

# THOUGHTS AND FEELINGS

Reading and Writing for Self-Expression

現代人の思考と心理

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NAN'UN-DO

**THOUGHTS AND FEELINGS**  
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## TO THE STUDENT

If you are about to use this textbook in your university English class, it means that you are already quite good at English. It means that your professor thinks you are capable of reading essays that are challenging in both content and vocabulary. It also means that you will soon be able to read and write and understand English a lot more proficiently than you do now, and that before long, you will have a bigger, richer, more active English vocabulary to express your own thoughts and feelings with.

*Thoughts and Feelings* focuses in on some of today's most important discoveries and trends in what is known as popular or everyday psychology. The information and ideas expressed in the thirteen lessons' readings are both interesting (at least I think so!) and useful. But even before you get to the reading, there is a lot to learn and think about. In the **Dictionary Studies** activity, you will get a chance to increase your vocabulary and also learn how to read and understand the type of definitions found in English dictionaries. In the **Quick Quote** section, you will become familiar with the words of wisdom of some of history's most important writers and thinkers. The **Word Preview** section will introduce you to the reading's key words and expressions, making it that much easier for you to understand and enjoy it.

After you read the essay, there's still a lot of work to do and learning to be had. The **Word Study** and **Challenge** exercises will show you how to use the lesson's key words in a variety of forms and contexts, as well as give you some sentence-writing practice. In **Pattern Practice** you will get another chance to do some English writing, this time using important grammar and usage patterns found in the essay. The last section of each lesson, **Listening**, will improve your ability to understand natural, everyday spoken English.

So welcome aboard. You're about to embark on a voyage of learning and discovery that will not only improve and strengthen your already excellent English skills, but also, along the way, expand your knowledge of yourself, the people around you, and the world you live in. It should be a nice trip.

## ま え が き

このテキストは、英語の様々な面を練習問題を解くことによって整理・理解し、総合的な英語力を養おうとするものです。特に、Readingでは、現代の私たちが抱える心の問題を中心に扱ったエッセイを通じて、現代社会の問題にも理解を深めることが出来ます。そして、問題に対する最新の専門的な解明を、心理学の専門雑誌から紹介しています。専門用語が使われているため、一見、英語が難しいように見えますが、じっくり読めば理解できる中級レベルの英語です。このテキストで、現代社会の問題に対する理解を深めるとともに、英語の力の更なるレベルアップをしてください。

### このテキストの構成とねらい

**Dictionary Studies:** 語彙力を強化するために、接頭辞、接尾辞、同意語、反意語、イディオムなどの知識の整理をしましょう。

**Quick Quote:** 各トピックに関する名言を学びましょう。

**Word Review:** エッセイの本文で使われている語の意味の整理をしましょう。

**Reading:** 現代の私たちが抱える心の問題をこのエッセイをじっくり読むことによって理解しましょう。

**Reading Comprehension:** エッセイの内容がどれだけ理解できているかチェックしましょう。

**Word Study:** Word Review で整理した語の意味と用法をふまえて、実際に使えるかどうかをチェックしましょう。

**Challenge:** 英文の書き換え、英文の中の同意語の指摘など、様々な形式の問題によって、さらに英語の理解力を高めよう。

**Pattern Practice:** エッセイで使われた重要表現の使い方を理解し、実際に使えるかどうか試してみよう。

**Listening:** 短い英語の話や会話を聞いて、その内容が理解できているかチェックしましょう。



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## LESSON 1

# Memory

**Dictionary Studies:** Read this dictionary entry for *memory*.

**mem-o-ry** *n., pl. -ries*

1. The ability to keep and remember things in the mind.
2. Everything that a person can remember.
3. Something remembered.
4. The fact of being remembered.
5. *Computer Science:* The part of a computer that stores data and information.

Now read the sentences below. Decide which definition above matches how *memory* is used in each sentence. Write the number of the definition on the appropriate line.

1. \_\_\_\_ This plaque is dedicated to the memory of our company's founder.
2. \_\_\_\_ My memory isn't as good as it used to be.
3. \_\_\_\_ Perhaps you should increase your laptop's memory.
4. \_\_\_\_ This trip will give you memories to last a lifetime.
5. \_\_\_\_ Nothing like this has ever happened before in my memory.

**Quick Quote:** Look at this quote about memory by the British poet, Christina Rossetti (1830-1874).

*Better by far you should forget and smile  
Than that you should remember and be sad.*

Now decide which sentence below is closest in meaning to what Christina Rossetti said.

1. A smile can help you forget a bad memory.
2. Bad memories can make you unhappy, so try to put them out of your mind.
3. It's impossible to forget a bad memory, so don't try.

## Word Preview:

The underlined parts of the sentences below are the key words in today's reading. Complete each sentence with the correct choice.

1. Traumatic events are those that are especially \_\_\_\_\_.  
a. sudden                      b. shocking                      c. romantic
2. If you remember something vividly, you remember it \_\_\_\_\_.  
a. clearly                      b. permanently                      c. easily
3. A sophisticated machine or technique is one that is very \_\_\_\_\_.  
a. difficult to operate      b. easy to use                      c. advanced and complex
4. If a thought or idea engages a certain part of the brain, it \_\_\_\_\_ it.  
a. develops                      b. damages                      c. involves
5. To treat a disease or medical condition is to try to \_\_\_\_\_ it.  
a. understand                      b. cure                      c. research
6. A person who suffers from nightmares \_\_\_\_\_.  
a. can't fall asleep      b. has bad dreams                      c. talks in his/her sleep
7. If an idea lingers in the mind, it \_\_\_\_\_ there.  
a. starts                      b. disappears                      c. stays
8. If something exacerbates a serious situation, it \_\_\_\_\_.  
a. makes it better                      b. makes it easier to understand      c. makes it worse



Let's say you have been in a serious car accident. Or a close relative or friend has passed away. Or perhaps someone you were madly in love with has left you for someone else. If you're anything like me, you know that memories of traumatic events like these are particularly hard to erase from the mind. They are remembered much more vividly than normal memories. What is the reason for this?

Researchers at Duke University, using sophisticated brain-imaging techniques, have come up with an answer. Bad memories not only engage the part of the brain that controls memory, but they also involve the amygdala, the brain's emotional center. This interaction between feeling and remembering gives such memories a "special resonance." The Duke discovery may help us to better understand and treat post-traumatic stress disorder (PTSD). PTSD is a serious psychological condition caused by traumatic experiences. Its victims suffer from frequent flashbacks and nightmares in which they relive the original event over and over.

So, is there any way we can get rid of such bad memories? For centuries, alcohol has been believed to be helpful in "drowning one's sorrows." But a team of doctors at the University of Tokyo says no to that idea. Drinking just exacerbates things, they claim. Although alcohol may have some short-term benefits, it actually causes bad memories to linger in the mind much longer and stronger.

But hope is on the way. Another team of researchers, this time at Harvard University, has developed an "amnesia drug" that can help delete bad memories. The drug, known as Proponal, has already been used to treat victims of rape and serious accidents. In just ten days on the drug, patients were able to talk about their traumatic experiences more openly and calmly—the first step towards complete recovery.

### Notes

- 1 **relative** 「身内」両親や兄弟も含み、親戚より広い意味を持つことに注意    2 **passed away** 「亡くなった」dieの婉曲的ないい方    2 **were madly in love with**    **madly** = very much    **be in love with** = to love    2 **has left you for someone else** 「あなたを捨てて別のの人に走った」    8 **come up with** = think of    9 **amygdala** 「小脳扁桃」脳の正面中央に位置し、感情を瞬時に処理するために不可欠な器官と考えられている。    11 **The Duke discovery** 「デューク大学での実験で発見されたこと」(the がついていることから前に述べられていることだとわかる)    12 **PTSD** 「心的外傷後ストレス障害」    14 **relive** 「(想像によって) 追体験する」    17 **"drowning one's sorrows"** 「悲しみを酒で紛らす」    21 **hope is on the way** 「希望が持てます」(←希望が近づいてきている)    22 **"amnesia drug"** 「記憶を喪失させる薬」    24 **on the drug** 「薬を飲み続けて」



## Reading Comprehension:

Complete each sentence below with the correct choice.

- In paragraph 1, the death of a parent is mentioned as an example of a \_\_\_\_\_.  
a. serious accident      b. normal memory      c. traumatic event
- Researchers at Duke University used brain-imaging techniques to \_\_\_\_\_ the brain.  
a. observe      b. control      c. change
- The amygdala is the part of the brain that \_\_\_\_\_.  
a. controls memory      b. deals with feelings  
c. causes people the most stress
- If something has a “special resonance,” it \_\_\_\_\_.  
a. is stronger and lasts longer      b. does a person more harm than good  
c. causes post-traumatic stress syndrome
- Alcohol’s benefits for helping people overcome bad memories are \_\_\_\_\_.  
a. permanent      b. very well known      c. temporary
- The new drug Proponal \_\_\_\_\_.  
a. is still only experimental      b. hasn’t been developed yet  
c. has already proven to be effective in some cases
- Getting rid of a bad memory often depends on \_\_\_\_\_.  
a. reliving it in flashbacks      b. being treated at Harvard University  
c. being able to discuss it with others

### Word Study 1:

Fill in the blank in each Sentence B below so that it means the same as Sentence A. Use words from the Word Preview list on page 7. Be sure to use the correct grammatical form.

- A. The audience found the lecture interesting.  
B. The lecture \_\_\_\_\_ the audience's interest.
- A. I can't forget the movie's last scene.  
B. The movie's last scene \_\_\_\_\_ in my memory.
- A. Aspirin helps lower a person's blood pressure.  
B. Aspirin is used to \_\_\_\_\_ high blood pressure.
- A. Children are very frightened by a stay in the hospital.  
B. Being in the hospital is \_\_\_\_\_ for children.

### Word Study 2:

Decide what word from the Word Preview list you could use to... (The first one is done for you as an example.)

- describe a professor of yours who is both elegant-looking and knows everything. sophisticated  
I think Professor Sato is very smart and sophisticated.  
\_\_\_\_\_
- compare a really difficult English examination to. \_\_\_\_\_  
\_\_\_\_\_
- explain how your favorite author describes his/her characters. \_\_\_\_\_  
\_\_\_\_\_
- tell someone how the economic recession is making Japan's unemployment problems more serious. \_\_\_\_\_  
\_\_\_\_\_

### Challenge:

Write a short sentence of your own based on each situation in Word Study 2. Use the lines above. (The first one is done for you as an example.)

**Pattern Practice:** Look at this sentence from the reading.

*Let's say you have been in a serious car accident.*

The expression “Let’s say...” is used to talk about “What if...?” situations—things that could happen or might have happened. For example, the question “What would you do with the money if you won the lottery?” can be rewritten as:

*Let's say you won the lottery. What would you do with the money?*

Now rewrite the questions below using the pattern in the example.

1. What kind of work would you like to do if you had already graduated from university?


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2. Where would you like to live if you could no longer live in Japan?

---

3. How would you tell your teacher that you haven't finished your term report?

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**Listening:** As you listen to the short talk, read the sentences below.  3  
Circle T if the sentence is true, F if it is false.

1. T F The more attention you pay to something, the better you'll remember it.
2. T F It takes more than a minute for the brain to remember a piece of information.
3. T F The brain needs exercise, too.
4. T F Too much variety is not good for the brain.
5. T F The purpose of the talk is to show people how to be more intelligent.