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新版

COLLEGE PRACTICAL ENGLISH

大学实用英语 综合教程

INTEGRATED COURSE



第三级

总主编 于洪颖
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江西科学技术出版社

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藏书章

第三级

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前 言

《大学实用英语》是根据教育部颁布的《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)编写的一套供高职高专学生使用的大学英语教材。它共分五级,每级包括《综合教程》、《听说教程》和《教师参考书》三个分册。它是江西省大学英语教学的一个重要科研项目。

预备级含有 16 个单元,主要针对五年制高职(或小中专)一年级学生。文章趣味性强,篇幅简短,注重对基础知识与基本技能的培养。

《综合教程》一~四级,每册各有 10 个单元,每单元由三篇课文组成:课文 A 为精读材料,配有阅读理解、词汇、结构、翻译等多种练习;课文 B 突出英语应用能力的训练,按《基本要求》编写,由浅入深,有日常交际能力训练和业务能力训练,涵盖了《基本要求》中所提到的各种信函、外贸单证、合同以及常用的应用文等。它是本书的主要特色之一;课文 C 为泛读材料,配有阅读理解练习题,供学生课外阅读。

《听说教程》围绕《综合教程》的主题展开,力求使学生在听、说两方面进一步得到训练。每单元都设有三个 Section,既包含有单词、句子等基础训练,又囊括了情景会话、短文等能力提升训练。与其配套的音带内容均经过仔细筛选,并聘请经验丰富的英美专家朗读制作。

《教师参考书》为教师提供每单元的相关背景知识、难句解释、语言点释例、补充材料、课文参考译文和练习答案以及《听说教程》中的听力原文及练习答案。

《大学实用英语》组织了一批省内外知名的专家、教授及部分高校骨干教师参与编写。英籍专家 Andrew Meek 也参加了部分内容的编写和审阅。对他们的辛勤工作,我们表示衷心的感谢。

编 者

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Unit One

Memory

◇ Reading

Text A Intensive Reading

What is Memory

Pre-reading questions

1. Could you give a definition of “memory”? What’s the relationship between language and memory?
2. Do you think a person’s memory can be improved by everyday practice? Why?

It is difficult to imagine what life would be like without memory. The meanings of thousands of everyday perceptions, the bases for the decisions we make, and the roots of our habits and skills are to be found in our past experiences, which are brought into the present by memory.

Memory can be defined as the capacity to keep information available for later use. It includes not only “remembering” things like arithmetic or historical facts¹, but also involves any change in the way an animal typically behaves². Memory is involved when a rat gives up eating grain because he has sniffed something suspicious in the grain pile. Memory is also involved when a six-year-old child learns to swing a baseball bat.

The use of words is the basis of the advanced problem-solving intelligence of human beings. A large part of a person’s memory is in terms of words and combinations of words³. But while language greatly expands the number and kind of things a person can remember, it also requires a huge memory capacity⁴. It may well be this capacity that distinguishes humans, setting them apart from other animals.

Memory means the ability to keep what we have learnt in our minds so that we can call it up again for use later on. What we remember in this way may be words, figures, dates, poetry, events in our own lives, and even skilled actions such as playing the piano or riding a bicycle.

The amount that is remembered differs a good deal with different persons. Try calling

out sets of figures⁵, like telephone numbers, to a friend — 2764, then 35018, and so on — and see how many he can repeat after hearing them once only. A child of 5 should be able to repeat four figures, a child of 6 or 7 five figures and grown-ups can usually repeat as many as seven or eight. If you try them with something that has a meaning, like a poem or hymn, they will probably remember much more. This is because the words join up into sentences and, as we hear them, they make connections within the brain, like linking up telephone wires.

Therefore, if you find it hard to remember something, it will help you if you think of possible connections or links. For instance, Mr. Adam's telephone number is 2810, and you may remember it by thinking of Adam and Eve and the apple⁶— “Two ate one o”. It is sometimes thought that people can improve the power of memory by daily practice, much as they strengthen their muscles by exercises with dumb-bells. This is quite wrong, but anyone can discover how to make the best use of what memory he has, no matter how poor it is.

Just as human beings have five different senses, so it may be said that they have five different kinds of memory. Some people find it easiest to remember things by picturing them in their mind's eye, and making, as it were, a mental photograph. Others have good memories for sounds: tunes, rhymes and jingles, such as “Thirty days have September, April, June and November”, tend to go on ringing in their ears. Others again find it best to say things silently to themselves in actual words⁷.

However weak your memory may be, you can make up for it by attending closely to what you want to remember, and repeating it over and over again. Then rest for a minute or two before taking up the next piece of work. Spread the repetitions out⁸: it is better to spend a quarter of an hour on four different days than to keep working at it for one whole hour all at once. This is because people's memories fade most quickly at the beginning, so that nearly half of what has been learnt is forgotten during the first 12 hours. Yet nothing that has been learnt is ever completely forgotten. It is always lurking somewhere in the mind; and, even if you cannot recall it just when you want to, it will often pop up again of itself when you are not worrying any more about it.

Notes:

1. historical facts 历史事件
2. ... any change in the way an animal typically behaves 动物典型行为方式的任何变化
3. A large part of a person's memory is in terms of words and combinations of words 一个人的记忆的大部分是用词或词组的方式来表达的。
4. But while language greatly expands the number and kind of things a person can remember, it also requires a huge memory capacity 但是随着语言急剧扩大了一个人所能记忆的事物的种类和数量,一个人的记忆容量也须随之增大。

5. Try calling out sets of figures 试着大声说出一组组数字
6. Adam and Eve and the apple 《圣经》故事《创世纪》中上帝造的第一个男人亚当和他妻子夏娃受蛇的引诱,偷吃了禁果(苹果),从此他们就知道羞耻了。
7. Others again find it best to say things silently to themselves in actual words 还有些人发现最好的办法就是默读并用文字写下这些东西。
8. Spread the repetition out 分散重复

New Words

| | |
|---------------------------|---|
| perception [pə'sepʃən] | <i>n.</i> (<i>fml</i>) process by which we become aware of changes through the senses of sight, hearing, etc) (正式用语)感觉;知觉 |
| define [dɪ'faɪn] | <i>v.</i> explain exactly the meaning of a word 下定义 |
| capacity [kə'pæsɪti] | <i>n.</i> the amount of space a container, room etc has to hold things or people 容量 |
| arithmetic [ə'riθmətik] | <i>n.</i> science of numbers 算术 |
| sniff [snɪf] | <i>v.</i> smell 嗅 |
| suspicious [sə'spɪʃəs] | <i>adj.</i> thinking that someone might be guilty of doing something wrong or dishonest, without being sure 表示怀疑的,可疑的 |
| swing [swɪŋ] | <i>v. n.</i> move forwards and backwards or in a curve 旋转,摆动 |
| bat [bæt] | <i>n.</i> shaped wooden implement for striking the ball in games, esp. cricket and baseball 板球拍,棒球拍 |
| distinguish [dɪ'stɪŋɡwɪʃ] | <i>v.</i> recognize the difference between 区别,辨别 |
| set [set] | <i>n.</i> group 一套,一组 |
| amount [ə'maʊnt] | <i>n.</i> quantity 数量 |
| hymn [hɪm] | <i>n.</i> song of praise to God, esp one for use in a religious service 赞美诗,圣歌 |
| dumb-bell ['dʌmbel] | <i>n.</i> 哑铃 |
| picture ['pɪktʃə] | <i>v.</i> imagine 想象 |
| tune [tju:n] | <i>n.</i> a series of notes forming a melody of a song, hymn, etc) (歌,赞美诗等的)曲;调子 |
| rhyme [raɪm] | <i>n.</i> a short poem or song using words that end with the same sounds 同韵的诗或歌 |
| jingle ['dʒɪŋɡl] | <i>n.</i> a short song or poem used in advertisements 广告短歌或短诗 |

actual ['æktjuəl]

adj. real 真实的

lurk [lɜ:k]

v. hide 潜藏

Phrases and Expressions

set apart

使显得与众不同

in terms of

用……(表示),就……来说

call up

使想起

later on

以后

call out

大声叫

join up

连结

link up

连结

much as

非常像,和……几乎一样

as it were

似乎,可以说

make up for

弥补,补偿

attend to

专心于,致力于

take up

从事

pop up

(意外地、突然地)出现,发生

Exercises

I. Reading aloud:

Read the following paragraph, paying attention to your pronunciation and intonation.

Just as human beings have five different senses, so it may be said that they have five different kinds of memory. Some people find it easiest to remember things by picturing them in their mind's eye, and making, as it were, a mental photograph. Others have good memories for sounds: tunes, rhymes and jingles, such as "Thirty days have September, April, June and November", tend to go on ringing in their ears. Others again find it best to say things silently to themselves in actual words.

II. Comprehension of the text:

Decide whether the following statements are true (T) or false (F).

- (1)_____ A rat doesn't eat some grain because he knows by memory that the grain is poisonous.
- (2)_____ Everyday behavior is not dependent on memory.
- (3)_____ Animals can remember as many things as humans.
- (4)_____ The decisions we make are based on memory.
- (5)_____ People may have different methods to remember things.
- (6)_____ Memory can be defined as the power of keeping facts in the mind and of being able to

call them back later on.

- (7)_____ The older a person becomes, the more figures he can remember.
(8)_____ Connections and links can help us remember things more easily.
(9)_____ People can improve their power of memory by daily practice.
(10)_____ Some thing that has been learnt will be forgotten completely even if we repeat them often.

III . Vocabulary:

Filling in the blanks with appropriate words or phrases given below . Change the form if necessary .

| | | | | | | |
|-------------|------------|-------------|--------|------------|-------|----------|
| link up | available | swing | lurk | perception | fade | capacity |
| define | picture | later on | memory | take up | rhyme | |
| distinguish | suspicious | in terms of | | | | |

- (1)His name will never _____ from my memory.
(2)She could not see his face, but she could _____ his expression.
(3)Malaria _____ in the marshy lands.
(4)The teacher _____ the bell to call the children into school.
(5)I can't eat all of this — I'll finish it _____.
(6)“Hey! Diddle, diddle” and “The cat and the fiddle” are _____.
(7)Applicants for the typist's job will be judged _____ accuracy as well as speed.
(6)There were no tickets _____ for Friday's performance.
(9)When he left school he _____ journalism.
(10)A good driver must have a good _____ of distance.
(11)He tried his best to think, but nothing stirred in his _____.
(12)The light is so dim that I cannot _____ one object from another
(13)I am always _____ of anyone who wants to sell me something on the cheap.
(14)There is no doubt about the _____ of Fabrizi and Lega for the work.
(15)Some words are hard to _____ because they have many different uses.

IV . Cloze:

It (1) _____ around nine o'clock when I drove (2) _____ home from work because it was already dark. As I approached the gates I switched off the headlamps of the car (3) _____ prevent the beam from swinging in through the window and waking Jack, who shared the house with me. But (4) _____ I noticed that his light was still on, so he was awake anyway — unless he'd (5) _____ asleep while reading. I put the car away and went up the steps. Then I opened the door quietly and went to Jack's room. He was in bed awake but he didn't (6) _____ turn towards me.

“What's up, Jack?” I said.

“For God's (7) _____ don't make a noise,” he said.

The way he spoke reminded me of someone (8) _____ who is afraid to talk in case he (9) _____ himself

a serious injury.

"Take your shoes (10), Neville," Jack said.

I thought that he must be ill and that (11) humour him to keep him happy. "There's a snake here," he explained. "It's asleep (12) the sheets. I was lying on my back reading when I saw it. I knew that moving was out of (13) I couldn't have moved even if I'd wanted to." I realized that he was in earnest. "I was relying (14) you to call a doctor as soon as you (15) home," Jack went on. "It hasn't bitten me yet but I daren't (16) to upset it. It might wake up. I'm sick (17) this," he said. "I (18) that you'd be home an hour ago."

There was no time to argue or apologize (19) late. I looked at him (20) I could and went out to telephone the doctor.

- | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|
| (1) A. had to be | B. was to be | C. must have been | D. should have been |
| (2) A. at | B. back | C. in | D. to |
| (3) A. so as to | B. in order | C. so that | D. for |
| (4) A. needn't bother | B. didn't need to bother | C. needn't have bothered | D. mustn't have bothered |
| (5) A. become | B. fallen | C. gone | D. grown |
| (6) A. even | B. just | C. only | D. rather |
| (7) A. behalf | B. love | C. reason | D. sake |
| (8) A. with pain | B. in pain | C. having pain | D. having ache |
| (9) A. would do | B. does | C. would make | D. makes |
| (10) A. off | B. out | C. away | D. back |
| (11) A. I had rather | B. I would rather | C. I had better | D. I would better |
| (12) A. between | B. beside | C. below | D. behind |
| (13) A. the bargain | B. the question | C. the chance | D. the risk |
| (14) A. on | B. to | C. in | D. for |
| (15) A. would come | B. have come | C. were coming | D. came |
| (16) A. to do a thing | B. do anything | C. to do something | D. do nothing |
| (17) A. with | B. from | C. of | D. for |
| (18) A. made it certain | B. have been assured | C. counted on | D. took it for granted |
| (19) A. for being | B. to be | C. on being | D. to have been |
| (20) A. as fiercely as | B. as encouragingly as | C. so bravely as | D. so hopefully as |

V. Translate the following sentences into English with given words and phrases.

- (1) 这个故事勾起了我对童年的回忆。(call up)
- (2) 几乎和动物一样,植物也需要养料。(much as)
- (3) 他可以说是一个活字典。(as it were)
- (4) 努力工作常常能弥补智力的不足。(make up for)

(5)你应该更专心于学习。(attend to)

VI. Translate the following paragraph into Chinese:

Pioneer Americans began moving from the East Coast to the West 250 years ago. They moved west for many reasons. One reason was that they could obtain unlimited open space and land for farming. Americans liked large open spaces, and they liked the freedom and independence to develop the land in their own way.

Text B Reading for Thorough Understanding

Credit Inquiry

Dear Sir or Madam,

Re: The Maryland Inc.

The subject company is now offering to represent us in the sale of our Sewing Machines, and has referred us to your Bank for detailed information about its credit standing, business capacity and character. We shall appreciate it if you will give us your frank opinion on these points regarding the company.

Any information you may give us will be treated strictly in confidence.

We assure you of our reciprocating your courtesy at any time.

Yours truly

Reply to Credit Inquiry

Gentlemen:

Re: The Maryland Inc.

The subject company you inquire about by your letter of October 25, 1989, has been maintaining an account with us for the past twenty years, during which they have never failed to meet their obligation. Their balance sheets of recent years enclosed will show you that their import business in Sewing Machines has been managed and operated under a satisfactory condition.

We believe that they owe their reputable position among the local wholesalers in our district to their steady and sincere way of conducting business.

Please note that this information is furnished without any responsibility on our part and should be held strictly confidential.

Yours truly

Notes:

1. 在与新的贸易对象洽谈业务前,应对该对象进行信用调查(又称资信调查),调查该对象的资金情况、经营能力、商业信誉等。视情况而定,通常可采用的渠道有:银行;同业协会;专业信用调查机构;本公司的分支机构,代理,或销售代表等。
2. refer sb. to sth.: 引...去参考(或查询):
3. credit standing: 信用状况
4. capacity *n.* 量, 容量, 能力, 地位
5. to treat sth. in strict confidence: 就...予以严格保密
6. assure sb./oneself of sth.: 使某人/自己对某事物确信不疑;向某人保证...
7. maintaining an account with us: 在我行开有帐户
8. to meet one's obligation: 履行其职责
9. balance sheet: 资产负债表

Practice:

1. **Choose the best answer to complete each of the following sentences.**

- (1) We _____ be obliged if you will furnish us with the following information.
A. must B. should C. will D. would
- (2) Which of the following is not the important component of credibility in communication.
A. trust B. expertise C. age D. dynamism
- (3) Your name and address _____ by ABC Co..
A. are given to us B. are owed C. have been told D. are indebted to
- (4) Please _____ the information in confidence before it is formally announced.
A. take B. hold C. keep D. put
- (5) The information _____ by us in strict confidence is of value.
A. provided with B. provided C. offered D. informed

2. **Identify errors in the following sentences.**

- (1) Our client is RT Inc. at New York.
A B C D
- (2) We regret our inability to tell you anything positively concerning the firm.
A B C D
- (3) I am fully convinced that you will find my information borne out with the fact.
A B C D
- (4) This is without obligation in my part.
A B C D
- (5) You would greatly oblige me by obtain for me information as to the present financial position of the firm.
A B C D

3. **Translate the following into Chinese.**

- (1) A credit inquiry is to evaluate the current or potential customer's financial position and the ability to clear off his debts in order to decide the amount of credit to be granted to him.

- (2) Rules for writing Letters of Credit Inquiries: a. Writing in polite and appreciative tone b. Enclosing a copy of the letter giving the permission to inquire c. Promising to treat the information in absolute confidence d. Troubling the receiver as little as possible
- (3) Anything that you may be able to tell us as to their financial respectability and management will be appreciated by us.
- (4) We have occasionally had small transactions with the firm you mentioned and their payments have been prompt.
- (5) This communication is private and confidential – for your use only, and without responsibility on our part.

4. Translate the following into English.

敬启者：

纽约一家商行最近与我公司联系，询问能否成为我公司产品在美国销售的独家代理，该商行是：

FMC 市场营销公司

纽约州纽约市格林伍德大街 214 号

24606

如蒙提供该商行的财务和经营情况，不胜感激。

贵行所提供的任何资料我们都将严格保密。

盼复。

谨上

Text C Fast Reading

How Your Memory Works

Pre-reading questions :

1. How do you manage to remember information?
2. Do you know how our memory functions?

In all human communication, information is transferred from one person's memory to another. No matter how the message is sent, it must arrive in a form that can be understood, retained, and later recalled by the brain. How do these three memory processes function? Before answering this question, we need to consider the fact that there are two kinds of memory: short-term and long-term memory. Psychologists know a great deal about the former kind of memory, but they know very little about the latter kind.

Your short-term memory can hold only five to seven "bits" or items of information such as five numbers, six words, or seven syllables. However, unless you repeat that information to yourself over and over again, you will forget it in less than a minute. This temporary memory is used when you try to remember a name or telephone number that someone told

you a moment ago. Short-term memory plays an important part in thinking and understanding.

Psychologists at many institutes for human learning perform a classical experiment to test the capacity of short-term memory¹. Subjects sit in small booths, wear earphones, and look at a small T.V. screen lighted in front of them. A series of numbers is flashed on the screen, and the subjects are asked to identify a specific number to the right of another number in the series. The psychologists discover that when the questions are asked immediately after the number series is flashed off the screen, the subjects can answer quite well; the series is easily remembered as a “memory photograph”². If the questions are delayed even one half second, however, memory photographs fade away and accuracy is lowered greatly. The subjects also forget the series quickly when any sort of interruption occurs that blocks their search for a particular number.

In another interesting experiment to test short-term memory, psychologists asked volunteers to memorize a short list of numbers such as 2, 4, 7, 8. Subjects were then asked to decide quickly whether a particular digit — for example, 7 — was in the list. The scientists discovered that the subjects were able to search 25 to 30 memorized digits per second, and the tests also showed that when the people mentally searched their memorized lists³, they would not stop as soon as they recognized a matching digit such as the 7, but continued through the entire set.

Surprisingly, people need to mentally recite the entire memorized list, it is difficult to understand why people must continue searching after they have discovered a matching number. “A possible answer,” the scientists explained, “is that searching through the whole list may actually go faster than a search that stops part way through it.” In fact, when the psychologists used a different task that required the subjects to stop searching when they found the test digit, their search became much slower⁴.

Scientists are interested in finding out how short-term memory becomes long-term memory. They know that the process is influenced by age, genetics, hormones, and the environment. Also, they know that the brain stores information various ways at different times. The same event is organized and stored quite differently, depending on whether a person is calm, in a panic, or somewhere in between. Depressed persons can recall unpleasant memories quickly because these memories are more meaningful to them; that is, the memories are more directly associated with people's unpleasant experiences. The process of how memory photographs are stored and later recalled still remains an unanswered question.

Notes:

1. Psychologists at many institutes for human learning perform a classical experiment to test the ca-

capacity of short-term memory. 许多在研究所进行人类习得研究的心理学家做过一个极好的实验,来测试短期记忆的容量。

2. the series is easily remembered as a "memory photograph" 数字系列作为“记忆影像”很容易被记住。
3. ... when the people mentally searched their memorized lists 当人们在脑海里搜寻记住的数列时。mentally: 内心里,在心里
4. "A possible answer," the scientists explained, "is that searching through the whole list may actually go faster than a search that stops part way through it." 科学家解释道:“一个可能的解答是,搜寻整个数列实际上比在中途停下来速度可能会更快。”

New Words

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| communication [kə'mju:ni'keiʃən] | n. exchange of thought and feelings (思想、感情的)交流 |
| transfer [træns'fə:] | v. send 转移,传递 |
| retain [ri'tein] | v. keep, store 保留,保持 |
| process ['prəʊses] | n. course 经过,过程 |
| short-term | adj. lasting for a short time 短期的 |
| long-term | adj. lasting for a long time 长期的 |
| psychologist [saɪ'kɒlədʒist] | adj. an expert studying the mind and its processes 心理学家 |
| item ['aɪtəm] | adj. single thing among a set or on a list 条款,项目 |
| syllable ['sɪləbl] | n. 音节 |
| institute ['ɪnstɪtju:t] | n. an organization that has a particular purpose such as scientific or educa- tional work 协会,(研究)所 |
| classical ['klæsɪkəl] | adj. 标准的;优秀的;传统的 |
| subject ['sʌbdʒɪkt] | n. a person that is used in a test 被实 验者 |
| booth [bu:ð] | n. enclosed place (隔开的)小间 |
| series ['siəri:z] | n. 一系列 |
| flash [flæʃ] | v. send out a sudden bright light 闪 光,闪烁 |
| identify [aɪ'dentɪfaɪ] | v. recognize 认出,识别 |
| accuracy ['ækjʊrəsi] | n. exactness, correctness 精确,正确 |
| block [blɒk] | v. obstruct (progress); make (action) difficult or impossible 阻碍;阻止 |

particular ['pætɪkjʊlə]

volunteer [ˌvɒləntiə]

digit ['dɪdʒɪt]

mentally ['mentəli]

matching ['mætʃɪŋ]

genetics [dʒi'netiks]

hormone ['hɔ:məun]

panic ['pænik]

depressed [di'prest]

adj. committed 特定的

n. a person who offers to do something
志愿者

n. any one of the Arabic numerals 0 to 9
阿拉伯数字

adv. happening in the mind 内心里,
在心里

adj. corresponding 相配的,相应的

n. 遗传学

n. 荷尔蒙

adj. a sudden strong feeling of fear or
nervousness 惊慌,恐慌

adj. feeling very unhappy 抑郁的,消
沉的

Phrases and Expressions

a series of

fade away

in between

associate with

一系列

逐渐消失

在此之间,在它们中间

把……和……联系起来

Comprehension of the Text:

1. Answer the following questions.

- (1) What are the three memory processes and two kinds of memory?
- (2) Under what circumstances can the subjects easily remember the specific number in the experiment (para. 3)?
- (3) What's the usage of "memory photograph"?
- (4) What strange phenomenon appears in the experiment mentioned in para. 4?
- (5) What does "matching" mean (para. 4)?
- (6) How do you interpret the expression "people need to mentally recite the entire memorized list" in para. 5?
- (7) Is memory influenced by personality?
- (8) The process of converting short-term memory into long-term memory is influenced by those factors: age, genetics, hormones and the environment. Which factor do you think influences the process most?
- (9) What remains a puzzle to scientists?