

英语专业系列教材

**READING FOR GROWING MINDS:
ENGAGING THINKING THROUGH READING**

高级英语教程： 思辨性阅读（上）

杨会兰 编著



Critical Reading

清华大学出版社

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内 容 简 介

本书定位于英语专业精读课程,旨在训练学生思辨能力、跨文化交际能力与自主学习能力,提升英语专业学生人文素养。全书精选20篇文章,涵盖人文学科经典主题,话题深邃又富有趣味性,时效性强。练习设计从解释、分析、综合、评价、扩展、应用六个维度入手,从微观到宏观解构文本,同时引导学生建构自己的观点和判断,思辨能力训练贯穿始终。

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前言

编写《高级英语教程：思辨性阅读》源自这几年愉快的教学体验。最初苦于找不到合适的教材，便从网上搜集适合学生水平、内容丰富而有趣的文章，多年来已积累了几百篇。每一次讲课都精挑细选，不断淘汰、补充，本教材正是从中精选而成。经过数篇深度阅读，学生们喜爱高级英语阅读课及讲课方式，学习态度积极主动。他们也从几十篇的文本细读中逐步走出了简单，并享受思考颇具广度、深度的问题。令人惊喜的是，个别学生已成为国内外大报的自由撰稿人。多届学生对高级英语阅读课的肯定让我产生了集结成书的想法：其他英语学习者也许会喜欢并从中获益。

“高级英语阅读”课程究竟“高级”在哪里？在于语言难度的增加和更深入的阅读。深度阅读指获取字面意义（read “on the lines”），做出推断（read “between the lines”），进行评价（read “beyond the lines”）。“推断”指找到作者未明确说明，但暗示的意思；“评价”指读者从整体审视作者的观点、表达，从而形成自己的见解。三个阅读层次的具体操作就是：判断文本的真实性、相关性、逻辑关系，分析作者的表现形式、语气、立场以及探究文本内容的深度及广度。如此文本细读（close reading）被称为“批评性阅读”、“思辨性阅读”、“分析性阅读”（critical reading）。

Critical 一词在这里并无挑剔意思，也无其他贬义，而是全面、深刻的审视判断之意。之所以要进行思辨性阅读是因为作者的文化环境、教育程度、知识结构、个人经历会影响其视角和思想，而读者会下意识地盲目接受其观点，或以自我为中心加以判断。正如一本好评如潮的小说，或一部电影，每个读者和观众看到的层次、深度、丰富度一定不同。要达到全面、透彻阅读，思辨性阅读十分必要。为了准确地理解原文，要把作者的观点置入其特定的语境，还要学会综合多种视

角分析、判断、评价作者的观点，鉴别文本中具有启发性的观点，反对凭直觉跟随作者思想。阅读教学也因此成为思考的训练，教育目标应定位于培养学生独有良好的思维习惯，保持好奇、质疑的态度，贯通所学，并能应用到日常生活中。

思辨性阅读是本书的基本定位和主导思想，每单元从**解释、分析、综合、评价、扩展、应用**几个维度入手分析文本，并兼顾思考的深度和广度。遵循这样的教学理念，除文章本身阅读外，本书还设计了以下五个板块：Perspectives, Word Power, Skill Building (Paraphrase, Analysis, Synthesis), Group Work 和 Elements of Thought。

Perspectives 起导入的作用，在每课一开始唤起学生的兴趣。它呼应课文主题，但不重复课文内容，以多视角丰富并延伸课文内容。这一部分也可用作课文前的头脑风暴活动。

Word Power 词汇练习分为几个层面：1. 生词；2. 常见词，即学生常常“视而不见”之词，旨在扩大他们的主动词汇（active vocabulary），灵活运用已知的单词；3. 近义词辨析。练习形式包括概念匹配，从原文中索词填空，再将该词植入新语境。这样设置的目的是迫使学生反复阅读原文，在语境中学习使用单词。词汇练习环节正好暗合了认知语言学原理：扩充词汇的有效手段就是深加工，多循环。单词经多次循环后可转化为主动词汇，更有利于口笔头灵活表达。

Skill Building 下设三项练习：1. Paraphrase 复述；2. Comprehension and Analysis 理解与分析；3. Synthesis 融会贯通。三项练习体现了由表层到深层的思考过程：获取字面意义、推断意义和评价性意义。从对单词、词组、单句的微观理解到段落和全篇的宏观把握，正是高年级英语专业学习的主要任务——深入分析文本，鉴别其中的观点，将之与经典文本内容相比较，做出评价。这样的设计不会把学生引入预设的路径，相反，这三项练习题都是自由开放式的，讨论结果也是开放和相对的。

Paraphrase 是项非常有益的语言学习活动，有助读者理清作者思想并用自己的语言准确转述，抓住要意。复述放慢了阅读速度，可使读者与文本进行内在对话，重建作者的想法，同时也发现自己是否认同作者的想法。缺少这一练习会给

阅读带来很大的欺骗性：学生认为看懂了，但进一步发问会发现很多情况下没有读懂，甚至是误解，这一现象在课堂上屡试屡对。而学生苦于不能表达的原因之一正是理解上的纠结。由于篇幅有限，本书每单元都不能穷尽这一练习，但教师在实际教学时可加大练习量，因为这是阅读理解的基本要求。

Analysis 是透彻理解、优质阅读的重要一环。把单句、段落、文本拆分，进行局部的解构性细节分析，用以分析难句，分析语言和文体如何烘托出作者的语气、含意、态度。

Synthesis 旨在分析的基础上，结合细节内容，抓住文本核心思想，既见树，又见林。最关键建立意义关联，达到全新的理解。学生需要结合经验知识和学习知识（知识框架和思想体系）整体判断作者的语气、观点，从而形成自己的观点，做出价值判断。通常情况下，学生的阅读程度止于解构作品，但建构自己的判断和观点难度更大，也更为重要，而这正是高校教育需着力培养的技能之一。

Group Work 延续了课文的主题，引申或外延都紧贴学生的经历和当下的生活，形式灵活。讨论题设计具体，兼具趣味性，可避免小组讨论大而无当和流于形式。小组讨论可在结束课文后课上进行，或呈课下小组讨论、课上汇报形式，或两种形式交叉进行。

Elements of Thought 是元思考思想要素，本册共包括二十个概念。人们思考时常处于下意识状态，元思考概念是对思考的元认知补充，有利于监控思考过程，由感性思维定式过渡到理性反思思维，是思辨性阅读的关键一环。

课文选篇都按主题编排，练习环节包含语言训练，但更侧重思维能力的提升，通过内容学习联动语言本体的学习和积累。课堂活动不再纯粹“为语言而语言”，而是逐步深入阅读，帮助学生思考人生的重大问题，讨论他们当前切身的需求。围绕学生生活最为关键的内容，本书选取了这样几个主题：抉择、阅读、审美、科技与生活方式、工作、社会进步与变革、时间、真实的自我等，几十篇文章语言风格多样，视角新鲜，形式内容都值得学习探讨。这些主题组成了人类生活最为重要的元素和实践，是人生必修课，同时也为学生写作积累素材。每个主题下

有两篇文章，每篇文章都包含重要概念。我们期望通过反复分析判断，学生最终能形成自己的观点，构建相关的知识框架。

本书突出的特色主要有以下三点：一是课文选篇与学生生活直接相关，重要并有趣，其较高的关联度和趣味性决定了学生的参与度和投入度。正如课文中所讲，“优秀的教学不仅提高学生对某一课程的兴趣，更重要的是帮助学生获取更多兴趣，还让他们已有的兴趣爱好变得更有趣”；二是文章语言灵活，有时效性，是语言输入的优秀语料；三是练习的编排多针对思维训练，由微观至宏观，始终以学生为中心，把思辨性阅读的理念贯彻始终。

本书的编写理念和原则决定了课堂教学理念：课堂上不适宜申课文，避免主讲语言点。随时随地讲解语言点、举例等会支离文章的整体意义，把阅读这一要务边缘化，使阅读变成以语言为中心，而文章内容切换为背景。学生只被动记笔记，学习过程不自然，缺乏真实交流，因此也不具备交际性和互动性（交际双方信息不对等，才有交流的必要。互动意义在于内容，不在表面）。而在以内容为纲的课堂上，通过讨论问题，学生从反复协商的过程中获取文本的意义（negotiation of meaning），并将之与自己的生活建立联系。这体现了一种发现式、体验式学习（discovery learning）模式：学习者自己发现答案，产生较深刻的记忆，并收获劳动的喜悦，获取前进的动力。

突出文本内容，启发学生进行发现性学习，这并非否认阅读课中语言学习的重要性，而是要审视哪些课堂活动更合理和更有必要。课堂活动可以从微观的词开始，也可从宏观层面的中心思想开始，但都应把阅读本身和学习者放在首位。这要求学生必须从认真预习课文和部分主观题开始，否则，课上提问、讨论都难以进行。教学实践证明学生会认真做好这一准备工作。课堂活动如何展开（同时检查预习情况）？教师可通过提问关键词、标题、课文结尾（这三项都指向中心思想），或提问表达中心思想的主题句，或按照文章叙述顺序提问，如：开头（有无主题背景内容，开头写得是否吸引读者），主题句（在哪一段提出，论点是什么），细节（解释，论据），结尾（以怎样的方式呼应主题）。在完成了 Skill Building

部分后，不妨从头至尾过一遍课文，把内容及语言重新梳理一遍，由此也带给学生安全感（如果明白了每句话，他们就会有安全感），但这与单纯串课文有本质的不同。

内容和形式的学习在课堂上是并行并重的。学生英语语言学习体现在预习、课上回答问题和讨论中，是隐性语言学习：学生在预习时查阅过单词，用英文回答问题，与老师同学讨论问题是最真实自然的英文表达练习。

阅读能使人怀有丰富而细腻的情感、包容的胸怀，促使自我反省，开启创造性思维。人生的质量取决于思考力。本教材适合所有爱阅读、爱思考、爱生活的英语学习者。希望通过学习和讨论这些人生重大主题，学生能够摆脱印象式阅读的传统做法，内化重要想法，学会思考，变得成熟独立，获得心灵自由和人生的自觉。无论最终能否形成确定的想法，甚至是否突破既有价值，都不重要，只要对这些主题有过严肃的思考和交流，他们就会持续关注、思考这些问题，他们的生活也会因阅读学习而变得不同。

在编写过程中，我们得到了 Margaret Visser, Alain de Botton, Paul Bloom, Joshua Ellison, Eric Weiner, Pico Iyer, Annie Applebaum, Judith Lichtenberg, Erin McKean, Joshua Knobe 等原作者的许可与支持，在此表示真挚的感谢。正是这些思想鲜活、内容优秀的文章，带给学生和广大读者以思想的启迪与心灵的触动。但由于本书所涉文章较多，选文作者都居于国外，受时间、精力等因素所限，在本书出版之前编者无法与作者一一取得联系，在此深表歉意。各位作者可随时与我们联系。此外，本书在编写过程中也得到了清华大学出版社外语分社的大力支持和真诚合作，在此表示由衷的感谢。由于编者水平有限，书中错误难免，恳请专家、读者不吝指教。

杨会兰

2015年6月

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Unit

1

Decision Making

In this unit you will learn to

- ★ identify your immediate goals and long term goals.
- ★ come up with priorities.
- ★ explore the factors affecting decision making.
- ★ recognize the important role that circumstances play in decision making.
- ★ define the concepts of "knowledge" and "skill."

Perspectives

Decision making serves as a window through which we explore people's values in life. "We use choice to define our identities and our choices are determined by the meanings we give them" (Virginia Postrel). Decision making itself is an art, which is why Hamlet's line "to be, or not to be" is still so impactful to modern people.

1. There is a commonly-told story about a fisherman and a businessman that invites the reader or listener to take one of the two character's side. In it, a fisherman spends long stretches of hammock time watching sea gulls and bathing in the sun when he is not fishing. A businessman is busy with his business, but when he sees the fisherman, he begins to admire the fisherman's life but decides to live like the fisherman only once when he's retired.

Now decide whether you would want to be the fisherman or the businessman and explain your choice.

2. Explain these frequently encountered phrases: *informed decision*, *easy option*, *penny wise*, *pound foolish*, and *all weather plans*.
3. Think about what decisions in life are important and generally difficult to make.
4. Recall your last year of high school when you were struggling to decide which university you would apply to. What were your difficulties then? How did you overcome them?

Reading A

The reading below describes how people tend to keep all of their options open and how the decision to keep one and give up the rest causes them pain, often resulting in them making no decision at all. The writer takes Xiang Yu as a model of rational thinking, and accordingly advocates recognizing what you want and closing options off.

The Advantages of Closing a Few Doors

By John Tierney

- 1 The next time you're juggling options—which friend to see, which house to buy, which career to pursue—try asking yourself this question: What would Xiang Yu do?
- 2 Xiang Yu was a Chinese general in the third century B.C. who took his troops across the Yangtze River into enemy territory and performed an experiment in decision making. He crushed his troops' cooking pots and burned their ships.
- 3 He explained this was to force them on moving forward—a motivational speech that was not appreciated by many of the soldiers watching their retreat option go up in flames. But General Xiang Yu would be vindicated on the battlefield and in the annals of social sciences research.
- 4 He is one of the role models in Dan Ariely's new book, *Predictably Irrational*, an entertaining look at human foibles like the penchant for keeping too many options open. General Xiang Yu was a rare exception to the norm, a warrior who conquered by being unpredictably rational.
- 5 Most people can't make such a painful choice, not even the students at a bastion of rationality like the Massachusetts Institute of Technology, where Dr. Ariely is a professor of behavioral economics. In a series of experiments,

hundreds of students could not bear to let their options vanish, even though it was obviously a dumb strategy (and they weren't even asked to burn anything).

- 6 The experiment involved a game that eliminated the excuses we usually have for refusing to let go. In the real world, we can always tell ourselves that it's good to keep options open.
- 7 You don't even know how a camera's burst-mode flash works, but you persuade yourself to pay for the extra feature just in case. You no longer have anything in common with someone who keeps calling you, but hate to just zap the relationship.
- 8 Your child is exhausted from after-school soccer, ballet and Chinese lessons, but you won't let her drop the piano lessons. They could come in handy! And who knows? Maybe they will.
- 9 In the M.I.T. experiments, the students should have known better. They played a computer game that paid real cash to look for money behind three doors on the screen. After they opened a door by clicking on it, each subsequent click earned a little money, with the sum varying each time.
- 10 As each player went through the 100 allotted clicks, he could switch rooms to search for higher payoffs, but each switch used up a click to open the new door. The best strategy was to quickly check out the three rooms and settle in the one with the highest rewards.
- 11 Even after students got the hang of the game by practicing it, they were flummoxed when a new visual feature was introduced. If they stayed out of any room, its door would start shrinking and eventually disappear.
- 12 They should have ignored those disappearing doors, but the students couldn't. They wasted so many clicks rushing back to reopen doors that their earnings dropped 15 percent. Even when the penalties for switching grew stiffer—besides losing a click, the players had to pay a cash fee—the students kept losing money by frantically keeping all their doors open.

- 13** Why were they so attached to those doors? The players, like the parents of that overscheduled piano student, would probably say they were just trying to keep future options open. But that's not the real reason, according to Dr. Ariely and his collaborator in the experiments, Jiwoong Shin, an economist who is now at Yale.
- 14** They plumbed the players' motivations by introducing yet another twist. This time, even if a door vanished from the screen, players could make it reappear whenever they wanted. But even when they knew it would not cost anything to make the door reappear, they still kept frantically trying to prevent doors from vanishing.
- 15** Apparently they did not care so much about maintaining flexibility in the future. What really motivated them was the desire to avoid the immediate pain of watching a door close.
- 16** "Closing a door on an option is experienced as a loss, and people are willing to pay a price to avoid the emotion of loss," Dr. Ariely says. In the experiment, the price was easy to measure in lost cash. In life, the costs are less obvious—wasted time, missed opportunities. If you are afraid to drop any project at the office, you pay for it at home.

Word Power

1 Match the words and expression in the left-hand column with the definitions in the right-hand column.

- | | |
|--------------------|------------------------------------|
| 1) frantically | a) money received |
| 2) zap | b) confuse |
| 3) flummox | c) crazily, out of control |
| 4) foible | d) grasp the meaning of |
| 5) get the hang of | e) destroy |
| 6) payoff | f) strange habit or characteristic |

2 Search for the missing words or expression from the text in order to fill in the blanks.

- 1) The next time you are _____ options, try asking this question.
- 2) He explained this was to force them on moving forward—a motivational speech that was not appreciated by many of the soldiers watching their retreat option _____ in flames.
- 3) The book looks at the human foibles like the _____ for _____ too many options open.
- 4) Xiang Yu is a rare exception to the _____.
- 5) Each player went through the 100 _____ clicks.
- 6) The penalties for switching grew _____.
- 7) They _____ the players' motivations by introducing another twist.
- 8) They did not care about _____ flexibility.

3 Fill in the following blanks with the words or expression you used in the above exercise. Change the form when necessary. Some words or expression may be used more than once.

- 1) The writer tries to _____ the complexities and depths of human nature.
- 2) She has a _____ for translating each English sentence into Chinese language whenever she encounters a sentence.
- 3) It's hard to _____ a good posture being online for several hours.
- 4) Many young people have to _____ work, kids and their parents all at once.
- 5) Most countries place very _____ penalties for drug trafficking.
- 6) People are said to be _____ all the time their strong desires and fear of death.
- 7) Students are facing very _____ competitions finding a job.
- 8) What he sees in short supply is the time that most people _____ to accomplishing something valuable in life.
- 9) In spite of the one child policy, having two kids per family in the countryside is the _____.
- 10) He had left the gas on and soon the whole building _____ in flames.

Skill Building

1 Sentences for paraphrasing.

In your own words, restate the underlined sections.

- 1) The Advantages of Closing a Few Doors (the title)