

UNIT

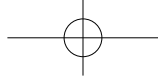
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Language in mission

Passage A

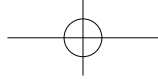
Preview

- 1 According to the title and the first paragraph of the passage, what is it most likely to be?
 - A A short story.
 - B An advertisement.
 - C A news report.
 - D A science article.
- 2 According to the first paragraph, the practical benefits of bilingualism are mainly _____.
 - A social
 - B cognitive
 - C physical
 - D psychological
- 3 According to the first paragraph, what is the likely attitude the author holds toward the claim that “Bilinguals are smarter”?
 - A Doubtful.
 - B Approving.
 - C Indifferent.
 - D Neutral.

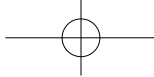


Why bilinguals are smarter

1. bilingualism *n.* 会两种语言, 双语
 2. fundamental *adj.* 重要的
 3. profound *adj.* 深远的
 4. cognitive *adj.* 认知的
 5. shield *vt.* 保护
 6. dementia *n.* 痴呆
 7. interference *n.* 干扰, 妨碍
 8. obstruct *vt.* 妨碍
 9. monolingual *n.* 单语使用者
 10. sort *vt.* 分拣
 11. bin *n.* 大箱子
 12. executive *adj.* 管理的
- 1 Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of **bilingualism**¹ are even more **fundamental**² than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a **profound**³ effect on your brain, improving **cognitive**⁴ skills not related to language and even **shielding**⁵ against **dementia**⁶ in old age.
 - 2 This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policymakers long considered a second language to be an **interference**⁷, cognitively speaking, that hindered a child's academic and intellectual development.
 - 3 They were not wrong about the interference: There is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system **obstructs**⁸ the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.
 - 4 Bilinguals, for instance, seem to be more adept than **monolinguals**⁹ at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to **sort**¹⁰ blue circles and red squares presented on a computer screen into two **digital bins**¹¹ – one marked with a blue square and the other marked with a red circle.
 - 5 In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.
 - 6 The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called **executive**¹² function – a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind – like remembering a sequence of directions while driving.



- 7 Why does the **tussle**¹³ between two **simultaneously**¹⁴ active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for inhibition that was **honed**¹⁵ by the exercise of **suppressing**¹⁶ one language system: This suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an **ascending**¹⁷ series of numbers **scattered**¹⁸ **randomly**¹⁹ on a page.
- 8 The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. “Bilinguals have to switch languages quite often – you may talk to your father in one language and to your mother in another language,” says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.
- 9 The bilingual experience appears to influence the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).
- 10 In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio **cue**²⁰ and then shown a **puppet**²¹ on one side of a screen. Both infant groups learned to look at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their **anticipatory**²² gaze in the new direction while the other babies did not.
- 11 Bilingualism’s effects also extend into the **twilight**²³ years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the **neuropsychologist**²⁴ Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism – measured through a comparative evaluation of proficiency in each language – were more resistant than others to the **onset**²⁵ of dementia and other symptoms of **Alzheimer’s disease**²⁶: The higher the degree of bilingualism, the later the age of onset.
13. tussle *n.* 争斗
14. simultaneously *adv.* 同时
15. hone *vt.* 磨炼
16. suppress *vt.* 压制
17. ascending *adj.* 上升的
18. scatter *v.* 散布
19. randomly *adv.* 随机地
20. cue *n.* 信号
21. puppet *n.* 木偶
22. anticipatory *adj.* 期待的
23. twilight *n.* 晚年
24. neuropsychologist *n.* 神经心理学家
25. onset *n.* 开始
26. Alzheimer’s disease 阿尔茨海默症, 老年性痴呆症



- 12 Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

(887 words)

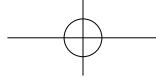
Exercises

Reading skills

1 Reading for details

Understanding the structure of the text can help you quickly locate and focus on the details. Read the passage carefully to find the details. Choose the best answer to each of the following questions.

- Which of the following statements is not mentioned as a fundamental advantage of being bilingual?
 - Enabling one to converse with a wider range of people.
 - Improving cognitive skills not related to language.
 - Shielding against dementia in old age.
 - Promoting people's academic and intellectual development.
- For bilingualism, "a blessing in disguise" (Para. 3) refers to _____.
 - the workout that strengthens its cognitive muscles
 - the activation of both language systems
 - one language system's obstructing the other
 - the conflict between two language systems
- According to the passage, the bilingual advantage results primarily from _____.
 - an inhibition ability acquired by suppressing one language system
 - an ability of ignoring distractions
 - a heightened ability to monitor the surroundings
 - unknown causes
- What does the 2009 study led by Agnes Kovacs (Para. 10) mainly illustrate?
 - Bilingual experience seems to influence an infant's brain.
 - Babies raised in monolingual settings would fail to see the puppet.
 - Babies raised in bilingual settings would react more quickly to audio cues.
 - Bilinguals might have better eyesight.
- According to the passage, which of the following statements is not true?
 - Bilingualism influences the brain of old people.
 - Language is a powerful tool that shapes our cognition.
 - Bilinguals are less likely to suffer mental dullness than monolinguals.
 - A second language does not interfere with an individual's first language.



2 Learning vocabulary in context

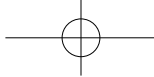
Using the contextual clues in the text is a good way to understand unfamiliar words and phrases. Choose the best meaning for the underlined word in each of the following sentences.

- 1 Researchers, educators and policymakers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development. (Para. 2)
A resulted in
B mixed up
C held back
D brought about
- 2 They were not wrong about the interference: There is ample evidence that in a bilingual's brain both language systems are active ... (Para. 3)
A enough
B little
C general
D widely-recognized
- 3 Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. (Para. 4)
A skilled
B quick
C confident
D bold
- 4 These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another ... (Para. 6)
A leisure activities
B minor troubles
C worries and anxieties
D obstacles to attention
- 5 Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for inhibition that was honed by the exercise of suppressing one language system ... (Para. 7)
A exhibition
B suppression
C presentation
D demonstration

Reading and discussion

3 Discuss the following questions with your classmates.

- 1 What changes has the experience of learning English brought to your life?
- 2 What are the likely benefits of speaking multiple dialects?



Passage B

Preview

- 1 Read the first paragraph of the passage. Tell which sentence may be an introduction to the main idea of the passage.
- 2 According to the first paragraph, what is the likely genre (体裁) of the passage?
A Narration. B Description. C Exposition. D Argumentation.
- 3 According to the second paragraph, what power of language is the author most likely discussing?
A Political power. B Economic power.
C Military power. D Communicative power.

The power of language

1. align *vt.* 调直, 使……相一致

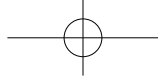
2. wield *vt.* 运用(权力)

3. utterance *n.* 言论, 言辞

4. insightful *adj.* 富有洞察力的

5. speak volumes 充分证明, 清楚表明

- 1 Language is the preferred method of communication in our culture – the fuel we use to empower our desires, and to direct and **align**¹ our energy. Language has immense power, and its impact depends entirely on how we **wield**² it.
- 2 Because words are so often used automatically and unconsciously, we have learned to treat them lightly. In daily conversation, we speak the majority of our words from habit, convenience and social obligation rather than from clear intent.
- 3 If we realized the potential that language has to create and transform our lives, we would pay a great deal more attention to our **utterances**³. We'd be as determined to get our language “in shape” as we are to master and hone our bodies.
- 4 Whether or not we realize it, we are constantly using language to evolve our ideas and beliefs into concrete reality. By becoming more aware of the impact and power of language, we can make more conscious, **insightful**⁴ choices about how we express ourselves and how we interpret others.
- 5 Consider, for example, the power of “I”. “I” is a super-charged word. When you say, “I am,” the words that follow **speak volumes**⁵ – to yourself and others – about how you define yourself.
- 6 “I have, I choose, I love, I enjoy, I can, I will” are also words of strong intent. When we feel powerful, we naturally employ these kinds of “I” statements.



When we feel less powerful or fear that our power will create conflict, we tend to water down our words, either by avoiding “I,” by saying “I don’t know” or “I am not sure,” or by following “I” with other **ambivalent**⁶, unclear statements.

7 “I think I can,” for example, doesn’t have much power compared with “I know I can” or “I can” or “I will.” Neither does “I guess so” – a red flag to your listener that even if you agree to something, your heart will not be in it. “I can’t” is a strong statement of **victimization**⁷, implying that circumstances outside of your control are running things, and you have no power to change them.

8 Much of the way we present our ideas has to do with what we expect in return. If we are afraid our idea or request will be rejected, we may use language that is confusing and indirect. In this way, we have a chance of “snaring” someone into agreeing they don’t quite understand.

9 For example, rather than saying “I would like some help organizing my studio on Saturday – would you be willing to help me?” we might say, “What are you doing on Saturday?” After finding out our listener isn’t busy, we might sigh, “I just feel so **overwhelmed**⁸ by my life these days. I have so much to do and no time to do it, and I am just sick of struggling to do everything by myself.” Eager to stop this flow of despair, our friends may “offer” to help.

10 When we utter committed and direct statements, we know we will be expected to follow through on them. So we sometimes devise very **subtle**⁹ ways of sending messages about whether we are really willing to do what we say, or whether our listener can expect us to **bail out**¹⁰ of our agreements.

11 “I’ll try” is a perfect example. If I tell someone “I’ll try,” I may be subtly sending the message that I have given myself a choice about completion, or that it won’t be my fault if I don’t get it done. Essentially, this phrase tells your listener that you are giving yourself permission to fail. It may also be a **covert**¹¹ way of **guilt-tripping**¹² your listener into accepting a less-than-whole-hearted commitment or an **eventual**¹³ refusal.

12 “I’ll try” can also be designed to let someone know you have the power to either **withhold**¹⁴ your consent or “**graciously**¹⁵” **bestow**¹⁶ it. “I’ll try” may come out when we are looking for recognition that we consent to share our precious energy and time, and that our effort is worthy of appreciation. It may also signal that we are overwhelmed but still willing to make room for the request.

13 On the other hand, in some cases “I’ll try” is fair warning that a person will not try. So how can we tell what someone means when they say “I’ll try”, “I guess” or “Whatever”? Words and phrases mean different things to different

6. *ambivalent adj.* 含糊的, 模棱两可的

7. *victimization n.* 受到欺负

8. *overwhelm vt.* 压倒

9. *subtle adj.* 隐晦的

10. *bail out* 从……中摆脱出来

11. *covert adj.* 隐性的

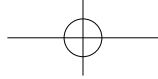
12. *guilt-trip v.* 使……负疚

13. *eventual adj.* 最终的

14. *withhold vt.* 拒绝给予

15. *graciously adv.* 仁慈地

16. *bestow vt.* 给予



17. downright *adv.* 完全地, 十足地

18. ramble *vi.* 漫谈

19. lull *n.* 间歇期

20. conviction *n.* 信念

people. Depending on our own filters and circumstances, we may hear any of these words as eager, open, resentful or **downright**¹⁷ hostile, and in fact their intent can vary enormously from speaker to speaker.

14 Generally, the more words you use to say something, the less power those words have. Feel the difference between a 12-word sentence and a five-word sentence. Practice using as few words as possible to get your message across. People who **ramble**¹⁸ or who just like to hear themselves speak get boring very quickly. If you find yourself in a conversational **lull**¹⁹ or realize you have nothing to say, graciously accept the silence, simply listening to it and to whatever comes next.

15 As you become more comfortable with silence, more comfortable being powerful and more conscious of your word choices, your language will reflect your increased **conviction**²⁰ and commitment. When you no longer waste words by using them as “filler”, the words you do speak will have more power behind them. Be willing to speak your desired outcomes and state what is true to you. You will quickly discover what a powerful and transformative language can be.

(917 words)

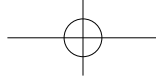
Exercises

Reading skills

1 Reading for details

Read the passage carefully to find the details. Choose the best answer to each of the following questions.

- 1 What is the immediate consequence of realizing the power of language?
 - A We will speak fewer words.
 - B We will use “I” more often.
 - C We will attach more importance to convenience.
 - D We will make conscious options about our expression and our interpretation.
- 2 The reasons why we may use fuzzy (模糊的) language include all the following statements except _____.
 - A that we feel guilty about what we can't get done
 - B that we are afraid our idea or request will be rejected
 - C that we are not willing to stay committed to our statements
 - D that we feel less powerful or fear that our power will create conflict
- 3 According to the passage, “I’ll try” is an example illustrating the fact that _____.
 - A we usually send clear messages
 - B the fewer words we use, the more powerful they are



- C we are overwhelmed by making choices of words
 D we may devise very subtle ways of uttering uncommitted statements
- 4 People who ramble or just like to hear themselves speak get boring very quickly because _____.
 A the listener has nothing to say B they can't get the message across
 C their words gradually lose power D silence is preferred on most occasions
- 5 According to the author, the power of words can be increased by _____.
 A rambling B using them as filler
 C stating what is true to you D using more of them to say something

2 Drawing inferences

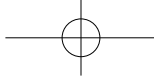
Authors don't always express all their thoughts directly. We may discover their implied meaning by using contextual clues, common sense, and our knowledge of the world, by connecting ideas and drawing conclusions. This process is called drawing inferences. Read the following sentences and fill one word in each blank to complete their paraphrase which is an inference drawn from them. The initial letter of each missing word is given.

- 1 Language is the preferred method of communication in our culture – the fuel we use to empower our desires, and to direct and align our energy. (Para. 1)
Paraphrase: Language is more p_____ than any other means of communication.
- 2 Because words are so often used automatically and unconsciously, we have learned to treat them lightly. (Para. 2)
Paraphrase: Speakers tend to fail to treat their words s_____ because language is often used m_____.
- 3 Neither does “I guess so” – a red flag to your listener that even if you agree to something, your heart will not be in it. (Para. 7)
Paraphrase: “I guess so” is an i_____ that you are not c_____ to the statement being referred to.
- 4 Much of the way we present our ideas has to do with what we expect in return. (Para. 8)
Paraphrase: How we choose to express ourselves depends to a great extent on our listener's r_____.
- 5 Generally, the more words you use to say something, the less power those words have. (Para. 14)
Paraphrase: It is advisable that the words we speak should be c_____ in order to carry weight.

Reading and discussion

3 Discuss the following questions with your classmates.

- To what extent do you agree with the proverb that “Speech is silver; silence is gold”?
- What most effective verbal strategies of refusal to drinking have you found in the Chinese cultural context?



Passage C

Preview

- 1 Read the first paragraph of the passage. Tell what the discovery has been made about swearing.
- 2 According to the first paragraph, is swearing to release emotions primarily an inborn or learned human capacity?
- 3 According to the first paragraph, what forms of words are mentioned as swearing words?

Why swearing helps ease pain

1. expletive *n.* 咒骂语

2. recruit *v.* 招募

3. hypothesis *n.* 假设

4. anecdotal *adj.* 轶事的

5. maladaptive *adj.* 适应不良的

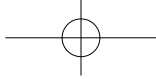
6. bear out 证实

7. pique *vt.* 激发

8. fascination *n.* 着迷, 浓厚兴趣

9. shed *n.* 棚

- 1 According to a study by British researchers, saying four-letter words or any other commonly-used **expletive**¹ can work to reduce physical pain – and it seems that people may use curse words by instinct.
- 2 To figure out why, psychologists at Britain’s Keele University **recruited**² 64 college students and asked them to stick their hands in a bucket of ice water and endure the pain for several minutes. One group was allowed to repeat a curse word of their choice continuously while their hands were in the water; another group was asked to repeat a non-expletive control word, such as that which might be used to describe a table. The result was that swearing not only allowed students to withstand the discomfort longer, but also reduced their perception of pain intensity. Curse words, the study found, help you cope.
- 3 “Swearing increases your pain tolerance,” says Richard Stephens, a psychologist and lead author of the study, which was published in the journal *NeuroReport*. Although the experiment’s initial **hypothesis**³ was inspired by **anecdotal**⁴ evidence from some pain researchers that swearing was actually a **maladaptive**⁵ behavior that served only to make things worse, Stephens’ findings showed exactly the opposite. “The No.1 priority is to make the pain go away. If swearing made the pain worse, that would be illogical,” Stephens says, adding that you hardly need a scientific study to **bear out**⁶ the theory.
- 4 It was an everyday incident in his backyard that first **piqued**⁷ Stephens’ **fascination**⁸ with cursing. While building a **shed**⁹ in his garden, he accidentally



hammered his little finger. “I **whacked**¹⁰ my hand really, really hard,” he says, “and while it was throbbing, I swore a bit.” Being a psychologist, of course that got him thinking, “Why did I react in that way?” Later, he witnessed his wife do the same thing while giving birth to their daughter – at moments of intense pain, she would **holler**¹¹ expletives. “She immediately apologized,” he remembers, “but the medical staff said, ‘Don’t apologize! We get this all the time.’”

10. *whack vt.* 敲击, 重打

11. *holler v.* 叫喊

5 That’s probably because humans are **hard-wired**¹² to swear **cathartically**¹³, says Harvard psychologist of language Steven Pinker. Pinker distinguishes cathartic cursing from using **profanity**¹⁴ descriptively, idiomatically, abusively or for emphasis, and points to similar behavior in animals that suggests its evolutionary roots. If you step on a dog or cat’s tail, it will let out a sharp **yelp**¹⁵ of pain, for example. “Swearing probably comes from a very primitive **reflex**¹⁶ that evolved in animals,” Pinker says. “In humans, our **vocal tract**¹⁷ has been **hijacked**¹⁸ by our language skills,” so instead of barking out a random sound, “we **articulate**¹⁹ our yelp with a word colored with negative emotion.”

12. *hard-wired adj.* 天生的

13. *cathartically adv.* 宣泄性地

14. *profanity n.* 亵渎语言, 下流话

15. *yelp n.* 叫喊声

16. *reflex n.* 反射作用, 反射动作

17. *vocal tract* 声道

18. *hijack vt.* 劫持, 控制

19. *articulate v.* 发音, 讲出

6 The part of the brain that accounts for the urge to swear – or yelp, in the case of animals – is deep within, suggesting its primitiveness. Studies of non-human **primates**²⁰ show that vocalization is nearly always **attributed**²¹ to **subcortical**²² processes in the brain, in those regions that control **primal**²³, raw emotions, says Diana Van Lancker Sidtis, a professor of speech language **pathology**²⁴ and **audiology**²⁵ at New York University. In humans, too, the urge to swear likely stems from primitive parts, but it is usually **overridden**²⁶ by commands from the brain’s more complex **cortex**²⁷ – the abundant gray matter on which humans rely for language and reason, among other **sophisticated**²⁸ abilities. “We have intact **frontal lobes**²⁹, which inhibit these responses,” Sidtis explains. But in certain circumstances – either because we don’t bother to inhibit them or because the shock of pain or discomfort momentarily surpasses the safeguards – our impulse for **obscenity**³⁰ takes over. “In that way, it’s like the dog when you step on its tail,” Sidtis says.

20. *primate n.* 灵长目动物

21. *attribute vt.* 归因

22. *subcortical adj.* 皮层下的

23. *primal adj.* 原始的

24. *pathology n.* 病理学

25. *audiology n.* 听力学

26. *override vt.* 优先于, 比……重要

27. *cortex n.* 皮层

28. *sophisticated adj.* 复杂的, 高级的

29. *frontal lobe* 额叶

30. *obscenity n.* 秽言

7 It may be that swearing serves as an alarm bell, triggering the body’s fight-or-flight response, as Stephens **postulates**³¹ in the study. He and his colleagues found that when study participants used expletives, their heart rates were consistently higher than when they were repeating non-obscene control words – a **physiological**³² response that is consistent with fight or flight. But while it is typically fear that triggers the stress response, Stephens suggests the **salient**³³ emotion in this case is not fear but **aggression**³⁴. “In swearing, people have an emotional response, and it’s the emotional response that actually triggers the reduction of pain,” says Stephens, whose next step is to research the relationship between **induced**³⁵ aggression and reduction of pain. (In past studies, the opposite has been found: Higher levels of pain tolerance predict heightened aggression.)

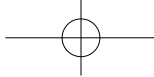
31. *postulate vt.* 假设

32. *physiological adj.* 生理的

33. *salient adj.* 突显的

34. *aggression n.* 侵犯, 攻击

35. *induce vt.* 诱发



36. dull *vt.* 使……变钝, 使……
减效

37. punch *n.* 感染力

38. prude *n.* 假正经之人

39. blunt *vt.* 减弱

- 8 But before you go yelling four-letter words at every turn, consider this: In Stephens' study, swearing reduced the perception of pain more strongly in women than in men. That may be because in daily life "men swear more than women," says Pinker, which could have the unfortunate side effect of **dulling**³⁶ the natural painkiller. "For women I suspect that swearing retains more of an emotional **punch**³⁷ because it has not been overused," he says.
- 9 "That's one of the reasons that I think people should not overuse profanity in their speech and writing," says Pinker. "That's not because I'm a **prude**³⁸, but because it **blunts**³⁹ swear words of their power when you do need them. You should save them for just the right occasions."

(871 words)

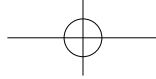
Exercises

Reading skills

1 Reading for details

Read the passage carefully to find the details. Choose the best answer to each of the following questions.

- Swearing is related to all the following factors except _____.
 - profanity
 - expletive
 - obscenity
 - reason
- What did the study at Keele University suggest?
 - Ice water would not cause much discomfort.
 - Swearing can effectively reduce the feeling of pain.
 - One group of students was stronger-willed than the other.
 - Swearing should be encouraged when we cope with water problems.
- After hollering expletives, Stephens' wife immediately apologized because _____.
 - women would rarely swear during birth-giving
 - the words she uttered were meaningless
 - she considered it inappropriate on that occasion
 - the medical staff were taking good care of her
- The urge to swear is attributed to the part of the brain that controls _____.
 - primal emotions
 - language
 - reason
 - sophisticated abilities



- 5 According to the passage, which of the following statements is not true?
- A Women can endure pain longer than men do.
 - B The overuse of swearing weakens its power.
 - C Cathartic swearing is comparable to a dog's sharp yelp of pain.
 - D Men in daily life swear more than women.

Translation

2 Translate the following sentences into Chinese. The sentences are underlined in the passage.

- 1 The result was that swearing not only allowed students to withstand the discomfort longer, but also reduced their perception of pain intensity. (Para. 2)

- 2 It was an everyday incident in his backyard that first piqued Stephens' fascination with cursing. (Para. 4)

- 3 But in certain circumstances – either because we don't bother to inhibit them or because the shock of pain or discomfort momentarily surpasses the safeguards – our impulse for obscenity takes over. (Para. 6)

- 4 He and his colleagues found that when study participants used expletives, their heart rates were consistently higher than when they were repeating non-obscene control words – a physiological response that is consistent with fight or flight. (Para. 7)

- 5 “For women I suspect that swearing retains more of an emotional punch because it has not been overused,” he says. (Para. 8)

