

Reading and Writing for  
Argumentative Essays

# 英语议论文 读写教程

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主 编 刘梅华

通用学术英语读写系列教材

清华大学出版社



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# 英语议论文 读写教程

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## 内 容 简 介

本教材为“通用学术英语读写系列教材”的第二部,旨在训练、提高学生的学术英语议论文读写能力。教材重在引导学习者通过阅读议论性英语文章,了解该文体的特点和写作方法,学习学术语言的风格和基本要求。此外,通过研究和讨论文后的问题,对文章内容进行反思,培养批判性思维能力。全书分8个单元,涉及8个不同领域的话题,每单元包括议论文写作技巧讲解、议论文阅读、单元复习。每篇阅读文章后均设计有相应的阅读、写作任务,以强化议论文阅读技能,扩大学术英语词汇量,巩固单元目标写作技巧。

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# 总序

学术英语学习旨在培养学生的学术交流能力,满足学生使用英语进行专业学习和发展的需要。中小学阶段英语教学的重点一般是培养学生用英语进行一般交流的能力,即侧重于一般英语教学。学术英语与一般英语既有联系,又有自己的特点。学术英语的学习既可以提高学生专业发展所需的语言知识和技能,同时也可以提高其一般英语的能力;它很大程度上涵盖了一般英语的学习,同时又可看作英语学习的更高阶段。学术英语学习包括两个层面的内容:一是技能层面(English for Academic Purposes)(如参加学术讲座、进行学术阅读需要的记笔记能力,论文写作、学术发言需要的概括能力等);二是语言层面(Academic English)(如用学术语言写研究报告、研究论文的能力等)。学术英语是本科生、研究生用英语进行专业文献学习及研究交流所需要掌握的基本能力。

“通用学术英语读写系列教材”(English Reading and Writing for General Academic Purposes)针对教育部在《大学英语课程教学要求》(2007)中提出的英语较高要求和更高要求而编写。根据较高要求和更高要求,大学英语教学要注重培养学生的学术交流能力,要求学生能阅读所学专业的英语文献和资料,能用英语撰写所学专业的报告和论文。同时,本系列教材的编写也迎合全球化国际大环境对大学英语教学由一般英语转向学术英语的需要。

本系列教材的设计与编写主要依据两大原则:语言学习规律和高等教育特点。根据语言学习规律,语言输入为语言产出的基础,语言产出需与语言输入相结合,外语学习尤其如此。因此,本系列教材采用了以读促写、读写结合的编写理念。同时,掌握一门语言的读写能力遵循一定的先后顺序,如先学组词、造句、写段落,然后是记叙文、说明文、议论文等。在此基础上,进行更高层次的读写学习,即综述读写、论文读写等。另外,高等教育在很大程度上是专业教育,培养与专业相关的学术素养(如综述、议论、思辨、研究规范等)对学生而言至关重要。因此,大学英语教育应该顺应和符合学生的专业发展需求。具体而言,本科和研究生英语教育均需培养学生用英语完成说明文、议论文、文献综述和研究论文等不同语体的读写能力。

鉴于此,本系列教材1~4册分别围绕高等教育中最常用的四个学术语体进行设计与编写,即说明文、议论文、文献综述、研究论文。同时,这四册教材又针对高等教育对学生的学术素养要求,专门就常用的学术读写能力进行训练,包括学术阅读技能、学术词汇扩展、学术语言特点、学术文本特点、学术写作技巧(如paraphrasing)等。这些能力的训练贯穿于整个1~4册教材系列。

本系列教材是在教育全球化的新形势下为满足我国高校人才培养需求而开发的。教材

旨在为学生用英语顺利进行专业学习提供帮助和支撑，帮助学生掌握学术规范，提高学生的批判性和创造性思维，培养和提高学生的英语学术交流能力和专业学术素养，适用于本科生和研究生学习。我们相信，通过本系列教材的学习，学生不仅会进一步提高一般的英语交流能力，更能提高学术英语交流能力和跨文化学术素养。

感谢本系列教材的每一位编委专家为教材进行全面细致的审读，并提出宝贵的意见和建议，使得教材的编写更加契合广大院校培养优秀的研究型人才之目标，更加符合各高校英语教学向学术英语转型的要求。

丛书主编

2013年7月



# 前言

《英语议论文读写教程》是“通用学术英语读写系列教材”的第二部。议论文是大学生在学术阅读和学术写作过程中经常遇到的一种重要体裁，学生的学术水平在较大程度上取决于学生阅读、理解、评判和论述观点的能力。本教程重点突出不同的学术英语议论文写作技巧，从多角度阐述、训练议论文读写，旨在培养、提高中等英语水平学生的学术英语议论文读写能力。

## 适用对象和教学目标

本册教材适用对象是英语能力达到《大学英语课程教学要求》规定的“较高要求”的学生，或水平相当的英语学习者，旨在培养学生的学术英语议论文阅读和写作技能，为未来学术发展打下语言基础。具体教学目标如下：

- 运用和提高基础学术英语阅读技巧，如略读、寻读、记笔记等；
- 运用和提高基础学术英语写作技巧，如转述、概述、避免抄袭等；
- 掌握学术英语议论文写作技巧，如篇章组织、论据运用、合理论证、反驳技巧等；
- 了解学术英语文章的特点及学术英语和非学术英语的差别；
- 扩大学术英语词汇量，掌握并运用高频学术词汇。

## 内容安排

全书按照课文主题内容和写作特点分为 8 个单元，可以根据课时设置需要安排 4~6 个课时完成一个单元，一个学期完成全册内容的教学。每个单元分三大部分：

### 1. 议论文写作技巧讲解 ( Writing Skill Development ):

每个单元侧重议论文某个（些）特定的写作技巧，如运用数据、引用权威、合理论证、原因和结果、比较和对比、推理和归纳等；

### 2. 议论文阅读 ( Reading for Ideas ):

遵循阅读为写作准备语言和思想内容的原则，每单元所选三篇课文都集中体现了本单元的写作技巧，且围绕同一话题展开。每篇文章各有 800~1200 字左右。其中 Text A 为精读部分，Text B 和 Text C 为泛读部分，可由学生自学。通过精读和泛读，学生不仅能扩大学术英语词汇量，而且能够进一步熟悉学术英语的写作特点，掌握并熟练运用议论文各种写作技巧。

文章后的词汇表均为《大学英语课程教学要求》的纲内词汇，选词标准主要考虑词汇的 frequency（词汇在各种文章中出现的频率）、coverage（词汇取代其他词的能力）、needs and interest（学习者的需求及兴趣度）以及 familiarity（词汇的有用性和具体性）。词汇表中属于较高要求的单词标记为★，属于更高要求的单词标记为▲，超纲词汇不列入词汇表，其词意仅在文章中注明。

为了帮助学生更好地掌握和运用学术英语议论文阅读和写作技能，每篇阅读文章之后配有相应的练习。练习主要分为三大类：

**议论文阅读训练：**要求学生能够概括出文章的总论点，辨识出各分论点以及不同类型的论据，旨在帮助学生提高学术英语议论文阅读技能和扩大学术英语词汇量；

**议论文写作训练：**强化基础学术写作技巧，如转述、概述、避免抄袭等，旨在帮助学生巩固本单元的目标写作技巧；

**段落写作：**要求学生运用本单元的目标写作技巧完成特定题目的段落写作，也为单元复习中的篇章写作打下基础。

### 3. 单元复习 (Unit Summary):

全面复习、加强学生对该单元的理解和掌握。这一部分的篇章写作练习鼓励学生完成一篇完整文章的写作，其形式充分体现了过程写作和读写结合的教学理念。

## 教材特点

**针对性强：**本册着重议论文的读写，因此，每个单元侧重议论文的某个（些）写作技巧，该技巧不仅体现在该单元的每篇选文中，而且贯穿在该单元的练习中。

**学术性强：**本册所有选文均就某一话题提出观点、展开论证，行文规范，引用恰当，学术性强，为学生进行更高层次的学术写作（如文献综述写作、学术论文写作等）打下基础。

**内容新颖，话题覆盖面广：**本册涵盖八大不同领域的话题，如经济、工程、环境、哲学、信息工程、社会科学等，观点多样，内容丰富，涉及社会生活的方方面面。教学内容鲜活，具有国际性和时代感。

在编写本书的过程中，外籍教师 Diane McDowell 校对了本书的书稿，提出不少宝贵意见和建议，在此表示最诚挚的谢意。

由于编写时间仓促，编者热忱欢迎兄弟院校的使用者对本书的不足之处提出批评和指正。

编者

2013 年 3 月于清华园



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## Business and Economics

### Learning Objectives

1. To know what an argumentative essay is;
2. To learn the basic structure of an argumentative essay;
3. To learn the basic components of an argumentative essay;
4. To be able to draft an outline with a clear structure and components for an argumentative essay.

### Writing Skill Development



## Basic Structure of an Argumentative Essay

### What is an argumentative essay?

An argumentative essay makes a claim about a topic and justifies this claim with specific evidence. The claim could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative essay is to convince the audience that the claim is true based on the evidence provided.

Argumentative essay writing requires the author to investigate a topic, collect, and evaluate evidence, establish a position on the topic in a concise manner and show that he/she makes conclusions based on definite facts instead of on personal assumptions only.

### The structure of an argumentative essay

➡ **A clear, concise and defined thesis statement that occurs in the first part of the essay**

The first part of an argumentative essay, which is generally understood as the introduction, is the broad beginning of the essay that fulfils the following tasks:

- (a) *Set the context*—provide general information about the main idea, explaining the situation so the reader can make sense of the topic and the claims the author



makes and supports.

- (b) *State why the main idea is important*—tell the reader why he/she should care about the issue and keep reading. The author's goal is to create a compelling, clear, and convincing essay people will want to read and act upon.
- (c) *State the thesis/claim (thesis statement)*—compose a sentence or two stating the position the author will support with logos (sound reasoning: induction, deduction), pathos (balanced emotional appeal), and ethos (author credibility).

### “Fixing” What Is Not Broken

[*Introduction*] [*Set the context*] Every pet owner knows that there are enormous responsibilities that go along with having a cat or dog. You must feed and exercise your pet, to keep it physically healthy; you must play with it, and keep it emotionally healthy too. You have to keep it safe from cars, people, or other animals, and you ought to protect other people, property, or pets from your own animal. There's another responsibility that not all pet owners think about, however: spaying or neutering, or “fixing”. What does “fixing” your pet mean? Simply put, it means taking your pet to the vet for a quick, cheap surgery that will prevent your pet from ever becoming a mother or father. This surgery solves problems that pet owners know about, and some that they might not have considered before. [*Thesis statement*] In fact, I believe that all pet owners should be required to have their pets fixed.

Source: <http://spot.pcc.edu>.

### ➡ Clear and logical transitions between the introduction, body, and conclusion

Transitions are the links that hold the foundation of an essay together. Without logical progression of thought, the structure will collapse, and the reader is unable to follow the essay's argument. In other words, transitions tell readers what to do with the information presented to them.

Transitions should wrap up the idea from the previous section and introduce the idea that is to follow in the next section. Whether single words, quick phrases or full sentences, they function as signs for readers that tell them how to think about, organize, and react to old and new ideas as they read through what has been written ([www.writingcentre.ubc.ca](http://www.writingcentre.ubc.ca)).

The organization of an argumentative essay includes two elements: (a) the order in which different parts of the discussion or argument are presented, and (b) the relationships constructed between these parts. Transitions cannot substitute for good organization, but they can make the organization clearer and easier to follow. Here are a few examples:

a. *In addition to this point*, there are many studies which establish a relationship between the income of one's parents and success in school.

b. *By contrast*, other passages of the poem suggest a totally different mood.

c. *This* emphasis on pharmaceutical intervention, *however*, brings with it real dangers. For example, the medication often brings immediately harmful side effects. *Moreover*, it can also create long-term addiction. Beyond that, there is the question of the expense. This being the case, one wonders why we are so keen to continue with this medication.

d. *Moreover*, rock 'n' roll music has exercised an important influence on civil rights in North America. In fact, in popular music since the 1950's, more than in any other activity (with the possible exception of professional sports), black people have won fame, fortune, and lasting status among the white middle-class.

Source: <http://records.viu.ca>.

As the examples suggest, transitions can help reinforce the underlying logic of an argument's organization by providing the reader with essential information regarding the relationship between the presented ideas. In this way, transitions act as the glue that binds the components of the argument or discussion into a unified, coherent, and persuasive whole.

### ➡ Body part with evidential support

Each paragraph should be limited to the discussion of one general idea. This allows for clarity and direction throughout the essay. In addition, such conciseness creates an ease of readability for the audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph. And each idea should be supported with evidence, whether factual, logical, statistical or anecdotal. The following are two examples:

The reasons for the lull suggest it should be temporary.

*First*, the tsunami in Japan sent its GDP tumbling and disrupted supply chains, and thus industrial output, around the world, particularly in April. But just as that slump shows up in the economic statistics, more forward-looking evidence points to a rebound. The summer production schedules of American car firms, for instance, indicate that the pace of annualized GDP growth there will accelerate by at least a percentage point.

*Second*, demand was dented by a sudden surge in oil prices earlier this year. More income is being shifted from cash-strapped consumers in oil-importing countries to producers who tend to sit on their treasures. Costlier fuel has knocked consumer confidence, particularly in gas-guzzling America. And there is still an uncomfortable possibility that further instability in the Arab world will send prices soaring again. Nonetheless, at least for now, the pressure is waning. America's average petrol price, though still 21% higher than at the beginning of the year, has started to fall. That should boost shoppers' morale (and their

spending).

**Third**, many emerging economies have tightened the monetary policy in response to high inflation. China's consumer-price inflation accelerated to 5.5% in the year to May. India's wholesale prices leapt by 9.1%. Slower growth is, in part, a welcome sign that their central banks have taken action, and that those measures are beginning to work. The bigger risk is that nervousness about a weakening world economy leads to a premature pause in the tightening. With monetary conditions still extraordinarily loose, such a loss of resolve would make higher inflation and an eventual crash far more likely.

Source: Sticky Patch or Meltdown, *The Economist*, June 16, 2011.

On the other end of the spectrum are metropolitan areas where prices still look bubbly. [**Evidential support**] In San Diego, the ratio was 22 at the end of last year. In northern and central New Jersey, it was 25, and it was 29 in Manhattan. In Silicon Valley and the nearby East Bay in California, the ratio was above 30.

Source: Rent or Buy, a Matter of Lifestyle, by David Leonhardt, *New York Times*, May 10, 2011.

An argumentative essay requires well-researched, accurate, detailed, and current information to support the thesis statement. Meanwhile, although it is not a must, argumentative essays should also consider and explain differing points of view regarding the topic. Depending on the length of the assignment, the author should dedicate one or two paragraphs of an argumentative essay to discussing conflicting opinions on the topic. In addition to explaining how these differing opinions are wrong outright, the author could also note how opinions that do not align with the thesis might not be well informed or how they might be out of date.

[**counter-argument**] Of course, some people will not agree with me. "I don't want to give my animal an unnecessary surgery," they will say. "Surgery is risky, too, and it's certainly expensive." [**rebuttal**] That idea shows ignorance. Spaying or neutering should be done as soon as you get your pet—when he or she is young and healthy—and it is almost 100% safe. Your animal is in much more danger if not fixed, for the urge to run away from home will put your pet in extremely dangerous situations. And almost all cities have a fund to help pay for the surgery. Just ask your vet or the local S.P.C.A. The cost can be as low as \$10.

Source: <http://spot.pcc.edu>.

## ➡ Logic in argumentation

Logic is a formal system of analysis that helps authors invent, demonstrate, and prove arguments ([www.articlesbase.com](http://www.articlesbase.com)). There are two basic types of reasoning processes: deduction and induction.

Deduction begins with a general principle or premise and draws a specific conclusion from it. The strength and validity of a deductive argument depend upon three things: (a)



there must be agreement about the general principle with which the argument begins;  
(b) the special application must be correct and clear, with no disputes about its validity;  
(c) the conclusion must be derived properly from putting these two together (www.articlesbase.com). Here is a simple example:

[major premise]	All people who smoke endanger their health.
[minor premise]	My father smokes.
[conclusion]	Therefore, my father is endangering his health.

Induction supports a general conclusion by examining specific facts or cases. The basis of all induction is the repeated observation, so that the facts about similar experiences accumulate to the point where one sees a repetitive pattern and can draw a conclusion about it (www.articlesbase.com). Having repeatedly observed in similar circumstances the same event or one very similar, the author draws a conclusion about the pattern he/she has seen. The following is a simple example:

[specific fact]	My father's teeth are yellowish and he's lost a considerable amount of weight.
[specific fact]	My father's no longer able to cycle his 25km every morning.
[specific fact]	Whenever my father exerts himself physically, he ends up coughing extremely hard.
[conclusion]	My father was endangering his health.

➡ **A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided**

This is the part of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize the information presented in the body of the essay, restate why the topic is important, review the main points, and review the thesis (www.owl.english.purdue.edu). The author may also include a short discussion of more research that should be completed in light of his/her work.

Fed policy is determined by inflation and unemployment in the United States. But if Mr. Bernanke could discuss the exchange rate openly, he would probably tell you that **[Conclusion]** one way any monetary expansion helps a distressed economy is by weakening the dollar. That is taught in every introductory economics course, yet the Fed is asked to pretend it isn't true.

Source: Needed: Plain Talk About the Dollar, by Christina D. Romer, *Economic View*, May 21, 2011.

In general, an argumentative essay may consist of the following parts: introduction, support, counter-argument (optional), refutation (optional) and conclusion (www.writing-

centre.ubc.ca). **Introduction** presents a general discussion of a problem and expresses the author's opinion in a thesis statement. **Support** uses different types of evidence to support the author's opinion/claim. **Counter-argument** includes a summary of the first two parts and introduces the strongest argument against the author's claim. **Refutation** explains why the counter-argument is wrong, which is often done in three steps: (a) start with a refutation sentence (*However...*); (b) support the opinion with evidence; (c) explain evidence. **Conclusion** presents a summary of the primary points and restatement of the thesis, and may also include recommendations for further actions in the area.

## Reading for Ideas



### Text A

#### Drain or Gain?<sup>1</sup>

- ① When people in rich countries worry about migration, they tend to think of low-paid incomers who compete for jobs as construction workers, dishwashers or farm-hands. When people in developing countries worry about migration, they are usually concerned at the **prospect** of their best and brightest decamping (迁户) to Silicon Valley (硅谷) or to hospitals and universities in the developed world. These are the kind of workers that countries like Britain, Canada and Australia try to attract by using immigration rules that **privilege** college graduates.
- ② Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate. By some estimates, two-thirds of highly educated Cape Verdeans (佛得角人) live outside the country. A big **survey** of Indian **households** carried out in 2004 asked about family members who had moved abroad. It found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age of 25. This “brain drain” has long bothered policymakers in poor countries. They fear that it hurts their economies, **depriving** them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and **come up with** clever new products for their factories to make.
- ③ Many now **take issue with** this view. Several economists believe that the brain-drain **hypothesis** fails to account for the effects of **remittances**, for the beneficial effects of returning migrants, and for the possibility that being able to migrate to greener

<sup>1</sup> This article was taken from *The Economist*, May 26, 2011.