

研究生

英语 精读 (下册)

詹振声 主编

ENGLISH
INTENSIVE
READING

ELR

同济大学出版社

Intensive Reading

精读
(下册)

研究生英语

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内 容 提 要

本书根据原国家教委颁布的《全国非英语专业研究生英语教学大纲》编写,分上、中、下三册。下册共有十课课文。每课内容分课文、练习、写作和阅读实践四个部分。练习内容较多,题量也较大。大部分练习和全部阅读材料均与课文紧密结合。全部课文及90%以上的阅读材料均选自英美书刊。书后附总词汇表。本书供非英语专业硕士研究生及具有相当水平的英语自学者使用。

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编者说明

1. 本书根据原国家教委颁布的《全国非英语专业研究生英语教学大纲》编写。

2. 本教材分上、中、下三册。使用对象是非英语专业的硕士研究生及具有相当水平的英语自学者。上、中册主要供具有四年以上工龄、单独考试入学的硕士研究生使用。上册的练习部分也可作全国统一考试入学的硕士研究生的辅导材料；中、下册供统一考试入学的硕士研究生使用。

3. 本书课文及 90% 以上的阅读材料均选自英美书刊。选材突出实用性、知识性和趣味性。每课均有两篇与课文内容结合的、有相当长度的阅读材料。为了提高学生的阅读兴趣，我们对这些材料中的个别难词、难句或作了注释，或作了改写。

4. 为了学习方便，我们仍决定编写词汇表。凡在上、中册词汇表中出现过以及《大学英语教学大纲通用词汇表(1—4 级)》中出现过的词汇均不再编入，但对个别词义不同的单词及词组仍编入词汇表。

5. 本书重视语言基础教学，并试图通过练习帮助学生复习与巩固已学过的知识，提高他们应付各种考试的能力。因此，练习较多，题量也较大。教师在使用本书时，可根据实际情况决定取舍。本书练习，除改错与介词之外，均结合课文编写。

6. 本书由同济大学研究生院组织编写。在编写过程中，得到了加籍教师 Stephen Kidd 和美籍教师 John Mao 的帮助。词汇表的编写得到同济大学计算机系硕士研究生陈雁同学的帮助。

7. 限于水平，书中疏漏及不妥之处在所难免，谨请读者及同行指正。

编者

1998.2. 于同济大学

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Lesson 1

A Memory For All Seasonings

Stephen Singular

Memory is one of the most important functions of the mind. Without our memories, we would have no identity, no individuality. The following article is about a mnemonist, a person with an extraordinary power of remembering. The title includes a pun, a form of humor based on a play on words. The usual phrase to describe something constant and dependable is "for all seasons", here the phrase is changed to "for all seasonings." (Seasonings is another word for spices, such as salt, pepper, and curry.) What hint does this give you about the mnemonist?

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One evening two years ago, Peter Polson, a member of the Psychology Department at the University of Colorado, took his son and daughter to dinner at Bananas, a fashionable restaurant in Boulder. When the waiter took their orders, Polson noticed that the young man didn't write anything down. He just listened, made small talk, told them that his name was John Conrad, and left. Polson didn't think this was exceptional: There were, after all, only three of them at the table. Yet he found himself watching Conrad closely when he returned to take the orders at a nearby table of eight. Again the waiter listened, chatted, and wrote nothing down. When he brought Polson and his children their dinners, the professor couldn't resist introducing himself and telling Conrad that he'd been observing him.

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The young man was pleased. He wanted customers to notice that, unlike other waiters, he didn't use a pen and paper. Sometimes, when they did notice, they left him quite a large tip. He had once handled a table of nineteen complete dinner orders without a single error. At Bananas, a party of nineteen (a bill of roughly \$ 200) would normally leave the waiter a \$ 35 tip. They had left Conrad \$ 85.

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Polson was impressed enough to ask the waiter whether he would like to come to the university's psychology lab and let them run some tests on him. Anders Ericsson, a young Swedish psychologist recently involved in memory research, would be joining the university faculty

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soon, and Polson thought that he would be interested in exploring memory methods with the waiter. Conrad said he would be glad to cooperate. He was always on the lookout for ways to increase his income, and Polson told him he would receive \$5 an hour to be a guinea pig.

Conrad of course, was not the first person with an extraordinary memory to attract attention from researchers. Alexander R. Luria, the distinguished Soviet psychologist, studied a Russian newspaper reporter named Shereshevskii for many years and wrote about him in *The Mind of a Mnemonist* (Basic Books, 1968). Luria says that Shereshevskii was able to hear a series of fifty words spoken once and recite them back in perfect order fifty years later. Another famous example of extraordinary memory, the conductor Arturo Toscanini, was known to have memorized every note for every instrument in 250 symphonies and 100 operas.

For decades the common belief among psychologists was that memory was a fixed quantity; an exceptional memory, or a poor one, was something with which a person was born.

This point of view has come under attack in recent years; expert memory is no longer universally considered the exclusive gift of the genius, or the abnormal. "People with astonishing memory for pictures, musical scores, chess positions, business transactions, dramatic scripts, or faces are by no means unique," wrote Cornell psychologist Ulric Neisser in *Memory Observed* (1981). "They may not even be very rare." Some university researchers, including Polson and Ericsson, go a step further than Neisser. They believe that there are no physiological differences at all between the memory of a Shereshevskii or a Toscanini and that of the average person. The only real difference, they believe, is that Toscanini trained his memory, exercised it regularly, and wanted to improve it.

Like many people with his capacity to remember, Toscanini may also have used memory tricks called mnemonics. Shereshevskii, for example, employed a technique known as *loci*. As soon as he heard a series of words, he mentally "distributed" them along Gorky Street in Moscow. If one of the words was "orange," he might visualize a man stepping on an orange at a precise location on the familiar street. Later, in order to retrieve "orange," he would take an imaginary walk down Gorky Street and see the image from which it could easily be recalled. Did the waiter at Bananas have such a system? What was his secret?

John Conrad would be the subject of Anders Ericsson's second in-depth study of the machinations of memory. As a research associate at Carnegie-Mellon University in Pittsburgh, Ericsson had spent the previous three years working with William Chase on an extensive study of Steve Faloan, an undergraduate whose memory and intellectual skills were considered average. When Ericsson and Chase began testing Faloan, he could remember no more than seven random digits after hearing them spoken once. According to generally accepted research, almost everyone is capable of storing five to nine random digits in short-term memory. After twenty months of working with Chase and Ericsson, Faloan could memorize and retrieve eighty digits.

"The important thing about our testing Faloan is that researchers usually study experts," Chase says. "We studied a novice and watched him grow into an expert. Initially, we were

just running tests to see whether his digit span could be expanded. For four days he could not go beyond seven digits. On the fifth day he discovered his mnemonic system and then began to improve rapidly."

Faloon's intellectual abilities didn't change, the researchers say. Nor did the storage capacity of his short-term memory. Chase and Ericsson believe that short-term memory is a more or less fixed quantity. It reaches saturation quickly, and to overcome its limitations one must learn to link new data with material that is permanently stored in long-term memory. Once the associations have been made, the short-term memory is free to absorb new information. Shereshevskii transferred material from short-term to long-term memory by placing words along Gorky Street in Moscow. Faloon's hobby was long-distance running, and he discovered that he could break down a spoken list of eighty digits into units of three or four and associate most of these with running times.

To Faloon, a series like 4,0,1,2 would translate as four minutes, one and two-tenths seconds, or "near a four-minute mile"; 2,1,4,7 would be encoded as two hours fourteen minutes seven seconds, or "an excellent marathon time." When running didn't provide the link to his long-term memory, ages and dates did; 1,9,4,4 is not relevant to running, but it is "near the end of World War II."

Chase and Ericsson see individual differences in memory performance as resulting from previous experience and mental training. "In sum," they write, "adult memory performance can be adequately described by a single model of memory."

Not every student of psychology agrees with Chase and Ericsson, of course. "I'm very suspicious of saying that everyone has the same kind of memory," says Matthew Erdelyi, a psychologist at Brooklyn College. "In my research," he says, "I find that people have very different memory levels. They can all improve, but some levels remain high and some remain low. There are dramatic individual differences."

It is unlikely that there will be any agreement among psychologists on the conclusions that they have thus far drawn from their research. The debate about exceptional memory will continue. But in the meantime it is interesting to look deeper into the mind of a contemporary mnemonist.

Ericsson and Polson, both of whom have tested Conrad over the past two years, believe that there is nothing intellectually outstanding about him. When they began testing Conrad's memory, his digit span was normal: about seven numbers. His grades in college were average.

Conrad himself says that he is unexceptional mentally, but he has compared his earliest memories with others' and has found that he can recall things that many people can't. His first distinct memory is of lying on his back and raising his legs so that his mother could change his diapers. As a high-school student he didn't take notes in class — he says he preferred watching the girls take notes — and he has never made a list in his life. "By never writing down a list of things to do, and letting it think for me," he says, "I've forced my memory to improve."

Conrad does believe that his powers of observation, including his ability to listen, are

keener than most people's. Memory, he says, is just one part of the whole process of observation. "I'm not extraordinary, but sometimes people make me feel that way. I watch them and realize how many of them have disorganized minds and memories and that makes me feel unusual. A good memory is nothing more than an organized one." 110

One of the first things Conrad observed at Bananas was that the headwaiter, his boss, was "a very unpleasant woman." He disliked being her subordinate, and he wanted her job. The only way he could get it was by being a superior waiter. He stayed up nights trying to figure out how to do this; the idea of memorizing orders eventually came to him. Within a year he was the headwaiter. 115

"One of the most interesting things we've found," says Ericsson, "is that just trying to memorize things does not insure that your memory will improve. It's the active decision to get better and the number of hours you push yourself to improve that make the difference. Motivation is much more important than innate ability." 120

Conrad began his memory training by trying to memorize the orders for a table of two, then progressed to memorizing larger orders.

He starts by associating the entree with the customer's face. He might see large, heavy-set man and hear "I'd like a big Boulder Steak." Sometimes, Peter Polson says, "John thinks a person looks like a turkey and that customer orders a turkey sandwich. Then it's easy." 125

In memorizing how long meat should be cooked, the different salad dressings, and starches, Conrad relies on patterns of repetition and variation. "John breaks things up into chunks of four," Ericsson says. "If he hears 'rare, rare, medium, well-done,' he instantly sees a pattern in their relationship. Sometimes he makes a mental graph. An easy progression—rare, medium-rare, medium, well-done—would take the shape of a steadily ascending line on his graph. A more difficult order—medium, well-done, rare, medium—would resemble a mountain range." 130

The simplest part of Conrad's system is his encoding of salad dressings. He uses letters: *B* for blue cheese; *H* for the house dressing; *O* for oil and vinegar; *F* for French; *T* for Thousand Island. A series of orders, always arranged according to entree, might spell a word, like *B-O-O-T*, or a near-word, like *B-O-O-F*, or make a phonetic pattern: *F-O-F-O*. As Ericsson says, Conrad remembers orders, regardless of their size, in chunks of four. This is similar to the way Faloon stores digits, and it seems to support Chase and Ericsson's contention that short-term memory is limited and that people are most comfortable working with small units of information. 135 140

One of the most intriguing things about Conrad is the number of ways he can associate material. Another is the speed with which he is able to call it up from memory. Ericsson and Polson have also tested him with animals, units of time, flowers, and metals. At first, his recall was slow and uncertain. But with relatively little practice he could retrieve these "orders" almost as quickly as he could food. 145

"The difference between someone like John, who has a trained memory, and the average

person,” says Ericsson, “is that he can encode material in his memory fast and effortlessly. It’s similar to the way you can understand English when you hear it spoken. In our tests in the lab, he just gets better and faster.” “What John Conrad has,” says Polson, “is not unlike an athletic skill. With two or three hundred hours of practice, you can develop these skills in the same way you can learn to play tennis.”

New Words

- seasoning** [ˈsiːzənɪŋ] n. sth such as salt, pepper and curry that seasons food; spices
- mnemonist** [ˈniməʊnɪst] n. one who has an extraordinary power of remembering
- pun** [pʌn] n. an amusing use of a word or phrase that has two meanings, or of words with the same sound but different meanings
- spice** [spaɪs] n. any of various vegetable products used, esp. in powder form, for giving a taste to other foods
- curry** [ˈkʌrɪ] n. (= **curry powder**) a mixture of several pungent ground spices
- guinea** [ˈɡɪni] n. a former British gold coin worth one pound and five pence; an Italian or a person of Italian descendant
- guinea pig** n. a person who is used as a subject for scientific research or experimentation
- symphony** [ˈsɪmfəni] n. a piece of music for an orchestra, usu. having four main parts
- abnormal** [æbˈnɔːməl] a. different from what is expected, usual, or average, esp. in a bad or undesirable way; not normal
- score** [skɔː] n. a written copy of a piece of music, esp. for a large group of performers 总谱
- transaction** [trænzækʃən] n. sth transacted; the act of doing, carrying out or managing a business; a piece of business
- script** [skript] n. a written form of a speech, play, film or broadcast; a piece of writing done by a student in an examination, to be read or given a mark by teacher
- mnemonics** [niˈmɒnɪks] n. a technique of improving the memory
- loci** [ˈləʊsaɪ] n. (pl. of locus) positions or points, esp. where things happen or can be found; a memory trick
- retrieve** [rɪˈtriːv] v. find and bring back; regain; make up for
- in-depth** [ˈɪndepθ] a. thorough and giving careful attention to detail
- machination** [mækiˈneɪʃən] n. (usu. pl) a clever plan for doing harm
- novice** [ˈnɒvɪs] n. a person with no experience in a skill or subject; a person who has recently joined a religious group to become a monk or nun
- mnemonic** [niˈmɒnɪk] a. relating to, assisting, or designed to assist the memory
- saturation** [sætʃəˈreɪʃən] n. the act or process of saturating and the state of being saturated
- encode** [ɪnˈkəʊd] v. put (a message) into a code
- marathon** [ˈmærəθən] n. a running race of 26 miles, 385 yards (42.195km)
- diaper** [ˈdaɪəpə] n. a folded piece of cloth or other absorbent material placed between a baby’s legs

and pinned at the waist

subordinate [sə'bɔ:dɪnət] n. someone who is of lower rank in a job, and takes orders from his superior

innate [i'neɪt] a. (of a quality) which sb was born with; possessed as an essential characteristic

entree [ˈɒntrei] n. (esp. **BrE**) a small meat dish, served after the fish and before the main dish in a formal dinner; (esp. **AmE**) the main dish of a meal

heavy-set [ɪ--'] a. rather broad and strong-looking, sometimes rather fat

turkey [ˈtɜ:ki] n. a large bird, rather like a large chicken, kept on farms for its meat which is eaten, esp. at Christmas and (in the US) at Thanksgiving

dressing [ˈ--] n. a usu. liquid mixture for adding to a dish, esp. a salad; material used to cover a wound

starch [stɑ:tʃ] n. a white tasteless substance forming an important part of foods such as grain, rice, beans and potatoes; food containing this; a product made from this, usu. in powder form, for stiffening cloth

chunk [tʃʌŋk] n. a thick piece or lump with a usu. irregular shape; a large part or amount

phonetic [fə'netɪk] a. of or about the sounds of human speech; using special signs, often different from ordinary letters, to represent the actual sounds of speech

contention [kən'tenʃən] n. a point of view that one argues in favour of assertion; arguing, competing, struggling between people

intrigue [ɪn'trɪɡ] v. arouse the interest or curiosity of; make secret plots n. a secret or underhand scheme; plot

Phrases and Expressions

on the lookout watching closely; searching for

come under suffer; receive (sth. usu. bad)

break down divide into types; classify

result from happen as a consequence of; be the result of

in sum in brief; in simple words

Proper Name

Peter Polson [ˈpi:tə ˈpəʊlsən] (人名) 彼得·波尔森 professor of the Psychology Department at the University of Colorado

Colorado [kələ'reɪdəu] a state of the west central U.S. 科罗拉多州

Boulder [ˈbəʊldə] a city of north central Colorado, northwest of Denver

John Conrad [ˈkɒnræd] (人名) 约翰·康拉德 a restaurant waiter with an extraordinary memory

Anders Ericsson [ˈændəs ˈerikson] (人名) 安德斯·埃里克森 a Swedish Psychologist

Alexander R. Luria [ˌæliɡˈzɑ:ndə ɑ: ˈlʊriə] (人名) 亚历山大·阿·路里亚 former Soviet psycho-

logist

Shereshevskii [ʃəriˈʃevski] (人名) 谢里谢夫斯基 Russian newspaper reporter

Arturo Toscanini [ɑːˈtuːrɔː ˌtɒskaːˈniːni] (人名) 阿图罗·托斯卡尼尼 (1867—1957) Italian conductor

Cornell University [kɔːˈnel] 康奈尔大学 in Ithaca, New York State

Ulric Neisser [ˈjuːlrik ˈniːsə] (人名) 尤尔里克·尼塞尔 Cornell University psychologist

Carnegie-Mellon University [kɑːˈnegi ˈmelən] 卡内基·梅隆大学 a private university in Pittsburgh, Pennsylvania

Pittsburgh [ˈpitsbɜːɡ] a city in the south-west of Pennsylvania

William Chase (人名) 威廉·蔡斯 psychologist in Carnegie-Mellon University

Steve Faloon [fəˈluːn] (人名) 史蒂夫·法隆

Matthew Erdelyi [mæθɜːjuː ˈɛdili] (人名) 马修·埃德里 psychologist at Brooklyn College

Note

This text is taken from *Mosaic II. A Reading Skills Book*, by Brenda Wegmann, Miki Prijic Knezevic and Marilyn Bernstein, published by Random House in New York.

Exercises

Part 1 Understanding the text

Choose the best answer for each of the following:

- The psychology professor discovered John Conrad's incredible ability to memorize _____.
 - in school
 - on a test
 - in a restaurant
 - at the University of Colorado
- Conrad agreed to let the professor study his memory because _____.
 - Conrad was interested in psychology
 - Conrad wanted to increase his income
 - Conrad needed to improve his memory
 - Conrad tried to show his gratitude for the large amount of tip
- The famous Russian mnemonist Shereshevskii used a memory trick called *loci* to remember objects by _____.
 - associating them with events in Russian history
 - imagining them placed along a street in Moscow
 - picturing each one in his mind in a different color
 - taking a walk along a street in Moscow such as Gorky Street
- The memory trick used by Steve Faloon was the association of certain numbers with _____.
 - running times
 - important dates
 - important events
 - none of the above

5. Conrad had been _____.
 - a. a gifted student
 - b. a below-average student
 - c. an average student
 - d. a poor student
6. Part of Conrad's motivation for developing memory tricks to aid him as waiter was _____.
 - a. his desire to get his boss's job
 - b. his great admiration for the headwaiter
 - c. his fear of not finding any work
 - d. his wish to transfer to another job at the university
7. Imagine that four customers have requested that their steaks be cooked in the following way: well-done, medium, medium-rare, rare. According to John Conrad's "mental graph" technique, this order would be remembered as _____.
 - a. a steadily ascending line
 - b. a steadily descending line
 - c. a mountain range
 - d. Gorky Street in Moscow
8. From this article a careful reader should infer that _____.
 - a. everyone has about the same memory capacity and can develop a superior memory through practice and motivation
 - b. a good or bad memory is an ability that a person is born with and cannot change to any great degree
 - c. there is still no conclusive evidence as to whether outstanding memories are inborn or developed
 - d. psychologists do not agree on each and every issue concerning the nature of memory
9. What Conrad did NOT acknowledge was that _____.
 - a. he was born with an average memory
 - b. he could recall more things than most others
 - c. he did not take notes at high school
 - d. he never regarded himself as gifted
10. According to this passage, the consensus that psychologists have reached is that _____.
 - a. only geniuses possess extraordinary memories
 - b. a person's memory is inborn
 - c. there is no difference in memory performance among people
 - d. people do not have the same memory performance

Part 2 Vocabulary

A. Complete each of the following sentences with an appropriate word or phrase from the list given. Change the form where necessary.

- | | | | |
|---------------|------------------------|-----------------------|-----------------|
| 1. entree | 6. subordinate | 11. exclusive | 16. keen |
| 2. guinea pig | 7. motivation | 12. regardless of | 17. span |
| 3. chunk | 8. innate | 13. novice | 18. transfer |
| 4. saturation | 9. graph | 14. ascend | 19. initially |
| 5. retrieve | 10. on the lookout for | 15. come under attack | 20. association |

1. Mr. Green has just been graduated from a university and is now _____ a decent job.
2. In a dream laboratory at the University of Chicago some students are ready to be _____.
3. The city _____ during the night when all the people there were sound asleep.
4. This school is _____ and has a high reputation; only bright children can go to it.
5. Several years ago he was only a _____ on the football field, but now he become a popular football star.
6. The president made it clear that each manager has a manageable _____ of responsibility.
7. _____, he opposed the plan, but later he changed his mind.
8. When a solution of salt reaches _____ it can not dissolve any more salt.
9. People admire his _____ faculties and a phenomenal memory.
10. A(n) _____ flaw doomed the plan right from the start.
11. His family's position gives him the _____ into upper-class society.
12. _____ of ice were found floating in the cold water of the river.
13. Interpol has been busy trying to _____ the stolen painting.
14. His _____ is so strong that he is believed to be bound to succeed.
15. This book _____ and expounds the hostility between the two families.
16. Because of the bad weather, the climbers slowly _____ the mountain.
17. Some people do whatever they want to do _____ what will happen afterwards.
18. Usually the minority is _____ to the majority.
19. Our company is working in _____ with an Italian company.
20. He _____ the ownership of the house to his cousin.

B. Use the correct form of each word in the brackets. Notice the first two examples.

(1) They seemed, after all, only means for keeping the poor in their degradation(degrade).

(2) Is this a worthy reward for much endurance(endure)?

1. My family was very _____ (support) of my reasons for leaving and I felt exhilarated about the changes and opportunities I was facing.
2. The author thought it would be much better to emphasize how _____ (moment) the discovery is.
3. This raises the _____ (tantalyze) possibility that there might be life on other stars.
4. Very few people at first were able to see the _____ (magnify) of Africa's food problems.
5. The students' records were not readily accessible for their _____ (peruse).
6. Children are usually _____ (inquire) about things around them.
7. In winter most people in the mountain area live _____ (exclude) on salted meat and preserved vegetables.
8. Men and drugs have nearly always been _____ (separate) — like backs and fronts.
9. We have only begun to _____ (ravel) the inner working of our minds and bodies.
10. When they recruited clerks, they gave tests of mental _____ (agile).
11. Is it true that the _____ (allege) power of dreams to predict the future events remains unproved?
12. The wound, as the doctor said, might cause great pain and lead to _____ (amputate) of limbs.

13. In order to _____ (perpetual) the memory of the great statesman, the Committee has decided to erect statue of him in his native town.
14. When the chairman finished his speech, a woman stood up and pointed out the _____ (fallacious) in his statement.
15. Some observers said that if a new war broke out in Europe, it would surely be _____ (calamity).
16. Many doctors predicted that one of the main problems to the people in this country in the next century would be _____ (obese).
17. To the professional anthropologist, there is no intrinsic _____ (superior) of one culture over another.
18. The editor smiled _____ (indulge) after he heard the writer told his story.
19. It was discovered that _____ (pure) in the mixture were causing the bad odor.
20. The man's _____ (serene) and confidence left strong impressions on others.
21. Scientists can clone sheep from a single cell and _____ (routine) make babies in test tubes.
22. For many years they have been involved in an exciting and _____ (lucre) business.
23. On the few _____ (succession) warm days, gardens and fields were planted again.
24. The cloud that resulted from the _____ (monument) explosion of the mountain affected weathers in various parts of the world for more than ten years.
25. These apes were madly in love with money and the pleasure that came from its _____ (acquire).
26. The United States Steel Corporation was casting _____ (covet) eyes at his company.
27. These are the beliefs that encourage _____ (revere) for the land.
28. The art of rock engraving has died out among the Aborigines, but much of the work remains, as do sculptures of _____ (ancestor) figures.
29. A number of psychologists feel that the _____ (spontaneous) of dreams is their greatest value.
30. Tiny amounts of some hormones can modify our inclination to eat or drink, our _____ (aggressive) or _____ (submissive).
31. The gorilla shows strong persistence and memory _____ (retain) in solving a problem.
32. Mrs. Yule wore an _____ (enigma) smile, revealing nothing of herself.
33. A doctor who refused to give treatment is on trial for medical _____ (practical).
34. In 1963 Maria Mayer was awarded the Nobel Prize in physics for her findings on the _____ (constitute) of the atomic nucleus.
35. Hurricanes usually move toward the west during their _____ (form) stages.
36. Major earthquakes are among nature's most devastating events, causing an _____ (calculate) loss of life and property.
37. The Paul Bunyan tales of the American timber country are a form of comic _____ (overstate).
38. There were two widely _____ (diverge) influences on the early development of statistical methods.
39. In this area, there is a great _____ (fluctuate) of temperature from day to day and between night and day.

40. The immigrant said that _____ (prospect) employers kept asking for Canadian experience.

C. Choose the one word or phrase that best completes the sentence or is closest in meaning to the word underlined.

1. Mathematics is believed to be able to develop people's reasoning _____.
a. capacity b. faculties c. digit d. imagination
2. When one thinks of the thousands of years of known history, one human life is but a _____.
a. span b. glimpse c. tip d. locus
3. The Intelligence Center makes the computerized information _____ services available to scientists.
a. mnemonics b. memory c. retrieval d. entree
4. The film showed the progression of events leading up to the incorporation of Austria in the Third Reich in April 1938.
a. advancement b. sequence c. series d. process
5. At that period the star of France was definitely in the _____.
a. ascend b. ascendant c. descendant d. access
6. I am fed up with the sort of novels that are _____ with artificial sentimentalism.
a. expanded b. relevant c. starched d. saturated
7. The atmosphere in the police chief's office was electric with discord.
a. content b. contention c. contentment d. variation
8. Because of its old mannerism, the praying mantis has always _____ human beings.
a. aggravated b. motivated c. intrigued d. offended
9. As a political _____, he enjoyed a superiority over other old public faces with a blank record of scandals.
a. freshman b. novice c. novelty d. novel
10. The monetary disturbance _____ a vicious chain reaction in the financial circles of that region.
a. resisted b. employed c. initiated d. encoded
11. The doctor gave the patient the _____ for snake bites.
a. medicine b. antiseptic c. disinfectant d. antidote
12. Don't pour hot water into the glass or it will _____.
a. snap b. crack c. crash d. burst
13. The _____ driver thinks that accidents only happen to other people.
a. average b. common c. general d. ordinary
14. On some special _____ there may be some exceptions.
a. possibility b. habit c. privilege d. occasion
15. There is a lot of rain here. I suppose the amount of the rain will _____ the growth of crops.
a. effect b. affect c. influence d. interfere
16. These big cars are a real _____ in that they cost too much to run.
a. curiosity b. difficulty c. reliability d. liability