Reading

After
Jul 26, 2023

Two Passages

in

35 mins

17.5 min / passage

Academic Topics

Animals and plants	20%
Natural science	30%
Social science	40%
Humanity	10%

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Reading

Two Passages

in

35 mins

17.5 min / passage

Word Count / Passage

700 on Passage

550 on Questions

70 / min

Group9120

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Two Passages

in

35 mins

17.5 min / passage

Word Count / Passage

700 on Passage

550 on Questions

70 / min

Group9120

Reading

Two Passages

in

35 mins

17.5 min / passage

Questions

10 per passage

Q1 to Q9 – 1 Pt

Q10 – 2 Pts

11 Points on each passage

33 Points on reading in total

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Keep asking yourself – what is this passage / paragraph talking about.

1. **Prediction:** use title and paragraph one as guidance
2. **Skimming:** capture the flow and main idea
3. **Reading:** follow the flow in each paragraph (use questions as tips)
4. **Problem solving:** go through each answer choice

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Reading Sessions

Sentence

Flow of idea

Paragraph Structure

Prob solving

Mock Analysis

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Types of passages

1. **Question & answers**
2. Comparison
3. Effect & causes
4. Classification

TPO1 - The origins of theater
TPO12 - Which Hand did they use?
TPO18 – The mystery of yawning

Questions

Answer 1 Description, pros & cons

Answer 2 Description, pros & cons

Answer 3 Description, pros & cons

…

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Infantile Amnesia

What do you remember about your life before you were three? Few people can remember anything that happened to them in their early years. Adults' memories of the next few years also tend to be scanty. Most people remember only a few events—usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth.

How might this inability to recall early experiences be explained? The sheer passage of time does not account for it; adults have excellent recognition of pictures of people who attended high school with them 35 years earlier. Another seemingly plausible explanation—that infants do not form enduring memories at this point in development—also is incorrect. Children two and a half to three years old remember experiences that occurred in their first year, and eleven month olds remember some events a year later. Nor does the hypothesis that infantile amnesia reflects repression— or holding back— of sexually charged episodes explain the phenomenon. While such repression may occur, people cannot remember ordinary events from the infant and toddler periods, either.

Three other explanations seem more promising. One involves physiological changes relevant to memory. Maturation of the frontal lobes of the brain continues throughout early childhood, and this part of the brain may be critical for remembering particular episodes in ways that can be retrieved later. Demonstrations of infants' and toddlers' long-term memory have involved their repeating motor activities that they had seen or done earlier, such as reaching in the dark for objects, putting a bottle in a doll's mouth, or pulling apart two pieces of a toy. The brain's level of physiological maturation may support these types of memories, but not ones requiring explicit verbal descriptions.

A second explanation involves the influence of the social world on children's language use. Hearing and telling stories about events may help children store information in ways that will endure into later childhood and adulthood. Through hearing stories with a clear beginning, middle, and ending, children may learn to extract the gist of events in ways that they will be able to describe many years later. Consistent with this view, parents and children increasingly engage in discussions of past events when children are about three years old. However, hearing such stories is not sufficient for younger children to form enduring memories. Telling such stories to two year olds does not seem to produce long-lasting verbalizable memories.

A third likely explanation for infantile amnesia involves incompatibilities between the ways in which infants encode[1]information and the ways in which older children and adults retrieve it. Whether people can remember an event depends critically on the fit between the way in which they earlier encoded the information and the way in which they later attempt to retrieve it. The better able the person is to reconstruct the perspective from which the material was encoded, the more likely that recall will be successful.

This view is supported by a variety of factors that can create mismatches between very young children's encoding and older children's and adults' retrieval efforts. The world looks very different to a person whose head is only two or three feet above the ground than to one whose head is five or six feet above it. Older children and adults often try to retrieve the names of things they saw, but infants would not have encoded the information verbally. General knowledge of categories of events such as a birthday party or a visit to the doctor's office helps older individuals encode their experiences, but again, infants and toddlers are unlikely to encode many experiences within such knowledge structures.

These three explanations of infantile amnesia are not mutually exclusive; indeed, they support each other. Physiological immaturity may be part of why infants and toddlers do not form extremely enduring memories, even when they hear stories that promote such remembering in preschoolers. Hearing the stories may lead preschoolers to encode aspects of events that allow them to form memories they can access as adults. Conversely, improved encoding of what they hear may help them better understand and remember stories and thus make the stories more useful for remembering future events. Thus, all three explanations—physiological maturation, hearing and producing stories about past events, and improved encoding of key aspects of events—seem likely to be involved in overcoming infantile amnesia.

Infantile Amnesia

What do you remember about your life before you were three? Few people can remember anything that happened to them in their early years. Adults' memories of the next few years also tend to be scanty. Most people remember only a few events — usually ones that were meaningful and distinctive, such as being hospitalized or a sibling' s birth.

Infantile Amnesia

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question

answer

Infantile Amnesia

What do you remember about your life before you were three?

Few people can remember anything that happened to them in their early years. Adults' memories of the next few years also tend to be scanty. Most people remember only a few events — usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth.

main idea:

intro to infantile amnesia

TPO 6-3 – Infantile Amnesia

Paragraph 1
intro to infantile amnesia

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Infantile Amnesia

How might this inability to recall early experiences be explained? The sheer passage of time does not account for it; adults have excellent recognition of pictures of people who attended high school with them 35 years earlier. Another seemingly plausible explanation—that infants do not form enduring memories at this point in development—also is incorrect. Children two and a half to three years old remember experiences that occurred in their first year, and eleven month olds remember some events a year later. Nor does the hypothesis that infantile amnesia reflects repression— or holding back— of sexually charged episodes explain the phenomenon. While such repression may occur, people cannot remember ordinary events from the infant and toddler periods, either.

Infantile Amnesia

How might this inability to recall early experiences be explained?

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Nor does the hypothesis that infantile amnesia reflects repression— or holding back— of sexually charged episodes explain the phenomenon. While such repression may occur, people cannot remember ordinary events from the infant and toddler periods, either.

why is there infantile amnesia

theory1: passing of time
why it’ s wrong

theory2: infants don’ t form enduring memories
why it’ s wrong

theory3: repression of sexually charged episodes
why it’ s wrong

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Infantile Amnesia

How might this inability to recall early experiences be explained?

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Nor does the hypothesis that infantile amnesia reflects repression— or holding back— of sexually charged episodes explain the phenomenon. While such repression may occur, people cannot remember ordinary events from the infant and toddler periods, either.

main idea:

three wrong theories about why there is infantile amnesia

TPO 6-3 – Infantile Amnesia

Paragraph 1
intro to infantile amnesia

Paragraph 2
three wrong theories about why there is infantile amnesia

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Infantile Amnesia

How might this inability to recall early experiences be explained?

The sheer passage of time does not account for it; adults have excellent recognition of pictures of people who attended high school with them 35 years earlier.

同位语从句

Another seemingly plausible **explanation—that** infants do not form enduring memories at this point in development—also is incorrect. Children two and a half to three years old remember experiences that occurred in their first year, and eleven month olds remember some events a year later.

Another explanation also is incorrect.

Nor does the **hypothesis that** infantile amnesia reflects repression— or holding back— of sexually charged episodes explain the phenomenon. While such repression may occur, people cannot remember ordinary events from the infant and toddler periods, either.

Nor does the hypothesis explain the phenomenon.

What purpose does paragraph 2 serve in the larger discussion of children's inability to recall early experiences?

- To argue that theories that are not substantiated by evidence should generally be considered unreliable
- To argue that the hypotheses mentioned in paragraph 2 have been more throughly researched than have the theories mentioned later in the passage
- To explain why some theories about infantile amnesia are wrong before presenting ones more likely to be true
- To explain why infantile amnesia is of great interest to researchers

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All of the following theories about the inability to recall early experiences are rejected in paragraph 2 EXCEPT:

- The ability to recall an event decreases as the time after the event increases.
- Young children are not capable of forming memories that last for more than a short time.
- People may hold back sexually meaningful memories.
- Most events in childhood are too ordinary to be worth remembering.

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Infantile Amnesia

Three other explanations seem more promising. One involves physiological changes relevant to memory. Maturation of the frontal lobes of the brain continues throughout early childhood, and this part of the brain may be critical for remembering particular episodes in ways that can be retrieved later. Demonstrations of infants' and toddlers' long-term memory have involved their repeating motor activities that they had seen or done earlier, such as reaching in the dark for objects, putting a bottle in a doll's mouth, or pulling apart two pieces of a toy. The brain's level of physiological maturation may support these types of memories, but not ones requiring explicit verbal descriptions.

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three promising theories about why there is infantile amnesia

theory1?

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Infantile Amnesia

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The brain's level of physiological maturation may support these types of memories, **but not** ones requiring explicit verbal descriptions.

three promising theories about why there is infantile amnesia

related concepts & explanation

theory1:
the brain's level of physiological maturation supports memories like how to do motor activities, BUT NOT memories requiring verbal descriptions

Infantile Amnesia

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One involves physiological changes relevant to memory. Maturation of the frontal lobes of the brain continues throughout early childhood, and this part of the brain may be critical for remembering particular episodes in ways that can be retrieved later. Demonstrations of infants' and toddlers' long-term memory have involved their repeating motor activities that they had seen or done earlier, such as reaching in the dark for objects, putting a bottle in a doll's mouth, or pulling apart two pieces of a toy.

The brain's level of physiological maturation may support these types of memories, **but not** ones requiring explicit verbal descriptions.

main idea:

promising theory 1 – brain's physiological maturation does not support memories requiring verbal descriptions *(which is why people don't remember things from when they were infants)*

TPO 6-3 – Infantile Amnesia

Paragraph 1
intro to infantile amnesia

Paragraph 2
three wrong theories about why there is infantile amnesia

Paragraph 3
promising theory 1: brain’ s physiological maturation doesn’ t support memories requiring verbal descriptions

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What does paragraph 3 suggest about long-term memory in children?

- Maturation of the frontal lobes of the brain is important for the long-term memory of motor activities but not verbal descriptions.
- Young children may form long-term memories of actions they see earlier than of things they hear or are told.
- Young children have better long-term recall of short verbal exchanges than of long ones.
- Children's long-term recall of motor activities increases when such activities are accompanied by explicit verbal descriptions.

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Infantile Amnesia

A second explanation involves the influence of the social world on children’ s language use. Hearing and telling stories about events may help children store information in ways that will endure into later childhood and adulthood. Through hearing stories with a clear beginning, middle, and ending, children may learn to extract the gist of events in ways that they will be able to describe many years later. Consistent with this view, parents and children increasingly engage in discussions of past events when children are about three years old. However, hearing such stories is not sufficient for younger children to form enduring memories. Telling such stories to two year olds does not seem to produce long-lasting verbalizable memories.

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theory2 - related to the influence of the social world on children' s language use

what does language use have to do with infantile amnesia?

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Infantile Amnesia

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However, hearing such stories is not sufficient for younger children to form enduring memories. Telling such stories to two year olds does not seem to produce long-lasting verbalizable memories.

theory2 - related to the influence of the social world on children' s language use

hearing and tell stories should produce long lasting memories

theory2:
BUT only hearing stories is not enough for infants to produce enduring verbalizable memories

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Infantile Amnesia

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However, hearing such stories is not sufficient for younger children to form enduring memories. Telling such stories to two year olds does not seem to produce long-lasting verbalizable memories.

main idea:

promising theory 2 – just hearing stories isn't enough for infants to produce enduring verbalizable memories

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TPO 6-3 – Infantile Amnesia

Paragraph 1
intro to infantile amnesia

Paragraph 2
three wrong theories about why there is infantile amnesia

Paragraph 3
promising theory 1: brain’ s physiological maturation doesn’ t support memories requiring verbal descriptions

Paragraph 4
promising theory 2: just hearing stories isn’ t enough for infants to produce enduring verbalizable memories

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According to paragraph 4, what role may storytelling play in forming childhood memories?

- It may encourage the physiological maturing of the brain.
- It may help preschool children tell the difference between ordinary and unusual memories.
- It may help preschool children retrieve memories quickly.
- It may provide an ordered structure that facilitates memory retrieval.

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Infantile Amnesia

A third likely explanation for infantile amnesia involves incompatibilities between the ways in which infants encode information and the ways in which older children and adults retrieve it. Whether people can remember an event depends critically on the fit between the way in which they earlier encoded the information and the way in which they later attempt to retrieve it. The better able the person is to reconstruct the perspective from which the material was encoded, the more likely that recall will be successful.

Infantile Amnesia

A third likely explanation for infantile amnesia involves **incompatibilities** between the ways in which infants encode information and the ways in which older children and adults retrieve it. Whether people can remember an event depends critically on the fit between the way in which they earlier encoded the information and the way in which they later attempt to retrieve it. The better able the person is to reconstruct the perspective from which the material was encoded, the more likely that recall will be successful.

theory3 – related to incompatibilities between how infants encode info and how older people retrieve info

incompatibility:
perspective now
=/ perspective then
= failed recall

Infantile Amnesia

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theory3 – related to incompatibilities between how infants encode info and how older people retrieve info

incompatibility:
perspective now
=/ perspective then
= failed recall

exactly what is theory 3?

P5
\+
P6
= theory 3

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Infantile Amnesia

This view is supported by a variety of factors that can create mismatches between very young children’ s encoding and older children’ s and adults’ retrieval efforts. The world looks very different to a person whose head is only two or three feet above the ground than to one whose head is five or six feet above it. Older children and adults often try to retrieve the names of things they saw, but infants would not have encoded the information verbally. General knowledge of categories of events such as a birthday party or a visit to the doctor’ s office helps older individuals encode their experiences, but again, infants and toddlers are unlikely to encode many experiences within such knowledge structures.

Infantile Amnesia

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General knowledge of categories of events such as a birthday party or a visit to the doctor' s office helps older individuals encode their experiences, **but again**, infants and toddlers are unlikely to encode many experiences within such knowledge structures.

mismatches between infant encoding and adult retrieving = incompatibilities

incompatibility1:
how you see things as an infant and as an adult is different

incompatibility2:
adults retrieve names of things, but infants can' t speak

incompatibility3:
adults have knowledge of categories of events to help them remember, but infants don' t have that knowledge

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Infantile Amnesia

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The world looks very different to a person whose head is only two or three feet above the ground than to one whose head is five or six feet above it.

Older children and adults often try to retrieve the names of things they saw, **but** infants would not have encoded the information verbally.

General knowledge of categories of events such as a birthday party or a visit to the doctor' s office helps older individuals encode their experiences, **but again**, infants and toddlers are unlikely to encode many experiences within such knowledge structures.

main idea:

promising theory 3 – the way infants encode information is different from the way older children and adults retrieve info, which is why we can't remember things from infant times

eg. you stored the info by writing it down in a notebook; later, you try to retrieve the info by looking for it on your computer

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TPO 6-3 – Infantile Amnesia

Paragraph 1
intro to infantile amnesia

Paragraph 2
three wrong theories about why there is infantile amnesia

Paragraph 3
promising theory 1: brain’ s physiological maturation doesn’ t support memories requiring verbal descriptions

Paragraph 4
promising theory 2: just hearing stories isn’ t enough for infants to produce enduring verbalizable memories

Paragraph 5 + 6
promising theory 3: the way infants encode information is different from the way older children and adults retrieve info

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The phrase "**This view**" in the passage refers to the belief that

- the ability to retrieve a memory partly depends on the similarity between the encoding and retrieving process
- the process of encoding information is less complex for adults than it is for young adults and infants
- infants and older children are equally dependent on discussion of past events for the retrieval of information
- infants encode information in the same way older children and adults do

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According to paragraphs 5 and 6, one disadvantage very young children face in processing information is that they cannot

- process a lot of information at one time
- organize experiences according to type
- block out interruptions
- interpret the tone of adult language

Infantile Amnesia

These three explanations of infantile amnesia are not mutually exclusive; indeed, they support each other. Physiological immaturity may be part of why infants and toddlers do not form extremely enduring memories, even when they hear stories that promote such remembering in preschoolers. Hearing the stories may lead preschoolers to encode aspects of events that allow them to form memories they can access as adults. Conversely, improved encoding of what they hear may help them better understand and remember stories and thus make the stories more useful for remembering future events. Thus, all three explanations—physiological maturation, hearing and producing stories about past events, and improved encoding of key aspects of events—seem likely to be involved in overcoming infantile amnesia.

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These three explanations of infantile amnesia are not mutually exclusive; indeed, they support each other.

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Thus, all three explanations—physiological maturation, hearing and producing stories about past events, and improved encoding of key aspects of events—seem likely to be involved in overcoming infantile amnesia.

the three promising theories are connected and support each other

how they are connected:

infant physiological immaturity = no memories requiring verbal description

no memories requiring verbal description = no verbal encoding

no verbal encoding as infant = no retrieval of infant memories in verbal way

conclusion

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Infantile Amnesia

These three explanations of infantile amnesia are not mutually exclusive; indeed, they support each other.

Physiological immaturity may be part of why infants and toddlers do not form extremely enduring memories, even when they hear stories that promote such remembering in preschoolers. Hearing the stories may lead preschoolers to encode aspects of events that allow them to form memories they can access as adults. Conversely, improved encoding of what they hear may help them better understand and remember stories and thus make the stories more useful for remembering future events.

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main idea:

how the 3 theories are connected with each other

TPO 6-3 – Infantile Amnesia

Paragraph 1
intro to infantile amnesia

Paragraph 2
three wrong theories about why there is infantile amnesia

Paragraph 3
promising theory 1: brain’ s physiological maturation doesn’ t support memories requiring verbal descriptions

Paragraph 4
promising theory 2: just hearing stories isn’ t enough for infants to produce enduring verbalizable memories

Paragraph 5 + 6
promising theory 3: the way infants encode information is different from the way older children and adults retrieve info

Paragraph
how the 3 theories are connected with each other

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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.

- Incomplete physiological development may partly explain why hearing stories does not improve long-term memory in infants and toddlers.
- One reason why preschoolers fail to comprehend the stories they hear is that they are physiologically immature.
- Given the chance to hear stories, infants and toddlers may form enduring memories despite physiological immaturity.
- Physiologically mature children seem to have no difficulty remembering stories they heard as preschoolers.

►These three explanations of infantile amnesia are not mutually exclusive; indeed, they support each other. **Physiological immaturity may be part of why infants and toddlers do not form extremely enduring memories, even when they hear stories that promote such remembering in preschoolers.** Hearing the stories may lead preschoolers to encode aspects of events that allow them to form memories they can access as adults. Conversely, improved encoding of what they hear may help them better understand and remember stories and thus make the stories more useful for remembering future events. Thus, all three explanations—physiological maturation, hearing and producing stories about past events, and improved encoding of key aspects of events—seem likely to be involved in overcoming infantile amnesia.

How does paragraph 7 relate to the earlier discussion of infantile amnesia?

- It introduces a new theory about the causes of infantile amnesia.
- It argues that particular theories discussed earlier in the passage require further research.
- It explains how particular theories discussed earlier in the passage may work in combination.
- It evaluates which of the theories discussed earlier is most likely to be true.

Look at the four squares[■] that indicate where the following sentence could be added to the passage

Where would the sentence best fit?

Other important occasions are school graduations and weddings.

Click on a square [■] to add the sentence to the passage. To select a different location， click on a different square.

Beginning

Infantile Amnesia

What do you remember about your life before you were three? ■ Few people can remember anything that happened to them in their early years. ■ Adults' memories of the next few years also tend to be scanty. ■ Most people remember only a few events—usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth. ■

There are several possible explanations why people cannot easily remember their early childhoods.

-
-
-

Answer Choices

A.Preschoolers typically do not recall events from their first year.	B.Frontal lobe function of the brain may need to develop before memory retrieval can occur.
C.Children recall physical activities more easily if they are verbalized.	D.The opportunity to hear chronologically narrated stories may help three-year-old children produce long-lasting memories.
E.The content of a memory determines the way in which it is encoded.	F.The contrasting ways in which young children and adults process information may determine their relative success in remembering.