



普通高等教育“十五”国家级规划教材

CONTEMPORARY

Intermediate Writing

COLLEGE ENGLISH

现代大学英语

● 总主编：杨立民

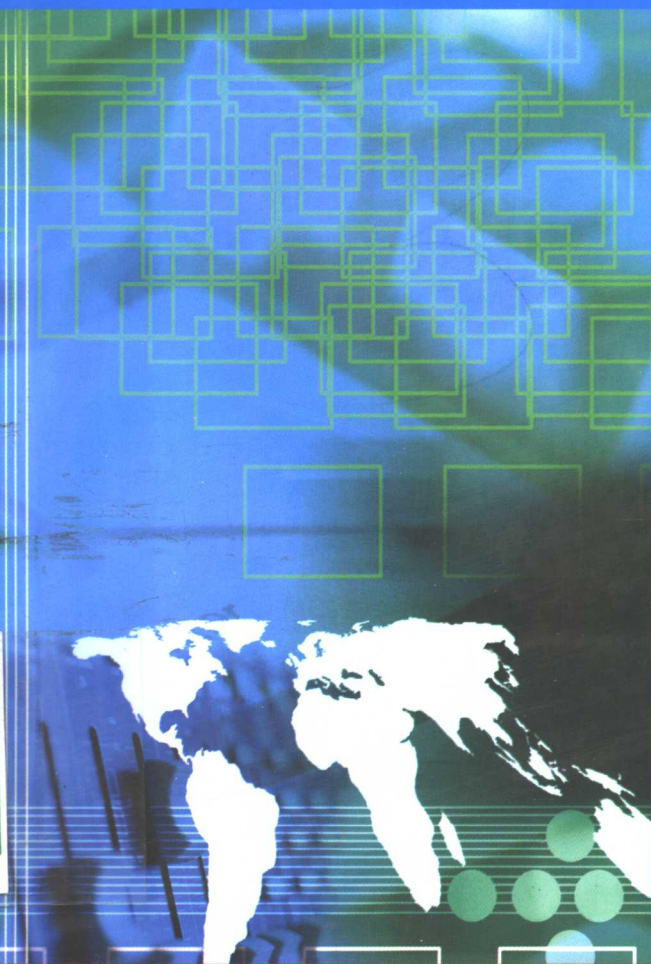
● 中级写作 **下**

● 主 编：徐克容

● 编 者：郭世英 程静英

赵 冬 李莉文

邱 瑾



外 语 教 学 与 研 究 出 版 社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



普通高等教育“十五”国家级规划教材



北京市高等教育精品教材立项项目

Contemporary College English

现代大学英语

总主编：杨立民

Intermediate Writing

H31

816

:2(4)

2006

中级写作 下

江苏工业学院图书馆

编者：郭世英 程静英
赵冬 李莉文

邱瑾

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

现代大学英语中级写作. 下 / 徐克容主编; 郭世英等编. — 北京: 外语教学与研究出版社, 2006.2

(现代大学英语 / 杨立民总主编)

ISBN 7-5600-5380-7

I. 现… II. ①徐… ②郭… III. 英语—写作—高等学校—教材 IV. H315

中国版本图书馆 CIP 数据核字 (2006) 第 005931 号

出版人: 李朋义

选题策划: 雷 航

项目负责: 胡伟春

责任编辑: 邓付华 程 序

封面设计: 高 瓦 韩晓梦

版式设计: 付玉梅

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京密云红光印刷厂

开 本: 787×1092 1/16

印 张: 15

版 次: 2006 年 5 月第 1 版 2006 年 5 月第 1 次印刷

书 号: ISBN 7-5600-5380-7

定 价: 18.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

序 言

使用范围

教育部普通高等教育“十五”国家级规划教材“现代大学英语”(Contemporary College English)系列教材中的写作教程共分6册,包括《基础写作(上)》(First-Year Writing, Book One),《基础写作(下)》(First-Year Writing, Book Two),《中级写作(上)》(Intermediate Writing, Book One),《中级写作(下)》(Intermediate Writing, Book Two),《高级写作》(Advanced Writing)和《学术写作》(Academic Writing)。《基础写作》上、下册为大学本科英语专业一年级学生编写,《中级写作》上、下册供二年级使用,《高级写作》供三年级使用,《学术写作》为四年级上学期即将撰写学士论文的毕业班学生编写。

指导思想

语言是人类交流思想的工具,语言的交际功能通过听、说、写、读来实现,而写作在这几种交际手段中具有特别重要的意义。它不仅以书面形式记录了思想的交流,从而超越了时空的限制,更重要的是,它特别强调思维逻辑的严密、思想感情表达的深度,以及语言运用的精妙。从某种意义上说,笔头表达的能力,而不是日常生活的口语,才是是否受过严格教育和训练的标志。我们教材的最终目的是帮助学生实现用英语表达思想这个目标。因此我们在教材的各个环节都把内容放在重要的地位,训练写作技巧时力求结合我国的具体实际,结合当代我国学生的生活、学习情况和他们的经历,针对并围绕不同学习阶段学生想表达而且也能表达的话题。

编写特点

- 吸收国内外优秀写作教材的长处,结合我国的国情和学生的情况选材,注重当代大学生熟悉、关心的话题。
- 与本系列的其他教材,如精读和口语在题材方面有机地结合或配合。这不仅有利于深化学生对某一话题的认识,也有利于使学生认识到讨论同一话题时英语口语与书面语风格的区别,如《基础写作(上)》,训练学生写概要,用的就是系列教材中同一阶段的精读课文(或课文的某一部分);《中级写作(下)》的教学内容是议论文,与同一阶段的口语教材中的“辩论”部分在讨论的话题方面相互配合。
- 写作所需要的不只是语言表达能力,还取决于一个人的生活阅历、观察和思维能力及知识面等多方面的综合素质。当然以上所列的方方面面不可能仅从写作课上获得,但写作教材和写作课必须力求做到有利于学生以上能力的培养。在编写这套教材时,我们努力按照这个目标选材、编写练习和作业,鼓励学生独立思考,努力挖掘他们记忆中和生活中的闪光点,并引导他们观

察现实生活,发现周围环境中的真、善、美和假、恶、丑,并对这些现象确立自己的观点和态度。

- 写作必须有一定量的阅读作后盾。本书选用了不少阅读篇章,这些选篇的作者均以英语为母语。选篇主要的任务是引起学生对某一话题的兴趣,通过课堂讨论甚至辩论,促使他们对这一话题进行深入的思考,并考虑自己对此话题的立场和态度;与此同时,这些文章从篇章结构和写作技巧来讲,也可起到示范作用。此外,本书也收录了同等水平学生的习作作为示范,它们选自使用本书作教材的学生的作业。这些习作虽然并不完美,但其语言水平、所涉及内容及其深度都更加贴近使用本书的其他学生,他们经过努力,完全能够写出水平相当甚至更好的文章。
- 理论从简,强调写作实践及其过程。有关写作技巧方面的“理论”本书不做长篇的论述,只做画龙点睛般的说明,学生主要在分析范文的过程中体会并学习如何根据不同文章的目的而采用恰当的篇章结构和写作技巧,从而使技巧和方法为内容——所表达的思想——服务。
- 提高英语的写作能力,决非仅仅完成课堂布置的作业就能做得到。教师在教学中一定要把课上布置的有指导性的作业和课下的自由写作结合起来,注意激发学生动笔的愿望和激情,鼓励他们多写、常写,写日记、读书心得或报告,办班级刊物,参加作文比赛。总之,教师要为他们创造广阔的写作平台。

各册内容 / 安排

《基础写作(上)》: 概要与段落 (Summary & Paragraph)

《基础写作(下)》: 记叙与描述 (Narration & Description)

《中级写作(上)》: 说明文模式 (Patterns of Exposition)

《中级写作(下)》: 议论与说服 (Argumentation & Persuasion)

《高级写作》: 目标与选择 (Aims & Options: A Thematic Approach to Writing)

《学术写作》

多年来,尤其是改革开放以来,我国广大英语教师在英语写作教学方面进行了多种实践和改革,取得了不少经验,编写和引进了不少好的教材。这套教材借鉴了不少前者的经验,同时也有意识地对写作教学进行一些新的探索。我们尽力把它编成集读本(Reader)、指南(Guide)和写作实践(Writing Practice)为一体的有实用价值的教材。

编 者

2005年8月

本册使用说明

本书是“现代大学英语”(Contemporary College English) 写作教程的第四册, 适合大学本科英语专业二年级下学期使用。本书的任务是使学生在掌握了写记叙文、描述文和说明文的基础上学会写议论文。

议论文的重要性

- 议论文的目的是说服读者接受作者的观点。生活中人们常常需要说服他人同意自己的观点或行动; 因此争论和辩论在生活 and 工作中经常发生。家庭内部活动, 如春节长假是到海南享受阳光还是到北国体验冰雪的乐趣, 到国家的发展, 如是否在长江三峡建设大坝, 甚至重大国际活动, 如2012年奥运会是由巴黎还是马德里或伦敦举办, 无一不是经过激烈的争论或辩论而决定的。如何在争论或辩论中, 能阐明自己的观点, 并能证明自己观点的正确, 从而让别人接受自己或自己所代表的一方的观点, 进而支持自己相关的行动, 是我们学习写议论文的目的。
- 在四年的学习中, 英语专业的大学生一个重要的任务就是: 学会对周围所发生的事情, 尤其是重大事件, 经过一定的调查研究和认真分析形成自己的观点, 并能够用英语准确地表达出来。在写议论文的过程中, 学生的观察能力、科研能力以及逻辑思维能力和文字表达能力都会相应提高。这些能力对英语专业学生在高年级的学习都是绝对必要的。议论文是从低年级作文过渡到高年级论文写作所必须经历的准备阶段。

本书目标

- 培养学生在动笔之前对作文所涉及的议题进行一定的研究, 思考问题的方方面面, 提出观点; 通过网上和图书馆查询, 收集材料和数据, 以相关资料和有力的论据支持自己的观点。
- 帮助学生学习并掌握议论文写作的要领和技巧, 使他们能就当前学生关心的一些社会热门话题, 写出约350至500个词的议论文。
- 培养学生对文字层次(正式、非正式、通俗)的鉴别以及使用能力, 使他们由使用较通俗的语言逐渐过渡到适合议论文的比较正式的语言。同时也要提高他们用词的能力, 使他们遣词造句更准确、更精炼、更生动。
- 使学生学会写求职、考研申请等信函。

本书内容

- 议论文:

单元题材	议论文的技巧	词汇
储蓄与消费	基本要素	词的层次
校园恋情	陈述观点	抽象/具体
英雄与娱乐大腕	论据支持	简明扼要
考试——支持还是反对?	反驳对方	用词贴切
作弊与抄袭能消除吗?	常见谬论	生动语言
心灵美, 还是外在美?	煽动感情	用词不当
大学教育首要的任务是什么?	归纳推理	使用词典

● 应用文:

推销自己 个人简历与求职信

本书编写原则

- 采用题材(话题)与技巧(议论文的要素)相结合的编写原则,以题材为纲组织教学内容,每个单元的标题体现该单元的话题,每个单元介绍议论文的一个核心要素(陈述观点、论据支持、反驳对方、煽动感情、常见谬论和归纳推理等)和涉及用词的一个具体方面。
- 按照前三册一贯坚持的原则:强调写作实践,理论阐述从简;系统、扼要介绍议论文的基本知识和写作要领。同时,也系统介绍用词方面的注意事项。结合议论文的写作要领与用词的“五要”和“一不要”配备若干练习,并提供参考答案。
- 继承前三册以阅读开路的原则,每单元提供四篇总量 3500 到 4000 个词的与本单元题材有关的阅读材料(个别单元还有一些补充阅读材料),其目的是启发学生就相关的题材进行思考。每篇阅读材料后附有语言和文化背景的注释以及思考题,并提供参考答案。
- 每个单元提供 3 到 4 篇本书试用过程中学生的习作,以体现使用本书的学生经过努力能够达到,甚至超过的水平。
- 书后提供所有练习和问题的答案,以便学生在完成有关练习以后,对照比较。

编者对教学安排和课堂教学的具体建议

- 学生从二年级上学期写二百多词的说明文,到下学期写四五百词的议论文,是一个很大的飞跃。本书提出的目标是在学期末应该达到的教学要求,这些目标不可能一步实现,而只能逐步达到,为此我们建议:

作好议论文前期的准备工作,每一篇作文的周期由一周增至两周。第一周课上的任务是:1) 学习和讨论本单元提出的议论文的要素和写作技巧;2) 通过阅读选篇,了解本单元话题的基本论点;3) 布置本单元的作业;4) 初步探讨如何完成作业。课下学生的任务:1) 按照每个单元作业的要求就命题进行一定的调研活动;2) 写出提纲并在小组里讨论;根据小组的意见修改提纲,并写出初稿。第二周课上的任务是:1) 根据教师提出的标准,小组讨论初稿;2) 全班讨

论一两篇初稿,提出修改意见;3)教师提出一些共同的问题。课下学生修改初稿。建议作文的长度从350词逐渐增加到500词。

- 建议全学期的作业量为6至7篇。可以分别在前半学期和后半学期各安排一周不布置作业,用来由师生一起分析讨论一至两篇本班学生的作文,指出优缺点,提出修改建议。然后要求其他学生在课下按此办法,修改自己的作业。
- 完成本书的教学内容需要15至16周:一到七单元各需两周共四个学时完成,每个单元都有一篇笔头作业;第八单元的内容既可集中在一周完成(如在其他课程进行期中考试时完成),也可分散到其他几个单元分几周完成。
- 课堂由三大活动组成:1)讲评上次的作业;2)学习本单元议论文的要素和写作技巧并讨论分析阅读材料和相关的学生作文;3)布置本单元的作业,启发学生对本单元话题的思考,熟悉正反两方的主要观点。
- 课内作业和课外自由写作结合,鼓励学生继续用英语记日记,除此之外还要完成一定量的课外习作。

成绩的评估

- 鉴于写作课的特点,建议每学期只举行期末考试,考试时间2小时。
- 为鼓励学生认真写好每次作文,平时作业成绩应占总分较大的比例,建议为学期成绩的60%,期末考试成绩占30%;学生课堂活动的表现,是否按时交作业占10%。
- 建议考试方式为堂上限时闭卷考试;试卷可包括以下项目:1)议论文的写作要领和技巧,可采用多项选择题,或填空题,(得分占10%);2)校正长度约150个词的段落中的错误(得分占10%);3)就命题写出有内容、有观点、语言通顺、结构完整、逻辑清楚、格式正确、约350至400词的议论文(得分占80%)。

在本书编写及试用的过程中,我们始终得到了北京外国语大学英语学院的领导以及外语教学与研究出版社的关怀和大力支持。英国朋友Pat Adler女士审阅了全部试用稿以及最后的定稿。在此我们谨向他们表示诚挚的感谢。

北京外国语大学英语学院2003级英语系和新闻系的学生积极参与了课上和课下的写作活动,用他们的习作丰富了本书的内容,在试用本书的过程中对本书的编写作出了重要的贡献,在此我们向他们,特别是其习作收入本书的作者,表示衷心的感谢,并祝愿他们在学习英语写作的过程中取得更大的成绩。

由于编者水平有限,本书的缺点和错误在所难免,望各界人士指正。

编者

2005年12月

Acknowledgements

We are deeply grateful to the authors and publishers of all the stories and articles we use as readings for this textbook. We apologize for the insufficient information in some cases due to our lack of resources. We intend to show every respect for intellectual property rights, and hope our pleading for the permission to use the related stories and articles for teaching purposes will receive kind and generous consideration.

(Copyright/Sources/Author)

Unit 1

“Saving Money” by Rodger Whitehouse from *Reading Together* 2nd edition by Karl Krahne. Copyright © 1996 by St. Martin’s Press, Inc.

“Spend a Little, Save a Lot” by Sarah McCreight.

“Spend and Save” by Barbara Ehrenreich from *The Contemporary Reader* by Gary Goshgarian. Copyright © 1999 by Gary Goshgarian.

“Time Is Money, Money Is Time” from *Becoming a Master Student* by Dave Ellis. Copyright © 1998 by Houghton Mifflin Company.

Unit 2

“Is Love an Art?” from *The Art of Loving*, Harper & Row, New York 1956.

“Falling in Love” by Kent Nerburn from *Teen Love Series: On Relationships*, Health Communications, Inc. Copyright © 1999 by Kimberly Kirberger.

“I Dare You!” by April Kemp from *Chicken Soup for the College Soul*, Health Communications, Inc. Copyright © 1999 by Jack Canfield, Mark Victor Hansen, Kimberly Kirberger and Dan Clark.

“Virtual Love” by Meghan Daum from *The Prentice Hall Reader* by George Miller annotated instructor’s edition, 2001 Prentice Hall, Inc. originally appeared in *The New York* (August 25/September 1, 1997).

Unit 3

“I’m a Celebrity — Worship!” from *The British Theatre Guide*, May 2003.

“Heroes and Cultural Icons” by Gary Goshgarian from *The Contemporary Reader* by Gary Goshgarian.
Copyright © 1999 by Gary Goshgarian.

“Being Somebody” By Donna Woolfolk Cross from *Mediaspeak: How Television Make up Your Mind*, 1983.

“Heroes and the Cult of Celebrity” by Karen Armstrong.

“The Icons of Their Times” from *China Daily*, August 2003.

“Professional Sports Idols” by Garner Ted Armstrong.

Unit 4

“Examinations Can Be Unfair” from *Yasikaoshi (IELTS) Gaofenzuowen* (ed), Gao Min, International Book Publisher, February 2001.

“In Praise of the ‘F’ Word” by Mary Sherry from *The Longman Reader* 6th edition, Copyright © 2003 by Pearson Education, Inc. originally appeared in *Newsweek*, May 6, 1991.

“School Testing Law Misguided” by Susan Campbell from *1998-2005 National Council of Teachers of English* 3/10/2004.

“Real Tests for Real Kids” by Rachel Lehmann-Haupt from *Wired News* Oct.19, 1997 www.asaprograms.com.

“School Testing Works Well for Publishers, But Its Value in Education Is Open to Question” by David Bacon from *Pacific News Service* 4/14/2000.

Unit 5

“Sources for Plagiarized Text” by Ronald B. Standler, from www.rbs2.com/plag.htm.

“Plagiarism” by Michael Harvey, from www.nutsandboltsguide.com.

“Plagiarism: A Misplaced Emphasis (Part I): The Problem as Normally Conceived” by Brian Martin, from www.uow.edu.au/arts/sts/bmartin/pubs/94jie.html.

“Plagiarism: A Misplaced Emphasis (Part II): Institutionalized Plagiarism” by Brian Martin, from www.uow.edu.au/arts/sts/bmartin/pubs/94jie.html.

“Code of Academic Integrity (Pennsylvania University, USA) from *Office of the Provost*, 1996, from www.upenn.edu/osc/faq.html.

“Cheating” from “Statement on Academic Integrity for Brooklyn College Students”, CUNY, htm.

“Plagiarism” from “Statement on Academic Integrity for Brooklyn College Students”, CUNY, htm, adapted

“Academic Integrity, (Hesston College), from www.hesston.edu/ACADEMIC/LRC/HONESTY.HTM.

Unit 6

“The Social Conceptions of Beauty” by Tony Bailey from ELL 2005.1 (*English Language Learning*).

“Plastic Surgery—the Fast Track to Happiness?” by Rachel Mahaffey & Eva Arlia from *Concerned Women for America* (12/16/2004), cwfa.org 2/17/2005.

“Plastic Surgery Not for Teens” by Laurel Franck (2/26/2003), from the batt.com Thursday, 2/17/2005.

“In Praise of Plastic Surgery” by Simon Smith from www.Betterhumans.com 1/24/2005 12:59 pm.

Unit 7

“Toward Good Thinking on Essential Questions” by Howard Gardner from *Perspectives on Argument* by Nancy V. Wood, Copyright © 2001 by Prentice-Hall, Inc. originally appeared in *The New Yorker Times*

(September 11, 1999). Copyright © 1999 by New York Times Company.

“Quality of Life Is Much More than a Job” by Larry Fennelly.

“Young People Prepare for Fierce Competition After WTO” from *China Daily* December 3, 2001.

“Courses Must Be Regulated” from *China Daily* March 29, 2005.

Correction/Editing Symbols

<i>ab</i>	spell out abbreviation
<i>adv</i>	use adverb form
<i>agr</i>	make verb agree with subject (or pronoun with antecedent)
<i>ap</i>	use apostrophe
<i>awk</i>	rewrite awkward sentence
<i>cap</i>	capitalize
<i>CE</i>	revise Chinese English
<i>col</i>	revise collocation
<i>con</i>	be concise
<i>coord</i>	improve coordination
<i>d</i>	improve diction
<i>div</i>	revise word division
<i>dm</i>	revise dangling modifier
<i>frag</i>	revise sentence fragment
<i>gr</i>	revise grammatical form or construction
<i>log</i>	improve logic
<i>p</i>	improve punctuation
<i>no ¶</i>	take out paragraph break
<i>run-on</i>	revise run-on sentence
<i>sp</i>	revise misspelled words
<i>st</i>	improve sentence structure
<i>sub</i>	improve subordination
<i>tense</i>	change wrong verb tense
<i>verb</i>	change incorrect verb form
<i>wordy</i>	cut out unnecessary words
<i>ww</i>	change wrong word
¶	begin new paragraph
¶ <i>coh</i>	improve paragraph coherence
¶ <i>dev</i>	improve paragraph development
¶ <i>un</i>	improve paragraph unity
^	insert
[]	delete
⌋	close up space
┐	transpose letters or words
<i>x</i>	obvious error

Plan of the Book

Unit	Title/Topic	Argumentation Skills	Diction
Unit 1	Spend and Save	The Basics	Level of Formality
		• Definition • Argumentation vs. Exposition • Elements • Organization	• The formal • The medium-level • The informal
Unit 2	Campus Love – Pros and Cons	The Claim	Abstract Words vs. Concrete Words
		• Definition • Classification • Tips on how to make a claim	• Abstract and concrete words defined • General and specific words defined • Balance between abstract/general and concrete/specific words
Unit 3	Pop Icons and Heroes	The Support	Conciseness
		• Definition • Types; reasons, evidence and emotional appeal • Types of evidence exemplified	• Definition • Tips on how to achieve conciseness
Unit 4	Examinations: For and Against	The Refutation	Exact Words
		• Definition • Methods • Structure • Location • Something to look out for	• Grasping the exact meaning of words • Paying attention to synonyms • Understanding denotation and connotation • Guarding against Chinglish
Unit 5	Cheating, Plagiarism and Academic Integrity	Common Fallacies	English Idioms and Figures of Speech
		• Definition • Types of fallacies: - Hasty generalization - Oversimplified generalization - Post hoc - Begging the question - False analogy - Either-or fallacy - Appeal to doubtful authority	• English idiom defined • Classification of idioms • Figure of speech defined • Major types of figures of speech
Unit 6	Beauty, from Heart or Face?	Emotional Appeal	What Language to Avoid
		• Definition • Emotional appeals and the audience • Effective emotional appeals	• Offensive language • Pretentious language • Euphemisms • Slang words and expressions • Obsolete words and expressions
Unit 7	What Should Students Learn in School?	Induction and Deduction	Using the Dictionary
		• Induction defined and exemplified • Deduction defined and exemplified • Inductive reasoning and deductive reasoning diagrammed	• Information useful for student writers • Types of dictionaries student writers need
Unit 8	Advertising Yourself	Résumé	Letters of Application
		• Résumé and résumé cover letter • What information to include • Points to remember	• Letters of application vs. résumé • Basic structure • Points to remember
Answers			

Essays on the Subject	Your Peers' Compositions	Writing Assignments
• Saving Money • Spend a Little, Save a Lot • Spend and Save • Time Is Money and Money Is Time	• Chinese Senior Citizens, Spend and Enjoy Yourselves • Spending Should Be Encouraged • "Buy" or "Bye"—E-cards vs. Conventional Cards • Time to Start Budgeting	• Write an essay on spending and saving or on the necessity of budgeting for college students.
• Is Love an Art? • Falling in Love • I Dare You! • Virtual Love	• From Classmates to Dates • Think Twice About Love at First Sight • Accept Cyber Love • Campus Love: Is It Worthwhile?	• Write an essay on given topics about campus love.
• I'm a Celebrity-Worship! • Heroes and Cultural Icons • Being Somebody • Heroes and the Cult of Celebrity	• Li Ao • He Jiong: Is He Worth Admiring? • Pleas for Sister Lin • Keep a Safe Distance from Pop Icons	• Write an essay about a controversial figure or one on given topics about pop icon/hero worship.
• Examinations Can Be Unfair • In Praise of the "F" Word • School Testing Law Misguided • Real Tests for Real Kids • School Testing Works Well for Publishers, But Its Value in Education Is Open to Question	• Grades Create Anxiety for Students • Grades Are Good Because They Give Students an Incentive to Learn • In Criticism of the "F" word • Pass or Perish	• Write an essay on given topics about exams or one that either agree or disagree with the writer of In Praise of the "F" Word.
• Sources for Plagiarized Text • Plagiarism • Plagiarism: a Misplaced Emphasis (Part I): The Problem as Normally Conceived • Plagiarism: a Misplaced Emphasis (Part II): Institutionalized Plagiarism • Code of Academic Integrity	• Cheating in Exams: No Excuse • No Cheating • Say "No" to Imposture in Exams	• Write an essay on given topics about cheating and plagiarism.
• The Social Conceptions of Beauty • Plastic Surgery—The Fast Track to Happiness? • Plastic Surgery Not for Teens • In Praise of Plastic Surgery	• Beauty with a Purpose • Are Beauty Contests Harmful? • Is Plastic Surgery Evil? • Plastic Surgery Helps to Get a Job?	• Write an essay on given topics about plastic surgery, beauty contests, etc.
• Toward Good Thinking on Essential Questions • Quality of Life Is Much More than a Job • Young People Prepare for Fierce Competition After WTO • Courses Must Be Regulated	• Let's Study More and Learn Less • Is It Worthwhile? • Rational Certificates "Maniac" • A Challenge That Is Worth Taking On	• Write an essay on given topics about the purpose of college.
• Sample résumés and cover letters • Sample letters of application		• Write your own résumé. • Write a letter of application.
Answers		

Contents

Plan of the Book	XII
Unit One	
Spend and Save	1
Argumentation: The Basics	2
The Use of Language: Level of Formality	6
Unit Two	
Campus Love — Pros and Cons	25
Argumentation: The Claim	26
The Use of Language: Abstract Words vs. Concrete Words	29
Unit Three	
Pop Icons and Heroes	50
Argumentation: The Support	51
The Use of Language: Conciseness	54
Unit Four	
Examinations: For and Against	76
Argumentation: The Refutation	77
The Use of Language: Exact Words	79
Unit Five	
Cheating, Plagiarism and Academic Integrity	98
Argumentation: Common Fallacies	99
The Use of Language: English Idioms and Figures of Speech	101
Unit Six	
Beauty, from Heart or Face?	124
Argumentation: Emotional Appeals	125
The Use of Language: What Language to Avoid	128
Unit Seven	
What Should Students Learn in School?	148
Argumentation: Induction and Deduction	149
The Use of Language: Using the Dictionary	152
Unit Eight	
Advertising Yourself	173
Résumé	174
Letters of Application	180
Answers	189

Spend and Save

● Your tasks in this unit ●

To learn about argumentation basics

- definition
- elements
- organization

To write an argumentative essay on spending and saving

► Key Words

controversy: a dispute concerning a matter about which there is strong disagreement

controversial: causing a lot of disagreement

assertion/claim/proposition: a point of view or opinion on a controversial issue or topic; the thesis of an argumentation-persuasion essay

evidence: anything, facts, statistics, etc. that demonstrate what writers claim in their argument

appeal to sb.'s sense of fairness: to try to persuade someone to do something by reminding them that it is a good or fair thing to do

appeals: resources the writer draws on to connect with and persuade readers—reasons, emotions, ethics, etc.

argument: a point or series of reasons presented to support or oppose a proposition

refute: to prove that a statement or idea is not correct

refutation: the attempt to counter (i.e. to say something in order to try to prove that what someone said was not true) an opposing argument by revealing its weakness

identify (controversy) to recognize or discover exactly

define: to describe something correctly and thoroughly, and to say what standards, limits, qualities, etc. it has that make it different from other things

pros and cons: the reasons for and against something