期末复习范围及答案

1. **Unit 1**

**Part III P38-47: task 1, task 2, task 3 (包括范例), task 4（text 1, text 3, text4）**

Task 1:

Text 1: a,b,c Text 2: b,c,a Text 3: a,b,c

Text 4: c,a,b Text 5: b,a,c Text 6: a,b,c

Task 2: 5,4,**1**,3,6,2

Task 3:

1) Old age adversely affects one’s cognition.

2) The tourist industry in places like Hawii, which is fairly remote from other countries, has

been adversely affected by rises in airfare.

3) Research has shown that having certain blood types increases susceptibility to certain diseases, but no such proof exists showing a relationship between blood types and people’s

personalities.

4) To detect and ultimately abort female fetuses, certain traditional societies use ultrasound

devices because of their low cost and portability.

5) Africa, which in 2011 became second only to Asia in number of cell phone users, is expanding its cellular capabilities to adequately connect the 600 million who have cell phones.

6) A shortage of fresh water to supply the billions in the world is apparently serious enough

that it could eventually lead to wars. Among the factors contributing to the drop in fresh

water supplies are issues related to the increasing population, sanitation, and environment.

Task 4:

Text3：

Instructivists hold that the“real world,”external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (Merriënboer, 1997).

Text4：

Two components must be present in an instructional design theory. The first component

(methods) describes how human learning will be supported, and the second component

(situation) describes when certain methods ought to be used (Reigeluth,1999)

1. **Unit 2**

**Part III P88-95: task 1, task 2（1-4题）, task 3, task 4**

Task 2:

1) British weather is changeable.

2) Chinese big cities suffer from growing traffic problems.

3) Some long and complicated sentences mean very little.

4) The basic tenet of constructivism holds that learners themselves construct knowledge,

rather than receive it from outside themselves.

Task 3:

Question 1 a, b, c, d

Question 2 c, b, a, d

Question 3 b, a c, d

Question 4 a, d, c, b

Task 4:

**Question 1**

Hockfield (2001) argues that modern technology makes it more difficult to separate ourselves from work.

**Question 2**

Gordon & Taylor (1989) believe that although most people feel a great deal of anguish when faced with writing tasks, this feeling can be managed by developing personal avoidance strategies.

**Question 3**

Frick, T. (1991) claims that history has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young.

**Question 4**

Hewitt (1996) believes that acts of academic dishonesty undermines the validity of teaching

and learning.

**Question 5**

Edelso (2002) claims that legal rights and safeguards lead to investments by individuals, which has a higher impact on raising living standards of countries than these countries’ natural resources.

1. **Unit 3**

**Part II P131-137: task 2 (model, introduction 1、2), task 3**

**Part III P138-148: 1) Synthesizing: P138范例，task 2 (question 1、3、6)；**

1. **Reporting verbs: task 1**

**Part II Task 2：**

**Introduction 1**

With an estimated 46.2 million adult smokers in the United States, tobacco use has been identified as the leading preventable cause of mortality, resulting in >18% of all deaths. Notably, smoking poses serious economic implications as well, accounting for > ＄75 billion per year in medical costs and ＄82 billion per year in lost productivity. **Given the detrimental effect of smoking on health, Healthy People 2010 seeks to reduce the prevalence of smoking from 24% in 1998 to ≤12% by 2010. [an introduction of the topic and its background]** Although much previous research has described the associations between smoking and poor physical health，**[a review about the previous studies]** few studies have examined the associations of smoking status with healthrelated quality of life (HRQOL) and health behaviors among non-institutionalized adults. Research in this area has been largely restricted to studies conducted outside of the United States. **[the previous studies’ limitation]** Yet, examining the associations among smoking, HRQOL, and health behaviors appears to be particularly important for identifying behaviors and conditions linked with smoking that may further jeopardize the health of smokers in the U.S. population. **[the significance of the present research]** To better address these issues, data were analyzed from the 2001 and 2002 Behavioral Risk Factor Surveillance System (BRFSS). **[the purpose of the essay and the present methodology]** These analyses were conducted in 2004.

**Introduction 2**

English for Academic Purposes (EAP), a traditional base for English for Specific Purposes (ESP), is to tailor instruction to specific rather than general purposes (Benesch, 2001). In addition to preparing learners for study through the medium of English, EAP instruction is also concerned about developing the communicative skills necessary for students to participate in particular academic discourses (Hyland & Hamp-Lyons, 2002). One pedagogical approach discussedin EAP scholarship for achieving these goals is content-based instruction. In such an approach, language instruction is integrated within specific disciplinespecific content courses. The major goal of the content-linked language course is to equip students with academic literacy skills across the curriculum and the genre knowledge necessary for them to succeed academically. Now Content-based language instruction has gained wide acceptance in US undergraduate institutions, especially in ESL programs. **[an introduction of the topic and its background]**

Its cognitive and linguistic effects have been studied and reported. Numerous research studies demonstrate consistently that content-based second language teaching promotes both language acquisition and academic success (Grabe & Stoller, 1997; Kasper, 1994; Krueger & Ryan, 1993; Snow & Brinton, 1997; Stry-ker & Leaver, 1997; Wesche, 1993). Students receiving linked instruction perform better in language courses than those not receiving such instruction (Kasper, 1997). They reap the benefits of significant gains in the second language, e.g., in the receptive skills of listening and reading (Burger et al., 1997; Ready & Wesche, 1992) and in the productive skills of writing (Burger, 1989) and speaking (Burger & Chre’tien, 2001). They also achieve comparable or even better mastery of disciplinary content than ESL students or native English speaking students not receiving content-based language instruction (Andrade & Makaafi, 2001; Babbitt, 2001; Kasper, 1994; Winter, 2004). **[a review about the previous studies]**

However, the literature on CBI has focused mainly on its most immediate effects, i.e., the outcomes of one or two semesters in which content-based instruction was provided. Studies on the sustained or long-term benefits of content-based language instruction are scarce. **[a statement of the previous studies’ limitation] As variations of the content-based ESL curriculum have evolved over the years, the interest in the longer-term studies has grown. [the significance of the present research] Those of us who teach in content-linked programs are especially interested in determining its effects on future learning.** For **example, will the significant gains in the second language as a result of CBI give students an advantage in subsequent English courses? How will CBI impact students’ future academic performance? Will it translate into sustainable academic success, often judged by measures such as GPA and graduation rate?** **[the content of the present research]** The study reported here attempted to explore this issue and answer some of these questions by examining the academic records of students enrolled in the content-linked ESL program of Kingsborough Community College of the City University of New York (CUNY). **[the purpose of the essay and the present methodology]** A brief review of the content-based ESL program of the college is presented in part II. In part III, the studies of long-term effects are carried out. In part IV, data are analyzed and results are discussed. Discussion is given in Section V, and a brief conclusion is presented in Section VI. **[a brief structure of the whole paper]**

**Task 3：①②⑤③④⑥**

**Part III**

**（P141-P146）Task 2：**

**Question 1**

The effects of playing computer games on physical health are controversial. Although Brown (2000, p. 141)states that computer games can cause physical problems such as bad posture and pain in the hands, Smith (2003) argues that these problems are caused by the hardware, not the games. In my opinion, the physical health problems are caused by games as they encourage long periods of computer use on harmful hardware.

**Question 3**

The effects of computer games on young people is a controversial topic. Davies (2003) argues that addictive computer games are addictive and cause children to spent too little time on reading, homework and social activities. However, Smith (2003) states that any popular activity can be addictive, not just computer games. He also claims that good computer games perhaps should be addictive. Although this may be true, it does not address the topic of whether computer games are harmful. Therefore he does not refute Davies’ argument. I believe that to solve this problem, parents and teachers should educate their children to lead balanced lives.

**Question 6**

Students need practical strategies to check the reliability of information on websites. Chan

(2001) suggests three criteria for judging whether the information on a website is reliable.

These are authorship, status of the website, and credibility of the document itself. Smith(2003) believes that it is too time-consuming to examine a website for these criteria, and that the criteria are therefore impractical. As Smith does not suggest an alternative, I believe that Chan’s criteria should be used, but the extent of checking the criteria should be balanced with the time available.

**（P148）Task 1：**

1. insists\ argues \ notes\ suggests
2. recognizes\ singles out
3. described\ defined
4. suggested
5. noted
6. interprets
7. assumes
8. **Unit 4**

**Part III P182-190: 1) academic tone: task**

**2) The use of nominalization: task 1 (1-6题), task 2 (3-9题)**

**3) passive voice: task (1-7,9,10题)**

**4) the use of single, formal verbs: task 2（包括model）, task 3**

**（P183）Task：**

1) If the environment is not protected, children will suffer the most.

2) These problems need to be addressed./It is necessary to address these problems.

3) However, there are many restaurants where endangered animals can be eaten.

4) Participating in social activities as volunteers can be a beneficial / positive experience for

children.

5) Economic situation will not improve until efforts are made by the government.

6) The investigation yielded no new results.\The investigation did not yield any new results.\ The investigation failed to yield any new results.

7) The government allocated little funding for the program.\ The government did not allocate much funding for the program. \The government failed to allocate much funding for the program.

8) This problem has few viable solutions. \This problem does not have many viable solutions.

9) The technology can be used in robots, CD players, and other electronic devices.

10) Very little is actually known about the prevalence of science fraud.

**（注：书上第二个标注9）的句子去掉，保留第一个标注9）的句子）**

**（P183）Task 1：**该题的出题方式为“Rewrite the following sentences with the use of nominalization”。

**（P184）Task 2：**

3) The accidental release of radiation caused widespread long-term damage.

4) To ensure widest acceptability and greatest potential profitability, the novel follows the most commonly accepted notions of morality and justice.

5) The richness of the soil in this area favors the growth of crops.

6) The explosion of information and the increasing obsolescence of knowledge is forcing upon higher education a new set of demands.

7) 原题The times signal that it is necessary to modify our legal system. (SIGN, NECESSITY,

MODIFICATION)去掉括号中的SIGN

The times signal the necessity of the modification of the legal system.

8) The careful supervision is necessary to ensure the survival of the crops when harvest time comes/until harvest time**.**

9) Yet all of history has taught us that the denial of these ultimates and the placement of man at the core of the universe will result in\generate\cause(意思相近的动词都对) mass selfishness.

**（P187）Task：**

[1] Full advantage must be taken of the opportunities offered by urbanization.

[2] However little control is exercised over the online articles and speeches.

[3] The main effects of poverty can be illustrated by looking at those on the lowest incomes in rich cities.

[4] It appears that in a number of instances jobs were assigned on the basis of gender.

[5] Despite potential benefits of such techniques, serious concerns have been raised concerning the potential environmental and medical consequences of GMOs.

[6] A fairly consistent picture of its short-term effects on users is presented in many

publications.

[7] Much remains to be learned about the acute physiological effects of Cannabis.

[9] The distinction is made clear between government policy and economic reality.

[10] Social conditions as well as the economic situation should been taken into account.

**（P189-190）Task 2：**

1) assist 2) established3) increased 4) discovered\established 5) eliminate

6) investigating 7) raised 8) observes 9) constitute 10) conduct 11) accelerated 12) caused 13) developed 14) encountered 15) maintain

**Task 3：**

1. solid 2) fatigued, lengthy 3) attempts, fundamental

4) confirms 5) potential 6) generates 7) primary/principal, discriminate 8) underlines 9) discrepancy 10) primary/fundamental 11) considerable

**5. Unit 5**

**Part II P207-222: 1) writing the conclusion section: task 3, task 4 (model, discussion3、4)，task 5**

**2)writing an abstract: task 2 (question 1、2、3、4、5)**

**Part III P227 task 3 (1、3-5、7、8)，**

**P6 text 1（article 1）的Introduction段落中找hedging expressions**

**（P208-P216）**

**Task 3：**2、 3、 7、 4、 5、 6、 1

**Task 4：**

**Model的答案中第2个：offer first explanation。可以把first去掉**

**Discussion 3**

In order to understand the mechanism how this widely consumed GM crop exerts its influence on the reproductive performance of mammals and their offspring, it would be necessary to perform complex researches, including histological, genetic and embryotoxicological investigations. However, we had to restrict our experiments only for a short time-span, and starting to feed the female rats two weeks before mating. However, unlike the experiments of Brake and Evenson (2004), who started to feed pregnant mice, in our experiments the diets supplemented with GM or traditional soya flours were already given to the female rats 2 weeks before mating already, and we continued to treat them with their respective diet until the pups were weaned**. [comparison with previous study]**

Upon delivery, very unexpectedly a very high rate of pup mortality (55.6%) was observed in the the group of females whose diet was supplemented with the GM soya flour in comparison with the pups of both the positive control (6.8 %) and the traditional soya flour supplemented (9%) groups. Also, in this group the pups continued to die over the period of lactation, which occurred only in the GM soya fed group. At the same time, the weights of the surviving rat pups were also lower. It is the more surprising, since the pups were smaller, about half, therefore more milk should have been available for the individual pups. They should have a better chance to grow optimally, unless the amount, and/or the quality of the milk were not affected by consuming the GM soya flour. **[major findings]**

Our data allow us to speculate and presume that the negative effect of GM soya on the newborn pups could be mediated by two possible factors. Firstly, it can be the result of transformation, and insertion of the foreign genes, which could enter into the sexual/stem cells, or/and into cells of the fetus, as it was observed by Schubbert et al. (1998). Secondly, negative effect of GM soya could be mediated by the accumulation of Roundup residues in GM soya residues. However, no mortality was observed with female rats, nor with the young pups survived, although they also began to eat the GM soya, it is supposed that the effect could be mediated by the two first factors. **[explanations]**

**Discussion 4**

The purpose of this study was to test how different levels of food deprivation affect concentration on and perseverance with difficult tasks. **[a restatement of the objective of the study]** We predicted that the longer people had been deprived of food, the lower they would score on the concentration task, and the less time they would spend on the perseverance task. In this study, those deprived of food did give up more quickly on the puzzle, but only in the 12-hour group. Thus, the hypothesis was partially supported for the perseverance task. However, concentration was found to be unaffected by food deprivation, and thus the hypothesis was not supported for that task. **[a summary of the result]**

The findings of this study are consistent with those of Green et al. (1995), where short-term food deprivation did not affect some aspects of cognition, including attentional focus. **[comparison with the previous study]** Taken together, these findings suggest that concentration is not significantly impaired by short-term food deprivation. The findings on perseverance, however, are not as easily explained. We surmise that the participants in the 12-hour group gave up more quickly on the perseverance task because of their hunger produced by the food deprivation. But why, then, did those in the 24-hour group fail to yield the same effect? We postulate that this result can be explained by the concept of “learned industriousness,” wherein participants who perform one difficult task do better on a subsequent task than the participants who never took the initial task (Eisenberger & Leonard,1980; Hickman, Stromme, & Lippman, 1998). Because participants had successfully completed 24 hours of fasting already, their tendency to persevere had already been increased, if only temporarily. Another possible explanation is that the motivational state of a participant may be a significant determinant of behavior under testing (Saugstad, 1967). This idea may also explain the short perseverance times in the 12-hour group: because these participants took the tests at 10 p.m., a prime time of the night for conducting business and socializing on a college campus, they may have been less motivated to take the time to work on the puzzle. **[explanation of the unexpected results]**

Research on food deprivation and cognition could continue in several directions. First, other aspects of cognition may be affected by short-term food deprivation, such as reading comprehension or motivation. With respect to this latter topic, some students in this study reported decreased motivation to complete the tasks because of a desire to eat immediately after the testing. In addition, the time of day when the respective groups took the tests may have influenced the results: those in the 24-hour group took the tests in the morning and may have been fresher and more relaxed than those in the 12-hour group, who took the tests at night. Perhaps, then, the motivation level of food-deprived participants could be effectively tested. Second, longer-term food deprivation periods, such as those experienced by people fasting for religious reasons, could be explored. It is possible that cognitive function fluctuates over the duration of deprivation. Studies could ask how long a person can remain focused despite a lack of nutrition. Third, and perhaps most fascinating, studies could explore how food deprivation affects learned industriousness. As stated above, one possible explanation for the better perseverance times in the 24-hour group could be that they spontaneously improved their perseverance faculties by simply forcing themselves not to eat for 24 hours. Therefore, research could study how food deprivation affects the acquisition of perseverance. **[future work]**

In conclusion, the results of this study provide some fascinating insights into the cognitive and physiological effects of skipping meals. Contrary to what we predicted, a person may indeed be very capable of concentrating after not eating for many hours. On the other hand, if one is taking a long test or working long hours at a tedious task that requires perseverance, one may be hindered by not eating for a short time, as shown by the 12-hour group’s performance on the perseverance task. Many people — students, working mothers, and those interested in fasting, to mention a few — have to deal with short-term food deprivation, intentional or unintentional. This research and other research to follow will contribute to knowledge of the disadvantages — and possible advantages — of skipping meals. The mixed results of this study suggest that we have much more to learn about short-term food deprivation. **[the implications of the study]**

**Task 5：4,3,2,1,5,6**

**（P221-P223）Task 2:**

**Question 1**

Breast-feeding, a traditional infant-feeding practice in Nigeria, has undergone a serious decline recently. **[background]** In order to explore the factors responsible for the negative change and offer some suggestions based on the result, a survey was conducted among Nigerian women resident in Surulere. **[objective]** The feeding practice and attitudes of 558 mothers were examined via questionnaires and personal interview. **[methods employed]** The result showed that despite the women’s awareness of the importance of breastfeeding practice which should continue for up to one year (38 %) according to their expressed opinion, only about 24.6 % of the mothers practiced breast-feeding for that long and 81 % used supplementary foods for infants from birth to three months. **[major findings]** It is suggested that economic and social pressures were responsible for the change in traditional infant feeding practices. Hence unless the poverty of urban women was solved any nutrition education program was meaningless. **[suggestion]**

**Question 2**

The present study investigated the effects of academic motivation, academic integrity, attitude toward cheating, and self-efficacy on cheating behaviors of college students. **[the objective]** Participants completed a puzzle-solving task in which some puzzles were not solvable unless a participant cheated. One group was offered a 20 dollar reward for the highest score, the second group’s scores were made public, and the third group served as the control. **[methods employed]** There was not a significant difference in the cheating behaviors of the three groups. A significant negative correlation was found between participants’ self-reports of cheating behaviors and how dishonest they rated those behaviors. Participants who cheated on the puzzle task had significantly higher self-efficacy scores than those who did not cheat. Implications for these findings are discussed. **[major findings]**

**Question 3**

Investigation of the influence of GM soya on the birthrate and survival of the offspring of Wistar rats were performed. **[the objective]** A group of female rats were fed GM soya flour before mating and pregnancy. The control group of females were fed traditional soya and the third group of females, the positive control group, received feed without any soya. The weight and the mortality rate of the newborn pups were analyzed. **[the methods employed]** The study showed that there was a very high rate of pup mortality (55.6%) in the GM soya group in comparison with the control group and the positive control group (9% and 6.8% respectively). Moreover, death in the first group continued during lactation, and the weights of the survivors are lower than those from the other two groups. **[findings]** It was revealed in these experiments, that GM soya could have a negative influence on the offsprings of Wistar rats. **[the conclusion]**

**Question 4**

This paper provides an overview and discussion of a study of students’ knowledge and understanding of the greenhouse effect, ozone layer depletion and acid rain. **[the objective]** It describes the results of a small-scale survey conducted among college undergraduates (n=862) and designed to ascertain details of their knowledge and misconceptions about these environmental issues. **[methods used]** The study reveals their familiarity with the term ‘greenhouse effect’, but little understanding of the concepts involved. One common misconception is that the greenhouse effect is the result of ozone layer depletion. In contrast, there is a clear understanding that the ozone layer protects the Earth from harmful radiation and that it is currently being destroyed by chlorofluorocarbons (CFCs). Burning coal is linked to the formation of acid rain, but there is little appreciation of why trees in Scandinavia are being destroyed by this process. **[major findings]** Recommendations for lecturers and student teachers are made from the findings

**Question5**

The purpose of this study was to describe children's (aged 8—12 yr) experiences with postsurgical pain relieving methods, and their suggestions to nurses and parents concerning the implementation of pain relief measures in the hospital. **[the objective]** The data were collected by interviewing children (N=52) who were inpatients on a pediatric surgical ward in the university hospital of Finland. Content analysis was used to analyze the data. The children rated the intensity of pain on a visual analogue scale. **[methods used]** The results indicated that all of the children used at least one self-initiated pain relieving method (e.g. distraction, resting/sleeping), in addition to receiving assistance in pain relief from nurses (e.g. giving pain killers, helping with daily activities) and parents (e.g. distraction, presence). The children also provided suggestions, especially as it relates to nurses (e.g. creating a more comfortable environment), regarding the implementation of effective surgical pain relief. However, some cognitive-behavioral and physical methods were identified that should be implemented more frequently in clinical practice. Furthermore, most children reported their worst pain to be severe or moderate, which indicates that pain management in hospitalized children should be more aggressive. **[major findings]**

**（P227）Task 3：**

1) In spite of its possible limitations, the study has a number of important strengths.

3) It seems that the effect of these small particles is to cool the climate and to partially offset the warming of increasing concentrations of greenhouse gases.

4) Very high radiation doses tend to destroy body functions and lead to death within 60 days.

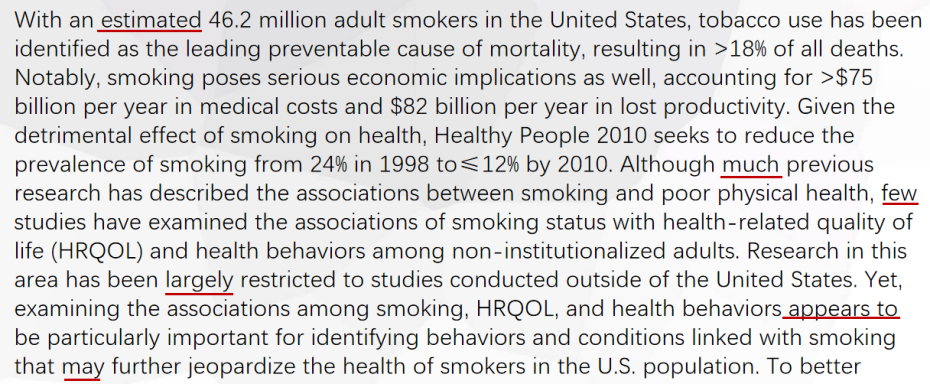
5) We assume that the effects of routine releases of radioactivity from nuclear plants depend on how the spent fuel is handled.

7) There is high probability that unethical behavior is potentially criminal.

8) It seems unlikely that Mars rock will be melted even at high temperatures

**（注：task3答案不唯一）**

**P6 text 1（article 1）的Introduction段落中找hedging expressions**



**6.Unit 6**

**Part IIIP267-269 4. Language （1、2、4、9、10）**

**（第2题的第二个答案错了，应该改为Compared with traditional food,...）**