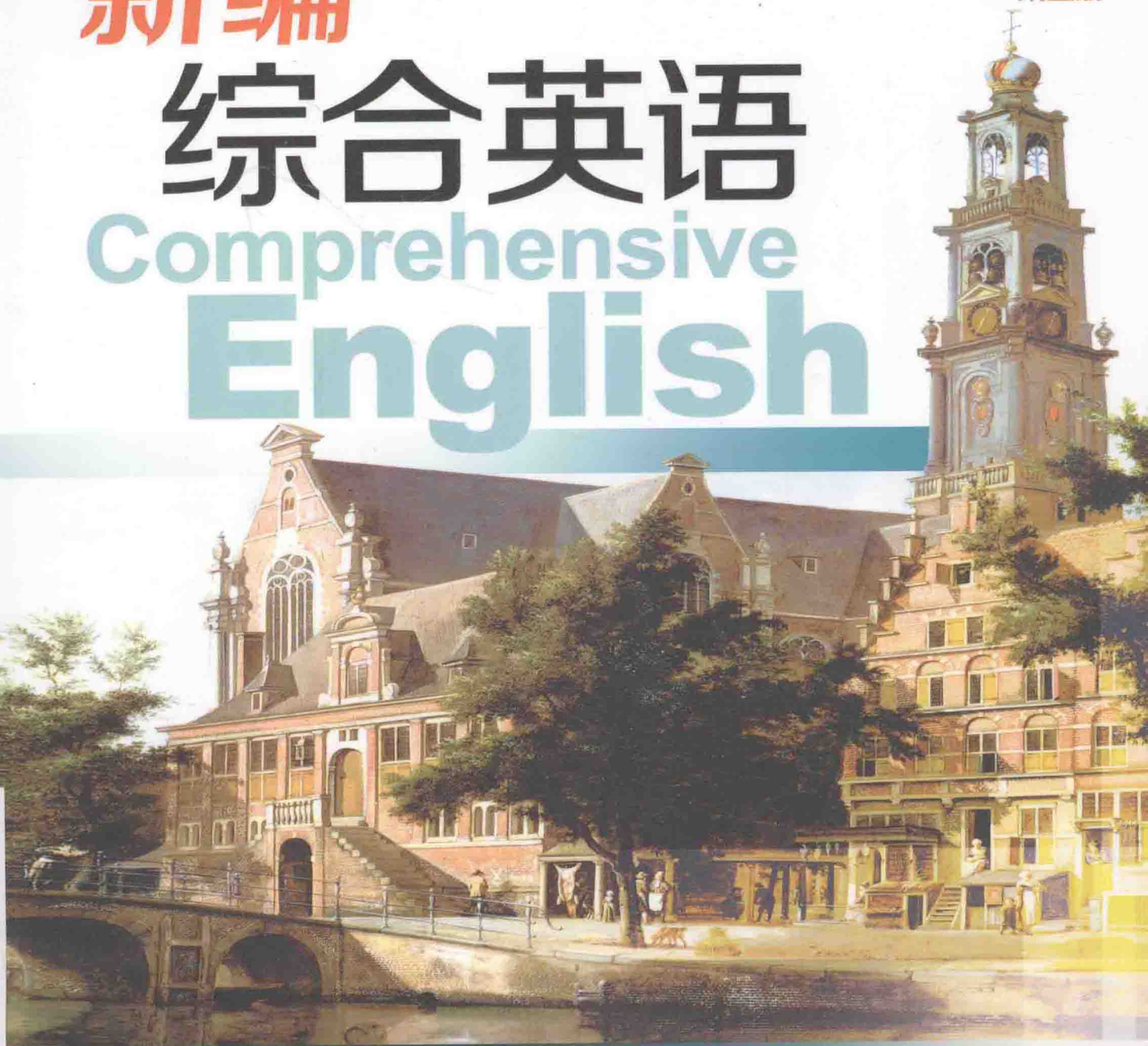


新编

综合英语

**Comprehensive
English**



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Comprehensive English



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前言

从2011年至今,经过暨南大学外国语学院专任教师核心教学团队、外国专家和兄弟院校专家、学者三年来的共同努力,这套特色英语专业教材终于出版了。

本套教材包括《新编综合英语教程》(I-IV)和配套语法、词汇教材《英语专业四级语法与词汇》。其中《新编综合英语I》、《新编综合英语II》、《新编综合英语III》、《新编综合英语IV》,分别适用于英语专业“综合英语”课程的第一、二、三、四学期的教学。同时,为适应全国英语专业四级(TEM-4)考试的要求,加强学生基础阶段的语法与词汇学习,我们还配套编纂了《英语专业四级语法与词汇》,既可作为综合英语课的课外补充教材,也可作为专门的语法与词汇课教材。

《新编综合英语》共四册,每册12个单元,四册共48个单元,在词汇、语法、语篇等难度系数上逐步提高。每单元围绕一个中心主题,分为课文A(Text A)和课文B(Text B)两个部分,两篇课文主题上相互关联。课文A为精讲篇章,由教师讲解,要求学生深入、透彻地理解课文并完成课前练习和课后练习,课前练习如词汇、背景知识激活等,课后练习包括读、说、写、译的基本能力训练,包括问答、释义、词汇选择、选择填空、完型填空、英译中、中译英与写作等多种练习形式;Text B是与Text A话题相关的内容拓展或者深化部分,是学生写作、讨论及辩论的基本材料,练习形式为问答题。

在教材编写之初,编写组就达成了共识并对教材编写的宗旨作了如下规范:第一,教材内容必须符合教学大纲的要求,有明确的教学目标,有教学重点和难点,注意教材的思想性、启发性和实用性的统一。第二,教材应理论联系实际,注意培养学生分析问题和解决问题的能力。通过对有关问题或有关领域的延展思考,启迪学生的思维。第三,坚持以学生为本、为教学服务的原则,练习环节要加大学生主动学习的实战型训练。

为实现以上目标,我们作了多方面的努力:第一,在课文选材上,按比例选取了语言、文学、历史、文化、教育、时政、商务、社交、体育、娱乐等方面的文章,尽量满足学生的多样化需求。第二,优先考虑可读性强、结构层次分明、文字优美的文章,所选课文基本上都出自英美著名作家,由著名出版社、杂志社出版,是原汁原味的英文经典或时政要文、科学发现等,文章体裁新颖、多样。第三,在练习设计上,针对课文主要情节或主要观点,抽取其中的语言点或思想主旨作为训练项目,练习内容与课文内容紧密相关,以加强学生对课文内容的记忆和对语言点的把握;同时,在练习环节强调师生互动、生生互动,以讨论、辩论、演讲等多种任务型练习,让学生在实践中学知识,展开思考和研究,达到“学以致用”的目的。第四,教材在专注于语言能力培养的同时,更注重历史、文化知识的灌输和思辨能力的培养,各册都安排了不少文学、文化的经典作品,力求总体提高学生的批判性、创新性思维和人文素养。

作为华侨大学,暨南大学的学生生源较之于国内兄弟院校有很大的特殊性,学生来自世界各地,母语语言混杂、文化背景多元,思想活跃而开放。因此,国内现有的《综合英

语》教材在题材内容、语言难度、文化背景、练习设计等方面不能适应学生的要求。鉴于此，我们在选择课文时，优先考虑内容新颖，文化背景多元，贴近学生校园生活和社会、时代脉动的篇目。课文语言以地道、简洁、优美为原则，内容以信息量、知识性和趣味性结合为宗旨。教材课文选用考虑到了词汇分级、语言结构、篇章长短等因素，从易到难，由浅入深，以期在循序渐进的节奏中提高学生的综合英语水平。

值得一提的是，本教材讲义已经过一届学生的试用，效果非常好，学生学习积极性高，课堂表现主动，测试成绩优良。在学年结束的问卷调查中，学生对教材的选材和内容高度认可，对教材练习的有效性评价很高。同时，我们也把教材电子版和出版信息发给了国内诸多兄弟院校征求意见，得到业内同行的高度评价，并表达了希望使用该教材的意向。

暨南大学外国语学院的外籍专家 Jay Grytdahl, Thomas Moran, Anthony Newman 对本套教材进行了语言校审，暨南大学出版社古碧卡、张建秀等一直辛苦地跟进教材编写进度及试用效果，在此一并对他们的辛勤劳动表示衷心的感谢！

由于水平和时间的限制，本教材的错漏和不足在所难免，恳请国内学界同仁、专家不吝指正！

编 者

2013年12月22日

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Text A

Emotion's Role in Decision Making

David Brooks

Revolutions in our understanding of ourselves begin in the oddest ways. One of the breakthroughs that helped us understand the interplay between emotion and decision-making began with a man named Elliot, whose story has become one of the most famous in the world of brain research. Elliot had suffered damage to the frontal lobes of his brain as the result of a tumor. Elliot was intelligent, well-informed, and diplomatic. He possessed an attractively wry view of the world. But, after surgery, Elliot began to have trouble managing his day. Whenever he tried to accomplish something, he'd ignore the most important parts of the task and get sidetracked by trivial distractions. At work he'd set out to file some reports, but then would just sit down and start reading them. He'd spend an entire day trying to decide on a filing system. He'd spend hours deciding where to have lunch, and still couldn't settle on a place. He made foolish investments that cost him his life savings. He divorced his wife, married a woman his family disapproved of, and quickly divorced again. In short, he was incapable of making sensible choices.

Elliot went to see a scientist named Antonio Damasio, who evaluated him with a battery of tests. They showed that Elliot had a superior IQ. He had an excellent memory for numbers and geometric designs and was proficient at making estimates based upon incomplete information. But in the many hours of conversation Damasio had with Elliot, he noticed that the man never showed any emotion. He could recount the tragedy that had befallen his life without the slightest tinge of sadness.

Damasio showed Elliot gory and traumatic images from earthquakes, fires, accidents, and floods. Elliot understood how he was supposed to respond emotionally to these images. He just didn't actually feel anything. Damasio began to investigate whether Elliot's reduced emotions played a role in his decision-making failures.

A series of further tests showed that Elliot understood how to imagine different options when making a decision. He was able to understand conflicts between two moral imperatives. He could prepare himself to make a choice between a complex range of possibilities.

What Elliot couldn't do was actually to make the choice. He was incapable of assigning value to different options. As Damasio put it, "his decision-making landscape [was] hopelessly flat."

Another of Damasio's research subjects illustrated the same phenomenon in stark form. This middle-aged man, who had also lost his emotional functions through a brain injury, was finishing an interview session in Damasio's office, and Damasio suggested two alternative dates for their next meeting. The man pulled out his datebook and began listing the pros and cons of each option. For the better part of half an hour, he went on and on, listing possible conflicts, potential weather conditions on the two days in question, the proximity

of other appointments. “It took enormous discipline to listen to all this without pounding the table and telling him to stop,” Damasio wrote. But he and his fellow researchers just stood there watching. Finally Damasio interrupted the man’s musings and just assigned him a date to return. Without a pause, the man said, “That’s fine” and went away.

“This behavior is a good example of the limits of pure reason,” Damasio writes in his book *Descartes’ Error: Emotion, Reason, and the Human Brain*. It’s an example of how lack of emotion leads to self-destructive and dangerous behavior. People who lack emotion don’t lead well-planned logical lives in the manner of coolly rational Mr. Spock’s. They lead foolish lives. In the extreme cases, they become sociopaths, untroubled by barbarism and unable to feel other people’s pain.

Out of these and other experiences Damasio developed a theory, which he called the “somatic marker hypothesis,” on the role of emotion in human cognition. Parts of the theory are disputed—scientists differ about how much the brain and the body interact—but his key point is that emotions measure the value of something, and help unconsciously guide us as we navigate through life—away from things that are likely to lead to pain and toward things that are likely to lead to fulfillment. “Somatic markers do not deliberate for us. They assist the deliberation by highlighting some options (either dangerous or favorable), and eliminating them rapidly from subsequent consideration. You may think of it as a system for automated qualification of prediction, which acts, whether you want it or not, to evaluate the extremely diverse scenarios of the anticipated future before you. Think of it as a biasing device.”

As we go about our day, we are bombarded with millions of stimuli—a buzzing, blooming confusion of sounds, sights, smells, and motions. And yet amidst all this pyrotechnic chaos, different parts of the brain and body interact to form an Emotional Positioning System (EPS). Like the Global Positioning System that might be in your car, the EPS senses your current situation and compares it to the vast body of data it has stored in its memory. It reaches certain judgments about whether the course you are on will produce good or bad outcomes, and then it coats each person, place, or circumstance with an emotion (fear or excitement, admiration or repugnance) and an implied reaction (“Smile” or “Don’t smile”; “Approach” or “Get away”) that helps us navigate our days.

Let’s say someone touches your hand across a restaurant table. Instantly, the mind is searching the memory banks for similar events. Maybe there was a scene in *Casablanca* when Humphrey Bogart touched Ingrid Bergman’s hand. Maybe there was a date in high school long ago. There was a distant memory of Mom, reaching across and holding hands with you during a childhood visit to McDonald’s.

The mind is sorting and coding. The body is responding. The heart speeds. Adrenaline rises. A smile opens up. Signals are flowing from body and brain and back again in quick intricate loops. The brain is not separate from the body—that was Descartes’ error. The physical and the mental are connected in complex networks of reaction and counter-reactions, and out of their feedback an emotional value emerges. Already the touch of the hand has been coated with meaning—something good, something delicious.

An instant later, a different set of loops open. This is the higher set of feedback routes between the evolutionarily older parts of the brain and the newer, more modern parts such as the prefrontal cortex. This set of information flow is slower, but more refined. It can take the reactions that have already been made by the first system and make finer distinctions among them. (“This hand reaching to touch me across the table is not quite like my mother’s hand. It’s more like the hand of other people I wanted to have sex with.”) It can also flash warnings that lead to intelligent restraint. (“I’m so happy right now I want to pick up this hand and

start kissing it, but I've got these other memories of freaking people out when I do things like that.”)

Even through much of this stage there is still no conscious awareness, argues Joseph LeDoux, another prominent researcher in these vineyards. The touch of the hand has been felt and refelt, sorted and resorted. The body has reacted, plans have been hatched, reactions prepared, and all this complex activity has happened under the surface of awareness and in the blink of an eye. And this process happens not only on a date, with the touch of a hand. It happens at the supermarket when you scan an array of cereal boxes. It happens at the jobs fair when you look over different career options. The Emotional Positioning System is coating each possibility with emotional value.

Eventually, at the end of these complex feedbacks, a desire bursts into consciousness—a desire to choose that cereal or seek that job, or to squeeze the hand, to touch this person, to be with this person forever. The emotion emerges from the deep. It may not be a brilliant impulse; emotion sometimes leads us astray and sometimes leads us wisely. And it doesn't control. It can be overridden, but it propels and guides. As LeDoux writes, “The brain states and bodily responses are the fundamental facts of an emotion, and the conscious feelings are the frills that have added icing to the emotional cake”.

Notes to the Text

1. About the Author

David Brooks writes an op-ed column [(北美报纸的) 专栏版 (与社论版相对)] for *The New York Times*. Previously, he has been a senior editor at *The Weekly Standard*, a contributing editor at *Newsweek* and *The Atlantic Monthly*, and an op-ed editor at *The Wall Street Journal*. He is currently a commentator on *PBS News Hour* and contributes regularly to *Meet the Press* and *NPR's All Things Considered*. He is the author of *Bobos in Paradise: The New Upper Class and How They Got There* and *On Paradise Drive: How We Live Now (And Always Have) in the Future Tense*. His articles have appeared in *The New Yorker*, *The New York Times Magazine*, *Forbes*, *The Washington Post*, *The Times Literary Supplement*, *Commentary*, *The Public Interest*, and many other magazines. David Brooks lives in Maryland. And this text is an excerpt taken from *The Social Animal: The Hidden Sarcos of Love, Character and Achievement*.

2. Mr. Spock

He is a character from the US television program *Star Trek*. Mr. Spock is a man from an imaginary planet called Vulcan, who has pointed ears and is always completely logical, so that his ideas and decisions are based only on facts, not on emotions. He thinks in a very logical way and does not show or understand normal human emotions. He is also known for saying to his commander, Captain James Kirk, “It's life, Jim, but not as we know it”.

Words and Expressions

accomplish [ə'kʌmplɪʃ] v.

to succeed in doing or completing sth

成就, 完成, 贯彻 (计划等), 达到 (目的); 实行

adrenaline [ə'drenəlɪn] n.

[U] a substance produced in the body when you are excited, afraid or angry, making the heart beat faster and increases your energy and ability to move quickly 肾上腺素

alternative [ɒ'tɜ:netɪv] <i>adj.</i>	that can be used instead of sth else 可供选择的, 可供替代的
battery ['bætəri] <i>n.</i>	(of) a large number of 一系列, 一批, 一群
befall [br'fɔ:l] <i>v.</i>	(befell, befallen) (used only in the third person) (literary) (of sth unpleasant) to happen to sb (仅用于第三人称)(令人不快的事情) 降临到(某人)头上; 发生在(某人)身上
bias ['biəs] <i>v.</i>	to unfairly influence sb's opinions or decisions 使有偏见; 使偏心; 使偏向
cortex ['kɔ:teks] <i>n.</i>	(pl. -tices) (anatomy) the outer layer of an organ in the body, especially the brain 外皮; [解剖学]皮质, 皮层
deliberate [dr'libəret] <i>v.</i>	to think very carefully about sth, usually before making a decision 仔细考虑; 深思熟虑; 反复思考
diplomatic [dɪplə'mætrɪk] <i>adj.</i>	having or showing skills in dealing with people in difficult situations 有外交手腕的; 策略的; 圆滑的; 老练的
distraction [dr'strækʃn] <i>n.</i>	a thing that takes your attention away from what you are doing or thinking about 使人分心的事情
eliminate [r'ɪmɪneɪt] <i>v.</i>	to remove or get rid of sth/sb 排除; 清除; 消除
evolutionary [ɪ:və'lʊ:ʃənri] <i>n.</i>	connected with evolution; connected with gradual development and change 发展的; 进化(论)的; 展开的
file [faɪl] <i>v.</i>	to present sth so that it can be officially recorded and dealt with 提起, 提出
frontal ['frʌntl] <i>adj.</i>	(medical) connected with the front part of the head [医]前额的
gory ['ɡɔ:ri] <i>adj.</i>	involving a lot of blood or violence; showing or describing blood and violence 血淋淋的; 残暴的; 描述流血和暴力的
hatch [hætʃ] <i>v.</i>	to create a plan or idea, especially in secret 策划; (尤指)密谋
highlight ['haɪlaɪt] <i>v.</i>	to emphasize sth so that more attention is given 突出; 强调
imperative [ɪm'perətɪv] <i>n.</i>	(fml.) a thing that is very important and needs immediate attention or action 重要紧急的事情; 必要的事
intricate ['ɪntrɪkət] <i>adj.</i>	having a lot of different parts and small details that fit together 错综的, 复杂的
lack [læk] <i>vt.</i>	(no passive) to have none or not enough of sth 缺少; 缺乏
lobe [ləʊb] <i>n.</i>	a part of an organ in the body, especially the lungs or brain, frontal lobe 大脑额叶
loop [lu:p] <i>n.</i>	a shape like a curve or a circle made by a line curving back towards itself, or a piece of wire, string etc. that has this shape (用线、带等打成的)圈, 环, 匝, 框, 环孔, 线圈
muse [mju:z] <i>v.</i>	to think carefully about sth for some time, ignoring what is happening around 沉思, 默想
navigate ['nævɪgeɪt] <i>v.</i>	to find the right way to deal with a difficult or complicated situation 找到正确方法(对付复杂困难的情况)
override [əʊvə'reɪd] <i>v.</i>	to use your power or authority to change someone else's decision 制服, 压倒; 推翻(决议)

proficient [prə'fɪʃnt] <i>adj.</i>	(in/at sth) able to do sth well because of training and practice 熟练的; 娴熟的; 精通的; 训练有素的
proximity [prɒk'sɪməti] <i>n.</i>	(<i>fml.</i>) the state of being near sb/sth in distance or time (时间或空间)接近, 靠近, 临近
pyrotechnic [paɪrə'teknɪk] <i>adj.</i>	spectacular and usually highly emotional 令人眼花缭乱的; 引起轰动的
recount [rɪ'kaʊnt] <i>v.</i>	(<i>fml.</i>) to tell sb about sth, especially sth that you have experienced 讲述, 叙述(亲身经历)
refined [rɪ'faɪnd] <i>adj.</i>	(of a substance) made pure by having other substances taken out of it 精炼的, 精制的
restraint [rɪ'streɪnt] <i>n.</i>	the act of controlling or limiting sth because it is necessary or sensible to do so 克制, 抑制
sociopath ['səʊsiəpəθ] <i>n.</i>	a person who has a mental illness and who behaves in an aggressive or dangerous way towards other people (因心理障碍而有攻击或伤害他人行为的)反社会者
somatic [səʊ'mætɪk] <i>adj.</i>	of, relating to, or affecting the body 身体的; 肉体的
stark [stɑ:k] <i>adj.</i>	(only before noun) complete and total 完全的, 十足的
subsequent ['sʌbsɪkwənt] <i>adj.</i>	(<i>fml.</i>) happening or coming after sth else 随后的; 后来的; 之后的; 接后的
tinge [tɪndʒ] <i>n.</i>	(usually sing.) a small amount of a colour, feeling or quality 微量, 少许, 一丝, 几分(颜色, 情感或性质)
traumatic [trɔ:'mætɪk] <i>adj.</i>	extremely unpleasant and causing you to feel upset and/or anxious 痛苦的; 极不愉快的
trivial ['trɪvɪəl] <i>adj.</i>	not important or serious; not worth considering 不重要的; 琐碎的; 微不足道的
wry [raɪ] <i>adj.</i>	amusing in a way that shows irony 挖苦的; 揶揄的; 讽刺的

Exercises

I. Read the text carefully and answer the following questions.

1. Why does the author say that the revolutions in our understanding of ourselves begin in the oddest ways?
2. What is wrong with Elliot after his surgery?
3. What is the relationship between one's IQ value and his or her emotion?
4. What does the author mean by pointing out that the second case illustrated the same phenomenon in stark form?
5. What is the somatic marker hypothesis mainly about?
6. What does the Emotional Positioning System do for us in our daily life?
7. Why does the author argue that the brain is not separate from the body?
8. What does the sentence "the emotion emerges from the deep" (the last para.) mean?

II. Paraphrase.

1. Whenever he tried to accomplish something, he'd ignore the most important parts of the task and get sidetracked by trivial distractions.

2. He had an excellent memory for numbers and geometric designs and was proficient at making estimates based on incomplete information.
3. He could recount the tragedy that had befallen his life without the slightest tinge of sadness.
4. He was incapable of assigning value to different options.
5. It took enormous discipline to listen to all this without pounding the table and telling him to stop.
6. In the extreme cases, they become sociopaths, untroubled by barbarism and unable to feel other people's pain.
7. The Emotional Positioning System is coating each possibility with emotional value.
8. It can be overridden, but it propels and guides.

III. Multiple choice.

1. Good health insurance will cover whatever illness _____ you.
A. falls B. befalls C. dwells D. encounters
2. She worked hard all morning without _____.
A. trouble B. interrupt C. distraction D. sidetrack
3. There are many _____ sources of nutrition to animal meat.
A. replace B. supplant C. alternate D. alternative
4. Some people believe that odors and fragrances affect the body and mind and are _____ of healing anxiety, stress, and other sources of disease.
A. capable B. able C. efficacious D. effective
5. In order to be successful as an engineer, she had to become _____ at math.
A. proficient B. outstanding C. prominent D. experienced
6. Although the body is made up of many different tissues, these tissues are arranged in an _____ and orderly fashion.
A. initial B. internal C. intricate D. incredible
7. Sea mammals must periodically _____ from under the sea to breathe.
A. emerge B. appear C. dive D. plunge
8. I don't think it is a _____ option for a football player to contradict the referee in a football match.
A. sensitive B. sensual C. sensuous D. sensible
9. Military orders are _____ and cannot be disobeyed.
A. effective B. defective C. alternative D. imperative
10. In your first days at the school you will be given a test to help the teachers to _____ to a class at your level.
A. locate B. assign C. deliver D. place
11. There are five _____ mistakes in this picture. Can you find them and win a prize?
A. intensive B. deliberate C. planned D. calculated
12. At first the company refused to purchase the equipment, but their decision was _____ revised.
A. subsequently B. successively C. predominantly D. preliminarily
13. The office has to be shut down _____ funds.
A. being lack of B. for lack of C. to a lack of D. being a lack of
14. She may be _____ experience, but she learns quickly.
A. lacking B. lacking in C. in need for D. in lack of
15. The doctors don't _____ that the patient will live much longer.
A. monitor B. predict C. anticipate D. articulate

IV. Fill in the blanks with appropriate words. The first letter of each word has been given.

1. I had read somewhere that all the greatest discoveries had been made in the b _____ of an eye.
2. The textbooks should bring out the d _____ between primary and secondary levels.
3. She was r _____ and elegant in an imported evening gown.
4. On the whole, good d _____ relations will be helpful to the development of international trade.
5. People who had bought “cruelty free” cosmetics, not tested on animals, also stood out: 77 per cent of them d _____ of animal experiments.
6. A detective novel usually has an i _____ plot.
7. The competent secretary was a _____ to take the minutes for the meeting of the board of directors.
8. It is absolutely i _____ that the whole international community work together to stop polluting the earth.
9. Most countries in Europe were in a mess during the period s _____ to World War II.
10. Her family background b _____ her against businessmen.
11. All eggs look s _____, but no two are identical.
12. He urged the millions of protesters to exercise r _____.

V. Translation.**Section A Translate the following sentences into Chinese.**

1. One of the breakthroughs that helped us understand the interplay between emotion and decision making began with a man named Elliot, whose story has become one of the most famous in the world of brain research.
2. He had an excellent memory for numbers and geometric designs and was proficient at making estimates based upon incomplete information.
3. Damasio began to investigate whether Elliot’s reduced emotions played a role in his decision-making failures.
4. There are many alternative sources of nutrition to animal meat.
5. You may think of it as a system for automated qualification of prediction, which acts, whether you want it or not, to evaluate the extremely diverse scenarios of the anticipated future before you.
6. Like the Global Positioning System that might be in your car, the EPS senses your current situation and compares it to the vast body of data it has stored in its memory.
7. It reaches certain judgments about whether the course you are on will produce good or bad outcomes, and then it coats each person, place, or circumstance with an emotion (fear or excitement, admiration or repugnance) and an implied reaction (“Smile” or “Don’t smile”; “Approach” or “Get away”) that helps us navigate our days.
8. The physical and the mental are connected in complex networks of reaction and counter-reactions, and out of their feedback an emotional value emerges.
9. It can also flash warnings that lead to intelligent restraint.
10. The body has reacted, plans have been hatched, reactions prepared, and all this complex activity has happened under the surface of awareness and in the blink of an eye.

Section B Translate the following sentences into English.

1. 妈妈担心他会被损友引入歧途。(lead somebody astray)
2. 艾略特的父母不赞同他的婚事。(disapprove)
3. 旅程花了他大半个小时。(the better part of)
4. 陪审团认真讨论了五天才裁定他有罪。(deliberate)

5. 他们仔细考虑了是否继续谈判的问题。(deliberate)
6. 你给孩子起好名字了吗?(settle on)
7. 你有其他的解决方案吗?(alternative)
8. 我一看见蛇就浑身发麻。(freak)
9. 很多埃及人会说几门外语。(proficient)
10. 他送给她太多她不需要的鲜花和求爱信。(bombard)
11. 虽然战争在即,人们照常忙着自己的事情。(go about)
12. iPhone 5发布之后,苹果公司收到大量有关地图应用程序的投诉电话。(bombard)

VI. Cloze. Fill in each of the following blanks with one suitable word from the box. Change its form if necessary.

organize	emotion	process	value	choice	basis
associative	signal	sensitive	dependent	separate	reaction
control	accurate	infinite	accumulate	complicated	respond

This understanding of decision making leads to some essential truths. Reason and [1] are not [2] or opposed. Reason is nestled upon emotion and [3] upon it. Emotion assigns [4] to things, and reason can only make [5] on the [6] of those valuations. Further, the mind or the self is no one thing. The mind is a blindingly [7] series of parallel processes. There is no captain sitting in a cockpit making decisions. The brain looks like an ecosystem, a fantastically complex [8] network of firings, patterns, [9], and sensations all communicating with and [10] to different parts of the brain and all competing for a piece of [11] over the organism.

We are primarily wanderers, not decision makers. In fact, it is more [12] to say that we are pilgrims in a social landscape. We wander across an environment of people and possibilities. As we wander, the mind makes an [13] number of value judgments, which [14] to form goals, ambitions, dreams, desires, and ways of doing things. The key to a well-lived life is to have trained the emotions to send the right [15] and to be [16] to their subtle calls.

All information [17] is emotional in that emotion is the energy that drives, [18], amplifies and attenuates cognitive activity and in turn is the experience and expression of this activity.

VII. Writing. Read the following excerpt and then write a composition.

Making decisions is something we all struggle with. We worry that we need more time to think things through, or that we need more information, or that we will simply make the wrong decision regardless. But inaction gets you nowhere. Even a bad decision can teach us something valuable.

Adapted from Alicia Smith

Is making a bad decision better than making no decision at all? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.



Text B

Character Reconsidered

David Brooks

Human decision making has three basic steps. First, we perceive a situation. Second, we use the power of reason to calculate whether taking this or that action is in our long-term interest. Third, we use the power of will to execute our decision. Over the centuries, different theories of character have emerged, and along with them, different ways of instilling character in the young. In the nineteenth century, most character-building models focused on Step 3 of the decision-making process—willpower. Victorian moralists had an almost hydraulic conception of proper behavior. The passions are a wild torrent and upstanding people use the iron force of will to dam it, repress it, and control it.

In the twentieth century, most character-building models focused on Step 2 of the decision-making process—the use of reason to calculate interests. Twentieth-century moralists emphasized consciousness-raising techniques to remind people of the long-term risks of bad behavior. They reminded people that unsafe sex leads to disease, unwanted pregnancy, and other bad outcomes. Smoking can lead to cancer. Adultery destroys families and lying destroys trust. The assumption was that, once you reminded people of the foolishness of their behavior, they would be motivated to stop.

Both reason and will are obviously important in making moral decisions and exercising self-control. But neither of these character models has proven very effective. You can tell people not to eat the French fry. You can give them pamphlets about the risks of obesity. You can deliver sermons urging them to exercise self-control and not eat fries. And in their non-hungry state, most people will vow not to eat it. But when their hungry self rises, their well-intentioned self fades, and they eat the French fry. Most diets fail because the conscious forces of reason and will are simply not powerful enough to consistently subdue unconscious urges.

And if that is true of eating a fry, it is also true of more consequential things. Preachers issue jeremiads against the evils of adultery, but this seems to have no effect on the number of people in the flock who commit the act—or on the number of preachers themselves who do it. Thousands of books have been written about the sin of greed, but every few years greed runs self-destructively rampant. There is near-universal agreement that spending on material things doesn't produce joy and fulfillment, and yet millions of people run up huge credit-card debt. Everyone knows killing is wrong, and yet genocide happens. Terrorists convince themselves it is righteous to murder the innocent.

For decades people have tried to give drug users information about the dangers of addiction; teenagers, information on the risks involved in unprotected sex; students, about the negative consequences of dropping out of school. And yet the research is clear: Information programs alone are not very effective in changing behavior. For example, a 2001 survey of over three hundred sex-education programs found that, in general,

these programs had no effect on sexual behavior or contraceptive use. Classroom teaching or seminar-consciousness raising has little direct effect on unconscious impulses. Sermons don't help either.

The evidence suggests reason and will are like muscles, and not particularly powerful muscles. In some cases and in the right circumstances, they can resist temptation and control the impulses. But in many cases they are simply too weak to impose self-discipline by themselves. In many cases self-delusion takes control.

The nineteenth- and twentieth-century character-building models were limited because they shared one assumption: that Step 1 in the decision-making process—the act of perception—is a relatively simple matter of taking in a scene. The real action involved the calculation about what to do and the willpower necessary to actually do it.

But, as should be clear by now, that's wrong. The first step is actually the most important one. Perceiving isn't just a transparent way of taking in. It is a thinking and skillful process. Seeing and evaluating are not two separate processes, they are linked and basically simultaneous. The research of the past thirty years suggests that some people have taught themselves to perceive more skillfully than others. The person with good character has taught herself, or been taught by those around her, to see situations in the right way. When she sees something in the right way, she's rigged the game. She's triggered a whole network of unconscious judgments and responses in her mind, biasing her to act in a certain manner. Once the game has been rigged, then reason and will have a much easier time. They will be up to the task of guiding proper behavior.

For example, some students walk into a classroom with no innate respect for whatever teacher they may find there. When they get angry or frustrated, they'll curse at the teacher, ignore him, humiliate him, or even punch or throw a chair at him. Other students, on the other hand, do walk into the room with an innate respect for the teacher. They know, without thinking about it, that they are supposed to defer to him—that there are certain ways you act in front of a teacher and certain ways you don't. They may get angry or annoyed, but they will express those feelings out of class. It would never occur to them to scream, curse, or throw a chair at a teacher. If someone were to do it in their presence, they'd gasp with shock and horror.

Where did that innate respect come from? How did it come to be that the mere act of seeing the teacher triggered certain parameters in their minds? The answers are lost in Gloomy Prospect. The answers are lost in the midnight river of the unconscious. But somehow, over the course of their lives, they have had certain experiences. Maybe they came to respect the authority of their parents and now extend that mental frame to authority figures in general. Maybe they have absorbed certain stories in which they observed people treating teachers in a certain way. Maybe they have absorbed certain small habits and norms about classroom behavior that put a leash on the sort of behavior they consider unacceptable there. Out of these myriad influences, a certain pattern of perception has emerged, a certain way of seeing. Having learned to see a teacher in a certain way, they would never even consider punching one in the face, except in the realm of faraway fantasy, which they know they will never enact.

Similarly, upright people learn to see other people's property in a way that reduces the temptation to steal. They learn to see a gun in a way that reduces their temptation to misuse it. They learn to see young girls in a way that reduces the temptation to abuse them. They learn to see the truth in a way that reduces the temptation to lie.

This learning-to-see model emphasizes that it is not one crucial moment that shapes a character. Character emerges gradually out of the mysterious interplay of a million little good influences. This model