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' LUHFWLRQV: There are 10 incomplete sentences in this part. For each sentence, there are four choices marked A, B, C and D. Choose the ONE answer that best completes the sentence and write the corresponding letter on the ANSWER SHEET.

1. The salesman was accused of _____ the customer about the condition of the car.
   A. conceiving
   B. perceiving
   C. retrieving

D. deceiving

3DUW, 5HDGLQJ &RP SUHKHQVLRQ

6HFWLRQ$

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Historians of the American Civil War find themselves in the same unenviable position as Shakespeare scholars: so thoroughly have their fields of study been explored that finding a nearly virgin comer is all but impossible. But Don Doyle has broken new ground in enlightening and compellingly written book, 7KH &DXVH RI $OO1 DWLRQV More than any previous study, it tells the story of how America's Civil War was perceived, debated and reacted to abroad, and how that reaction shaped the course of the war at home.

At the war's outset, however, things were not so simple. Southern diplomats framed their struggle in accordance with liberal principles of self-determination. They judged the conflict, Mr. Doyle notes, to be "one arising naturally between industrial and agricultural societies, not freedom and slavery as the North believed." The North's response, meanwhile, was uncompromising, legalistic and violent. America's secretary of state threatened to "wrap the whole world in flames" promising total war on any state that dared aid the South. Most histories of the Civil War turn inward at the end and examine the war's consequences and legacy for America. Mr. Doyle turns outward to show how important America's Civil War was to the rest of the world: liberty and democracy defeated slavery and the landed gentry. The Union's victory had wider impacts. In Spain, Queen Isabella, fearing American naval power, ended the attempted re-colonization of Santo Domingo. Ulysses Grant, a civil-war general turned his military attention to Mexico, where Napoleon III had installed an Austrian, Maximilian, as emperor. When the threat of an alliance between France and the South was smashed, Napoleon withdrew his support and in 1867

Maximilian was executed by Mexican troops. Across the ocean, Britain's republicans marched to victory that same year. Democracy had not just survived, but flourished.

After Lincoln's death, a French newspaper wrote that he "represented the cause of democracy in the largest and the most universal understanding of the word. That cause is our cause, as much as it is that of the United States." In honor of the Union's victory, a French artist crafted a statue out of copper sheeting, a figure representing freedom, tall and proud, holding a torch high. The Statue of Liberty stands today in New York harbor, the copper now green with age, her gaze fixed across the Atlantic on Europe.

1. Shakespeare is mentioned in the first paragraph to illustrate that_____.
   A. historians of the Civil War should learn from Shakespeare
   B. new discoveries are easy concerning the cause of the Civil War
   C. the Civil War has been studied as extensively as possible
   D. the Civil War and Shakespeare's works are known worldwide

2. The book entitled 7KH &DXVH RI $PHULFDQ is focused on_____.
   A. the impact of the Civil War on other countries
   B. factors that caused the outbreak of the Civil War
   C. the political difference between the North and South
   D. the consequences of the Civil War for America

3. The North regarded the Civil War as a war_____.
   A. between industrial and agricultural states
   B. between slaves and slave-owners
   C. between freedom and slavery
   D. between the government and people

4. Paragraph Four is mainly concerned with_____.
   A. the effect of incidents abroad on the Civil War

B. contributions of Europeans to the Union's victory

C. numerous conflicts between European countries

D. effects of the Union's victory on other countries

5. The passage is probably a _____.

A. personal letter

B. research paper

C. book review

D. fairy tale

6HFWLRQ%

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7 Most developmental scientists now agree that both nature (genetics) and nurture (environment) are essential for the normal development of perception. However, there is still much dispute about the extent to which either nature or nurture is the more important factor. Points of view on this issue are more than just philosophical musings, they affect the kinds of experiments that are undertaken. I argue here that classifying particular aspects of perceptual development as either innate or learned presents us with an overly passive view in which either genes or environment imposes structure on the developing brain. In contrast, I suggest that perceptual development is better characterized as an activity-dependent process involving complex and subtle interactions at many levels.

8 To begin to illustrate my point, let's consider some recent neurobiological work on the prenatal (before-birth) development of the brain in rodents. Neurons are specialized cells that transmit impulses or messages to other neurons, glands, and muscles. The neurons studied in these experiments are those involved in binocular vision. Experiments show that the prenatal tuning (training) of these neurons arises

through their response to internally generated waves of electrical activity. In other words, the response properties of these visual neurons are shaped by a “virtual environment” generated by cells elsewhere in the brain and eye. Although the term “innate” can be stretched to cover this example of development, we could equally well describe this process as the cells “learning” from the input provided. Further, after birth the same neurons continue to be tuned in the same way, except that now their input also reflects the structure of the world outside. When we examine development in detail, it becomes harder to argue, as some theorists do, that “innate knowledge” is fundamentally different from learning.

9 Another example of the role of activity-dependent processes in perceptual development comes from the ability to detect and recognize faces. Because regions of the human brain are specialized for processing faces, some researchers have argued that this ability is innate. However, experiments with infants reveal a more complex story. The tendency for newborns to look more toward faces turns out to be based on a very primitive system that is triggered by a stimulus as simple as three high-contrast blobs in the approximate locations of the eyes and mouth. This simple bias is sufficient to ensure that newborns look much more at faces than at other objects and patterns over the first weeks of life. One consequence of this is that developing circuits on the visual recognition pathway of the brain get more input related to faces and thus are shaped by experience with this special type of visual stimulus. We can now study this process by using new brain-imaging methods. Such studies have shown that the brains of young infants show less-localized and less-specialized processing of faces than do the brains of adults. It is not until they are one year old that infants show the same patterns of brain specialization for processing faces as do adults, by which time they have had as much as a thousand hours of exposure to human faces.

: Another example comes from the study of infants’ eye movements to visual targets. Although newborns are capable of some primitive reflexive eye movements, only much later in the first year can they make most of the kinds of complex and

accurate eye movements seen in adults. One view is that the very limited ability present in newborns is just sufficient to allow them to practice and develop new brain circuits for the more complex integration of visual and motor information necessary for adult eye movements. Once again, it appears that infants actively contribute to their own subsequent development.

; These considerations should make us skeptical about the many claims that are made for innate perceptual abilities based on experiments with babies of four months and older. In fact, when the same experiments were done with younger infants, quite different results have often been obtained, suggesting dramatic changes in perceptual abilities over the first few weeks and months after birth.

< Infants are not passively shaped by either their genes or their environment. Rather, perceptual development is an activity-dependent process in which, during postnatal life, the infant plays an active role in generating the experience it needs for subsequent development.

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