

UNIT

1



# Life and logic

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Doing the right thing is not the problem. Knowing what the right thing is, that's the challenge.

— Lyndon B. Johnson (36th US president)

It is one thing to be clever and another to be wise.

— George R. R. Martin (American author)

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# Preview

Each day we are confronted with many decisions both small and large. We weigh the various factors in front of us and try to make good decisions based upon the information we have at hand. Yet, sometimes, even with adequately reliable information, the decisions that we make are, upon reflection, still against good judgment. What circumstances can cause people to make bad decisions? Do smart people make wrong decisions as well? Some people believe that men and women make decisions differently, that men are more logical, while women rely more upon their emotions. Do you agree? What do you think is the best, calm, logical way to make well-informed and balanced decisions? Is it possible to build skills so that over time, you can become more effective at decision-making?

# Section A

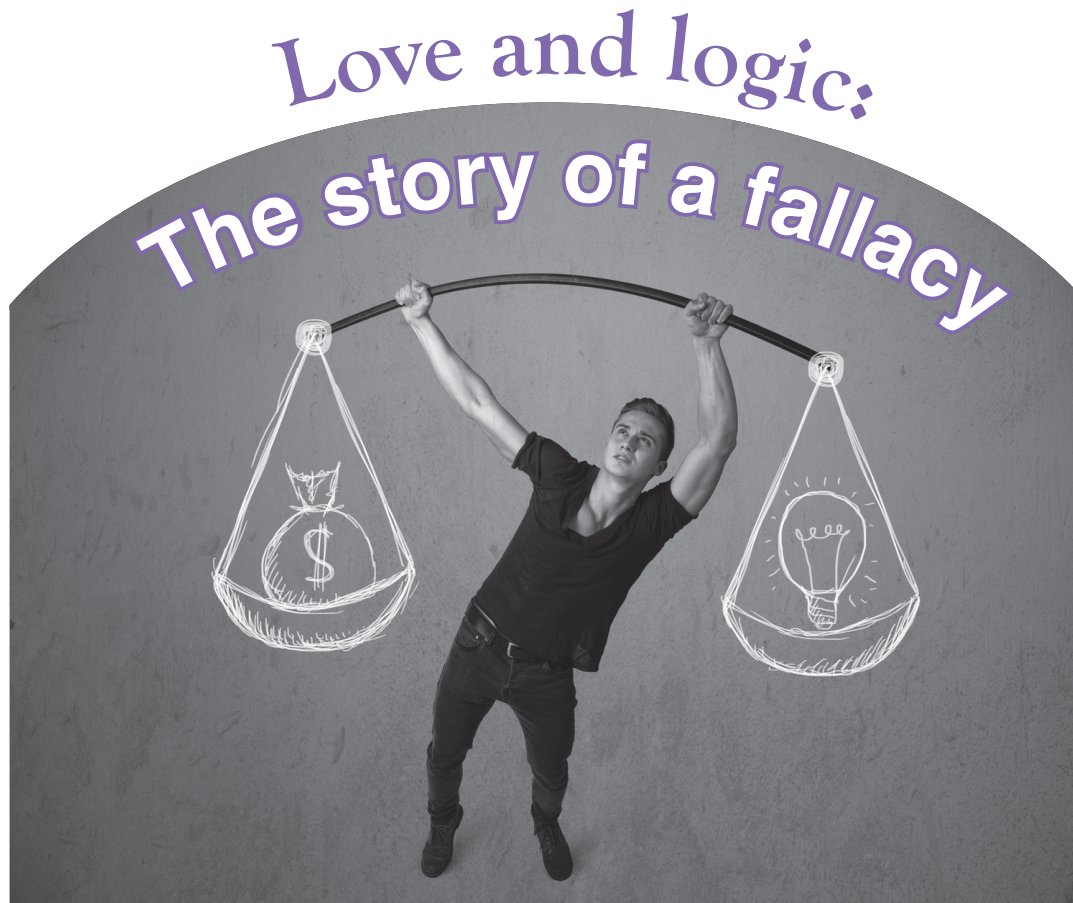
## Pre-reading activities

**1** The following are some statements to test your reasoning ability. Tell whether the conclusions after the word “Therefore” are true (T), false (F), or uncertain (U). Write your answer on the line before each statement.

- \_\_\_ 1 All odd numbers are integers (整数). All even numbers are integers. Therefore, all odd numbers are even numbers.
- \_\_\_ 2 There are no dancers that aren't slim and no singers that aren't dancers. Therefore, all singers are slim.
- \_\_\_ 3 A toothpick (牙签) is useful. Useful things are valuable. Therefore, a toothpick is valuable.
- \_\_\_ 4 Three pencils cost the same as two erasers. Four erasers cost the same as one ruler. Therefore, pencils are more expensive than rulers.
- \_\_\_ 5 Class A has a higher enrollment than Class B. Class C has a lower enrollment than Class B. Therefore, Class A has a lower enrollment than Class C.
- \_\_\_ 6 A fruit basket contains more apples than lemons. There are more lemons in the basket than oranges. Therefore, the basket contains more apples than oranges.
- \_\_\_ 7 Taking the train across town is quicker than taking the bus. Taking the bus across town is slower than driving a car. Therefore, taking the train across town is quicker than driving a car.
- \_\_\_ 8 All the tulips in Zoe's garden are white. All the roses in Zoe's garden are yellow. Therefore, all the flowers in Zoe's garden are either white or yellow.

**2** Work in pairs and discuss the following questions.

- 1 Why is it important to develop logical reasoning skills?
- 2 To arrive at a logical conclusion, what factors do you think are important?



- 1 I had my first date with Polly after I made the trade with my roommate Rob. That year every guy on campus had a leather jacket, and Rob couldn't stand the idea of being the only football player who didn't, so he made a **pact** that he'd give me his girl in exchange for my jacket. He wasn't the brightest guy. Polly wasn't too **shrewd**, either.
- 2 But she was pretty, **well-off**, didn't **dye** her hair strange colors or wear too much **makeup**. She had the right background to be the girlfriend of a dogged, brilliant lawyer. If I could show the **elite** law firms I applied to that I had a **radiant**, well-spoken **counterpart** by my side, I just might edge past the competition.
- 3 "Radiant" she was already. I could dispense her enough **pearls** of wisdom to make her "well-spoken".
- 4 After a **banner** day out, I drove until we were **situated** under a big old oak tree on a hill off the **expressway**. What I had in mind was a little eccentric. I thought the **venue** with a perfect view of the **luminous** city would lighten the mood. We stayed in the car, and I turned down the **stereo** and took my foot off the brake **pedal**. "What are we going to talk about?" she asked.



- 5 "Logic."
- 6 "Cool," she said over her **gum**.
- 7 "The doctrine of logic," I said, "is a **staple** of clear thinking. Failures in logic **distort** the truth, and some of them are well known. First let's look at the fallacy Dicto Simpliciter."
- 8 "Great," she agreed.
- 9 "Dicto Simpliciter means an unqualified generalization. For example: Exercise is good. Therefore, everybody should exercise."
- 10 She nodded in agreement.
- 11 I could see she was **stumped**. "Polly," I explained, "it's too simple a generalization. If you have, say, heart disease or extreme **obesity**, exercise is bad, not good. Therefore, you must say exercise is good for most people."
- 12 "Next is Hasty Generalization. Self-**explanatory**, right? Listen carefully: You can't speak French. Rob can't speak French. Looks like nobody at this school can speak French."
- 13 "Really?" said Polly, amazed. "Nobody?"
- 14 "This is also a fallacy," I said. "The generalization is reached too hastily. Too few instances support such a conclusion."
- 15 She seemed to have a good time. I could safely say my plan was **underway**. I took her home and set a date for another conversation.
- 16 Seated under the oak the next evening I said, "Our first fallacy tonight is called Ad Misericordiam."
- 17 She nodded with delight.
- 18 "Listen closely," I said. "A man applies for a job. When the boss asks him what his qualifications are, he says he has six children to feed."
- 19 "Oh, this is awful, awful," she whispered in a choked voice.
- 20 "Yes, it's awful," I agreed, "but it's no argument. The man never answered the boss's question. Instead he appealed to the boss's sympathy – Ad Misericordiam."
- 21 She blinked, still trying hard to keep back her tears.
- 22 "Next," I said carefully, "we will discuss False Analogy. An example, students should be allowed to look at their textbooks during exams, because surgeons have X-rays to guide them during surgery."



- 23 "I like that idea," she said.
- 24 "Polly," I groaned, "don't derail the discussion. The **inference** is wrong. Doctors aren't taking a test to see how much they have learned, but students are. The situations are altogether different. You can't make an analogy between them."
- 25 "I still think it's a good idea," said Polly.
- 26 With five nights of diligent work, I actually made a logician out of Polly. She was an **analytical** thinker at last. The time had come for the **conversion** of our relationship from academic to romantic.
- 27 "Polly," I said when next we sat under our oak, "tonight we won't discuss fallacies."
- 28 "Oh?" she said, a little disappointed.
- 29 Favoring her with a grin, I said, "We have now spent five evenings together. We get along pretty well. We make a pretty good couple."
- 30 "Hasty Generalization," said Polly brightly. "Or as a normal person might say, that's a little **premature**, don't you think?"
- 31 I laughed with amusement. She'd learned her lessons well, far **surpassing** my expectations. "Sweetheart," I said, patting her hand in a tolerant manner, "five dates is plenty. After all, you don't have to eat a whole cake to know it's good."
- 32 "False Analogy," said Polly promptly. "Your **premise** is that dating is like eating. But you're not a cake. You're a boy."
- 33 I laughed with somewhat less amusement, hiding my dread that she'd learned her lessons too well. A few more false steps would be my doom. I decided to change **tactics** and try **flattery** instead.
- 34 "Polly, I love you. Please say you'll go out with me. I'm nothing without you."
- 35 "Ad Misericordiam," she said.
- 36 "You certainly can **discern** a fallacy when you see it," I said, my hopes starting to **crumble**. "But don't take them so literally. I mean this is all academic. You know the things you learn in school don't have anything to do with real life."
- 37 "Dicto Simpliciter," she said. "Besides, you really should practice what you preach."
- 38 I leaped to my feet, my temper **flaring** up. "Will you or will you not go out with me?"
- 39 "No to your **proposition**," she replied.

- 40 “Why?” I demanded.
- 41 “I’m more interested in a different **petitioner** – Rob and I are back together.”
- 42 With great effort, I said calmly, “How could you give me the **axe** over Rob? Look at me, an **ingenious** student, a tremendous intellectual, a man with an assured future. Look at Rob, a **muscular** idiot, a guy who’ll never know where his next meal is coming from. Can you give me one good reason why you should be with him?”
- 43 “Wow, what presumption! I’ll put it in a way someone as brilliant as you can understand,” **retorted** Polly, her voice **dripping** with **sarcasm**. “Full **disclosure** – I like Rob in leather. I told him to say yes to you so he could have your jacket!”

(997 words)

## New words

<b>fallacy</b> /'fæləsi/	<i>n.</i> [C] an idea or belief that is false but that many people think is true 谬论; 谬见
<b>pact</b> /pækt/	<i>n.</i> [C] an agreement between two or more people or organizations in which they promise to do sth. 协定; 契约; 盟约; 条约
<b>shrewd</b> /ʃru:d/	<i>a.</i> 1 able to judge people and situations very well and make good decisions (人) 精明的, 机敏的 2 well judged and likely to be right (决定和判断) 准确的, 英明的
<b>well-off</b> /,wel 'ɒf/	<i>a.</i> ( <i>informal.</i> ) rich, or having enough money to live well 富裕的; 有钱的
<b>dye</b> /daɪ/	<i>vt.</i> change the color of sth. such as clothing or your hair using a particular substance 给...染色 <i>n.</i> [C, U] a substance used for changing the color of sth. such as clothing or your hair (用于染衣服、头发等的) 染料, 染剂
<b>makeup</b> /'meɪkʌp/	<i>n.</i> 1 [U] substances that people put on their faces, including their eyes and lips, in order to look attractive or change their appearance 化妆品 2 [sing.] the people or things that combine to form a single group or whole 组成; 构造; 结构
<b>elite</b> /ɪ'li:t/	<i>a.</i> of or relating to the best or most skillful people in a group 精英的; 精锐的 <i>n.</i> [C] a group of people who have a lot of power and influence because they have money, knowledge, or special skills (社会) 精英; 上层人士
<b>radiant</b> /'reɪdiənt/	<i>a.</i> 1 full of happiness and love, in a way that shows in your face and makes you look attractive 容光焕发的; 喜悦的 2 very bright 灿烂的; 明亮的
<b>counterpart</b> /'kaʊntə,pa:t/	<i>n.</i> [C] sb. or sth. that has the same job or purpose as another person or thing, but in a different place, time, situation, or organization 职务相当的人; 职能相当的物

<b>pearl</b> /pɜ:l/	<p><i>n.</i> [C] 1 (~s of wisdom) wise remarks – used esp. when you really think that sb.'s remarks are slightly stupid 有见识的评说, 智慧的结晶 (尤为反话)</p> <p>2 a small round jewel that is typically white and shiny and that grows inside the shell of an oyster 珍珠</p>
<b>banner</b> /'bænə/	<p><i>a.</i> (AmE) excellent, extremely successful 极好的; 非常成功的</p> <p><i>n.</i> [C] a wide piece of cloth with a message on it, often stretched between two poles 横幅; 横幅标语</p>
<b>situated</b> /'sɪtʃu,eɪtɪd/	<p><i>a.</i> (be ~) be in a particular place; located 位于...; 坐落于...</p>
<b>expressway</b> /ɪk'spres,weɪ/	<p><i>n.</i> [C] (AmE) a wide road with several lanes of traffic going in each direction, built for fast travel over long distances 高速公路</p>
<b>venue</b> /'venju:/	<p><i>n.</i> [C] a place where an activity or event happens (事件的)发生地点; (活动的)场所</p>
<b>luminous</b> /'lu:mɪnəs/	<p><i>a.</i> 1 very bright 很明亮的; 灿烂的</p> <p>2 shining in the dark 发光的; 夜明的</p>
<b>stereo</b> /'steriəʊ/	<p><i>n.</i> [C] a machine for playing records, CDs, etc. that produces sound from two speakers 立体声音响 (设备)</p>
<b>pedal</b> /'pedl/	<p><i>n.</i> [C] a part that you push with your foot in order to operate a bicycle, vehicle, or machine (自行车、车辆或机器的)脚踏板</p>
<b>gum</b> /gʌm/	<p><i>n.</i> 1 [U] (also <b>chewing gum</b>) 口香糖</p> <p>2 [C] the firm pink flesh in your mouth that your teeth are fixed into 牙龈; 齿龈</p>
<b>staple</b> /'steɪpl/	<p><i>n.</i> [C] 1 a regular and important part or feature of sth. 主要内容; 基本特点</p> <p>2 订书钉</p> <p><i>a.</i> (only before noun) forming the greatest or most important part of sth. 主要的; 最重要的</p>
<b>distort</b> /dɪ'stɔ:t/	<p><i>vt.</i> 1 change sth. such as information so that it is no longer true or accurate 歪曲; 曲解</p> <p>2 change the way sth. looks, sounds, or behaves so that it becomes strange or difficult to recognize 使变形; 使失真; 使反常</p>
<b>stump</b> /stʌmp/	<p><i>v.</i> (usu. passive) be unable to find an answer or think of a reply to a question or problem 使困惑; 难倒</p> <p><i>n.</i> [C] the part of a tree left above the ground after it has been cut through near the base 树桩; 树墩</p>
<b>obesity</b> /əʊ'bi:səti/	<p><i>n.</i> [U] a condition in which sb. is too fat in a way that is dangerous for their health 过度肥胖; 肥胖症</p>
<b>explanatory</b> /ɪk'splænət(ə)ri/	<p><i>a.</i> (fml.) intended to help you understand sth. 说明的; 解释的</p>
<b>underway</b> /,ʌndə'weɪ/	<p><i>a.</i> (never before noun) already started or happening 在进行中的</p>
<b>inference</b> /'ɪnf(ə)rəns/	<p><i>n.</i> [C] an opinion you form about sth. that is based on information you already have 推理; 推断; 断定</p>
<b>analytical</b> /,ænə'lɪtɪkl/	<p><i>a.</i> (also <b>analytic</b>) thinking about things in a detailed and intelligent way, so that you can examine and understand them 头脑周密的; 善于分析的; 分析的</p>
<b>conversion</b> /kən'veɜ:ʃn/	<p><i>n.</i> [C, U] the process of changing sth. from one form, purpose, or system to another 转变; 改造; 转换</p>



<b>premature</b> /'pri:mətʃə/	<p><i>a.</i> 1 done too soon or too early (做事) 过早的, 过快的, 草率的, 仓促的, 不成熟的</p> <p>2 happening too soon or before the usual time 过早的; 提早的</p> <p>3 (of a baby) born before it should be (婴儿) 早产的</p>
<b>surpass</b> /sə'pa:s/	<i>vt.</i> be even better or greater than sb. or sth. else 超过; 胜过
<b>premise</b> /'premis/	<p><i>n.</i> 1 [C] (<i>fml.</i>) a principle or statement that you consider to be true, that you base other ideas and actions on 前提</p> <p>2 (~s) [pl.] the building and land that a business or organization uses (企业或组织使用的) 房屋及土地, 经营场所</p>
<b>tactic</b> /'tæktɪk/	<i>n.</i> [C, usu. pl.] a particular method or plan for achieving sth. 方法; 策略; 手法
<b>flatter</b> /'flætə/	<i>vt.</i> praise sb. in order to get sth. you want, esp. in a way that is not sincere 奉承; 阿谀; 向...谄媚
<b>flattery</b> /'flætəri/	<i>n.</i> [U] praise that is not sincere but is intended to get you sth. that you want 恭维; 奉承; 阿谀; 谄媚
<b>discern</b> /dɪ'sɜ:n/	<p><i>vt.</i> 1 (<i>fml.</i>) notice sth., esp. after thinking about it carefully or studying it (尤指仔细思考或研究之后) 看出, 觉察出, 辨明</p> <p>2 see or hear sth., esp. sth. that is far away or not very clear 看到; 听到; 辨认出</p>
<b>crumble</b> /'krʌmbl/	<p><i>vi.</i> stop existing or being effective 崩溃; 瓦解; 消失</p> <p><i>v.</i> break sth. into very small pieces, or be broken into very small pieces 弄碎; (使)成碎屑</p>
<b>flare</b> /fleə/	<p><i>vi.</i> (<i>also ~ up</i>) 1 suddenly become angry or violent 突然发怒; 突然爆发</p> <p>2 suddenly burn or shine brightly 突然烧旺; 闪耀</p> <p>3 become worse 恶化; 加剧</p>
<b>proposition</b> /,prɒpə'zɪʃn/	<p><i>n.</i> [C] 1 an offer or suggestion, esp. involving business or politics (尤指涉及商业或政治的) 提议, 建议</p> <p>2 a statement that people can examine in order to decide whether it is true 主张; 观点; 见解</p>
<b>petitioner</b> /pə'tɪʃnə/	<p><i>n.</i> [C] 1 sb. who writes or signs a written request that asks sb. in authority to do sth. 请愿人; 请求者</p> <p>2 sb. who gives a court an official document in which they ask it to take legal action 起诉人; (向法院) 提出申请者</p>
<b>axe</b> /æks/	<p><i>n.</i> (<i>also ax</i>) 1 (<i>the ~</i>) a situation in which a government, a company, or an organization decides to end sth. or to get rid of a worker or their job 撤销; 取消; 解雇</p> <p>2 [C] a tool used for cutting down trees and cutting up large pieces of wood, consisting of a long wooden handle and a heavy metal blade 斧; 斧头; 长柄斧</p>
<b>ingenious</b> /ɪn'dʒi:niəs/	<p><i>a.</i> 1 (of a person) good at inventing things and solving problems in new ways (人) 有独创性的</p> <p>2 (of a machine, plan, etc.) cleverly made and well suited to its purpose (设备或计划等) 别出心裁的, 构思巧妙的</p>
<b>muscular</b> /'mʌskjʊlə/	<p><i>a.</i> 1 having large, strong muscles 肌肉发达的; 强壮的</p> <p>2 relating to muscles 肌肉的</p>

<b>retort</b> /rɪ'tɔ:t/	<i>vt.</i> reply immediately in an angry or humorous way to sth. that sb. has said 反驳; 回嘴
<b>drip</b> /drɪp/	<i>v.</i> (let liquid) fall in drops 滴(水); 漏(水) <i>n.</i> 1 [sing.] the sound or action of a liquid falling in drops 滴答声; 滴水声; 滴下 2 [C] one of the small drops of liquid that fall from sth. 液滴
<b>sarcasm</b> /'sɑ:kæz(ə)m/	<i>n.</i> [U] the activity of saying or writing the opposite of what you mean, or speaking in a way intended to make sb. else feel stupid or show them that you are angry 讽刺; 嘲笑; 挖苦
<b>disclosure</b> /dɪs'klɒʒə/	<i>n.</i> [C, U] a secret that sb. tells people, or the act of telling this secret 被公开的秘密; 公开; 透露; 披露

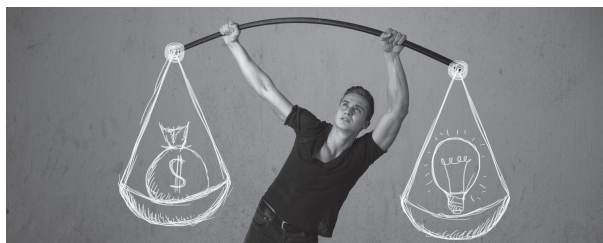
## Phrases and expressions

<b>make a pact</b>	reach an agreement 约好; 达成协议
<b>in exchange for</b>	giving one thing and receiving another (esp. of the same type or value) in return 作为(对…的)交换(或替代)
<b>set a date for</b>	choose a particular day for sth. 为…定日期
<b>appeal to</b>	1 try to get sb. to do or accept sth. by making them think it is a sensible or fair thing to do 诉诸; 唤起 2 have a character that makes a particular person interested; attract 吸引; 感染
<b>make / draw an analogy between</b>	make a comparison between (sth. and sth. else) 在…之间作类比
<b>make sth. out of sb. / sth.</b>	change a person or thing into sth. else 使…变成…
<b>give sb. the axe</b>	1 end a relationship abruptly 抛弃(恋人等); 和某人一刀两断 2 dismiss sb. from their job 解雇某人; 开除某人
<b>be dripping with sth.</b>	contain or be covered in a lot of sth. 满是…; 充满/充溢…

## Proper names

<b>Rob</b> /rɒb/	罗伯(人名)
<b>Polly</b> /'pɒli/	波莉(人名)
<b>Dicto Simpliciter</b> /'dɪktə sɪmˌplɪsɪtə(r)/	绝对判断(逻辑学术语)
<b>Hasty</b> /'heɪsti/ <b>Generalization</b>	草率结论(逻辑学术语)
<b>Ad Misericordiam</b> /ˌmɪzəˈrɪːkəːdɪəm/	文不对题(逻辑学术语)
<b>False Analogy</b> /ə'neɪlədʒi/	错误类比(逻辑学术语)

## Reading comprehension



### Understanding the text

- 1 Answer the following questions.
- 1 What is the deal between the narrator and his roommate, Rob? Why do they make the deal?
- 2 Why does the narrator want to have a beautiful and well-spoken girlfriend?
- 3 When the narrator and Polly have their first date, the narrator says that what he has got in mind is a little eccentric. Why?
- 4 Why does the narrator decide to teach Polly logic?
- 5 How does Polly respond to the narrator when he teaches her logic? What effect do her responses create?
- 6 Is the narrator successful in teaching Polly logic? How do you know?
- 7 Why does the narrator say “You know the things you learn in school don’t have anything to do with real life” (Para. 36)?
- 8 In what sense is the end of the story ironic?

### Critical thinking

- 2 Work in pairs and discuss the following questions.
- 1 How would you describe the three characters in the story of Text A: the narrator, Rob, and Polly? Why?
- 2 What logical fallacy is included in the story itself? Why do you think so?
- 3 What does the story tell us about love? And what does it tell us about smart people?
- 4 Should Logic be taught as a compulsory course in school? Why do you think so?
- 5 Can you think of a logical fallacy you have committed? Why is it a fallacy and what caused it?

## Language focus

### Words in use

- 3 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

shrewd	radiant	discern	stump
conversion	surpass	proposition	
crumble	ingenious	distort	

- 1 As the gender barriers \_\_\_\_\_, the number of women working as lawyers, doctors, or bankers began to increase significantly from the mid-20th century.
- 2 With the data collected each year, the owner of the shop can \_\_\_\_\_ customer trends and how things like weather and economic indicators affect sales performance.
- 3 His supervisor pushes and motivates him in such a positive manner that he is not only able to reach but to \_\_\_\_\_ his personal goals.
- 4 He is a man with a(n) \_\_\_\_\_ business sense. He has built his initial investment into a substantial and even excessively large fortune.
- 5 The \_\_\_\_\_ of nuclear radiation directly into electricity was an exciting possibility that was being vigorously explored in many laboratories in the 1950s.
- 6 I was not only shocked but also disgusted that the report tried to \_\_\_\_\_ the scientific facts in such a manner that even some highly-educated people were fooled.
- 7 Sixty-two and blessed with his mother’s skin, the fisherman had withstood a lifetime of exposure to the sun and looked as \_\_\_\_\_ as a man in his forties.
- 8 French educator Louis Braille invented a simple but \_\_\_\_\_ code which has had an impact on the lives of generations of people who are blind.
- 9 The senators didn’t expect us to ask such tough questions, and when we finally did, they got \_\_\_\_\_ and didn’t know what to say.
- 10 This newly established university supports the \_\_\_\_\_ that a more diverse higher education system is desirable since it would enhance opportunities for lifelong learning.



## Word building

The suffix *-cy* combines with adjectives, and occasionally with nouns, to form new nouns. Nouns formed in this way refer to the state, quality, or experience described by the adjective. The suffix *-cy* also combines with nouns that refer to people with a particular rank, position, or occupation in order to form new nouns. Nouns formed in this way refer directly to that rank, position, or occupation. A final *t* or *te* is replaced by *-cy*, but occasionally the final *t* is retained before adding *-cy*.

### Examples

Words learned	Add <i>-cy</i>	New words formed
frequent	→	frequency
accurate	→	accuracy
consistent	→	consistency
bureaucrat	→	bureaucracy

The suffix *-ic* combines with nouns to form adjectives. Adjectives formed in this way describe something as resembling, involving, or being connected with the thing referred to by the original noun.

### Examples

Words learned	Add <i>-ic</i>	New words formed
artist	→	artistic
chaos	→	chaotic

The suffix *-y* combines with nouns to form adjectives. Adjectives formed in this way express the idea that something or someone is similar to or is characterized by the thing the noun refers to. A final *e* is replaced by *-y*. The suffix *-y* also combines with some verbs to form nouns which refer to an action, situation, or state.

### Examples

Words learned	Add <i>-y</i>	New words formed
dust	→	dusty
haste	→	hasty
deliver	→	delivery
recover	→	recovery

**4** Add *-cy*, *-ic*, or *-y* to or remove them from the following words to form new words.

Words learned	New words formed
	<b>-cy</b>
delicate	_____
bankrupt	_____
accountant	_____
secret	_____
vacant	_____
urgent	_____
	<b>-ic</b>
atmosphere	_____
magnetic	_____
metal	_____
	<b>-y</b>
gloomy	_____
guilty	_____
master	_____

**5** Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.

- Contrary to the predictions of some local economists, who always warned that higher wages and benefits would lead to slower growth and business \_\_\_\_\_, these policies had exactly the opposite effect.
- There are growing concerns about the climate effects, such as melting ice caps, droughts, floods, etc., due to rising \_\_\_\_\_ greenhouse gas concentrations.
- Long considered one of the great \_\_\_\_\_, goose liver most commonly appears on the menu of French dishes in high-end restaurants.
- For the sake of the world's future prosperity and for its elimination of hunger and disease, reforms and innovations must be pursued with \_\_\_\_\_.
- Many smart people became accountants instead of scientists because the science they were exposed to in school made \_\_\_\_\_ seem more attractive by comparison.
- Despite the deepening economic \_\_\_\_\_, he believes automobile sales will likely grow vigorously over the next three years as long as loan interest rates remain low.
- The nearby high-tech park helps the university become a(n) \_\_\_\_\_ for some of the most ambitious young business minds from around the country.
- Photographs of this quality are rare among UFO photographs, but in this particular shot you can clearly see a disc-shaped \_\_\_\_\_ object.
- Since the scope of agriculture is wide, the administrators and information personnel involved in it must have a good \_\_\_\_\_ of the field.
- Employers decide to create a(n) \_\_\_\_\_ only when the expected profit of a filled job exceeds the hiring costs for a new employee.
- Parents often suffer deep feelings of \_\_\_\_\_ if their children fail to succeed, or don't turn into responsible and law-abiding members of society.
- I respect the need for \_\_\_\_\_ at a particular point in family life. But I do believe that family members do better when they can speak openly about things that really matter.

## Banked cloze

**6** Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

A gained	F heavily	K analytical
B derive	G retorted	L identically
C mentioned	H artistic	M opposite
D stumped	I determine	N luminous
E surpassed	J distorted	O responsible

Have you ever heard people say that they tend to be more of a right-brain or left-brain thinker? From books to television programs, you have probably heard the term 1) \_\_\_\_\_ numerous times, or perhaps you have even taken an online test to 2) \_\_\_\_\_ which type best describes you.

Do different parts of the brain really control different bodily and mental functions? Over the years, a theory that has 3) \_\_\_\_\_ in popularity is that the right brain and the left brain are 4) \_\_\_\_\_ for different modes of thought and that the way in which a person thinks will depend on which side of his brain works more actively.

People who rely more 5) \_\_\_\_\_ on the right half of their brain tend to be more imaginative and spontaneous. They are interested in patterns, shapes and sizes, for the right brain is associated with 6) \_\_\_\_\_ ability like singing, painting, writing poetry, etc. Left-brain dominated people are quite 7) \_\_\_\_\_ in the way they think. They tend to be more logical and 8) \_\_\_\_\_ in their thinking and usually stand out in mathematics and word skills.

While the different functions of the two brain parts may have been 9) \_\_\_\_\_ and exaggerated by popular psychology, understanding your strengths and weaknesses in certain areas can help you develop better ways to learn and study. For example, if you are usually 10) \_\_\_\_\_ in trying to follow verbal instructions, an activity often cited as a right-brain characteristic, you can benefit from writing down directions and developing better organizational skills.

## Expressions in use

**7** Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

flare up	be dripping with	appeal to
in exchange for	make an analogy between	
make a pact	make ... out of	set a date for

- 1 The brick walls of the ruined buildings \_\_\_\_\_ green mold and moisture, and she shivered involuntarily, looking down to avoid the sight.
- 2 As urban populations exported finished goods \_\_\_\_\_ raw materials from neighboring populations, organized trade grew substantially.
- 3 Knowing just how quickly a wildfire can spread, some residents of the village decided to leave their homes after the flames \_\_\_\_\_ nearby.
- 4 Biology teachers often \_\_\_\_\_ the heart and a pump in order to help students understand how the heart works.
- 5 They would like to \_\_\_\_\_ their wedding and announce their engagement to their families and friends as soon as possible.
- 6 He was determined not to sour a perfectly good day with the memory of one jealous classmate trying to \_\_\_\_\_ a fool \_\_\_\_\_ him in front of the entire class.
- 7 The couple \_\_\_\_\_ never to work at the same time, so that one of them was always on full-time parenting duty, and their child wouldn't have to be looked after by strangers.
- 8 The president said that it's the worst earthquake ever to hit the country, and that he \_\_\_\_\_ the world for help, asking in particular for heavy-lift helicopters able to carry relief supplies into the isolated mountain areas.



# Structure analysis and writing

## Structure analysis

### Write a narrative essay

The topic on how to develop a narrative essay has been dealt with in B2U4, B3U2, and B3U3. When writing a narrative essay, the author usually uses the first person “I” and follows a chronological order to tell a story. The author normally begins by introducing the setting and characters of the story, and then gives account of the main event with vivid descriptions of the details. Lastly, the author usually ends with a final thought about the story or a resolution of the conflict in the main event.

Text A is a piece of narrative writing following a chronological approach and developed in the form of light conversation. The author begins by making clear the setting and characters of the story through telling about a deal reached between the narrator and his roommate, Rob – the exchange of a leather jacket for a beautiful girl Polly. Then the author continues by writing about the logic lessons the narrator gave to Polly, with vivid descriptions of many details such as the narrator’s actions and feelings, as well as the girl’s responses to his teaching. Lastly, the author tells how Polly rejected the narrator’s arguments as logical fallacies by using what he had taught her. The climax of the story is reached when Polly refused to be the girlfriend of the narrator. With this humorous but ironic story, the author tries to illustrate the implied central theme: It is ridiculous to deal with love in a logical way.

## Structured writing

Read the following outline and the sample essay.

### Topic:

My first meeting with my roommate

### Introduction:

Introduce the setting and characters of the story (the time, place and people involved).

### Body:

Give a clear account of what happened (the main event) and include some vivid descriptions of details such as feelings, images, actions, thoughts, facial expressions, etc.

### Conclusion:

Give a final thought to the story.

### Sample essay

It was my first day at the university. After finishing all the registration procedures, I got into the building where I was assigned to live and searched one door after another for my room number. Finally, I got it. Inside the room, there was already a boy busy making his bed.

After briefly greeting me with “Hi, nice to meet you!” he seemed to have no word any more but continued his bed work quietly, paying no attention to me. “What a stuck-up fellow!” I said to myself, feeling a little awkward. Sensing his lack of passion to talk to me, I began to examine our room. It was a small wood-floored dorm in rectangular shape, filled with two sets of bunk beds, tables and chairs, all of which had been thoroughly cleaned. “Was it done by my roommate, the guy with few words?” I asked myself.

While getting my bag unpacked, I tried not to lose any chance to stare at him. He was short, thin and dark. His T-shirt was out of fashion and the color had faded; his trousers were too loose like an old over-used mop; his sneakers were dirty and nearly ran broken. From the messy hair on his head and the tired look on his face, I could tell he had traveled a long way to come without having enough sleep. "Where is he from? Will he be too different from me?" I wondered. Meanwhile, I began to worry whether he would be easy to get along with.

"Has your luggage arrived? Shall I help you to get it from the post office?" he suddenly asked me in a low voice after he finished making his bed. I was a little surprised, but soon recovered and accepted his kind offer since I really needed help. He smiled and then asked me to follow him to the post office. We soon did the work that I would have to use an hour to finish by myself.

"What a good guy!" I told myself. "We will be friends, and there shouldn't be anything to worry about." Though he might be a bit quiet and shy, his generous help to me when we first met had made me believe that he would be a great roommate.

**8** Write a narrative essay of no less than 200 words on one of the following topics. One topic has an outline that you can follow.

**Topic:**

My most embarrassing experience

**Introduction:**

Introduce the setting and characters of the story (the time, place and people involved).

**Body:**

Write about the incident that makes you feel so embarrassed. Include vivid descriptions of such details as feelings, images, actions, thoughts, facial expressions, etc.

**Conclusion:**

Conclude the essay with a final thought, a thought-provoking question, or a change that you have made after the incident.

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**More topics:**

- A time I felt most proud of myself
- An unforgettable bicycle tour

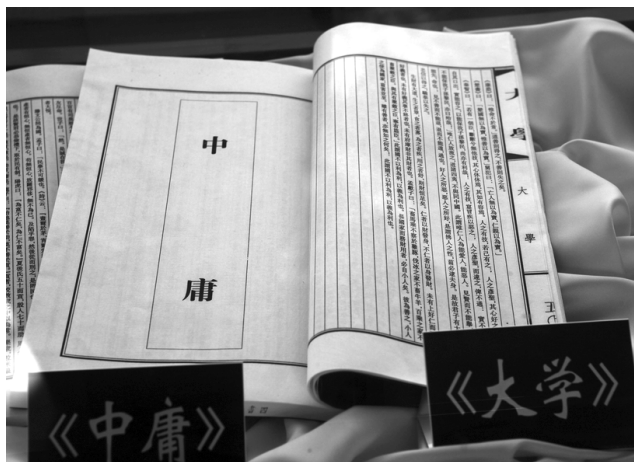
## Translation

9 Translate the following paragraph into Chinese.



Aristotle was an ancient Greek philosopher and scientist. His writings cover many subjects, including physics, biology, zoology, logic, ethics, poetry, theater, music, linguistics, politics and government, and constitute the first comprehensive system of Western philosophy. Aristotle was the first to classify areas of human knowledge into distinct disciplines such as mathematics, biology, and ethics. He believed all people's concepts and all their knowledge were ultimately based on perception. His views on natural sciences laid the groundwork for many of his works. He contributed to almost every field of human knowledge in his era. His works contain the earliest known formal study of logic, and even today all aspects of Aristotle's philosophy continue to be the important subject of academic study. His philosophy had a long-lasting influence on the development of all Western philosophical theories. More than 2,300 years after his death, Aristotle remains one of the most influential philosophers and scientists.

10 Translate the following paragraph into English.



中庸思想 (Doctrine of the Mean) 是儒家思想的核心内容。孔子所谓的“中”不是指“折中”，而是指在认识和处理客观事物时的一种“适度”和“恰如其分”的方法。孔子主张不仅要把这种思想作为一种认识和处理事物的方法来看待，而且还应该通过自身修养和锻炼，把它融入自己的日常行为当中，使之成为一种美德。中庸思想是儒家思想的核心，也是中国传统文化的重要组成部分。从它形成到现在，一直为民族精神的构建、民族智慧的传播、民族文化的发展发挥着不可估量的作用。

# Section B

## Reading skills: *Skimming*

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1 Skim Text B to find answers to the following questions.

- 1 What is this text mainly about?
- 2 What common cognitive biases can cause smart people to make bad decisions?
- 3 How can we avoid being affected by various types of cognitive biases when making a decision?

### Text B

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# Why do smart people do dumb things?

- 1 **Orthodox** views prize intelligence and intellectual rigor highly in the modern **realm** of universities and tech industry jobs. One of the underlying assumptions of this value system is that smart people, by virtue of what they've learned, will **formulate** better decisions. Often this is true. Yet psychologists who study human decision-making processes have uncovered cognitive biases common to all people, regardless of intelligence, that can lead to poor decisions in experts and **laymen** alike.
- 2 Thankfully these biases can be avoided. Understanding how and in what situations they occur can give you an awareness of your own limitations and allow you to factor them into your decision-making.

- 3 One of the most common biases is what is known as the fundamental attribution error. Through this people attribute the failures of others to character flaws and their own to mere circumstance, subconsciously considering their own characters to be **stainless**. “Jenkins lost his job because of his **incompetence**; I lost mine because of the recession.” It also leads us to attribute our own success to our qualifications, discounting luck, while seeing others’ success as the product of mere luck.
- 4 In other words, we typically demand more **accountability** from others than we do from ourselves. Not only does this lead to **petty** judgments about other people, it also leads to faulty risk assessment when you assume that certain bad things only happen to others. For example, you might assume, without evidence, that the price of your house will go up even though 90 percent of them have dropped in price, because you yourself are more competent.
- 5 Confirmation bias is sometimes found together with fundamental attribution error. This one has two parts. First, we tend to gather and rely upon information that only confirms our existing views. Second, we avoid or **veto** things that **refute** our pre-existing **hypotheses**.
- 6 For example, imagine that you suspect your computer has been **hacked**. Every time it **stalls** or has a little error, you assume that it was **triggered** by a **hacker** and that your suspicions are valid. This bias plays an especially big role in **rivalries** between two opposing views. Each side **partitions** their own beliefs in a logic-proof **loop**, and claims their opponent is failing to recognize valid points. Outwitting confirmation bias therefore requires exploring both sides of an argument with equal diligence.
- 7 Similar to confirmation bias is the overconfidence bias. In an ideal world, we could be correct 100 percent of the time we were 100 percent sure about something, correct 80 percent of the time we were 80 percent sure about something, and so on. In reality, people’s confidence vastly exceeds the accuracy of those judgments. This bias most frequently comes into play in areas where someone has no direct evidence and must make a guess – estimating how many people are in a crowded **plaza**, for example,





or how likely it will rain. To make matters worse, even when people are aware of overconfidence bias, they will still tend to **overstate** the chances that they are correct. Confidence is no **prophet** and is best used together with available evidence. When witnesses are called to **testify** in a court trial, the confidence in their **testimony** is measured along with and against the evidence at hand.

- 8 The availability bias is also related to errors in estimation, in that we tend to estimate what outcome is more likely by how easily we can **recount** an example from memory. Since the **retention** and **retrieval** of memories is biased toward vivid, sensational, or emotionally charged examples, decisions based on them can often lead to strange, inaccurate conclusions.
- 9 In action this bias might lead someone to cancel a trip to, for example, the Canary Islands because of a report that the biggest plane crash in history happened there. Likewise some people might stop going out at night for fear of **assault** or **rape**.
- 10 **Repelling** the availability bias calls for an **empirical** approach to a particular decision, one not based on the **obscured** reality of vivid memory. If there is a low **incidence** of disaster, like only one out of 100,000 plane landings results in a crash, it is safe to fly to the Canary Islands. If one out of one million people who go out is assaulted, it is safe to go out at night.
- 11 The sunk cost fallacy has a **periodic** application and was first identified by economists. A good example of how it works is the **casino slot** machine. Gamblers with a high **threshold** for risk put money into a slot machine hoping for a big return, but with each pull of the lever they lose some money playing the odds. If they have been pulling the lever many times in a row without success, they might decide that they had better keep spending money at the machine, or they will have wasted everything they already put in.
- 12 The truth is that every pull of the lever has the same winning probability of nearly one in a **trillion**, regardless of how much money has been put in before – the previous plays were sunk costs.
- 13 In everyday life this can lead people to stay in damaging situations because of how much they have already put in, stuck on the **erroneous** belief that the value of that time or energy they have invested will **decay** or disappear if they leave. The wisest course is to recognize the effects of the sunk cost fallacy and to leave a bad situation regardless of how much you have already invested.
- 14 While there are still more biases, the key to avoiding them remains the same: When a decision matters, it is best to rely on **watertight** logic and a careful examination of the evidence and to remain aware that what seems like good intuition is always subject to errors of judgment.

(972 words)

## New words

<b>orthodox</b> /'ɔ:θə,dɒks/	<i>a.</i> accepted by most people as the correct or usual idea or practice 传统的; 公认的; 通常的
<b>realm</b> /reɪm/	<i>n.</i> [C] 1 ( <i>fml.</i> ) a particular area of knowledge, experience, interest, etc. 领域; 范围 2 ( <i>mainly literary</i> ) a country ruled by a king or queen 王国
<b>formulate</b> /'fɔ:mju:lət/	<i>vt.</i> develop a plan, system, or proposal, etc. carefully, thinking about all of its details 构想, 制定(计划、制度、建议等)
<b>layman</b> /'leɪmən/	<i>n.</i> [C] sb. who is not trained to a high or professional standard in a particular subject 门外汉; 外行
<b>stainless</b> /'steɪnləs/	<i>a.</i> 1 not spoiled by anything immoral or dishonest 无污点的; 无瑕疵的; 清白的 2 made of a type of steel that does not rust 不锈钢的
<b>incompetence</b> /'ɪnkəmpt(ə)ns/	<i>n.</i> [U] lack of skill or ability to do sth. correctly or well 无能力; 不胜任; 不称职
<b>accountability</b> /ə,kəʊntə'bɪləti/	<i>n.</i> [U] responsibility to sb. or for some activity 负有责任; 问责性
<b>petty</b> /'peti/	<i>a.</i> 1 unkind and caring too much about small unimportant details 小心眼的; 心胸狭窄的; 只关注琐事的 2 (of a problem, detail, etc.) small and unimportant (问题、细节等) 小的, 琐碎的, 不重要的
<b>veto</b> /'vi:təʊ/	<i>vt.</i> 1 refuse to accept a particular plan or suggestion 不同意, 反对(某个计划或建议) 2 refuse to give official permission to sth., esp. sth. that other people or organizations have agreed 否决(尤指他人或其他组织已赞同之事)
<b>refute</b> /rɪ'fju:t/	<i>vt.</i> 1 prove that a statement or idea is not correct 驳倒, 反驳(陈述或观点) 2 say that a statement is not true or accurate without giving proof; deny 驳斥; 否认
<b>hypothesis</b> /hə'pɒθəsɪs/	<i>n.</i> [C] ( <i>pl. hypotheses</i> ) an idea that attempts to explain sth. but has not yet been tested or proved to be correct 假设; 假说
<b>hack</b> /hæk/	<i>v.</i> 1 use a computer to connect to sb. else's computer secretly and often illegally, so that you can find or change information on it 非法侵入(他人的计算机系统) 2 cut sth. in a rough way, with a lot of energy, or many times 劈; 砍
<b>stall</b> /stɔ:l/	<i>v.</i> (of an engine or vehicle) suddenly stop working because there is not enough power or speed to keep it going (使)(发动机或车辆)停止运转, 熄火 <i>vi.</i> ( <i>infml.</i> ) deliberately delay because you are not ready to do sth., answer questions, etc. 故意拖延 <i>vt.</i> ( <i>infml.</i> ) make sb. wait or stop sth. from happening until you are ready 拖住; 拖延
<b>trigger</b> /'trɪgə/	<i>vt.</i> make sth. happen very quickly 使发生; 引发; 激发 <i>n.</i> [C] the part of a gun that you pull with your finger to fire it (枪的)扳机
<b>hacker</b> /'hækə/	<i>n.</i> [C] sb. who uses a computer to connect to other people's computers

		secretly and often illegally, so that they can find or change information 非法侵入他人计算机者; 黑客
<b>rivalry</b> /'raɪvlri/	<i>n.</i>	[C, U] a situation in which people, teams, businesses, etc. compete with one another 竞争; 对抗
<b>partition</b> /pɑ:'tɪʃn/	<i>vt.</i>	( <i>usu. passive</i> ) divide a room or vehicle with a partition 用阻隔物隔开 (房间或交通工具)
	<i>n.</i>	[C] a wall, screen, or piece of glass used to separate one area from another in a room or vehicle (房间或交通工具的) 阻隔物, 隔板, 隔墙
<b>loop</b> /lu:p/	<i>n.</i>	[C] a round shape or curve made by a line curling back toward itself 环形; 圈
	<i>v.</i>	make a round shape or make sth. into a round shape (使) 成圈 (或环); 把...打成环
<b>plaza</b> /'plɑ:zə/	<i>n.</i>	[C]1 ( <i>mainly AmE</i> ) an area in a city where there are several shops and businesses (城市的) 购物中心, 商业区 2 a large open area with a hard surface in a city or town (市镇的) 广场
<b>overstate</b> /,əʊvə'steɪt/	<i>v.</i>	( <i>fml.</i> ) talk about sth. in a way that makes it seem more important, impressive, or severe than it really is 把...讲得过分; 过分强调; 夸大
<b>prophet</b> /'prɒfɪt/	<i>n.</i>	[C] 1 sb. who claims that they know what will happen in the future 预言者 2 a man who people in the Christian, Jewish, or Muslim religion believe has been sent by God to lead them and teach them their religious beliefs (基督教、犹太教或伊斯兰教的) 先知, 神使
<b>testify</b> /'testɪ,faɪ/	<i>v.</i>	1 make a statement about sth. you saw, know, or experienced, <i>usu.</i> in a court of law (通常指在法庭上) 作证, 证明 2 provide evidence that sth. exists or is true 证明; 证实
<b>testimony</b> /'testɪməni/	<i>n.</i>	1 [C, U] a formal statement about sth. that you saw, know, or experienced, <i>usu.</i> given in a court of law (法庭上作的) 证词 2 [sing., U] evidence that sth. exists or is true 证据; 证明
<b>recount</b> /rɪ'kaʊnt/ /'rɪ:,kaʊnt/	<i>vt.</i>	( <i>fml.</i> ) say what happened 叙述
	<i>n.</i>	[C] an occasion when sth. is counted again, <i>esp.</i> the votes in an election 重新计算; (尤指) 重点选票
<b>retention</b> /rɪ'tenʃn/	<i>n.</i>	[U] ( <i>fml.</i> ) 1 the act of keeping or storing sth. 保存; 存放 2 the ability to keep workers or customers from leaving a company, or students from leaving a school 保留; 留住
<b>retrieval</b> /rɪ'tri:vəl/	<i>n.</i>	[U] 1 the process of getting sth. back that was lost or not in its usual place 重新找回; 收回; 取回 2 ( <i>computing</i> ) the process of getting back information stored inside a computer in order to use it again 检索
<b>assault</b> /ə'səʊlt/	<i>n.</i>	[C, U] 1 a physical attack on sb., or the crime of physically attacking sb. 人身攻击; 侵犯人身罪 2 a strong spoken or written criticism of sb. else's ideas, plans, etc. 抨击
	<i>vt.</i>	attack sb. violently 暴力攻击; 袭击
<b>rape</b> /reɪp/	<i>n.</i>	1 [C, U] the crime of forcing sb. to have sex by using violence 强奸 (罪) 2 [sing.] destruction of sth., <i>esp.</i> the environment 破坏, 糟蹋 (尤指对环境)
	<i>vt.</i>	force sb. to have sex by using violence 强奸

<b>repel</b> /rɪ'pel/	<i>vt.</i> 1 keep sth. or sb. away from you 驱除 2 (of sth.) make sb. feel so unpleasant that they want to avoid it 使厌恶; 使反感
<b>empirical</b> /ɪm'pɪrɪkl/	<i>a.</i> based on real experience or scientific experiments rather than on theory 经验主义的; 以科学实验为根据的
<b>obscure</b> /əb'skjʊə/	<i>vt.</i> 1 make sth. difficult to understand 使难解; 搞混; 使变模糊 2 cover sth. so that it cannot be seen; hide 遮掩; 遮蔽 <i>a.</i> 1 not known about or not well known 不知晓的; 无名的 2 not clearly expressed or not easy to understand 晦涩的; 费解的
<b>incidence</b> /'ɪnsɪd(ə)ns/	<i>n.</i> [C, usu. sing.] ( <i>fml.</i> ) the number of times sth. happens, esp. crime, disease, etc. (尤指犯罪、疾病等的) 发生率
<b>periodic</b> /,pɪərɪ'ɒdɪk/	<i>a.</i> ( <i>only before noun</i> ) happening regularly though not frequently 阶段性的; 定期的
<b>casino</b> /kə'si:nəʊ/	<i>n.</i> [C] a place where people risk money in the hope of winning more 赌场
<b>slot</b> /slɒt/	<i>n.</i> [C] 1 a long narrow hole that you can fit sth. into (可投入东西的) 狭长孔, 狭槽 2 a time during a series of events when it is arranged that sth. will happen (在一系列事件中为某事安排的) 时间, 空档
<b>threshold</b> /'θreʃ,həʊld/	<i>n.</i> [C] 1 the level at which sth. starts to happen or have an effect (某事开始发生或产生效果的) 起始点, 限度 2 the entrance to a room or building, or the area of floor or ground at the entrance 门口; 门槛
<b>trillion</b> /'trɪljən/	<i>num.</i> 1 a very large number or amount of sth. 极多; 大量; 无数 2 the number 1,000,000,000,000 万亿
<b>erroneous</b> /ɪ'rəʊniəs/	<i>a.</i> ( <i>fml.</i> ) not correct 错误的
<b>decay</b> /dɪ'keɪ/	<i>vi.</i> 1 become gradually worse in quality, or weaker in power or influence (品质) 变糟; (权力或影响) 衰退, 衰败 2 (of the condition of a building, an area, etc.) gradually become worse because it has not been looked after (建筑、地区等) 逐渐破败, 逐渐衰败 <i>v.</i> be gradually destroyed as a result of a natural process of change, or destroy sth. in this way (使) 腐烂; (使) 腐败
<b>watertight</b> /'wɔ:tə,tait/	<i>a.</i> 1 (of an argument, plan, etc.) made very carefully so that people cannot find any mistakes in it (论点、计划等) 严密的, 无懈可击的 2 (of a container, roof, door, etc.) made carefully so that water cannot get in or out (容器、屋顶、门等) 不透水的, 防水的, 水密的

## Phrases and expressions

<b>by virtue of</b>	because of; as a result of 因为; 由于; 凭借
<b>factor sth. into sth.</b>	include a particular amount or factor when you calculate sth. 把...计入; 把...考虑在内
<b>attribute sth. to sb. / sth.</b>	believe that sth. is the result of a particular situation, event, or person's actions 把...归因于

<b>in reality</b>	in actual fact (used to say that sth. is different from what people think) 事实上; 实际上
<b>come into play</b>	start to happen or have an effect 开始发生作用; 开始起作用
<b>in that</b>	for the reason that 因为; 由于
<b>call for</b>	1 make sth. necessary or suitable 需要; 使有必要 2 say publicly that sth. must be done 呼吁; 要求
<b>play the odds</b>	take risks; try one's luck 冒险; 碰运气
<b>in a row</b>	happening in a number of times, one after the other 连续地
<b>be / get stuck on sth.</b>	be unable to solve a problem and continue working 被...困住; 被...难住
<b>subject to sth.</b>	1 likely to experience sth. or to be affected by sth. 易经受...的; 易受...影响的 2 depending on whether sth. happens 取决于...的; 有待于...的

## Proper names

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<b>Jenkins</b> /'dʒɛŋkɪnz/	詹金斯 (姓氏)
<b>the Canary</b> /kə'neəri/ <b>Islands</b>	加那利群岛 (位于非洲西北部的大西洋, 隶属西班牙)



# Reading comprehension

## Understanding the text

**2** Choose the best answer to each of the following questions.

- 1 What is a traditional view about smart people according to Paragraph 1?  
A They often do wrong things.  
B They have no cognitive biases.  
C They can make better decisions.  
D They can learn things more quickly.
- 2 According to the text, the most typical characteristic of the fundamental attribution error is that \_\_\_\_\_.  
A you blame other people or their personality for an existing problem  
B you believe competence is most important to achieving success  
C you don't recognize the importance of luck in someone's success  
D you hold a negative attitude toward the work you are trying to do
- 3 If you are only interested in evidence that is in agreement with your own belief, you are being affected by \_\_\_\_\_.  
A the fundamental attribution error  
B the confirmation bias  
C the overconfidence bias  
D the availability bias
- 4 The overconfidence bias usually occurs when \_\_\_\_\_.  
A someone is 100 percent sure about something  
B someone uses evidence that is easily available  
C someone fails to examine the evidence carefully  
D someone has no evidence and has to make a guess
- 5 The availability bias leads to strange and inaccurate conclusions because it causes people to \_\_\_\_\_.  
A become too confident about their predictions  
B use evidence that is not so convincing and strong  
C pay too much attention to others' character flaws  
D avoid information that is not supportive of their views

- 6 According to the text, the reason why people don't want to leave a bad investment situation and commit the sunk cost fallacy is that \_\_\_\_\_.  
A they don't want to admit that they have made a poor decision  
B they will lose more money if they decide not to continue it  
C they will have greater chances to win if they are patient  
D they don't want their previous investments to be wasted
- 7 From the text, we can learn that smart people make bad decisions because \_\_\_\_\_.  
A they don't know much about cognitive biases  
B they don't know much about their own limitations  
C they are likely to be affected by some cognitive biases  
D they lack knowledge about things not in their field of study
- 8 The purpose of the text is \_\_\_\_\_.  
A to help us learn about cognitive biases and be better at decision-making  
B to explain why smart people make various kinds of poor decisions  
C to prove to us that cognitive biases are not rare but are with us every day  
D to show the similarities and differences between different cognitive biases

## Critical thinking

**3** Work in pairs and discuss the following questions.

- 1 Can you give an example to illustrate that you have also been affected by cognitive biases when making a decision? What do you think are the best ways to avoid these biases?
- 2 Do you often listen to experts when you are in doubt of something? Why or why not?
- 3 Are people smart in the same way or in different ways? Explain your answer with details.
- 4 How do you comment on the quote "Knowing a lot of facts is not the same as being smart"?
- 5 What do you think determines one's intelligence? Is it genes or is it environment?

## Language focus

### Words in use

4 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

hypothesis	trigger	formulate	threshold
decay	incidence	obscure	refute
	realm	testimony	

- Hundreds of endangered sea turtles were found dead along the coast last week, \_\_\_\_\_ concerns about pollution and local fishing practices.
- During World War II, very often heavy clouds would completely \_\_\_\_\_ the target area, causing the bombs to be dropped in quite the wrong places sometimes.
- After the experiment, scientists will wait to see what will happen in these children when they grow up and to see whether the result will support their \_\_\_\_\_.
- At present, it is difficult to \_\_\_\_\_ an appropriate plan that is systematic and can be widely accepted by economists in the market place.
- As one of the youngest professors in the university, Mr. Brown is certainly on the \_\_\_\_\_ of a brilliant career.
- The officials of the university should issue a stricter rule to curb the \_\_\_\_\_ of violence and bullying among students.
- It is still not possible to confirm or to \_\_\_\_\_ the claim that there is a casual relationship between the amount of fat we eat and the incidence of heart attacks.
- Since writing is one of the primary means of assessment in the academic \_\_\_\_\_, it is important that students be trained to think critically and write effectively.
- Every year the leaves fall from the trees and \_\_\_\_\_; in other words, they turn dark and gradually fall to pieces and become part of the soil.

- According to the \_\_\_\_\_ of your neighbors, you were not at home the night when the crime was committed; so, be sure to tell us where you were.

### Expressions in use

5 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

subject to	factor ... into	by virtue of
come into play	play the odds	get stuck on
	attribute ... to	call for

- They don't know if their decision will work, but they do know that over time they will succeed more often if they continue to \_\_\_\_\_.
- Aging is a factor that correlates with loss of flexibility. However, how much of that loss is due to our changing lifestyle as opposed to the actual aging process is \_\_\_\_\_ debate.
- He \_\_\_\_\_ his troubles \_\_\_\_\_ his own endless drive for achievement and the pressures to live up to his parents' ambitions for him.
- Projects requiring skills not possessed by the workers are more difficult to accomplish; so, time must \_\_\_\_\_ the project to allow these workers to obtain the needed skills.
- The results of the study \_\_\_\_\_ further investigation into whether athletes from different team sports experienced anxiety in similar types of situations.
- \_\_\_\_\_ its smallness, the house remains extremely inexpensive with respect to energy consumption even if it is not perfectly positioned for solar harnessing.
- If you do \_\_\_\_\_ a word, you can ask your teacher what it means, or look it up in the dictionary or online.
- His knowledge of these waters and his skill in sailing must \_\_\_\_\_ now to keep the boat heading west against the strong currents.

## Sentence structure

**6** Rewrite the following sentences using the structure “the time has come for sth. (or for sb. / sth. to do sth.)”. Make changes where necessary.

**Model:** It was now time to convert our relationship from academic to romantic.  
→ The time had come for the conversion of our relationship from academic to romantic.

1 It's time to take a broad international effort to integrate China into the global economy.

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2 We should now recognize that traditional art forms presented in traditional venues cannot compete with objects produced by popular culture.

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3 Now it's high time to consider the policy of conserving these material resources on which the permanent prosperity of our country must depend.

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**7** Complete the following sentences by translating the Chinese into English, using the phrase “in that” to introduce the reason.

**Model:** The availability bias is also related to errors in estimation, \_\_\_\_\_

\_\_\_\_\_

(因为我们常常会凭借回忆某一例证的难易程度来推测哪种结果更可能出现)。

→ The availability bias is also related to errors in estimation, in that we tend to estimate what outcome is more likely by how easily we can recount an example from memory.

1 These reports differ from his earlier work

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(因为它们对公共养老金问题提出了解决办法)。

2 These forums are unique \_\_\_\_\_

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(因为它们给视角不同的人提供了一个进行公开、真诚交流的场所)。

3 Social support has been found to act as a stress reducer \_\_\_\_\_

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(因为它使得处在危难中的人们免遭身体及心理问题的困扰)。



## Collocation

While human beings are rational, we're not nearly as rational as we like to believe. We often see a seemingly **tremendous intellectual** (B4U1A) make a very poor decision, proving that those who think they are always in a **logic-proof loop** (B4U1B) are merely like everyone else. Why do intelligent people often make **inaccurate conclusions** (B4U1B) that consequently put them into trouble? For one thing, these **analytical thinkers** (B4U1A) may be so close to a particular situation that they lack **valid points** (B4U1B). In other circumstances, their feelings can **distort the truth** (B4U1A). While people do believe that behavior and reasoning go hand-in-hand, there is only a **low incidence** (B4U1B) of such ideal behavior, unfortunately. Poor decisions are made as a consequence of flawed **underlying assumptions** (B4U1B) or limited **available evidence** (B4U1B). Both factors can play a role in leading intelligent people wrong despite their **watertight logic** (B4U1B). In many instances, smarter people **subconsciously consider** (B4U1B) themselves "being smart" but end up being more vulnerable to thinking errors. There is a **cognitive bias** (B4U1B) that is rooted in our tendency to make judgmental mistakes.

Warm-up: Can you replace the underlined words with the ones provided in the box to improve the style?

erroneous	intellectual	lighten
demands	vastly	winning

For smart people, many things come easily without much effort. They always think they are in the bright venue while others lack in

1) intelligent \_\_\_\_\_ **rigor**. The danger is that they become so reliant on feeling smart and having people praise them to 2) lift \_\_\_\_\_ **the mood** that they avoid doing anything that 3) needs \_\_\_\_\_ **accountability**. They start to believe that if you're not good at something from the beginning, you're destined to have no

4) successful \_\_\_\_\_ **probability**, and the thing, therefore, isn't worth doing. Their

5) wrong \_\_\_\_\_ **belief** makes them fail to further develop their natural talents since their confidence 6) far \_\_\_\_\_ **exceeds** the accuracy of their judgments.

**8** Dr. Swanson has published an article, "Why Smart People Make Bad Decisions", in the most recent issue of *Journal of Social Science*. While reading his article, complete it with appropriate collocations from the texts. You're provided with the first letter(s) for each of the collocations.

Have you ever wondered that well-educated people might be capable of making bad decisions – just like everyone else? The

1) av \_\_\_\_\_ **evidence** seems to be overwhelming that the answer is "yes". But how can this be? Why do smart people sometimes stick in 2) er \_\_\_\_\_ **belief**?

Bill Gates once commented that success is an awful teacher as it convinces people into thinking they can't lose. That's truly a 3) v \_\_\_\_\_ **point**. People should still remember the crazy, exciting dot-com days when instant millionaires cashed out from banks and, believing they were undefeated since they viewed their

4) in \_\_\_\_\_ **rigor** highly. Nevertheless, they later came crashing down to earth with a loud "bang" when they lost everything. Success does have a way of boosting one's confidence and 5) li \_\_\_\_\_ **the mood** but meanwhile blinding people into irrational decision-making.

Also, people tend to adopt the role of “yes men”. No one plays the role of devil’s advocate. That’s how we sometimes make 6) *in* \_\_\_\_\_ *conclusions*. In a business context, when a new idea is introduced, we’d rather talk about its 7) *w* \_\_\_\_\_ *probability* than losing possibility. When a leader has a new idea, no one seriously questions the wisdom of it even though it may 8) *d* \_\_\_\_\_ *the truth*. Once consensus starts to build, it’s very difficult to change direction. In the absence of a 9) *lo* \_\_\_\_\_ *loop*, leaders believe their idea is sound, even though the opposite might be true.

No one is immune to bad decision-making, even 10) *tr* \_\_\_\_\_ *intellectuals*. Regardless of position, education or qualifications, everyone is inclined to irrational behavior rather than clear thinking and 11) *wa* \_\_\_\_\_ *logic*. To avoid falling into those traps and suffering the consequences, we should all recognize our own 12) *co* \_\_\_\_\_ *biases* and tendencies. Doing so helps us to develop an understanding of where the risks lie. Only then will we be able to approach decision-making systematically and rationally.

# Unit project

## Writing a survey report on logical fallacies

Text A introduces four types of logical fallacies, namely, Dicto Simpliciter, Hasty Generalization, Ad Misericordiam, and False Analogy. In reality, there are many other types of logical fallacies that are also very common. In this unit project, you will be given a list of most common types of logical fallacies (including the four types introduced in Text A) and work in small groups on them.

**1** Form small groups of four or five. Each group will be assigned two logical fallacies from the following list. Work together with your group members to define the two fallacies your group has got and provide their Chinese names as well.

Fallacy	Group
Red Herring	1
Begging the Question	
Hasty Generalization	2
Slippery Slope	
Dicto Simpliciter	3
Bandwagon	
False Dilemma	4
False Cause (post hoc)	
False Analogy	5
Ad Hominem	
Ad Misericordiam	6
Appeal to Authority	

**2** Discuss a few examples for each type, and explain why they are fallacies. You may refer to the following sources for examples:

- Daily life
- Advertisements
- Political arguments
- Newspaper articles

**3** Discuss some tips on how to avoid such fallacies.

**4** Prepare a report about what you have found and discussed.

**5** Present your report to the class and vote for the best one.