自己反对越战的另外一个原因，即战争和暴力永远解决不了问题。

总评 作为一名反越战人士，马丁·路德·金慷慨激昂，充满情感和逻辑地分析了越南战争带给人们的伤害。他多处引用自己的经历，说明了越战给美国国内的贫民和黑人带来进一步的贫穷，甚至是生命的威胁，同时说明暴力永远解决不了问题。

范 文	点 评
Martin Luther King Jr. is not only known for his active involvement in American civil rights movements and his tireless struggles to help gain equal respect and dignity for African Americans but also a prominent anti-war leader against American involvement in the Vietnam War. (1) During the time when many Americans are intimidated by the	(1) 介绍了马丁·路德·金的背景资料，but also 后引出重点，反越战斗士。

communist regime in Vietnam and supported American intervention in Vietnam, Marti Luther King Jr. writes “Beyond Vietnam—A Time to Break Silence” in order to persuade the American government to withdraw from Vietnam by employing various literary devices, appealing to logic and emotion, and describing his personal experience. (2)

According to Dr. King, he has been working on improving the condition for the poor for quite a long time, and just about when he and colleagues are receiving some positive responses from the government, their efforts are quickly and ruthlessly gone wasted as American society turns its attention to Vietnam War but forgets about the suffering many fellow Americans are going through. (3) Dr. King compares the civil rights movement to “some idle political plaything” of American society that views the suffering of its people as entertainment rather than a serious and urgent issue that requires tenacity and effort to resolve. His metaphor points out that the effort and progress made by American civil rights leaders for the poor are neglected as America has gotten itself into a war that doesn't even concern Americans that much. (4) He further compares the Vietnam War to “some demonic destructive suction tube” that endlessly takes resources such as money, skill, and human capital away to a meaningless war from poor Americans that are in dire need of those resources. By depicting how pointless and endless the Vietnam War is at the expense of poor Americans and how frustrating that American government has given up on its own people over a gratuitous political objective, Dr. King persuades his reader that American involvement in the Vietnam War is senseless and unjust.

Dr. King then proceeds to appeal to the logic and emotion of the audience, as he highlights the illogical and heartbreaking aspects of the Vietnam War. (5) He describes African Americans who are sent to the war as “crippled” by American society for the unfair treatment they face. Absurdly, before their problems of racial discrimination and separation are totally solved, they are sent to a foreign country thousands of miles away so that they can “guarantee liberties” for Southern Asians. It is not to say Southern Asians involved in the Vietnam War do not deserve American help, but Dr. King believes that African Americans have long been victimized by domestic violence in their own neighborhoods. Therefore, it is highly illogical of the American government to neglect the urgency to the problems

(2) 讲述了马丁·路德·金为反越战所做的一些事情。

(3) 概括转述了马丁·路德·金的话，增强了文章的说服力。

(4) 仔细分析了马丁·路德·金所作出的一个比喻，说明了越战的到来使美国政府无心关注国内的贫民。

(5) 开始分析越战对于有色人种的摧残和迫害。

faced by poor African Americans and irresponsibly send a financially and psychologically wounded people to a foreign nation to suffer. Dr. King also appeals to the emotion of his audience by inviting them to imagine what it feels like to deal with the harsh conditions in the Vietnam War and have no hope back at home. He reasons, as the poor are sent away to face the **brutality** and inhumanity of the war, the government rewards them with nothing but more problems. No one deserves to tolerate such unfair manipulations by the government, as Dr. King further conveys to his audience that American involvement in Vietnam War is preposterous and inhumane to the poor in America.

In the end, Dr. King recounts his personal experience with numerous poor Americans on the subject of the war in order to persuade his reader that violence is never the solution to the problem in Vietnam.

(6) Since Dr. King has always been an advocate of social changes achieved through nonviolent means, he naturally strives to convince people he has encountered the importance of nonviolent action. Ironically, the more he experiences with the poor, the worrier that he becomes as he discovers that many Americans have taken the violent measures of American government in Vietnam as the only means to solve the problem. Seeing that American involvement in the Vietnam War has set up a negative example that boosts violence and demeans nonviolent methods, Dr. King asserts that, for the sake of poor Americans whose problems can only be solved through nonviolent means, the American government should stop using violence to reach its political goals. Dr. King's personal experience with those who initially **tremble** under violence but are slowly accepting violence as the only means to solve their problems shows to his audience that American involvement is destructive and unjust to Americans' mentality for its support of violence.

Although chiefly categorized as a social activist, Dr. King expresses his disapproval of American involvement in the Vietnam War on the basis that American involvement in the war is practically pointless and morally unjust. In order to persuade his audience to agree with his assertions, Dr. King employs pertinent literary devices, logical and emotional analysis of the war, and personal experience as a civil rights leader to strengthen his argument as a whole. (7)

(6) 马丁·路德·金还是联系自己的经历说明战争和暴力永远不是解决问题的方式。

(7) 结尾段分析了马丁·路德·金的写作方法,同时也总结了全文,与开头相呼应。

经典单词

regime	<i>n.</i> 政权，政体；社会制度；管理体制
ruthlessly	<i>adv.</i> 无情地；残忍地；冷酷地
tenacity	<i>n.</i> 韧性；固执；不屈不挠；黏性
suction	<i>n.</i> 吸；吸力；抽吸
gratuitous	<i>adj.</i> 无理由的，无端的；免费的
crippled	<i>adj.</i> 残废的，跛腿的
discrimination	<i>n.</i> 歧视；区别，辨别；识别力
brutality	<i>n.</i> 无情；残忍；暴行（需用复数形式）
tremble	<i>vi.</i> 发抖；战栗；焦虑；摇晃

闪光句子

- 01** Martin Luther King Jr. is not only known for his active involvement in American civil rights movements and his tireless struggles to help gain equal respect and dignity for African Americans but also a prominent anti-war leader against American involvement in the Vietnam War.

not only... but also... 相连接既是并列关系，又是递进关系，条理清晰地讲出了马丁·路德·金的身份，同时也将他与本文最重要的身份——反越战斗士放在最重要的地方，可见作者对于语言的驾驭能力。

- 02** Since Dr. King has always been an advocate of social changes achieved through nonviolent means, he naturally strives to convince people he has encountered the importance of nonviolent action.

Since 带有因为的含义，但是语气又不是很生硬，说明了马丁·路德·金反越战的一项原因。

- 03** Ironically, the more he experiences with the poor, the worrier that he becomes as he discovers that many Americans have taken the violent measures of American government in Vietnam as the only means to solve the problem.

the + 比较级的结构简洁而明了，在准确表达出句子原意的同时，使句式长短变化，富有韵律感。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

Passage 64

Should We Build Arctic National Wildlife Refuge?

Adapted from former US President Jimmy Carter, Foreword to Arctic National Wildlife Refuge: Seasons of Life and Land, A Photographic Journey by Subhankar Banerjee.

The Arctic National Wildlife Refuge stands alone as Americans last truly great wilderness. This magnificent area is as vast as it is wild, from the windswept coastal plain where polar bears and caribou give birth, to the towering Brooks Range where Dall sheep cling to cliffs and wolves howl in the midnight sun. (1)

More than a decade ago, my wife Rosalynn and I had the fortunate opportunity to camp and hike in these regions of the Arctic Refuge. During bright July days, we walked along ancient caribou trails and studied the brilliant mosaic of wild flowers, mosses, and lichens that hugged the tundra. There was a timeless quality about this great land. As the never-setting sun circled above the horizon, we watched muskox, those shaggy survivors of the Ice Age, lumber along braided rivers that meander toward the Beaufort Sea.

One of the most unforgettable and humbling experiences of our lives occurred on the coastal plain. We had hoped to see caribou during our trip, but to our amazement, we witnessed the migration of tens of thousands of caribou with their newborn calves. In a matter of a few minutes, the sweep of tundra before us became flooded with life, with the sounds of grunting animals and clicking hooves filling the air. The dramatic procession of the Porcupine caribou herd was a once-in-a-lifetime wildlife spectacle. We understand firsthand why some have described this special birthplace as “America’s Serengeti”.

Standing on the coastal plain, I was saddened to think of the tragedy that might occur if this great wilderness was consumed by a web of roads and pipelines, drilling rigs and industrial facilities. Such proposed developments would forever destroy the wilderness character of America’s only Arctic Refuge and disturb countless numbers of animals that depend on this northernmost terrestrial ecosystem. (2)

The extraordinary wilderness and wildlife values of the Arctic Refuge have long been recognized by both Republican and Democratic presidents. In 1960,

(1) 文章开头对北极野生动物保护区进行介绍，提供了最基本的背景知识。

(2) 这三段都讲述了自己旅行的经历，表达出了卡特前总统对于自然的认识。

President Dwight D. Eisenhower established the original 8.9 million-acre Arctic National Wildlife Range to preserve its unique wildlife, wilderness, and recreational values. Twenty years later, I signed the Alaska National Interest Lands Conservation Act, monumental legislation that safeguarded more than 100 million acres of national parks, refuges, and forests in Alaska. This law specifically created the Arctic National Wildlife Refuge, doubled the size of the former range, and restricted development in areas that are clearly incompatible with oil exploration. (3)

Since I left office, there have been repeated proposals to open the Arctic Refuge coastal plain to oil drilling. Those attempts have failed because of tremendous opposition by the American people, including the Gwich'in Athabascan Indians of Alaska and Canada, indigenous people whose culture has depended on the Porcupine caribou herd for thousands of years. Having visited many aboriginal peoples around the world, I can empathize with the Gwich'ins' struggle to safeguard one of their precious human rights. (4)

We must look beyond the alleged benefits of a short-term economic gain and focus on what is really at stake. At best, the Arctic Refuge might provide 1 to 2 percent of the oil our country consumes each day. We can easily conserve more than that amount by driving more fuel-efficient vehicles. Instead of tearing open the heart of our greatest refuge, we should use our resources more wisely. (5)

There are few places on earth as wild and free as the Arctic Refuge. It is a symbol of our national heritage, a remnant of frontier America that our first settlers once called wilderness. Little of that precious wilderness remains.

It will be a grand triumph for America if we can preserve the Arctic Refuge in its pure, untrammelled state. To leave this extraordinary land alone would be the greatest gift we could pass on to future generations. (6)

(3) 讲述了自然保护区的由来和历史。

(4) 离职后，越来越多的人呼吁开放自然保护区的石油开采。

(5) 不应该只顾着眼前的利益。

(6) 结尾做出了呼吁。

总评 卡特副总统针对北极自然保护区进行了一些论述，首先回忆了自己旅行的经历，然后讲述了自然保护区设立的历史以及现状，最后呼吁人们不要光顾着眼前的利益，应该呵护地球的净土。

范 文	点 评
Up until now, humans have made numerous attempts to create natural preservation parks in hope of protecting indigenous animals and faunas; tragically, the intent of those natural preservation parks is	

often abandoned for economic purposes such as potential natural gases and oil buried beneath those parks. (1) Foreseeing that the Arctic National Wildlife Refuge might face the same fate as other natural preservation parks, former U. S. President Jimmy Carter offers his personal and intimate interaction with the Arctic National Wildlife Refuge and explains the historical background of the park in order to persuade his audience that the Arctic National Wildlife Refuge should not be used for industrial purposes. (2)

Carter first establishes to his audience that the Arctic National Wildlife Refuge “stands alone as America’s last truly great wilderness”, implying that many other previously outstanding natural preservation parks can no longer be remembered for their wilderness as they are used for industrial and commercial purposes. (3) He then recounts his travel experience in the Arctic National Wildlife Refuge, as he lists numerous local animals, faunas, and terrains such as muskox. He describes muskox as the “shaggy survivors of the Ice Age”, drawing the audience’s attention to the historical and geographical values that the Arctic National Wildlife Refuge possesses in its species and terrains. President Carter also narrates the most humbling and unforgettable scene he has encountered in the park: the migration of tens of thousands caribou followed by the sweep of tundra. Such dramatic views, as former President Carter asserts, can be seen in no other place in America, making the Arctic National Wildlife Refuge the most diverse and beautiful natural preservation park on the continent. (4) By offering his personal travel experience in the park, former President Carter is actually inviting his audience to share with him a great vision in which tens of thousands of lives can safely flourish in the Arctic National Wildlife Refuge, free from arrogant and selfish human intrusions and interventions. By describing the magnificent natural sceneries he have witnessed in the park, Carter manages to remind his audience of the fragility of the beauty of the park that takes determination and kindness to maintain. (5) As he mourns at other natural preservations parks that have been cruelly overrun by webs of roads and pipelines, drilling rigs, and industrial facilities, Carter helps his audience realize how many natural lives will be annihilated if humans do the same thing to the Arctic National Wildlife Refuge for industry, thereby persuading his audience to protect rather than exploit the Arctic National Wildlife Refuge.

(1) 文章的一开头讲述了自然保护区的现状，为引出论点做铺垫。

(2) 总结了卡特的观点，将北极野生动物保护区与其他自然保护区对比。

(3) 将北极野生动物保护区与其他自然保护区相对比。

(4) 讲述了作者回忆自己以往的经历，摆事实来进行论证。

(5) 两个 By doing sth. 组成排比句，分析了作者使用的论证技巧。

After recounting his travel experience in the park, former President Carter then expatiates the full history behind the Arctic National Wildlife Refuge. (6) As one of very few things that both Republicans and Democrats agree on, the Arctic National Wildlife Refuge has been developed by many different U. S. presidents. In 1960 President Eisenhower established the park to protect preserve its local lives, President Carter twenty years later further enlarged the size of this natural habitat and restricted inappropriate oil explorations, and many following U. S. presidents and American people have made their contributions to keeping the park free from oil drilling. President Carter asserts that the previously incompatible Americans, even American politicians, have united on the protection of Arctic National Wildlife Refuge that is the last sacred land for local animals and faunas in America. Furthermore, there are different tribes of people who depend their lives and religions on the park. The Gwich'ins have based their culture on the Porcupine caribou herd in the park for thousands of years, and taking their herd and their land away is equivalent to striping them of their culture and identity. By highlighting the cultural value and political significance of the Arctic National Wildlife Refuge, President Carter convinces his audience that this park should not be used for industrial or commercial purposes.

In the end, President Carter speaks to the audience' practicality, as he explains that the oil reservation buried under the Arctic National Wildlife Refuge can only account for 1 to 2 percent of oil consumption in the U. S. each day. It is worth giving our last place of great wilderness in America just for a little amount of oil. Because the Arctic National Wildlife Refuge is potentially the greatest gift we can pass to future generations, we should never, as President Carter exhorts, sacrifice it for short-term economic gain. (7)

(6) 过渡句，巧妙地过渡到论证的另一个层次，即野生动物自然保护区的历史问题。

(7) 分析了卡特前总统在最后的呼吁，同时也是范文作者的心声。

经典单词

fauna	<i>n.</i> 动物群; [动] 动物区系
terrain	<i>n.</i> [地理] 地形, 地势; 领域; 地带
muskox	<i>n.</i> 麝牛
shaggy	<i>adj.</i> 蓬松的; 表面粗糙的; 毛发粗浓杂乱的
narrate	<i>vt.</i> 叙述; 给……作旁白 <i>vi.</i> 叙述; 讲述

humbling	adj. 令人羞辱的
caribou	n. 北美驯鹿
tundra	n. [生态] 苔原; [地理] 冻原; 冻土地带
annihilate	vt. 歼灭; 战胜; 废止 vi. 湮灭; 湮没
exhort	vt. 忠告; 劝诫 vi. 劝告

闪光句子

- 01 By offering his personal travel experience in the park, former President Carter is actually inviting his audience to share with him a great vision in which tens of thousands of lives can safely flourish in the Arctic National Wildlife Refuge, free from arrogant and selfish human intrusions and interventions. By describing the magnificent natural sceneries he have witnessed in the park, Carter manages to remind his audience of the fragility of the beauty of the park that takes determination and kindness to maintain.
这两个句子形成排比, 增强了语势, 并且将表现手法和表达效果都说了出来。
- 02 As one of very few things that both Republicans and Democrats agree on, the Arctic National Wildlife Refuge has been developed by many different U. S. presidents.
完成时加被动语态的结构, 体现了作者对于语法出色的掌握。
- 03 It is worth giving our last place of great wilderness in America just for a little amount of oil.
worth doing 的结构, 使句式变化多端。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 65

Let There Be Dark

*Adapted from Paul Bogard, "Let There be Dark" by the Los Angeles Times.
Originally published on December 21, 2012.*

At my family's cabin on a Minnesota lake, I knew woods so dark that my hands disappeared before my eyes. I knew nights skies in which meteors left smoky trails across sugary spreads of stars. But now, when 8 of 10 children born in the United States will never know a sky dark enough for the Milky Way, I worry we are rapidly losing night's natural darkness before realizing its worth. This winter solstice, as we cheer the days' gradual movement back toward light, let us also remember the irreplaceable value of darkness. (1)

All life evolved to the steady rhythm of bright days and dark nights. Today, though, when we feel the closeness of nightfall, we reach quickly for a light switch. And too little darkness, meaning too much artificial light at night spell trouble for all. (2)

Already for the World Health Organization classifies working the night shift as a probable human carcinogen, and the American Medical Association has voiced its unanimous support for "light pollution reduction efforts and glare reduction efforts at both the national and state levels." Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing and our bodies need darkness for sleep. Sleep disorders have been linked to diabetes, obesity, cardiovascular disease and depression, and recent research suggests one main cause of "short sleep" is "long night". Whether we work at night or simply take our tablets, notebooks and smartphones to bed, there isn't a place for this much artificial light in our lives. (3)

The rest of the world depends on darkness as well, including nocturnal and crepuscular species of birds, insects, mammals, fish and reptiles. Some examples are well known—the 400 species of birds that migrate at night in North America, the sea turtles that come ashore to lay their eggs—some are not, such as the bats that save American farmers billions in pest control and the moths that pollinate 80% of the world's flora. Ecological light pollution is like the bulldozer of the night, wrecking habitat and disrupting ecosystems

(1) 开头用个人成长经验讲述对“黑夜”的感知。“smoky trails”“milky way”的描述给人生动形象的感觉。

(2) 第二段回到当下，指出我们太依赖人造光源，这导致了麻烦后果。

(3) 为了使论点让人信服，作者引用了 WHO 的调查研究：光污染对人体健康有害。

several billion years in the making. Simply put, without darkness, Earth's ecology would collapse... (4)

In today's crowded, louder, more fast-paced world, night's darkness can provide solitude, quiet and stillness, qualities increasing in short supply. Every religious tradition has considered darkness invaluable for a soulful life, and the chance to witness the universe has inspired artists, philosophers and everyday stargazers since time began. In a world awash with electric light... how would Van Gogh have given the world his "Starry Night"? who knows what this vision of the night sky might inspire in each of us, in our children or grandchildren? (5)

Yet all over the world, our nights are growing brighter. In the United States and Western Europe, the amount of light in the sky increases an average of about 6% every year. Computing images of the United States at night, based on NASA photographs, show that what was a very dark country as recently as the 1950s is now nearly covered with a blanket of light. Much of this light is wasted energy, which means wasted dollars. Those of us over 35 are perhaps among the last generation to have known truly dark nights. Even the northern lake where I was lucky to spend my summers has been its darkness diminish. (6)

It doesn't have to be this way. Light pollution is readily within our ability to solve, using new lighting technologies and shielding existing lights. Already, many cities and towns across North America and Europe are changing to LED street lights, which offer dramatic possibilities for controlling wasted light. Other communities are finding success with simply turning off portions of their public lighting after midnight. Even Paris, the famed "city of light", which already turns off its monument lightening after 1 a. m., will this summer start to require tis shops, offices and public buildings to turn off lights after 2 a. m. Though primarily designed to save energy, such reductions in light will also go far in addressing light pollution. But we will never truly address the problem of light pollution until we become aware of the irreplaceable value and beauty of the darkness we are losing. (7)

(4) 继续深入论证光污染, 缺少暗夜会对其他的生物造成负面影响, 会对生态环境造成负面影响。

(5) 诉诸情感, 让我们体会到失去暗夜的遗憾。

(6) 用客观数据说明暗夜变少, 人类光照时间增加。

(7) 用巴黎的例子提出了相应的解决方案, 从而总结了作者的论点, 作者希望通过各方面的努力来解决光污染的问题。

范 文	点 评
The writer Paul Bogard argues that natural darkness should be preserved in the article "Let There be dark" in response to the problem that our world's growing reliance on artificial light. Starting with a personal anecdote, examples of art master pieces and history	

events, Bogard builds up his argument with several rhetorical questions. (1)

The article starts with Bogard's memory of his personal experience, a summer spent on a Minnesota lake where there was "woods so dark that my hands disappeared before my eyes". With such personal anecdote, Bogard tries to arise the audience's memory of the old times when people could fully **amass** themselves in natural darkness with absence of artificial light. With such personal encounter about night darkness, the Bogard aims at establishing the wonders of night sky, including the potential for beauty, glamour, and awe-inspiring mystery that genuine darkness can possess. (2) The argument that natural darkness shall be preserved is built up by referring to a first-hand encounter that proves the "irreplaceable value of darkness". The personal anecdote and description seek to establish Bogard's **credence**, which later serves to support his claims.

Then, Bogard furthers his argument by providing evidences from authoritative sources—the World Health Organization and the American Medical Association), which adds **legitimacy** to his claim that "too little darkness ... **spells** trouble for all". The evidences "main cause of 'short sleep' is 'long night'" seeks to prove that there are too much artificial light in people's lives. Bogard **hereby** establishes his argument that not only does artificial night is a pollution to the overall environment, it also has damaging influence over human's health, as well as the rest of the world, including other species of the world. (3) Bogard here compares the light pollution to the effect of "bulldozer" to describe the destructive potential of the pollution vividly.

To better illustrate his argument, Bogard further uses allusion to art and modern history events, which is quite stylistic. The use of Van Gogh's *Starry Night* is master piece which depicts the magnificence and beauty of stars in a dark sky. This urges the readers to weigh the disadvantages of our world consumed by unnatural, **vapid** lighting. (4) Bogard argues that the world calls for preservation of natural night and limitation on artificial light, which provides the possibility that a glorious night sky in Van Gogh's eye will be enjoyed by people in our times. The rhetorical questions encourages the reader to consider a world without Van Gogh's beloved painting and what Van Gogh's vision inspires us all. The suggestion of a world without such artistry and the the notion that darkness is "invaluable for a **soulful**

(1) 首段开门见山点明了原文探讨的主题和论述的过程及表现手法。

(2) 分析了原文中讲述个人轶事的表达效果及深层含义。

(3) 概括了原文作者的基本论点。

(4) 分析了原文中使用梵高的《星空》为例对读者产生的心理影响。

life" are also designed to evoke an emotional reaction in the reader. Bogard mentions Paris' reputation as the "the famed city of light" in order to contrast Paris later measures and steps to exercise more sustainable lighting practices. By doing this, Bogard creates a **dichotomy** between Paris' traditionally alluded—to name and the reality of what Paris is becoming—no longer "the city of light". (5) This furthers his line of argumentation because it shows how steps can be and are being taken to preserve natural darkness. With a city literally famous for being constantly lit up conducting policies to turn off the artificial lights, Bogard seeks to establish that it is not impossible to preserve the beauty of the city as well as the universe as whole.

Moreover, Bogard also uses some statistic as evidence to support the claim that "our nights are growing brighter". By citing the "the amount of light in the sky increases an average of about 6% every year", Bogard makes solid foundation for his argument that the "blanket of light" is largely "wasted energy, which means wasted dollars". (6) The mentioning of NASA adds credence to his claim.

Finally, Bogard makes **subtle** yet efficient use of rhetorical questioning to persuade his audience that natural darkness preservation is essential. By returning to the introduction's description of a youth spent admiring dark nights, he asks the readers to consider "what the vision of the night sky might inspire in each of us, in our children or grandchildren?" in a way that **brutally** appeal to our emotions. This rhetorical question **tugs** at the readers' heartstrings; while the reader may have seen an obscured night skyline before, the possibility that their child or grandchild will never get the chance sways them to see as Bogard sees. (7) By doing this, Bogard develops his argument, adding power to the idea that the issue of maintaining natural darkness is relevant and important.

(5) 深入阐述了原文提到的巴黎过去与现在的对比。

(6) 体现了范文作者对原文推理论证过程的准确理解，以及对复杂句型的运用能力。

(7) 从读者的心态入手分析了原文的论证效果。

经典单词

amass	<i>v.</i> 收集, 积聚
credence	<i>n.</i> 相信, 祭器台, 供桌
legitimacy	<i>n.</i> 合法, 适法, 正当
hereby	<i>adv.</i> 因此, 据此
vapid	<i>adj.</i> 索然无味的

soulful	adj. 充满深情的
dichotomy	n. 两分, 分裂, 二分法
subtle	adj. 微妙的, 敏感的, 精细的, 狡诈的, 不明显的
brutal	adj. 野蛮的, 残暴的
tug	n. 用力拉, 拖船 v. 用力拉

闪光句子

- 01** Bogard hereby establishes his argument that not only does artificial night is a pollution to the overall environment, it also has damaging influence over human's health, as well as the rest of the world, including other species of the world.

该句使用了 that 引导的同位语从句和 not only...but also...的搭配, 内容上阐述了原文作者的主要论点, 语言成熟简练。

- 02** Bogard argues that the world calls for preservation of natural night and limitation on artificial light, which provides the possibility that a glorious night sky in Van Gogh's eye will be enjoyed by people in our times.

该句使用了 that 引导的宾语从句, 其中又嵌套了 which 引导的定语从句和 that 引导的同位语从句。句式复杂多样, 错落有致。

- 03** With a city literally famous for being constantly lit up conducting policies to turn off the artificial lights, Bogard seeks to establish that it is not impossible to preserve the beauty of the city as well as the universe as whole.

该句开头使用了 with 复合结构, 主句用到了 that 引导的宾语从句和 it is + adj. + to do sth. 的句型, 词汇丰富, 内容上分析了作者的论证意图。

练习

请运用 6W 原则对范文进行分析, 通过这个练习, 提升自己的分析能力和写作能力。

Passage 66

Why Literature Matters

Adapted from “Why Literature Matters” by Dana Gioia, The New York Times Company. Originally published on April 10 2005.

A strange thing has happened in the American arts during the past quarter century. While income rose to unforeseen levels, college attendance ballooned, and access to information increased enormously, the interest young Americans showed in the arts-and especially literature-actually diminished. (1)

According to the 2002 Survey of Public Participation in the Arts, a population study designed and commissioned by the National Endowment for the Arts (And executed by the US Bureau of the Census), arts participation by Americans has declined for eight of the nice major forms that are measured... The declines have been most severe among younger adults (ages 18-24). The most worrisome finding in the 2002 study, however, is the declining percentage of Americans, especially young adults, reading literature. (2)

That individuals at a time of crucial intellectual and emotional development bypass the joys and challenges of literature is a troubling trend. If it were true that they substitute histories, biographies, or political works for literature, one might not worry. But book reading of any kind is falling as well. (3)

That such a longstanding fundamental cultural activity should slip so swiftly, especially among young adults, signifies deep transformations in contemporary life. To call attention to the trend, the Arts Endowment issued the reading portion of the Survey as a separate report, “Reading at Risk: a Survey of Literary Reading in America.” (4)

The decline in reading has consequences that go beyond literature. The significance of reading has become a persistent theme in the business world. The February issue of Wired magazine, for example, sketches a new set of mental skills and habits proper to the 21st century, aptitudes decidedly literary in character; not “linear, logical, analytical talents”, author Daniel Pink states, but the “ability to create artistic and emotional beauty, to detect patterns and opportunities, to craft a satisfying narrative”. When asked what kind of talents they like to see in management positions, business leaders consistently set imagination, creativity, and higher-order thinking at the top. (5)

(1) 首段用对比的写作手法（人类可支配的资源增加了，但是人们对文学的阅读兴趣降低了）来指出作者发现的现象。

(2) 通过调查报告的数据来证明现象的客观性。

(3) 用了让步的论证手法，虽然大家不一定要去读文学作品，但是读书的兴趣整体在下降。

(4) 指出对文学书籍阅读兴趣的降低会产生广泛的社会影响。

(5) 指出阅读兴趣的降低不但会造成文学素养的降低，而且会影响到商业生活和工作能力。这里使用了权威人士的观点。

Ironically, the value of reading and the intellectual faculties that it inculcates appear most clearly as active and engaged literacy declines. There is now a growing awareness of the consequences of non-reading to the workplace. In 2001 the National Association of Manufacturers polled its members on skill deficiencies among employee. Among hourly workers, poor reading skills ranked second, and 38 percent of employers complained that local schools inadequately taught reading comprehension. (6)

The decline of reading is also taking its toll in the civic sphere... a 2003 study of 15 to 26 year olds' civic knowledge by the National Conference of State Legislature concluded, "Young people do not understand the ideals of citizenship... and their appreciation and support of American democracy is limited." (7)

It is probably no surprise that declining rates of literary reading coincide with declining levels of historical and political awareness among young people. One of the surprising findings of "Reading at Risk" was that literary readers are markedly more civically engaged than nonreaders, scoring two to four times more likely to perform charity work, visit a museum, or attend a sporting event. One reason for their higher social and cultural interactions may lie in the kind of civic and historical knowledge that comes with literary reading. (8)

The evidence of literatures' importance to civic, personal and economic health is too strong to ignore. The decline of literary reading foreshadows serious long-term social and economic problems, and it is time to bring literature and the other arts into discussion of public policy. Libraries, school, and public agencies do noble work, but addressing the reading issue will require the leadership of politicians and the business community as well... (9)

Reading is not a timeless, universal capability. Advance literacy is a specific intellectual skill and social habit that depends on a great many educational, cultural, and economic factors. As more Americans lose this capability, our nation becomes less informed, active and independent-minded. These are not the qualities that a free, innovative, or productive society can afford to lose. (10)

(6) 为了增强说服力，作者援引了民意调查来进一步论证。

(7) 指出阅读兴趣的降低会对人民参与政治和社会生活产生不良影响。

(8) 继续深入讨论阅读兴趣降低对政治和社会产生的不良影响。

(9) 呼吁社会各方面重视人们阅读兴趣降低的问题，从而能够制定很好的政策遏制情况的恶化。

(10) 让步说明阅读不是万能，但是对于社会非常重要，总结论点。

范 文	点 评
In the article, "Why Literature Matters" by Dana Gioia, Gioia makes an argument claiming that the levels of interest young Americans have shown in art in recent years have declined and that this trend is a severe problem with broad consequences. Strategies Gioia employs	

to support his argument include citation of **compelling** polls, reports made by prominent organizations that have issued studies, and a quotation from a prominent author. (1) Gioia's overall purpose in writing this article appears to be to draw attention towards shortcomings in American participation in the arts. His primary audience would be the American public in general with a significant focus on **millennial**.

In his introduction paragraph, Gioia employs a distinct contrast with several listed positive changes in American life such as increased college attendance and increases in income, with the focus of his article: the fact that the interest young Americans show in art has declined. The tool is utilized to establish an emphasis on his primary point by **highlighting** it as a negative development relative to other changes in American life. (2) This literary tool serves as a strong purpose by acting as a vehicle to draw the audience into the principle issue addressed by the writing.

In paragraph 5, Gioia utilizes a **synergistic** reference to two separate sources of information that serves to provide a stronger **compilation** of support for his main topic. (3) By citing a quotation from author Daniel Pinks who states, that the talents individuals require for success in the 21st Century are not, "linear, logical, analytic talents," but ones that provide, "the ability to create artistic and emotional beauty, to detect patterns and opportunities." and "to craft a satisfying narrative," Gioia is able to build his point with the agreement of a respected individual. He then immediately follows with a statement that business leaders like to see, "imagination, creativity, and higher order thinking" as qualities for individuals in management positions. This dual utilization of claims from two separate sources conveys to the audience the sense that the skills built through immersion in the arts are vital to succeeding in the modern workplace which aids in logically leading his audience to the conclusion that a loss of experience with the arts may **foreshadow** troubling results. (4)

In paragraph 6, Gioia follows up on the point established in paragraph 5 by introducing a negative example of the consequences of loss of the arts with a focus on **literacy**. Gioia cites a 2001 poll on the National Association of American Manufacturers stating that poor reading skills ranked second among its employees surveyed for skill deficiencies while 38% of employee believed local schools inadequately taught

(1) 开头两句简洁而清楚地阐述了原文作者的观点和使用的论证方法。

(2) 分析了原文主体段用到的对比手法的意图。

(3) 该句总起第三段，围绕原文第五段中引用两处信息进行论证的方法展开讨论。

(4) 从读者的角度分析了原文论证的效果。

reading comprehension. Gioias' presentation of a numerical statistic based on a major employer adds significant logical weight to his argument by providing an example of the effects of a **deficit** in experience with art and literature. This may affect his audience by providing a more accurate **depiction** of the true problem caused by disconnection with arts while possibly choosing an example they could personally relate to. (5)

Overall, Gioia provides a strong logical argument that disconnection with the arts is troubling for America. He employs strong logical connections and establishes real-world foundations for his point. (6)

(5) 分析了原文中引用调研数据的优点和意图,体现了作者推理论证的能力。

(6) 简要概述了原文使用的论证方法。

经典单词

compelling	<i>adj.</i> 引人入胜的; 扣人心弦的; 非常强烈的; 不可抗拒的; 令人信服的
millennial	<i>adj.</i> 一千年的
synergistic	<i>adj.</i> 协同的, 协作的
compilation	<i>n.</i> 编译, 编辑
foreshadow	<i>v.</i> 预示, 预兆 <i>vt.</i> 预兆
highlight	<i>vt.</i> 加亮, 强调, 使……显得重要, 照亮
depiction	<i>n.</i> 描述, 描画
literacy	<i>n.</i> 读写能力, 识字

闪光句子

- 01** In the article, “Why Literature Matters” by Dana Gioia, Gioia makes an argument claiming that the levels of interest young Americans have shown in art in recent years have declined and that this trend is a severe problem with broad consequences.

该句使用了现在分词短语作后置定语和 **that** 引导的宾语从句, 内容上高屋建瓴地概括了原文的主题和基本论点。

- 02** In his introduction paragraph, Gioia employs a distinct contrast with several listed positive changes in American life such as increased college attendance and increases in income, with the focus of his article; the fact that the interest young Americans show in art has declined.

该句使用了 **that** 引导的同位语从句, 句式较为简单, 但重点突出, 并用了一些高级词汇, 整句读来朗朗上口。

- 03** This dual utilization of claims from two separate sources conveys to the audience the sense that the skills built through immersion in the arts are vital to succeeding in the modern workplace which aids in logically leading his audience to the conclusion that a loss of experience with the arts may foreshadow troubling results.

该句使用了 **that** 引导的同位语从句和 **which** 引导的定语从句，句型多样，用词精巧准确，内容上论述了原文使用两处证据来源的意图和效果。

- 04** This may affect his audience by providing a more accurate depiction of the true problem caused by disconnection with arts while possibly choosing an example they could personally relate to.

该句使用了过去分词短语作后置定语，其中还嵌套了 **while** 引导的时间状语从句和省略 **that** 的定语从句。内容上从读者的角度解读了原文论述的效果。

练习

请运用 6W 原则对范文进行分析，通过这个练习，提升自己的分析能力和写作能力。

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