



普通高等教育“十一五”国家级规划教材  
普通高等教育精品教材

# 新世纪大学英语系列教材

总主编 秦秀白

# 综合教程

主编 秦秀白

COLLEGE ENGLISH



*Reading and  
Appreciation*



学生用书  
Student's Book



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2004年1月,教育部颁布了《大学英语课程教学要求(试行)》,将大学英语的教学目标确定为“培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”,提出了分层次(即“一般要求”、“较高要求”和“更高要求”)和分类指导的教学要求。与此同时,教育部在全国180所院校开展多媒体网络教学的试点,推广具有个性化学习特征的多媒体网络教学系统,并于2005年2月颁布了《全国大学英语四、六级考试改革方案(试行)》,2007年7月又下发了修订后的《大学英语课程教学要求》。这些举措进一步推动了我国高校大学英语教学全方位的改革和教学质量的全面提升。新世纪的教学改革呼唤新的教材不断诞生。这既是时代的召唤,也是历史的必然。

正是在这样的时代背景下,上海外语教育出版社于2004年初组织全国数十所高校启动了“新世纪大学英语系列教材”建设项目。项目开始之初,外教社以书面问卷、个别访谈和集体座谈等形式在全国数十所高校中进行了广泛的调查研究,并请专家对编写方案进行了多次论证。在上海外语教育出版社庄智象社长的直接领导和筹划下,经过三年多的努力,我们编写了这套“新世纪大学英语系列教材”,力图为新世纪形势下的我国大学英语教材建设作出新的尝试和努力。经教育部认定,这套教材已被列入“普通高等教育‘十一五’国家级规划教材”。

在编写过程中,我们力求体现以下一些编写理念和特色:

(一)坚持人本主义教育观。在确立“新世纪大学英语系列教材”的指导思想时,我们强调教学过程中的人的因素,强调“以学生为中心”,重视开发学习者的自我潜能,注重“情感”和“态度”在学习活动中的作用和力量,力图使学生成为“自我实现者”。与此同时,我们认为,教师必须在课堂内外发挥指导作用,指导学生学会学习。

(二)尊重外语教学的普遍规律和在国内学习英语的客观条件,充分考虑“人”、“语言”和“社会”之间存在的互为依存、互动互促、密不可分的关系,开拓学习者的跨文化交际视野,让学生置身于广阔的社会文化情景之中,养成用英语进行思维的习惯,做到学有所思、思有所得、得有所用,从而不再感到英语是身外之物,实现英语综合运用能力和学习者人格、素质的同步提升。

(三)立足国情,博采众长,充分吸收我国外语教学长期积累下来的宝贵经验和行之有效的教学方法,全面而辩证地审视国外盛行的教学理念,汲取其精髓和内涵,兼收并蓄地注入我们的教学理念中,确保教材具有更好的系统性、科学性、完整性、针对性和实用性。

(四)全面落实《大学英语课程教学要求》提出的教学原则、教学内容和所倡导的教学方法,确保“分层次教学”和“分类指导”的落实,让不同地区、不同群体、不同层次乃至不同时期的学习者各尽其能、各取所需地选用学习资源。为此,系列教材的主干教程共分8册,旨在实现“一般要求”(1-4册)、“较高要求”(3-6册)和“更高要求”(5-8册)的学习目标。不同类别的学校可根据各自的情况从中选择各自的教学起点。

(五)为了体现人本主义的教育观并贯彻“个性化学习”、“自主式学习”、“合作学习”等先进学习理念,“新世纪大学英语系列教材”在课堂教学活动和课后学习活动的设计和安排等方面为教

师和学生都提供了较为广阔的空间,教师和学生都可以根据各自的情况和面对的教学条件选择恰当的教材起点、教学模式和学习模式,实现《大学英语课程教学要求》提出的教学模式的改变,即从“以教师为中心、单纯传授语言知识与技能的教学模式”向“以学生为中心、既传授一般的语言知识与技能,更注重培养语言运用能力和自主学习能力的教学模式”的转变。

(六)在教学内容的安排上,本系列教材讲求科学性和系统性;在培养学生英语综合运用能力方面,本系列教材注重听说训练,强调听、说、读、写、译等诸方面技能协调而全面的发展;在练习设计上,本系列教材突出实用性、新颖性和可操作性。

(七)为适应新形势下我国高校英语教育的需求,“新世纪大学英语系列教材”增加了诸如“经贸类”和“文化类”的选修课教程。这些用英文撰写的选修课教程旨在拓宽学生的相关专业知识,进一步提高学生的英语思维能力和听、说、读、写、译诸方面的语言应用技能。

“新世纪大学英语系列教材”由《综合教程》、《阅读教程》、《视听说教程》、《写作教程》、《快速阅读》和选修课系列教程等部分组成。除《快速阅读》外,各教程均配有教师手册。《综合教程》和《视听说教程》配有学习光盘和电子教案;《写作教程》配有电子教案;《快速阅读》配有学习光盘。各教程虽自成体系,但理念相通、联系密切、相得益彰,为学生和教师提供了比较完整的、多元的、立体化的英语教学平台。

“新世纪大学英语系列教材”各教程及主编如下:

教材名称	主编
综合教程	秦秀白 华南理工大学
阅读教程	黄源深 上海对外贸易学院
视听说教程	杨惠中 上海交通大学
写作教程	刘海平 南京大学
快速阅读	束定芳 上海外国语大学
经贸类选修课教程	黄震华 对外经济贸易大学
文化类选修课教程	石坚 四川大学

新世纪呼唤新教材,新教材体现新理念。和外语界的众多前辈一样,我们在特定的历史条件下做了一件我们认为有意义的工作。我们培育的这棵新苗需要更多园丁的抚育和护理。我们期待着她的成长、壮大、开花、结果。

秦秀白

“新世纪大学英语系列教材”是我国普通高等教育“十一五”国家级规划教材，是根据教育部高等教育司颁发的《大学英语课程教学要求》编写的。其《综合教程》已被教育部认定为2008年度普通高等教育精品教材。

《综合教程》前四册旨在帮助高校学生实现《大学英语课程教学要求》规定的“一般要求”的教学目标，并向“较高要求”的目标过渡；第五、六册则协同《视听说教程》、《阅读教程》、《快速阅读》和《写作教程》的第五、六册引导学习者实现“较高要求”的教学目标；第七、八册旨在引导学习者步入“更高要求”的学习阶段，学习不同体裁的文学作品，开展鉴赏性阅读活动。对多数院校而言，《综合教程》第七、八册可作为文学鉴赏类的选修课教材使用。

本册为第八册。在编写第八册过程中，我们继续坚持“聚焦学习者”、“聚焦文本”的编写理念；在帮助学习者夯实语言基本功的同时，指导学习者阅读一些文学作品，掌握解析文学作品的一些基本方法，培养鉴赏意识，体验更高层次上的阅读乐趣。正是出于这样的考虑，我们将本册的英文书名定为 *Reading and Appreciation*。第八册收录的作品涵盖散文、小说、戏剧和诗歌等多种体裁，作者都是享誉世界文坛的名家，如 Mark Twain, Anton Chekhov, Kate Chopin, George Bernard Shaw, William Wordsworth, Max Shulman, Russell Baker 等。教学重点已从句、段的理解转向通篇分析和写作技巧的鉴赏，把 Explore the Writer's Ideas 和 Explore the Writer's Techniques 作为课堂教学的主线；课内和课外学习活动更强调思辨能力和鉴赏能力的培养（详见“写给同学的话”）。

《综合教程》第八册除“学生用书”外，还配有“MP3 光盘”、“教师手册”（Teacher's Manual）和“电子教案”（Electronic Teaching Portfolio）。

在编写过程中，我们得到了上海外语教育出版社社长兼总编庄智象教授的悉心指导和大力支持；“新世纪大学英语系列教材”编委会的核心成员黄源深教授、杨惠中教授、刘海平教授、石坚教授、黄震华教授、束定芳教授等资深专家审查了本册的样课，并对我们的编写工作提出许多宝贵的意见和建议；英籍专家 Anthony Ward 先生对教程的文字做了精心的润饰；上海外语教育出版社副总编孙玉、高等教育事业部主任谢宇、文字编辑室主任梁泉胜和责任编辑张传根等同志为教程的出版做了大量而细致的工作。在此，我们谨向他们表示衷心的感谢。

由于编者的水平和经验有限，教材中的不足之处在所难免，恳切希望广大师生和读者不吝赐教，以便我们进一步修订和完善。

编者

## 1. 《综合教程》第七、八册的编写宗旨是什么？

《综合教程》第一至四册旨在帮助同学们提高和完善“听”、“说”、“读”、“写”、“译”诸方面的基本技能，实现《大学英语课程教学要求》规定的“一般要求”的教学目标；第五、六册则引导大家在继续夯实语言基本功的同时，开展评判性阅读活动(Critical Reading)，把英语综合应用能力（尤其是阅读和写作能力）提升到“较高要求”的层次；而第七、八册则旨在加强鉴赏性阅读，引导大家阅读、理解和鉴赏文学作品，促进英语综合应用能力和人文素质向“更高要求”的教学目标迈进。这就是我们为什么把《综合教程》第七、八册的英文书名定为 *Reading and Appreciation* 的原因。

## 2. “Reading and Appreciation”的涵义是什么？

我们这里说“Reading and Appreciation”，其涵义就是鉴赏性阅读。鉴赏性阅读是评判性阅读的延伸与拓展，它是更高层次上的阅读活动，是发展独立阅读能力的重要途径。

就其本质而言，鉴赏性阅读是构建文本意义的创造性活动，多以文学作品为赏析对象。作家把他在特定时间、特定地点和特定心境下对世界的理解和认识通过语言艺术的形式注入文本，使得文本具有意义和潜在的导向作用。但读者在对文本进行解读时，都会根据个人的生活经验而产生不同的阅读期待，文本的意义和潜在的导向作用只有通过读者的鉴赏才能得以建构。因此我们常说：阅读文学作品是一个意义的发现和建构的过程。

从这个意义上看，鉴赏就是读者和文本之间的对话，是一个思想碰撞和心灵交流的动态过程。鉴赏以文本为凭据，但又不局限于文本，需要读者通过联想和想象引申和扩展文本的主题思想，唤起阅读感受，启发创新意识，以使阅读活动达到新的高度和境界。

鉴赏性阅读也是一种审美体验。读者通过语言的媒介，获得对文学作品中艺术形象的具体感受和体验，引发思想和感情上的共鸣，唤起审美意识和审美情趣，进而发展个性，使自己的精神境界得以熏陶和升华。

我们认为，鉴赏性阅读训练不仅能把同学们带进“知其意、得其趣、悟其神”的阅读境界，而且能增强个人对语言的感悟能力和审美情趣，实现心智和情感的陶冶和升华。

## 3. 在内容和结构编排上，《综合教程》第七、八册与前六册有什么不同？

为了实现上述教学目的，第七、八册在内容和结构编排上与《综合教程》前六册有所不同。

首先，《综合教程》一至四册是按照课文内容的主题编排的；第五、六册是按照篇章的修辞模式(Rhetorical Mode)编排课文的；而第七、八册则按照文学体裁编排课文，引导大家接触一些英语戏剧、短篇小说和诗歌作品。所选用的作品均为英美文学中的经典作品。

其次，第七、八册的教学侧重于对作品的通篇分析和写作技巧的鉴赏，把 Explore the Writer's

Ideas 和 Explore the Writer's Techniques 作为课堂教学的主线；所设置的课内和课外学习活动比前六册更注重个性化、开放性和思辨性。为了便于自主学习和开展课堂讨论，我们在介绍写作技巧时，力求把相关知识“和盘托出”，供同学们阅读和参考，这样既可以减轻教师在课堂上讲授知识的压力，也便于同学们有效地参与课堂讨论。

#### 4. 第七、八册的单元结构是怎样设计的？

《综合教程》第七、八册各含8个单元，除《学生用书》(Student's Book)外，还配有MP3光盘、《教师手册》(Teacher's Manual)和《电子教案》(Electronic Teaching Portfolio)。

各单元的组成部分及要旨如下：

(1) **Get Started:** 提供与课文内容相关的背景知识，包括作者介绍、写作背景和必要的文学基础知识。

(2) **Read and Explore:** 每单元精选文学作品一篇，涵盖戏剧、短篇小说和诗歌等不同体裁，均为英美文学中的经典作品。课文难点采用当页边注形式予以注释。本部分是课堂教学的核心板块。

(3) **Explore the Writer's Ideas:** 围绕课文内容设计三个学习任务：一是 **Understanding the Text**，旨在引导大家从整体上把握文本内容，通过分析、综合、抽象、概括、比较等思维活动理清文脉思路，理解文本所表达的思想、观点和感情；二是 **Reading Between the Lines**，旨在引导大家找出字里行间的隐含信息，拓展语句内容，推断作者、人物的言行涵义，探究作者的态度、情绪和观点等；三是 **Reflecting on the Text**，其目的是引导大家从不同的角度对文本内容进行阐发、评价和质疑，并能对文本作出自己的分析与判断。这三项任务的最终目的是培养鉴赏能力和审美情趣。

(4) **Explore the Writer's Techniques:** 集中讨论课文的文体风格、修辞手段、写作技巧、体裁特征等方面的问题，旨在介绍文学基础知识，唤起评判意识，提高鉴赏能力。

(5) **Increase Your Language Proficiency:** 旨在夯实语言基本功，设计了 **Working with Words and Expressions, Cloze, Translation, Writing** 等栏目。

(6) **Enjoy English:** 配有短诗、笑话、幽默故事，供大家自行阅读，旨在增添轻松活泼的学习气氛。

上述六个板块构成了在更高层次上体验英语阅读的完整过程。

#### 5. 在使用和学习第七、八册时应注意哪些问题？

(1) 学习《综合教程》第七、八册更需要树立自主学习观念。这是因为鉴赏性阅读是一种个性化很强的阅读活动。不同的读者在阅读同一篇作品时会获得不同的感受；同一个读者在不同时间、不同地点、不同心境之下阅读同一篇作品，也会产生不同的领悟。因此，在鉴赏性阅读中，凡涉及阅读感受和鉴赏心得等问题时，我们没有必要追求“标准答案”，教师给出的趋同性意见也只能起到提示和点拨的作用。学习收获的大小主要取决于个人独立思考的深度和广度。这就需要我们做好预习工作，课前要认真阅读课文 Get Started 部分，并借助词汇表或词典自主学习课文，扫除生词障碍，了解课文大意，找出难点和重点，为有效地参与课堂讨论做好准备。课后则应反思所学内容，独立完成词语练习、翻译练习和写作任务。

(2) 鉴赏性阅读主要是围绕作品的内容和形式进行的。就作品的内容而言，我们应该深入体味作者的思想、情感和写作意图，把握作品的内涵，力求走进作者和人物的心灵世界，细心体验他人的情怀，通过文本这个中介与作者和人物开展对话，全身心地体味文本世界的方方面面，从而获得某种人生感悟。就作品的形式而言，我们应该围绕文本是如何获得其意义的这条主线思考问题，重点探究作者遣词造句、谋篇布局的手法，提高对语言的感悟能力和审美意识。这就需要我

们在老师的指导下积极参与课堂讨论，调动联想思维，发挥想象能力，努力拓展阅读活动的内容，把课文的语言文字变成生动的画面，把文中的叙述和描写与生活现实紧密联系起来，敞开心怀，各抒己见，和大家分享个人的阅读感受。

(3) 在实现“更高要求”的教学目标阶段，我们希望大家重视“读写结合”。就语言技能而言，课堂上各抒己见的讨论毕竟属于口语活动，很难做到斟字酌句、表述贴切。如果课后把自己的阅读感受认真地写下来，做到“读写结合”，点点滴滴，长期积累，必定会受益多多。一提到“写”字，许多同学会产生厌烦或恐惧心理。这是多年来遭遇“被迫写作”的必然后果，完全可以理解。可是，我们认为：态度决定一切。如果我们把写作训练中的被动态度改为主动进取，就会感到写作是一种人生情趣，一种享受，一种获取思辨能力的有效办法，不仅能增强英语综合应用能力，而且能提升个人综合素质。何乐而不为？养成良好的写作习惯，必将终生受益。鉴于《综合教程》第七、八册的教学重点已从“较高要求”转向“更高要求”的教学目标，我们希望同学们能以更积极、更主动的态度提升自己的英语写作能力，而《综合教程》第七、八册在这方面为大家搭建了一个较好的学习和训练的平台。



# Short Forms and Labels

## (缩略语和说明性略语)

### Short Forms 缩略语

<i>abbrev.</i>	abbreviation 缩略语, 缩写
<i>a.</i>	adjective 形容词
<i>ad.</i>	adverb 副词
<i>&amp;</i>	and 和, 及, 与
<i>cap.</i>	capital 大写(字体)
<i>comb.</i>	combination 复合词
<i>conj</i>	conjunction 连词
<i>dial</i>	dialect 方言
<i>e.g.</i>	for example 例如
<i>esp.</i>	especially 尤指, 尤
<i>etc.</i>	etcetera; and so on 等等
<i>fig.</i>	figurative 比喻, 喻
<i>interj</i>	interjection 感叹词
<i>n.</i>	noun 名词
<i>pass.</i>	passive 被动语态
<i>pl.</i>	plural 复数
<i>prep.</i>	preposition 介词
<i>pron.</i>	pronoun 代词
<i>sb.</i>	somebody 某人
<i>sing.</i>	singular 单数
<i>sth.</i>	something 某物
<i>usu.</i>	usually 通常, 一般
<i>v.</i>	verb 动词
<i>vi.</i>	intransitive verb 不及物动词
<i>vt.</i>	transitive verb 及物动词
[C]	countable noun 可数名词
[U]	uncountable noun 不可数名词

### Labels 说明性略语

<i>AmE</i>	American English 美国英语 [[美]]
<i>apprec</i>	appreciative 褒义 [[褒]]
<i>bibl</i>	biblical 《圣经》用语 [[圣经]]
<i>BrE</i>	British English 英国英语 [[英]]
<i>derog</i>	derogatory 贬义 [[贬]]
<i>fml</i>	formal 正式用语 [[正式]]
<i>humor</i>	humorous 幽默语 [[幽]]
<i>infml</i>	informal 非正式用语 [[非正式]]
<i>law</i>	legal 法律用语 [[律]]
<i>lit</i>	literary 文学用语 [[文]]
<i>med</i>	medical 医学用语 [[医]]
<i>old-fash</i>	old-fashioned 老式用法 [[过时]]
<i>old use</i>	旧用法 [[旧]]
<i>prov.</i>	proverb 谚语 [[谚]]
<i>rare</i>	rare 罕见用法 [[罕]]
<i>sl</i>	slang 俚语 [[俚]]
<i>tech</i>	technical 技术用语 [[术语]]
<i>tdmk</i>	trademark 商标用语 [[商标]]

(括号内为说明性略语之中译在本教材中的缩略形式)

(\* 本教材的缩略语和说明性略语标注仿照 *Longman Dictionary of Contemporary English*)

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普通高等教育“十一五”国家级规划教材  
普通高等教育精品教材

新世纪大学英语系列教材

总主编 秦秀白

# 综合教程

Reading and Appreciation

主 编 秦秀白

编 者 (按拼音顺序)

崔 岭 秦秀白 肖锦银



学生用书

Student's Book

# Unit One



## Get Started

- Read the following background notes before class and be prepared for classroom activities.
- ④ Bio-sketch of the author: Max Shulman (March 14, 1919 – August 28, 1988) was a 20th-century American writer and humorist. He is well known for his humorous plays and films as well as for his best-selling novels and short stories. His writing often focused on young people, particularly in a collegiate setting. While he was still a university student, he wrote his first novel, *Barefoot Boy With Cheek* (1943), a satire on college life. Some of his well-known works include the novels *Rally Round the Flag, Boys!* (1957), *I Was a Teen-Age Dwarf* (1959), *How Now, Dow Jones* (1967), and *The Many Loves of Dobie Gillis* (1951), which became the basis for the 1953 movie *The Affairs of Dobie Gillis*, followed by a CBS television series, entitled *The Many Loves of Dobie Gillis*.
- ④ About the text: “Love Is a Fallacy” is taken from Shulman’s *The Many Loves of Dobie Gillis* (1951). It is written both as an informal essay illustrating logical fallacies and as a delightful piece of short fiction with a well-rendered plot and vivid and lively characters. By making deft use of humor, self-mockery, and formal logic, Max Shulman not only satirizes the smug and self-conceited narrator — a young college freshman in law school, but also passes on the message (in a tongue-in-cheek manner, though) that logic is by no means a dry subject or discipline. Instead, it is rooted in everyday life and can be applied to everyday events.
- ④ Some common fallacies in logic:
  - 1) **A dicto simpliciter** (/eɪ ˈdɪktə sɪmˈplɪsɪtə(r)/ 绝对判断): a Latin phrase meaning “from a saying without qualification”. The *a* (meaning “from”) in this Latin phrase is often omitted when this phrase is used in English, being mistaken for an indefinite article. A dicto simpliciter is a type of fallacy in which a specific case is treated as universally true regardless of the circumstances. In other words, it is a sweeping generalization or an

unqualified generalization. Here is an example:

Women are on average not as strong as men and they are less able to carry a gun for a long time. Therefore, women should not be recruited in a military unit and sent to war.

Here the problem is that the sweeping statement may be true (on average, women are indeed weaker than men), but it is not necessarily true under any circumstances, for there are some women who are much stronger than the average man.

- 2) **Hasty generalization** (草率概括): It is a faulty generalization based on too small a sample, or on an unrepresentative sample. Often, a single example or instance is used as the basis for a broader generalization. For example, if you go to a village and see only some women working in the fields and then return to report that no men in that village are engaged in agricultural production, then you are committing a fallacy of hasty generalization.
- 3) **Post hoc, ergo propter hoc** (/pəʊst hɒk 'ɜːgəʊ 'prɒptə hɒk/ 假性因果): a Latin term for “after this, therefore because (on account) of this.” It is often shortened to simply *post hoc* and is also sometimes referred to as *false cause*, or *coincidental correlation*. This fallacy assumes that “if event Y happened after event X, then X must be the cause of Y.” The fallacy lies in coming to a conclusion based *solely* on the order of events, rather than taking into account other factors that might rule out the connection. Many superstitious beliefs and magical thinking arise from this fallacy.
- 4) **Contradictory premises** (矛盾前提): This fallacy occurs when conclusions are drawn from two or more premises that contradict each other, hence no conclusion. This fallacy often appears in the form of a challenging question, because questions with contradictory premises are such brain teasers (测验机敏的难题) that in each case, no answer can be given because the premises cannot both be true. The following question, for example, is a case in point:

If an object is all black and all white at the same time, what color is it?

- 5) **Ad misericordiam** (/æd ,maɪzəɪ'kɔːdiəm/ 诉诸怜悯): This fallacy, also called *argumentum ad misericordiam* /,ɑːgju'mentəm-/ or *an appeal to pity*, is a fallacy in which someone tries to win support for an argument or idea by exploiting his or her opponent's feelings of pity or guilt. If a student fails in the exam that would affect his diploma, he implores

to the professor, “You must have graded my exam incorrectly. I studied very hard for weeks, and I knew my future career depends on getting a good grade in this exam. If you give me a failing grade I’m ruined!” Then, what the student says is a fallacy of *ad misericordiam*.

- 6) **False analogy** (错误类比): It is an informal fallacy applying to inductive arguments. False analogy assumes that because two things, events, or situations are alike in some known respects, then they are alike in other unknown respects, too. It is based on misleading, superficial, or implausible comparisons. Here is an example:

Employees are like nails. Just as nails must be hit in the head in order to make them work, so must employees.

Here, the statement contains an error in the content of the analogy itself and the comparison is misleading.

- 7) **Contrary-to-fact hypothesis** (与事实相反的假设): This fallacy, also known as *hypothesis contrary to fact*, consists in treating a hypothetical claim as if it were a statement of fact by making a claim, without sufficient evidence, about what would have happened in the past if other conditions had been present. The following statements are fallacies of this type:

- ◎ If Hitler had not invaded Russia and opened up two military fronts, the Nazis would surely have won the war.
- ◎ If only I had practiced a little more on my backhand, I could have won that tennis tournament.

These statements are fallacies because no evidence could be gathered to support such hypothetical claims.

- 8) **Poisoning the well** (投毒于井): It is a logical fallacy in which one discredits (败坏…名声) the other person before the latter speaks, or discredits the topic or argument that the other supports. There are many ways of discrediting the person: calling the person names, saying that the person is a liar, claiming that the person is stupid, crazy or dishonest, and not worth listening to, etc. The origin of the term lies in the ancient practice of pouring poison into sources of fresh water before an invading army came in order to diminish the invading army’s strength. In general usage, poisoning the well is the provision of *any* information that may produce a biased result. Therefore, “Poisoning the well” is not, strictly speaking, a logical fallacy since it is not a type of argument. Rather, it is a logical booby trap (陷阱) set by the “poisoner” to tempt the unwary audience into committing an *ad hominem* (/ei 'hɔ:mimem/ 人身攻击) fallacy.



# TEXT

## Love Is a Fallacy

Max Shulman

1 Cool was I and logical. Keen, calculating, perspicacious, acute and astute — I was all of these. My brain was as powerful as a dynamo, precise as a chemist's scales, as penetrating as a scalpel. And — think of it! — I was only eighteen.

2 It is not often that one so young has such a giant intellect. Take, for example, Petey Burch, my roommate at the university. Same age,

fallacy /'fæləsi/ *n.* a false idea or belief; false reasoning 谬见; 错误的推论, 错误推理

calculating /'kælkjuleɪtɪŋ/ *a.* *usu. derog* making careful plans with the intention of bringing advantage to oneself, without considering the effects on other people 〔一般贬〕用尽心机(做损人利己之事)的, 工于心计的; 有打算的

perspicacious /,pɜːspɪ'keɪʃəs/ *a.* *fml* having or showing very clever judgment and understanding 〔正式〕颖悟的; 敏锐的; 睿智的; 明察是非的

acute /ə'kjuːt/ *a.* (of the senses) able to notice small differences; working very well; sharp (感觉)灵敏的, 敏锐的

astute /ə'stjuːt/ *a.* clever and able to see quickly sth. that is to one's advantage; shrewd 精明的, 敏锐的; 狡黠的

dynamo /'daɪnəməʊ/ *n.* **-mos** a machine which turns some other kind of power into electricity (尤指直流)发电机

scales /skeɪlz/ *n.* (*also scale*) *esp. AmE* a pair of pans for weighing an object by comparing it with a known weight; balance 〔尤美〕天平

penetrating /'pentreɪtɪŋ/ *a.* (of a person, the mind, etc.) able to understand clearly and deeply; acute (人、头脑等)聪明的, 敏锐的

scalpel /'skælpəl/ *n.* a small sharp knife used by doctors in operation 手术刀, 解剖刀

1  
5



1 A ... upstairs. Petey Burch is pleasant, but lacks intelligence.

2 To ... along To be drawn into and follow every short-lived fashion

3 this... Petey to me, this is stupidity at its highest point, but Petey thinks otherwise

10

15

same background, but dumb as an ox. *A nice enough fellow, you understand, but nothing upstairs.*<sup>1</sup> Emotional type. Unstable. Impressionable. Worst of all, a faddist. Fads, I submit, are the very negation of reason. *To be swept up in every new craze that comes along*<sup>2</sup>, to surrender oneself to idiocy just because everybody else is doing it — *this, to me, is the acme of mindlessness. Not, however, to Petey*<sup>3</sup>.

3 One afternoon I found Petey lying on his bed with an expression of such distress on his face that I immediately diagnosed appendicitis. “Don’t move,” I said, “Don’t take a laxative. I’ll get a doctor.”

**nothing upstairs** *AmE sl* nothing in the head; ignorant and stupid, with little intelligence and education [[美俚]] 头脑空空, 愚蠢的; 未受过教育的

**impressionable** /im'preʃənəbl/ *a.* (of a person, esp. a young one) easily influenced, often with the result that one's feelings and ideas change easily and one is too ready to admire other people (人) 易受影响的, 敏感的

**faddist** /'fædɪst/ *n.* 趋附时尚的人

**submit** /səb'mɪt/ *v.* *fml or law* suggest or say [[正式或法律]] 认为; 建议; 主张

**craze** /kreɪz/ *n.* [(for)] a very popular fashion that usu. only lasts for a very short time [常与 for 连用] 时尚; 时髦的东西

**surrender oneself to** allow oneself to be controlled or influenced by sth. 屈服于, 使自己沉溺于

**acme** /'ækmi/ *n.* [(of)] *fml* the highest point of development, success, etc. [常与 of 连用][正式] 极度, (发展、成就等的) 顶点; 登峰造极

**distress** /dɪ'stres/ *n.* [U] great suffering of the mind or body; pain or great discomfort 悲痛; 痛苦; 忧伤

**diagnose** /'daɪəgnəʊz/ *vt.* [(as)] discover the nature of (a disease or fault) by making a careful examination [常与 as 连用] 诊断 (疾病); 判断 (问题)

**appendicitis** /ə,pendɪ'saɪtɪs/ *n.* [U] the diseased state of the appendix, usu. causing it to be medically removed 阑尾炎, 盲肠炎

**laxative** /'læksətɪv/ *n.* a medicine or sth. eaten for causing the bowels to empty easily 轻泻剂, 通便剂