**Listening 1 Childhood Amnesia**

1.What is the main purpose of the lecture?

A. To discuss possible explanations for childhood amnesia

B. To describe key features of childhood amnesia

C. To explain methods of testing memory in children of different ages

D. To discuss why the ability recall memories diminishes as a person ages

2.Why does the professor ask student about their earliest memories?

A. To help students relate to the topic she is about to discuss

B. To establish that people vary in the time of their earliest memory

C. To introduce the connection between language and memory

D. To point out a common thing in the earliest memories of most people

3.What does the professor imply about some of the explanations for childhood amnesia that she describes?

A. They can never be proved or disproved.

B. They were formed without proper evidence.

C. They explain only certain types of childhood amnesia.

D. They are contradicted by her own research.

4. The professor mentions some commonly held explanations for childhood amnesia. Indicate whether each of the following is one of the explanations she mentions？

|  |  |  |
| --- | --- | --- |
|  | A.Yes | B.No |
| Early memories are repressed |  |  |
| Young children have few experiences to remember |  |  |
| Young children are unable to form memories |  |  |
| Children lose memories at a faster rate than adults |  |  |
| Young children do not make an effort to remember events |  |  |

5.How was recall tested in children without language ability?

A. By recording children 's responses to familiar faces.

B. By observing children 's reaction to a repeated series of actions.

C. By having children imitate each other 's actions.

D. By having children imitate an ordered sequence of actions.

6. The professor mention a study in the 1980s that tested memory in children under age 3. What did the researchers conclude from this study?

A. Young children do not develop the capacity for recall until after age 3

B. Piaget 's theory linking language development to memory was incorrect

C. Young children typically remember events for about nine months

D. The formation of memories is dependent upon language development

**Listening 2 Whether animals have a theory of mind**

1.What is the lecture mainly about?

A. Whether an animal’s ability to understand alarm calls should be considered a cognitive ability

B. Different ways of defining the term “theory of mind”

C. Whether animals possess a particular cognitive ability exhibited by humans

D. The relative effectiveness of different methods of detecting a theory of mind in animals

2.According to the professor, what type of behavior in animals suggests they have a theory of mind?

A. Acting in a misleading way

B. Running in response to an alarm call

C. Acting in ways that are inconsistent

D. Displaying aggression toward intruders

3.What did researchers think the real purpose was for the low-ranking vervet’s alarm call?

A. To scare off a possible predator

B. To raise its social standing in the group

C. To announce the presence of a predator

D. To prevent a new member from joining the group

4.What behavior of a vervet monkey suggested that it might NOT have a theory of mind?

A. It issued an alarm call.

B. It reacted to another monkey’s alarm call.

C. It repeated an alarm call.

D. It climbed down from a tree after an alarm call.

5.What does the professor imply about observational studies of animals?

A. They are typically more objective than other methodologies.

B. They often provide evidence that can support different interpretations.

C. They are easier to conduct than experimental tests.

D. They require independent researchers to verify the original observations.

6.Based on the discussion, what cognitive ability might children over the age of five have that vervet monkeys might not have?

A. The ability to recognize that other individuals might have different beliefs

B. The ability to recognize behavior that is a response to fear

C. The ability to understand multiple meanings of an alarm call

D. The ability to understand social relationships

Passage 1

**Controversy about Causing Emotion**

(1) The fact that we react to certain experiences with “Emotion” is obvious. For example, the feeling of embarrassment, which triggers a physiological response that may cause blushing, is caused by a foolish act committed in the company of friends. Although this description of an embarrassed reaction seems logical, the American psychologist William James, in 1884，believed that the course of an emotional experience follows another sequence of events.

1. The author mentions a foolish act committed in the company of friends in order to

1. give an idea that most people easily get embarrassed in a social environment
2. show that most experiences activate a physiological reaction
3. insist that an embarrassed reaction is usually unwarranted
4. provide an example of an experience that generates emotion

(2) Following the argument of James, what subjective experience tells us is completely opposite that the sequence of events in an emotional experience. First, he insisted that both physiological excitement and physical reaction are generated by an incident. Only then does the individual perceive or interpret the physical response as an emotion. That is, we associate blushing that caused by physical reaction with embarrassment, such as saying something silly may cause us to blush. In 1890, James went on to claim that "people feel sorry because they cry, furious because they strike, afraid because they shudder." Simultaneously with James' proposition, Carl Lange, a Danish physiologist and psychologist, independently formulated virtually similar theory. The James-Lange theory of emotion (Lange and James, 1922) suggests that different patterns of arousal in the autonomic nervous system create the different emotions people feel, and that physiological arousal occurs prior to the emotion is perceived.

2. According to paragraph 2，which of the following is true of what James believed about an emotional experience?

1. Emotions can be caused only when there is a specific response occurs in the body.
2. The sequence of events is not always the same for every emotional experience.
3. We are able to figure out the right sequence of events in an emotional experience through subjective experience.
4. Both a physical reaction and physiological arousal are triggered by the feeling of an emotion.

3. The word formulated in paragraph 2 is closest in meaning to

1. published
2. developed
3. revealed
4. duplicated

(3) In 1927, Another early theory of emotion that challenged the James-Lange theory was proposed by Walter Cannon. He claimed that physical changes caused by the diverse emotions are not sufficiently distinct to allow people to distinguish one emotion from another. ■ After Cannon stated his original theory, in 1934, it was further developed by physiologist Philip Bard. ■ The Cannon-Bard theory suggests that the following chain of events takes place when an emotion is felt. ■ Stimuli which trigger emotion are received by the senses and then are relayed simultaneously to the cerebral cortex, which imparts the conscious mental experience of the emotion, and to the sympathetic nervous system, which generates the physiological state of arousal. ■ In other words, the feeling of emotion occurs roughly the same time when the physiological arousal is experienced. One does not cause the other.

4. According to paragraph 3, Walter Cannon claimed that the James-Lange theory of emotion is not convincing for which of the following reasons?

1. The body can be affected by different emotions in similar ways.
2. It is often not easy for people to distinguish one emotion from another.
3. It is not significant enough for bodily changes to be perceived.
4. It is often not obvious that bodily changes are caused by emotions or other factors.

5. According to the Canon-Bard theory arguments in paragraph 3，which of the following is the direct cause of mental experience of emotion?

1. the cerebral cortex
2. emotion-rousing stimuli
3. aroused physiological state
4. the sympathetic nervous system

(4) In 1962, Schachter and Singer proposed a two-factor theory. Stanley Schachter thought that the early theories of emotion excluded a critical component that the subjective cognitive interpretation of why a state of arousal has occurred. According to this theory, two things must happen in order for a person to feel an emotion. At first, the person must experience physiological arousal. Then, for the person can label it as specific emotion, there must be a cognitive interpretation or explanation. Thus, Schachter delivered the conclusion that a true emotion can appear only if a person is physically aroused and can find the reason for it. When people are in a state of physiological arousal but do not know why they are aroused, they tend to label the state as an emotion that is appropriate to their situation at the time. There were several attempts to replicate the findings of this theory, but they have not been successful.

6. The word component in paragraph 4 is closest in meaning to

1. procedure
2. explanation
3. argument
4. element

7. According to paragraph 4, the Schachter-Singer theory is different from earlier theories of emotion in which of the following ways?

1. It suggests that there are several steps in an emotional experience.
2. It shows the reason that people do not understand why they are physiologically aroused.
3. It says that the first step of an emotional experience is physiological arousal.
4. It explains that people must decide why they are aroused to experience emotion.

8. According to paragraph 4，what can be inferred about an emotion suggested by Schachter-Singer theory?

1. It should be occurred just before a person physiologically aroused.
2. It happens regardless of the fact that people know the reason why they are aroused.
3. It has to be passed through a stimulation and clarification process, or people can't experience it.
4. It People can experience several emotions at once.

9. The word replicate in paragraph 4 is closest in meaning to

1. interpret
2. reproduce
3. revise
4. defend

(5) Richard Lazarus, in the 1990, proposed the emotion theory that most heavily emphasizes the cognitive aspect. According to his theory, the first step in an emotional response is cognitive appraisal, and all other aspects of emotion, including physiological arousal, rely on the cognitive appraisal. This theory is most compatible with the subjective experience of an emotion’s sequence of events-the sequence that William James reversed long ago. People first appraise a stimulus, or an event, when they encounter it. This cognitive appraisal determines whether the person will have an emotional response, and, if so, what type of response. From this appraisal, the physiological arousal and all other aspects of the emotion arise. In brief, Lazarus contends that emotions are roused when cognitive appraisals of events or circumstances are positive or negative-but not neutral.

10. According to paragraph 5, which of the following is NOT true of the Lazarus’ theory

(A) interpretation of experience is more emphasized than any other theory.

(B) It indicates that a person first evaluate an event in order to have an emotion.

(C) It explains almost identical sequence of events to that of the subjective experience of an emotion.

(D) The theory of emotion proposed by William James is generally similar to this theory.

11 The word contends in paragraph 5 is closest in meaning to

1. doubts
2. argues
3. proves
4. reports

(6) Some critics criticize the Lazarus theory by saying that some emotional reactions are instantaneous, which means they occur too rapidly to pass through a cognitive appraisal. In respond to the criticisms, Lazarus remarks that some mental processing occurs without conscious awareness, meaning that a person should not know what he or she is responding to or what emotion to feel, or else, some form of cognitive realization must manifest but brief.

12. Which of the following best describes the organization of this passage?

1. The author draws a comparison among different theories of emotion and claims that the last one is correct.
2. The author chronologically introduces theories of emotion and identifies criticisms of each theory.
3. The author verifies several theories of emotion and argues that each theory is not accurate enough.
4. The author develops his own theory summarizing different theories of an emotional experience.
5. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

(3) In 1927, Another early theory of emotion that challenged the James-Lange theory was proposed by Walter Cannon. He claimed that physical changes caused by the diverse emotions are not sufficiently distinct to allow people to distinguish one emotion from another. ■ After Cannon stated his original theory, in 1934, it was further developed by physiologist Philip Bard. ■ The Cannon-Bard theory suggests that the following chain of events takes place when an emotion is felt. ■ Stimuli which trigger emotion are received by the senses and then are relayed simultaneously to the cerebral cortex, which imparts the conscious mental experience of the emotion, and to the sympathetic nervous system, which generates the physiological state of arousal. ■ In other words, the feeling of emotion occurs roughly the same time when the physiological arousal is experienced. One does not cause the other.

**The emotions of rage and fear, for instance, both include a rapid heartbeat, perspiration, and increased energy supplied to the muscles.**

Where would the sentence best fit?

1. Summary

There has been a controversy among researchers about the sequence of events in an emotional experience. Answer

Choices

1. Cognitive appraisal probably does not play a large role in an emotional experience, evidenced by the very brief span of time between an event and an emotional reaction.
2. Two early theory of emotion both assert that that different emotions result from distinct changes in the body that correspond to particular emotions.
3. There is a disagreement among researchers who emphasize the cognitive aspect of an emotion about whether cognitive interpretation comes before or after physiological arousal.
4. Theories in disagreement with each other about the sequence of events in emotional experience concentrate on the extent to which cognition and interpretation are involved in an emotional experience.
5. Some theories claim that physiological arousal comes either before or at the same time as the feeling of an emotion, and contradict the subjective experience of emotion.
6. The Lazarus theory emphasized that an emotion comes from a positive or negative appraisal of a physiological arousal.

Passage 2

**Individual Performance and the Presence of Others**

(1) A person's performance on tasks can be enhanced or impaired by the mere presence of others, and a person's behavior as part of a group can be quite different from the person's behavior when acting alone.

1.The word enhanced in the passage is closest in meaning to

A. interrupted

B. improved

C. influenced

D. hurt

2. What role does paragraph 1 play in the passage

A. It introduces a common opinion that the rest of the passage challenges on the basis of scientific evidence.

B. It explains why the passage focuses on actions people take individually rather than on actions people take as part of a group.

C. It offers a specific example of a general principle discussed in the rest of the passage.

D. It describes two phenomena, possible explanations of which are considered in the rest of the passage.

(2) In certain cases, individual performance can be either helped or hindered by the physical presence of others. The term social facilitation refers to any effect on performance, whether positive or negative, that can be attributed to the presence of others. Research on this phenomenon has focused on two types of effects: audience effects (the impact of passive spectators on performance) and coaction effects (the effect on performance caused by the presence of other people engaged in the same task).

3. According to paragraph 2, the term "social facilitation" refers to the phenomenon that a person's performance

A. is intended to help someone

B. is influenced by the presence of other people

C. is evaluated by other people

D. has an effect on others working on the same task

4. The phrase peculiar to in the passage is closest in meaning to

A. damaging to

B. unique to

C. rare in

D. new in

(3) In one of the first studies in social psychology, psychologist Norman Triplett looked at coaction effects. He had observed in official bicycle records that bicycle racers pedaled faster when they were pedaling against other racers than when they were racing against the clock. Was this pattern of performance peculiar to competitive bicycling. Or was it part of a more general phenomenon whereby people work faster and harder in the presence of others than when performing alone. Triplett set up a study in which he told 40 children to wind fishing reels as quickly as possible under two conditions: alone or in the presence of other children performing the same task. He found that the children worked faster when other reel turners were present than when they performed alone.

5. The study conducted by Norman Triplett described in paragraph 3 supported the hypothesis that

A. coaction effects are stronger on the performance of children than they are on the performance of adults

B. coaction effects are limited to situations in which the time taken for a task matters

C. people perform better when they know that their performance is being measured by someone

D. people perform better in the presence of others who are doing the same thing they are

(4) Later studies on social facilitation found just the opposite effect that the presence of others, whether co-acting or just watching, could hurt or diminish individual performance. Social psychologist Robert Zajonc proposed an explanation for these seemingly contradictory effects. He reasoned that we become aroused by the presence of others and that arousal facilitates the dominant response the one most natural to us. On simple tasks and on tasks at which we are skilled, the dominant response is to perform effectively. However, on tasks that are difficult or tasks we are just learning, the incorrect response (making a mistake or not performing effectively) is dominant. This reasoning accounts for the repeated findings that, in the presence of others, performance improves on tasks that people do easily but suffers on difficult tasks. Other researchers have suggested that concern over the observers' evaluation is what most affects people's performance, particularly if they expect a negative evaluation.

6. According to paragraph 4, Robert Zajonc proposed that whether the presence of others hurts or helps a person's performance is determined by

A. how skilled the observers are in the task that they are observing

B. how closely the person is being watched

C. whether or not the person finds the task difficult

D. whether or not the person likes the people who are watching

7. According to paragraph 4, if other people are present, a person's performance on a task that he or she is just learning would most likely be

A. somewhat worse than if no one else is there

B. somewhat better than if no one else is there

C. completely unaffected by the presence of those other people

D. dependent on the number of people who are present

8. The word exert in the passage is closest in meaning to

A. put forth

B. waste

C. demand

D. accept

(5) What happens in cooperative tasks when two or more people are working together instead of competing . Do they increase their effort or slack off Researcher Bibb Latan¨¦ used the term social loafing to refer to people's tendency to exert less effort when working with others on a common task than when they work alone. Social loafing occurs in situations where no one person's contribution to the group can be identified and individuals are neither praised for a good performance nor blamed for a poor one. In one experiment, Latan¨¦ and others asked male students to shout and clap as loudly as possible, first alone and then in groups. In groups of two, individuals made only 71 percent of the noise they had made alone; in groups of four, each student put forth 51 percent of his solo effort; and with six students, each made only a 40 percent effort.

9. According to paragraph 5, people tend to engage in social loafing when they

A. prefer to work alone

B. fear being blamed for a poor performance

C. believe that their individual performance will not be identified

D. desire to be loyal to their group

10. Which of the following can be inferred from paragraph 5 about Bibb Latan¨¦'s research on social loafing

A. The less a person likes to work alone, the harder that person is likely to work as a member of a group.

B. The less a person contributes to a group, the more likely it is that person will be blamed if the group performs poorly.

C. The more people there are in a group, the more likely they are to compete with each other.

D. The fewer people there are in a group, the less likely it is that social loafing will occur.

(6) **Harkins and Jackson found that social loafing disappeared when participants in a group believed that each person's performance could be monitored and evaluated; indeed, even the idea that the group performance may be evaluated against some standard can be sufficient to eliminate the loafing effect.** When a group is relatively small and group evaluation is important, some members will even expend extra effort if they know that some of their coworkers are unwilling, unreliable, or incompetent to perform well. Moreover, social loafing is unlikely when participants can evaluate their own individual contribution or when they have a personal stake in the outcome. **[A]** It is also unlikely when participants feel that the task is challenging or when they are working with close friends or teammates. **[B]** Some 80 experimental studies have been conducted on social loafing in diverse cultures. **[C]** Based on evidence these studies have produced, social loafing probably occurs in almost all cultures. **[D]**

11. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage. Incorrect choices change the meaning in important ways or leave out essential information.

A. Social loafing does not occur when participants in the group believe that evaluating individual performance will improve the group's performance.

B. The loafing effect is eliminated if the members of the group accept the standard by which their performance and that of the group is evaluated.

C. Social loafing tends to disappear if the members of the group believe that their or the group's performance may be evaluated.

D. Researchers have found that when group members receive monitoring and evaluation of their performance, their performance improves.

12. According to paragraph 6, which of the following has NOT been shown to decrease social loafing

A. Participants know that fellow group members are willing, reliable, and competent.

B. The group's task is seen as a challenge.

C. Group members know and like each other.

D. Participants know that their group is being judged on its performance.

13. Look at the four squares that indicate where the following sentence could be added to the passage.

Harkins and Jackson found that social loafing disappeared when participants in a group believed that each person's performance could be monitored and evaluated; indeed, even the idea that the group performance may be evaluated against some standard can be sufficient to eliminate the loafing effect. When a group is relatively small and group evaluation is important, some members will even expend extra effort if they know that some of their coworkers are unwilling, unreliable, or incompetent to perform well. Moreover, social loafing is unlikely when participants can evaluate their own individual contribution or when they have a personal stake in the outcome. **[A]** It is also unlikely when participants feel that the task is challenging or when they are working with close friends or teammates. **[B]** Some 80 experimental studies have been conducted on social loafing in diverse cultures. **[C]** Based on evidence these studies have produced, social loafing probably occurs in almost all cultures. **[D]**

**However, it appears to be most common in individualistic Western cultures such as that of the United States.**

Where would the sentence best fit

Click on a square to add the sentence to the passage.

14. Drag your choices to the spaces where they belong. To review the passage, click on View Text. Answer Choices

A. When people are present, the performance of individuals generally improves on tasks they already do well but worsens on tasks they generally do poorly.

B. Studies show that bicycle racers pedal faster when they are competing against other racers, but children wind fishing reels slower when in the presence of others than when alone.

C. People's performance on a task is more affected by the presence of others when those others are engaged in the same task than when the others are passive spectators.

D. When people work together on a common task but no one's contribution is measured, there is a tendency for individuals to work less hard than if they were working alone.

E. Social loafing decreases under certain conditions, such as when the performance of the group or its members is evaluated or when a positive outcome matters to the participants.

F. While social loafing occurs in almost all groups across cultures, the extent to which it occurs in any particular group depends on the individual personalities of the group's members.