



英语专业系列教材

Torrent (Student's Book)

湍流英语 (学生用书)

主 编：周 苹

副主编：黄 萍

综合教程

总主编：林伟杰

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《湍流英语(综合教程)5》

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前 言

2008年,第一批“90后”走进了大学校园,高校由此步入“90后”时代。随着现代信息技术的迅猛发展以及国际经济文化交流的日益频繁,“90后”大学生获取信息的渠道更加多样化,视野更加开阔,接受新知的能力更强,因此他们的学习方式、阅读习惯、思维模式和表达方式也在发生着变化。相对于传统的单模态英语学习环境,现如今的大学生从文本、音频、视频等共同构建的多模态英语学习环境中获得了更多的学习自主权,体现了更大的学习自主性,同时参与意识也较以往明显增强。这无疑对高校英语教学的发展和 innovation 形成了巨大冲击。如何在新媒介时代通过技术识读、信息识读、文化识读等构建新时代大学生的多元识读能力,已经成为中国高校英语教师面临的新挑战和新任务。

有鉴于此,我们倾情推出这套耗时四年编写而就的《湍流英语(综合教程)》。四年间,我们不断转变教学理念。根据21世纪大学生的英语学习特点,并结合多年的教学实践以及学生在各类教材使用过程中所给予的反馈,再经教师和学生课堂内外的多方论证,在实践中摸索前行,最终确立了教材的编写理念,即“以大量输入带动有效输出”,“以内容的拓展启动思维的拓展”,“以多模态化的学习方式推动多元识读能力的培养”,从而实现“学以致用”的目标。

该教程突破了传统教材的编写模式,旨在以英语语言与文化为媒介,培养学生的自主学习能力,激发学生的学习潜力,拓展学生的探究意识和探究思维,为英语学习者打开一扇前所未有的、通向更广阔世界的窗口,使之可以用一种全新的视角去观察世界、感知世界。

此外,传统的英语教材尤为重视语言的学习,而忽视了语言的习得,但是学习与习得并非二元对立关系,而是相互依存、相辅相成、相得益彰的。该教程的突出特点便是将学习和习得结合起来,也就是让有意识地掌握语言语法规则的过程和无意识地形成识读能力的过程结合起来。同时,该教程注重体现语言知识与“人文专业知识”的相互渗透关系,选材内容涉及文学、社会、科学、技术、哲学、教育、政治、经济、艺术、法律等多个领域,既为学生搭建语言实训的平台,也为学生提供专业知识发展的契机。

该教程适用于我国高等院校英语专业本科学生、非英语专业高年级学生及英语学习爱好者,具有符合现代大学生英语学习规律、利于开发学生潜能与创新思维的特色。其体例的设计与内容的甄选充分体现了它的独特性和创新性,同时不乏对英语学习方法的有益指导和对人文素养的深切关怀。

《湍流英语(综合教程)》共6册,每册包含由10个不同话题组成的10个单元,每单元分为3个板块(4个部分),需8—9课时完成一个单元的学习。全书以主题阅读为线索,以启发性提问为突破口,再辅之以相关学习资源的推介,力求全方位激发学习者的英语学习热情及文化感知能力,进而领悟英语学习的真谛之所在。部分阅读内容可留作学生课后自学内容,或让学生以小组为单位开展合作性学习,必要时可要求学生撰写自主学习报告。

板块一 核心阅读和扩展阅读(Parallel Readings)

综合教程的每个单元包含3—4篇由不同时代的不同作家所撰写的不同题材、不同文体、不同风格或不同观点的主题文章。阅读的目的旨在提高学生对思想美、逻辑美、意境美、情感美、语言美、修辞美和趣味美的各类文章的赏析能力和品鉴能力,为学生良好的批判性意识和思维的养成创造条件。所有文章均选自英文原版读物,且不做擅自改编,但会根据其难易程度适当给出中文或英文注释,以便学生更好地消化文章的“意”与“美”。

作为主题文章的第一部分,单元核心阅读文章文前有热身问题(Warm-Up Questions),文内有注释,文末有阅读理解思考题(After Reading),这使阅读过程更加具有针对性和目的性。

而作为主题文章第二部分的扩展阅读当中的所有文章均是针对学生自主学习而设计的。其中第一篇扩展阅读篇目(Passage A)的设计也是别具匠心的。与传统教材不同,该教程并未将单元中所有相关主题文章一一直接呈现给学习者,而是通过“说明”(Directions)的方式引导学生自主查找指定阅读的文章,有意识地培养学生的资料查找意识和能力;同时,编者精心设计了引导学生有的放矢地完成文章阅读任务的“导读”(Reading Orientation)以及便于学生厘清文章脉络的“结构图”(Passage Structure),这些都是对于学习策略进行的优化与指导。紧随其后的便是一方面帮助学生夯实英语语言文化知识,另一方面(也是最重要的方面)帮助学生检验个人阅读理解效果、赏析能力和思辨能力的“识读能力考核”(Testing Your Comprehension)环节,是学生进行自学能力自检自查的必要和重要手段。扩展阅读第一篇目的设计与编写是本教程的亮点之一,充分体现了其原创性特点,也体现了编者的良苦用心。该部分其他文章只配有文内注释和文末阅读理解思考题,旨在深化学生对相关主题文章的深入理解,提高阅读水平,提升人文修养,开阔视野,增长见识,同时也使阅读过程更具开放性和可持续性。

板块二 拓展学习部分(Study Extension)

为达到夯实语言文化知识和拓展思维的目的,综合教程的每个单元都会有针对性地围绕其主题文章提供若干有关学习策略的跟踪与指导,如介绍拓展性阅读书目、电影、诗歌、歌曲、隽语、网址链接等,为学生自主学习和拓展性学习提供方向性的指引。

板块三 趣味英语部分(I Love English)

该部分并非完全以单元主题内容为核心而编写,而是有意识地培养与训练学习者思维的发散性与跳跃性,增强英语学习的灵活性与趣味性。其内容包罗万象,不拘一格,涉及英语活学活用的方方面面,有助于学生将书本知识与日常生活有机地结合,寓学于乐。

编者设计板块二和板块三的初衷在于为学习者尽可能多地提供足够量的语言与文化信息,使学习者能够根据自己的阅读需求和情感需要等选择适当的信息输入,在丰富的语言环境中得到知识与语言的渲染和熏陶,获得愉悦的英语学习体验,最终实现知识内化的目的。这在国内目前的教材中是十分新颖的内容,相信学习者和教师均能够从中大受裨益。这是本教程的另一个亮点。

参与《湍流英语(综合教程)》编写的13位教师均系黑龙江大学西语学院英语系和翻译具备本科教学与研究经验的一线骨干教师。总主编林伟杰负责全书的总体设计及终稿审阅,周莘(第1、3、4、6、8单元)和黄萍(第2、5、7、9、10单元)承担了该教程第5册10个单元的编写与校对工作。

本教程在编写过程中参考了大量国内外原版资料和素材,在此我们谨对相关作者、出版社及网站表示感谢。客观原因使然,某些资料和素材在编入教程时尚未获得相关作者或机构的同意,在此一并表示歉意。

感谢美国专家Evan Branson,Chris Inouye和Erdem Yilmaz承担这套教材的部分审校工作。感谢黑龙江大学西语学院尹铁超教授、黑龙江大学出版社总编辑任海天的亲切关怀、精心组织,感谢编辑张春珠的耐心协调。感谢以直接或间接方式帮助我们完成这套教程编写和出版的所有同人和朋友。

希望《湍流英语(综合教程)》这部时代感鲜明、动态感十足的教学会像其书名一样,给已经进入改革湍流期的中国高等学校的英语“教”与“学”带来一场思维的变革。同时我们也真挚地期待来自同行、热爱英语教育事业和关注中国英语教育教学的热心人士的建设性意见,期待我们的共同进步与成长。我们愿意倾听不一样的声音,因为我们听得出它是改革者梦想律动的最强音,因为我们听得出它是教育者人格律动的最强音,因为我们听得出它是学习者生命律动的最强音。

《湍流英语(综合教程)》编写委员会
2014年4月

Acknowledgement

We would like to thank the various authors, publishers and websites whose work we have cited as teaching materials but were unable to contact. We had hoped to personally show our gratitude for their permission of their craft for this educational endeavor.

Contents

	UNIT	PARALLEL READINGS
1	Critical Thinking Skills	Passage A Thinking as a Hobby Passage B The Art of Thinking
2	To Believe or Not to Believe	Passage A Groundless Beliefs Passage B Origins of Belief
3	The History Guide—A Student's Guide to the Study of History	Passage A Why Historians Disagree Passage B What Really Caused World War One
4	Blacks in America	Passage A A Drink in the Passage Passage B Nelson Rolihlahla Mandela
5	Globalizations Shake the world	Passage A Globalization's Dual Power Passage B <i>The New York Times'</i> Thomas Friedman on Globalization

STUDY EXTENSION	I LOVE ENGLISH	PAGES
Further Readings A Statue The Thinker Helpful Websites	The Translation of Chinese Local Food	1 – 29
Further Readings A Film Stargate: The Ark of Truth Helpful Websites	Classic Lines in Ten Olympic Movies	30 – 48
Further Readings A Supplementary Reading History A Film Wilson Helpful Websites	What Is History?	49 – 75
Further Readings A Film Jungle Fever A Supplementary Reading The History of Apartheid in South Africa Helpful Websites	Glossary in a Bar	76 – 101
Further Readings A Film The Babel Helpful Websites	Initialism in Cyber Chat	102 – 133

UNIT		PARALLEL READINGS
6	I Got Questions. I'm out of Answers	Passage A Soldier's Heart Passage B "Soldier's Heart" and "Shell Shock": Past Names for PTSD
7	Work	Passage A Spring Sowing Passage B The Object of Life
8	The Adventure of the Copper Beeches	Passage A Waiting for the Police Passage B Detective Novels: An Overview
9	The Strength of the Strong	Passage A The Most Dangerous Game Passage B Social Darwinism
10	Running for Governor	Passage A The Damned Human Race Passage B A Good Man Is Hard to Find

STUDY EXTENSION	I LOVE ENGLISH	PAGES
Further Readings A Film Mrs. Dalloway Helpful Websites	Military Terms	134 – 157
Further Readings A TV Show The Simple Life A Poem The Simple Life Helpful Websites	English and Chinese Public Signs	158 – 179
Further Readings A Film Death on the Nile Helpful Websites	World Famous Scenic Spots and Historic Sites	180 – 213
Further Readings A Film The Crying Game Helpful Websites	Glossary of Hunting Terms	214 – 241
Further Readings A Film Seven(se7en) Reading Mark Twain in the Original Helpful Websites	Words by Rabindranath Tagore	242 – 278

Critical thinking is a process that relies upon, and develops, a wide range of skills and personal qualities.

Critical Thinking Skills^①

Stella Cottrell^②



Warm-Up Questions

1. What emotions do you find difficult to manage when others disagree with you? Are you able to manage them successfully? Why or why not?
2. Is there anything you need to be most aware of so that your thinking will not be prejudiced?
3. As far as you are concerned, what are the things you find most difficult when challenging others' opinions?



In Reading

Learning Outcomes:

The following part gives you opportunities to:

- understand what critical thinking is
- recognize some of the benefits associated with critical thinking skills
- recognize the personal qualities associated with critical thinking
- recognize barriers to the development of good critical thinking skills
- assess your current understanding of critical thinking and identify your priorities for improvement

Introduction

The following part provides a general orientation to critical thinking. It examines what is meant by

① 本选文略有改编。

② Stella Cottrell; an inspector for the adult learning inspectorate in America

"critical thinking," the skills associated with it, and the barriers that can hinder effective development of critical approaches. Many people can find it difficult to order their thoughts in a logical, consistent, and reasoned way. Let us start from the premise that skills in reasoning can be developed through a better understanding of what critical thinking entails.

Critical thinking is a cognitive activity, associated with using the mind. Learning to think in critically analytical and evaluative ways means using mental processes such as attention, categorization, selection, and judgment. However, many people who have the potential to develop more effective critical thinking can be prevented from doing so for a variety of reasons apart from a lack of ability. In particular, personal and emotional, or "affective," reasons can create barriers. You are invited to consider, how far such barriers could be affecting your own thinking abilities and how you will manage these.

Critical thinking as a process

Critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes. It includes:

identifying other people's positions, arguments and conclusions;
evaluating the evidence for alternative points of view;
weighing up opposing arguments and evidence fairly;
being able to read between the lines, seeing behind surfaces, and identifying false or unfair assumptions;
recognizing techniques used to make certain positions more appealing than others, such as false logic and persuasive devices;
reflecting on issues in a structured way, bringing logic and insight to bear;
drawing conclusions about whether arguments are valid and justifiable, based on good evidence and sensible assumptions;
presenting a point of view in a structured, clear, well-reasoned way that convinces others.

Skepticism and trust

A range of dispositions^① and abilities associated with critical thinking have been identified. These focused on:

the ability to reflect skeptically;
the ability to think in a reasoned way.

Skepticism in critical thinking means bringing an element of polite doubt. In this context, skepticism doesn't mean you must go through life never believing anything you hear and see. That would not be helpful. It does mean holding open the possibility that what you know at a given time may be only part of the picture.

^① disposition; n. temperament, tendency

Critical thinking gives you the tools to use skepticism and doubt constructively so that you can analyze what is before you. It helps you to make better and more informed decisions about whether something is likely to be true, effective or productive. Ultimately, in order to function in the world, we have to accept the probability that at least some things are as they seem. This requires trust. If we can analyze clearly the basis of what we take as true, we are more able to discern when it is reasonable to be trusting and where it is useful to be skeptical.

Method rather than personality trait^①

Some people seem to be more naturally skeptical whilst others find it easier to be trusting. These differences may be because of past experiences or personality traits. However, critical thinking is not about natural traits or personality; it is about a certain set of methods aimed at exploring evidence in a particular way. Skeptical people can require structured approaches that help them to trust in the probability of an outcome, just as those who are more trusting require methods to help them use doubt constructively.

Critical thinking and argument

The focus of critical thinking is often referred to as the "argument." The argument can be thought of as the message that is being conveyed, whether through speech, writing, performance, or other media. Critical thinking helps you to identify the obvious and the hidden messages more accurately, and to understand the process by which an argument is constructed.

Reasoning

◆ Knowing our own reasons

Critical thinking is associated with reasoning or with our capacity for rational thought. The word "rational" means "using reasons" to solve problems. Reasoning starts with ourselves. It includes:

having reasons for what we believe and do, and being aware of what these are;
critically evaluating our own beliefs and actions;
being able to present to others the reasons for our beliefs and actions.

This may sound easy, as we all assume we know what we believe and why. However, sometimes, when we are challenged on why we believe that something is true, it becomes obvious to us that we haven't really thought through whether what we have seen or heard is the whole story or is just one point of view.^② There are also likely to be occasions when we find we are not sure what we consider to be the right course of action or a correct interpretation. It is important to examine the basis of our own beliefs and reasoning, as these will be the main vantage points from which we begin any critical analysis.

◆ Critical analysis of other people's reasoning

Critical reasoning usually involves considering other people's reasoning. This requires the skill of grasping

① personality trait: 个性品质

② 【注意本句句型结构】这句话中它是形式主语,真正的主语是“that we haven't really thought through whether what we have seen or heard is the whole story or is just one point of view”。

an overall argument, but also skills in analyzing and evaluating it in detail.

Critical analysis of other people's reasons can involve:

identifying their reasons and conclusions;
analyzing how they select, combine and order reasons to construct a line of reasoning;
evaluating whether their reasons support the conclusions they draw;
evaluating whether their reasons are well founded, based on good evidence;
identifying flaws in their reasoning.

◆ Constructing and presenting reasons

Reasoning involves analyzing evidence and drawing conclusions from it. The evidence may then be presented to support the conclusion. For example, we may consider that it is a cold day. Someone who disagrees may ask why we believe this. We may use evidence such as a thermometer reading and observation of weather conditions. Our reasons may be that the temperature is low and there is ice on the ground. We use basic examples of reasoning such as this every day. For professional and academic work, we are usually required to present such reasoning using formal structures such as essays, or reports with recommendations. This requires additional skills such as knowing how to:

select and structure reasons to support a conclusion;
present an argument in a consistent way;
use logical order;
use language effectively to present the line of reasoning.

Why develop critical thinking skills?

◆ Benefits of critical thinking skills

Good critical thinking skills bring numerous benefits such as:

improved attention and observation;
more focused reading;
improved ability to identify the key points in a text or other message rather than becoming distracted by less important material;
improved ability to respond to the appropriate points in a message;
knowledge of how to get your own point across more easily;
skills of analysis that you can choose to apply in a variety of situations.

◆ Benefits in professional and everyday life

Skills in critical thinking bring precision to the way you think and work. You will find that practice in critical thinking helps you to be more accurate and specific in noting what is relevant and what is not. The skills listed above are useful to problem-solving and to project management, bringing greater precision and accuracy to different parts of a task. Although critical thinking can seem like a slow process because it is precise, once you have acquired good skills, they save you time because you learn to identify the most relevant information more quickly and accurately.

Ancillary^① skills

Critical thinking involves the development of a range of ancillary skills such as:

observation;
reasoning;
decision-making;
analysis,
judgment,
persuasion.

Realistic self-appraisal ancillary skills

It is likely that you already possess some or all of these skills in order to cope with everyday life, work or previous study. However, the more advanced the level of study or the professional area, the more refined these skills need to be. The better these skills are, the more able you are to take on complex problems and projects with confidence of a successful outcome. It is likely that many people overestimate the quality of the critical thinking they bring to activities such as reading, watching television, using the internet, or to work and study. It is not unusual to assume that our point of view is well-founded, that we know best, and that we are logical and reasonable. Other people observing us may not share this view. A lack of self-awareness and weak reasoning skills can result in unsatisfactory appraisals at work or poor marks for academic work. Certainly, comments from lecturers indicate that many students are prevented from gaining better marks because their work lacks evidence of rigorous critical thinking.

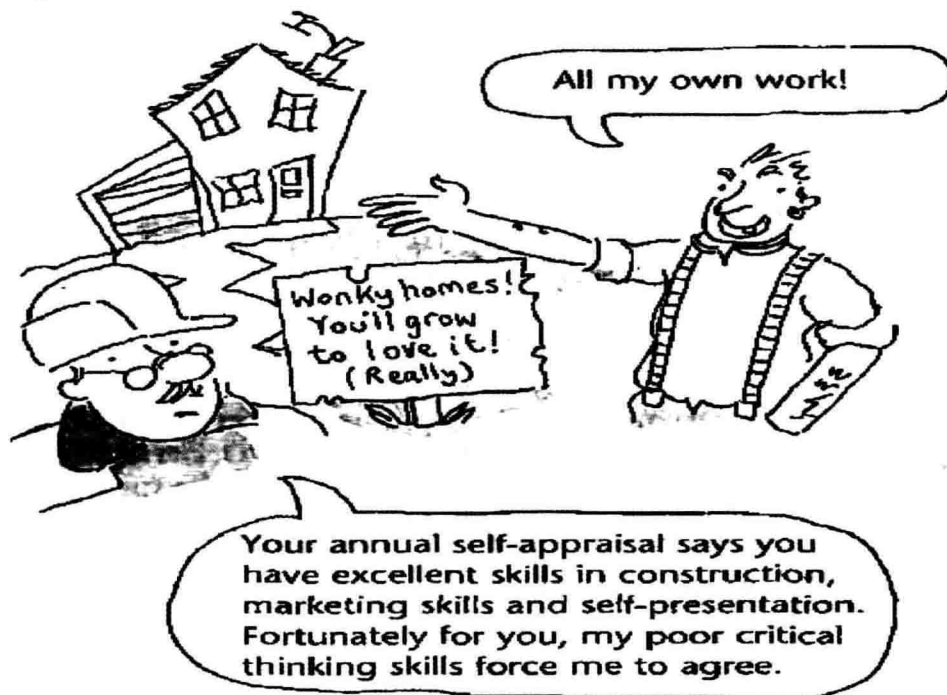


Figure-V-1-1

① ancillary: adj. helping

Underlying skills and attitudes

Critical thinking rarely takes place in a vacuum. Higher-level critical thinking skills usually require some or all of the skills and attitudes listed below.

◆ Underlying thinking skills

Critical thinking assumes abilities in a range of skills such as categorizing, selection and differentiation, comparing and contrasting.

◆ Knowledge and research

Good critical thinkers can often detect a poor argument without a good knowledge of the subject. However, critical thinking usually benefits from background research. Finding out more about a subject helps you to make a more informed judgment about whether relevant facts, alternative explanations and options have been covered sufficiently.

◆ Emotional self-management

Critical thinking sounds like a dispassionate process but it can engage emotions and even passionate responses. This should not surprise us when we consider that reasoning requires us to decide between opposing points of view. In particular, we may not like evidence that contradicts our own opinions or beliefs. If the evidence points in a direction that is unexpected and challenging, that can rouse unexpected feelings of anger, frustration or anxiety.

The academic world traditionally likes to consider itself as logical and immune to emotions, so if feelings do emerge, this can be especially difficult. Being able to manage your emotions under such circumstances is a useful skill. If you can remain calm, and present your reasons logically, you will be better able to argue your point of view in a convincing way.

◆ Perseverance, accuracy and precision

Critical thinking involves accuracy and precision and this can require dedication to finding the right answer. It includes:

Attention to detail: taking the time to note small clues that throw greater light on the overall issue;

Identifying trends and patterns: this may be through careful mapping of information, analysis of data, or identifying repetition and similarity;

Repetition: going back over the same ground several times to check that nothing has been missed;

Taking different perspectives: looking at the same information from several points of view;

Objectivity: putting your own likes, beliefs and interests to one side with the aim of gaining the most accurate outcome or a deeper understanding;

Considering implications and distant consequences. What appears to be a good idea in the short term, for example, might have long-term effects that are less desirable.

Good critical thinking involves making accurate judgments. We noted above that our thinking might not