

理工英语期末复习

词义匹配

课后习题 P.13-14 Task 3、 P.56-57 Task 3 (第一、二列)、 P.104-105 Task 3

Page 13-14 Task 3

TASK 3 Match the following academic words with their definitions or synonyms.

Paras. 1-2

- | | |
|--------------------|---|
| _____ 1 shroud | a direct toward a given destination |
| _____ 2 exaggerate | b end of the world |
| _____ 3 doomsday | c existing very commonly or happening frequently |
| _____ 4 destine | d the act of getting rid of sth. useless or used up |
| _____ 5 prevalent | e hide information or keep it secret and mysterious |
| _____ 6 perception | f overstate |
| _____ 7 pragmatic | g solving problems in a realistic way |
| _____ 8 disposal | h insight |

Paras. 3-6

- | | |
|---------------------|--|
| _____ 1 laypeople | a sb. who answers questions, esp. in a survey |
| _____ 2 interaction | b manage; organize |
| _____ 3 external | c coming from the outside |
| _____ 4 prior to | d before a particular time or event |
| _____ 5 respondent | e easy to obtain or use |
| _____ 6 administer | f showing or suggesting sth. |
| _____ 7 accessible | g cause to become |
| _____ 8 assume | h mutual effect |
| _____ 9 indicative | i non-objective consideration of an issue or a situation |
| _____ 10 bias | j suppose |
| _____ 11 render | k the nonprofessional |

Para. 7

- | | |
|--------------------|---------------------------------------|
| _____ 1 coverage | a groceries; food product |
| _____ 2 refer to | b the reporting of news |
| _____ 3 constitute | c mention |
| _____ 4 foodstuff | seasoning |
| _____ 5 spice | e a ship which can travel under water |
| _____ 6 bacteria | f microscopic single-celled organisms |
| _____ 7 submarine | g clearly and exactly |
| _____ 8 explicitly | h form; establish |

Paras. 8-11

- | | |
|-----------------|--------------------------------|
| _____ 1 assign | a give; designate |
| _____ 2 appoint | b (cause animals to) eat grass |
| _____ 3 maximum | c distinction |

_____ 4	presume	d	danger
_____ 5	overview	e	counteraction
_____ 6	decay	f	allocate
_____ 7	differentiation	g	the process of becoming gradually damaged, worse or less
_____ 8	lichen	h	a general view
_____ 9	graze	i	the largest amount allowed or possible
_____ 10	hazard	j	a grey, green or yellow plant-like organism that grows esp. on rocks, walls and trees
_____ 11	countermeasure	k	suppose

Paras. 12-18

_____ 1	irradiation	a	the word "yes" or a sign that you agree with sth.
_____ 2	betray	b	substance that produces an effect or a change
_____ 3	disintegration	c	start; lead off
_____ 4	absorption	d	exposure to a large amount of radioactivity
_____ 5	affirmative	e	a part of the whole
_____ 6	agent	f	the process of some substance being taken in
_____ 7	initiate	g	the state of losing unity as if by breaking into parts
_____ 8	proportion	h	unveil

Paras. 19-20

_____ 1	antagonist	a	choice; option
_____ 2	protagonist	b	viewpoint; stance
_____ 3	alternative	c	supporter
_____ 4	standpoint	d	be good, bad, important, unimportant etc. compared with other similar things
_____ 5	leakage	e	not done by choice; unconscious
_____ 6	rank	f	atmosphere
_____ 7	catastrophic		opponent
_____ 8	involuntary	h	extremely harmful; destructive
_____ 9	aura	i	gas, water etc. escaping from a hole or crack

Paras. 21-28

_____ 1	exemplify	a	carefulness
_____ 2	localize	b	a sound like a bell
_____ 3	cautiousness	c	use up (resources or materials)
_____ 4	prerequisite	d	having reason or understanding
_____ 5	realm	e	a difficult situation of which there is no way out
_____ 6	ring	f	the act of combining things to work together
_____ 7	deplete	g	without much hope of success
_____ 8	gloomy	h	requirement for sth. to happen or exist
_____ 9	rational	i	illustrate
_____ 10	impasse	j	limit sth. to a particular area
_____ 11	integration	k	domain

TASK 3 Read the rows of words and phrases below. One word or phrase in each row may not be a synonym for the word in bold. Cross it out if any. Read the model carefully before the exercise.

<i>Model</i>			
acquire:	obtain	access	deprive

Paras. 1-2

1	representation:	explanation	account	exploration
2	incorporate:	combine	integrate	insert
3	misconception:	misunderstanding	misapprehension	misleading
4	attribute:	trace	ascribe	contribute
5	depletion:	reduction	decrease	completion
6	virtual:	simulated	visual	computer-generated
7	curriculum:	courses	syllabus	subjects
8	module:	unit	section	sector

Paras. 3-6

1	interactive:	cooperative	reciprocal	mutual
2	visualization:	painting	drawing	chart
3	enact:	perform	implement	impose
4	target:	choose	select	attack
5	embed:	implant	fix	inset
6	reflection:	thought	opinion	mirror
7	depict:	describe	portray	illustrate

Paras. 7-9

1	randomly:	casually	arbitrarily	irregularly
2	prompt:	cause	urge	motivate
3	generate:	produce	repeat	yield
4	manipulate:	control	maneuver	promote
5	numerical:	numeral	numerous	concerning figures
6	represent:	illustrate	depict	exemplify
7	fluctuation:	change	variation	alteration
8	comprise:	compose	embrace	consist of

Paras. 10-20

1	alternative:	others	choice	option
2	contributor:	supporter	factor	contribution
3	component:	factor	element	ingredient
4	integration:	incorporation	combination	joint
5	valid:	well-founded	acceptable	convincing
6	discrepant:	different	incongruous	inconsistent
7	normative:	standard	prescriptive	normal
8	trap:	seize	catch	take in

Paras. 21-25

1	highlight:	emphasize	stress	underline
2	credit:	honor	honesty	approval
3	interconnect:	interlink	join	interrelate
4	incremental:	growing	increasing	enlarging
5	intermediate:	in-between	halfway	immediate
6	reconcile:	accept	resolve	agree with
7	conceptual:	notional	ideational	conditional

TASK 3 Match the following academic words with their definitions or synonyms.

Paras. 1-2

- | | | | |
|----------|-------------|---|--|
| _____ 1 | transfer | a | existing as an essential constituent or characteristic |
| _____ 2 | novel | b | the act of putting sth. into sth. else or between two things |
| _____ 3 | guarantee | c | secure or furnish security for |
| _____ 4 | unintended | d | extremely important |
| _____ 5 | inherent | e | convey from one person, place, or situation to another |
| _____ 6 | vital | f | different; new; unusual |
| _____ 7 | detrimental | g | unplanned |
| _____ 8 | insertion | h | causing harm or injury; damaging |
| _____ 9 | stunt | i | stop sb. or sth. from growing to their full size or developing properly |
| _____ 10 | immune | j | protected against a particular disease by particular substances in the blood |

Paras. 3-5

- | | | | |
|----------|------------|---|---|
| _____ 1 | persist | a | the state or quality of being fully developed or grown |
| _____ 2 | fragmented | b | sth. formulated or built systematically |
| _____ 3 | pregnant | c | a mark or sign that shows sb. or sth. was present or existed |
| _____ 4 | undertake | d | carrying a fetus or fetuses within the womb |
| _____ 5 | mortality | e | food, esp. that for animals or babies |
| _____ 6 | supplement | f | consisting of small pieces or parts |
| _____ 7 | maturity | g | continue to exist |
| _____ 8 | feed | h | make yourself responsible for sth. and start doing it |
| _____ 9 | allocate | i | add sth. to sth. else to make it larger or better |
| _____ 10 | trace | j | distribute according to a plan or set apart for a special purpose |
| _____ 11 | construct | k | the number of people who die |

Paras. 6-11

- | | | | |
|---------|--------------|---|--|
| _____ 1 | mate | a | the process of becoming ill through contact with bacteria, etc. |
| _____ 2 | infection | b | producing new life or offspring |
| _____ 3 | dose | c | be paired for reproducing |
| _____ 4 | distribution | d | an animal's young or a person's children |
| _____ 5 | internal | e | a measured amount of sth. such as medicine |
| _____ 6 | reproductive | f | gradually deprive (infants and young mammals) of mother's milk |
| _____ 7 | mechanism | g | a way of doing sth. which is planned or part of a system |
| _____ 8 | offspring | h | the way in which sth. exists in different amounts in different parts of an area or group |
| _____ 9 | wean | i | existing or happening inside your body |

Paras. 12-13

- | | | | |
|---------|--------------|---|---|
| _____ 1 | optimally | a | the act or process of collecting |
| _____ 2 | speculate | b | matter remaining after sth. has been removed |
| _____ 3 | presume | c | guess without knowing the complete facts |
| _____ 4 | accumulation | d | in the best way; with the best possible result |
| _____ 5 | residue | e | think that sth. is true, although you are not certain |

句型功能匹配

课后习题 P.124-125; P.199-200; P.203-204; P.211-212

Page 124-125 Task 3

TASK 3 Read the following sentence patterns and match them to the functions listed in the box.

- A Establishing the specific topic and providing the relevant background information
- B Introducing the present methodology
- C Offering a brief structure of the whole paper
- D Describing the previous studies on the topic
- E Stating the purpose and / or the principal activities
- F Creating a gap for the significance of the present study

1 Function: _____

Over the past decade, one of the most important advances in... has been the development of...

There is a concern over...

... is of particular interest with respect to...

... have become increasingly interested in...

... are an extensive scientific and industrial interest in...

Recently, ... has received / attracted much / particular attention...

Recently, there has been growing interest in...

Presently, investigations of... are increasing.

... possibility of... has generated wide interest in...

... has become a favorite topic for analysis of...

... has been a popular topic.

... are extremely active areas of research.

2 Function: _____

This paper presents a systematic and unified approach to modeling... based on...

... model is derived by properly combining... and applying...

In this paper the authors propose a novel method to analyze...

We use... to examine...

... approach is applied in order to demonstrate...

... method is employed.

... is measured through...

3 Function: _____

As part of a study, the purpose of the experiment is to aid the exploitation of...

The purpose / aim / objective of this paper / investigation / study is to...

The aim of this paper is to apply... to give detailed information on...

Our purpose is to explore...

In this paper, we address the problem of / report on / give preliminary results for...

The main purpose of the study is...

The measurement error in... was analyzed.

The calculations have been performed on...

This study focuses on / examines...

4 Function: _____

This paper is organized as follows: We first describe... We then discuss... We finally show that...

Additionally / In addition, we address the possibility that...

Finally, we show that...

We first consider..., and argue that... We then propose...

Specially, we test two hypotheses...

5 Function: _____

The effect of... has been studied extensively in recent years.

Many investigators have recently turned to...

The relationship between... has been studied by many authors.

Many recent studies have focused on...

6 Function: _____

However, little research was / few studies were conducted in...

Although some studies were conducted to evaluate the role of..., there are no studies on...

Nevertheless, a question arises: Is it possible to observe...?

Few studies have focused on...

Previous research has been limited to X situation...

Although considerable research has been devoted to..., rather less has been paid to...

However, it remains unclear whether...

TASK 3 Read the following paragraphs and match them to the functions listed in the box.

- A Restating major findings
- B Comparing the present study with previous studies
- C Pointing out possible implications
- D Offering explanations
- E Discussing future research
- F Describing unexpected results
- G Pointing out possible limitations

1 Function: _____

The results of the experiment in terms of consistency information oppose the trend suggested in the literature by researchers such as McBeatty (1989) and Orbit et al. (1997). McBeatty suggested consistency was the dominant feature of information that affected the nature of the attribution made, and Orbit et al. found that consistency information had a string tie to circumstance or person-situation attributions. The results of the content analysis of this study, however, did not support this finding.

2 Function: _____

The results also show that rural patients, who are more likely to benefit from telehealth interventions as a means of improving access to care, are no more reluctant to use such services than their urban counterparts. These data are all the more encouraging which suggest that attitudes toward mental health use are positively associated with actual service use (Lin and Parikh, 1999; Mackenzie et al., 2004).

3 Function: _____

Some study limitations merit comment. This was a cross-sectional research design that relied on survey data. Future research designs may benefit from the inclusion of a qualitative approach to understanding patients' perceptions and concerns regarding telehealth, as well as their suggestions for making it more user-friendly.

4 Function: _____

These results are inconsistent with prior research indicating that interruptions negatively affect task performance. There may be several explanations. First, because the participants were highly experienced IM users, they may frequently converse with more than one person while performing a concurrent task. Conversing with one person may not have challenged the participants' multitasking abilities. Second, ...

5 Function: _____

Future research efforts are needed to develop effective strategies for improving the acceptability and ensuring the appropriate use of telehealth care for those patients who may be positioned to benefit from it.

6 Function: _____

However, our data contradict the explanation offered in previous studies. We found that average daily IM use was negatively related to performance on the reading comprehension test, indicating that expertise did not help participants successfully complete the task. In fact, expertise with IM predicted lower scores on the comprehension test.

7 Function: _____

Overall, attitudes and perceptions of both urban and rural primary care patients in this sample show that they are generally receptive to the possibility of receiving medical and psychiatric services via telehealth. The results of this study support our initial hypothesis.

TASK 5 Read the following sentence patterns and match them to the functions listed in the box.

- A Summarizing major findings
- B Comparing the present findings with previous ones
- C Interpreting and commenting on results
- D Pointing out implications
- E Pointing out limitations
- F Suggesting further work

1 Function: _____

This finding has important implications for...
The present results are significant in at least two major respects.
An implication of this is the possibility that...
One of the implications that emerge from these findings is...
Some of the issues emerging from this finding relate specifically to...

2 Function: _____

A possible explanation for this might be that...
It seems possible that these results are due to...
This consistency may be due to...
This contradictory result may be attributed to...
The observed correlation between... might be explained by a number of factors.
There are several possible explanations for this result.
There are probably three reasons / factors for...
One cause / factor / reason is...; the second cause / factor / reason is...
Perhaps the primary / main / immediate reason / factor / cause is...
The explanations for... are complicated...
The phenomenon / trend / result can be traced to...
A number of factors / reasons could contribute to / lead to...
A number of factors / reasons, inherited and environmental / physical and psychological, contribute to / affect / lead to...
Also playing a part / contributing to this... is...
... is not by itself an adequate explanation for...
... does not in itself explain / account for...
However, these results were not very encouraging...

3 Function: _____

The results corroborate the findings of previous work.
This study confirms that...
Overall, the results indicate that...
These findings further support the idea of...
These results are consistent with those of...
The findings of the current study do not support...
This result has not previously been described.
In contrast to earlier findings, however, no evidence of... was detected.
Despite the difference of these results from some published studies, they support...

4 Function: _____

In particular, relationships among... are readily identified.

The... models had the advantages of... when compared with... models.

We observe a direct relation between... and...

From the investigation of..., it is found that...

It has been shown that... can be derived from...

It is demonstrated that the prediction from the simulations is in a good agreement with the result from... test.

5 Function: _____

The method is, however, limited to...

However, we have only focused on several aspects in...

The immediate goals of this trial in... to improve... were attained only to a slight extent.

Though the illustration is restricted to..., it is considered to be without loss of generality, because...

The limitations of this study are clear: ...

The present investigation, which has been done on relatively few but carefully handled samples, may be considered an important precursor to such rigorous investigations.

The findings of this study are restricted to...

This study has addressed only the question of...

The lack of... means that we cannot be certain...

6 Function: _____

The solution to... remains wide open.

There is much room for some improvement.

Much work needs to be done to...

A further study with more focus on... may...

More research, however, on this topic needs to be undertaken before... is more clearly understood.

Further studies on the current topic are therefore recommended.

This is an important issue for future research.

Further research should be done to investigate...

TASK 2 Read the following sentence patterns and match them to the functions listed in the box.

- A Introducing the problem
- B Making recommendations
- C Describing the methods
- D Stating the objective or purpose
- E Outlining chief results or findings
- F Stating the writing process

1 Function: _____

- ... is a problem encountered in...
- ... is still an open problem.
- (sb.) has raised the question of...
- ... has been a popular topic for journal articles.
- ... are extremely active areas of research because...

2 Function: _____

- This paper studies / presents / explores / investigates / examines / reviews / discusses / argues...
- This article is to evaluate...
- In this paper, it will be argued that...
- This paper is an empirical study of...
- This paper attempts to point out some main problems of...
- This study focuses on / emphasizes / addresses...
- This study empirically estimates the impact of...
- The aim / objective / purpose of this paper / investigation is to examine / present / study...
- This study seeks to identify...

3 Function: _____

- A(n)... strategy was chosen in order to evaluate...
- Experiments were carried out to explore...
- We use a(n)... model which..., to examine...
- Using a(n)... survey, we reexamine...
- A(n)... approach is applied in order to demonstrate the main characteristics...
- Using the most efficient procedure, ...
- In this study we used... to determine...
- A(n)... method is employed.
- ... is measured through...

This paper illustrates this effect by...
On the basis of..., consideration is given to...
The system is based on...

4 Function: _____

After examining..., the paper suggests...
The different methods are described and their application to... is outlined with reference to...
We argue that... We show that... We present data demonstrating that...
We first consider..., and argue that... We then propose... We show that...
In particular, ... are examined / discussed.
Some implications are drawn regarding...
Focus is also given to...
In addition, we address the possibility that...
We also briefly summarize the main developments of...
We calculate an index of...

5 Function: _____

Results revealed significant gains in...
The empirical results confirmed... / presented some evidence that...
Results included...
The result / analysis indicated / showed / suggested that...
The experiments / examples suggested / supported / demonstrated...
It was shown experimentally...
There was no significant difference in...
We found that...

6 Function: _____

The author / It concludes / suggests that...
This paper ends with the suggestion that...
We recommend / It is recommended that...
The results can explain..., and provide a tool for a quantitative analysis of...
These results are significant for...
As such it has important implications not only for... but also for...
Further improvements are possible by...
... may have been an important mechanism in...
... may provide basis for...
... could be used to analyze...

概念判断

U1—U3 的第二部分 Academic Writing 和第三部分 Literacy Skills 的说明部分

Unit 1

Understanding a research report or paper

Research can be done by both children and scientists. While a child may carry out a simple experiment to understand the nature of gravity, a scientist may take years of systematic investigation to advance the understanding of radiation. According to its definition, research is "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications".

In short, scientific research is a systematic way of gathering data, aiming at increasing or revising current knowledge or explaining the nature and the properties of the world by discovering new facts, developing new theories, or reaffirming the results of previous work, solving new or existing problems

In academic studies, students are often required to do project work and write a project-based report or a research paper. Writing a research report or paper is to turn the results or findings of your research into written work.

1. Research is always carried out by scientists. F
文中明确指出，研究不仅可以由科学家完成，还可以由儿童完成 ("Research can be done by both children and scientists")。因此，研究不限于科学家。
2. Research is systematic and aims to increase knowledge or apply it in new ways. T
文中定义说明研究是“以系统的方式进行的创造性工作，以增加知识储备并将这些知识用于新的应用” ("creative work undertaken on a systematic basis in order to increase the stock of knowledge and use this stock of knowledge to devise new applications")。符合此陈述。
3. Scientific research involves developing new theories or reaffirming old ones. T
文中提到，科学研究的目的是通过发现新事实、发展新理论或重申先前研究结果来增加或修订当前知识 ("by discovering new facts, developing new theories, or reaffirming the results of previous work")。这与题干一致。
4. A child's experiment to understand gravity is not considered research. F
文中举例说明，即使是儿童进行的简单实验（例如了解重力的性质），也可以被视为研究 ("a child may carry out a simple experiment to understand the nature of gravity")。
5. Writing a research paper involves reporting the results of your research in a written form. T
文中指出，写研究报告或论文是将研究的结果或发现转化为书面作品 ("Writing a research report or paper is to turn the results or findings of your research into written work")。
6. Project work in academic studies is unrelated to research. F
文中提到，在学术学习中，学生通常需要做项目工作并撰写基于项目的报告或研究论文

("students are often required to do project work and write a project-based report or a research paper")。这说明项目工作与研究是相关的。

7. The primary goal of research is solving new or existing problems. T

文中提到科学研究的目标包括解决新的或现有的问题 ("solving new or existing problems")。因此该陈述是正确的。

Deciding on a topic

The first step of working on a project or writing a research paper is to decide on an appropriate topic. Choosing a topic, however, is not easy and it requires careful consideration and even investigation. A topic that is too general or too specialized may bring many problems in terms of the time you can devote to the research or the sources of information available on the topic. How to choose a topic which is possible to research? There are three principles to achieve "AIM".

- 1) Adequate. You may ask the question: Has the topic I am going to choose been researched in previous studies? Investigate the related literature and make sure that there are adequate source materials available on the topic. Avoid a topic that has very limited information, for it is difficult to carry out your research without previous studies.
- 2) Important. You also have to consider the value of the topic you are likely to choose, both academic and social. That is, the topic you are addressing should be problem-orientated, aiming to solve a particular problem. A research paper without practical or theoretical value will be of little importance.
- 3) Manageable. Narrow your topic down to make your paper manageable. For example, if you want to discuss the history of a disease, it may be impossible for you to cover all the important ideas in a short report, or a literature review of about 1,500 words.

1. A topic that is too general is ideal for a short research paper. F

文本中明确提到"a topic that is too general or too specialized may bring many problems", 而研究文章篇幅较短时, 宽泛的主题会导致难以聚焦问题。

2. Investigating the related literature is necessary to ensure the availability of adequate source materials for the topic. T

文本提到"Adequate"原则时, 强调要调查相关文献, 确保主题有足够的资料来源。

3. Topics with both academic and social value should be avoided. F

文本指出, "Important"原则要求主题具有学术或社会价值, 因此这种主题是需要选择而非避免的。

4. A research paper should address a specific problem to ensure its importance. T

文本中提到, 重要性原则中"the topic you are addressing should be problem-orientated", 明确指出研究应解决特定问题以体现价值。

5. It is acceptable to choose a topic with very limited prior research as it provides originality. F

文本中"Adequate"原则明确建议避免"a topic that has very limited information", 因为缺乏先前研究会使得研究难以开展。

6. Managing the scope of the topic is critical for a 1,500-word paper. T

文本在"Manageable"原则中指出, 应缩小主题范围以使论文可控, 并举例 1500 字报告

如何不适合宽泛的主题。

7. The history of a disease is always a manageable topic. F
文本提到, “if you want to discuss the history of a disease, it may be impossible...”, 说明该主题可能过于宽泛, 不一定可控。
8. The AIM principles stand for Adequate, Important, and Manageable. T
文本清楚地定义了“AIM”的三个原则: Adequate、Important 和 Manageable。
9. A research topic without theoretical value is acceptable if it has practical applications. T
文本在讨论“Important”时提到, 研究主题应具有学术或社会价值, 换言之, 具备其中一个即可满足要求。
10. A topic can be too narrow and still meet the AIM principles. T
文本中未指出主题过于狭窄会违背 AIM 原则, 只强调过于宽泛或过于专门化会带来问题。

Formulating research questions

An appropriate, specific topic is determined by your research questions. A research question is a statement that identifies the focus of your topic. A clear, focused and specific question could form the basis of a research paper.

It is the question that your project or your paper aims to answer. For example, if your topic is "Threat of Building a Nuclear Power Plant", you may develop the following research questions:

- 1) What kind of threat might human beings face when building a nuclear power plant
- 2) What perceptions do the general population have about the threats?
- 3) How can we reduce the potential dangers and harmful effects of nuclear power plants?

A research question, therefore, serves two purposes:

- 1) It identifies the specific objectives your project or your paper will address. You can check whether you have answered it completely when you finish your project or your paper.
- 2) It determines the scope of your research or the length of your paper. Obviously, your paper will be shorter if you only answer the third question.

Hence raising research questions will make your topic more specific, more tangible and more focused. (Remember that research questions should be answered through your research instead of simply quoting dictionaries or literature.)

1. A research question identifies the focus of your topic. T
根据文本中提到的定义, 研究问题是确定主题关注点的陈述, 因此符合这一描述。
2. A research question is always a statement, not a question. F
虽然研究问题可以以陈述形式表述, 但通常是一个需要回答的问题, 因此不能单一定义为陈述。
3. The scope of your research is determined by the research questions. T
文本明确指出研究问题决定了研究的范围和论文的长度, 因此这一说法是正确的。
4. You can evaluate the completeness of your research by checking if you have answered the research question. T
根据文本, 研究问题的一个目的就是提供完成项目或论文时的衡量标准, 因此这一说法

成立。

5. A research question should be answered by quoting dictionaries or literature. F
文本明确指出研究问题应通过研究来回答，而不是简单地引用字典或文献，因此这一说法是错误的。
6. Raising research questions makes your topic more specific and focused. T
文本提到提出研究问题可以使主题更具体、更有针对性，因此这一说法正确。
7. A shorter paper can be achieved by focusing on fewer research questions. T
文本中提到回答第三个问题将使论文更短，表明研究问题的数量影响论文长度，因此这一说法正确。
8. A research question only serves to determine the objectives of a paper. F
研究问题不仅确定目标，还决定了研究范围，因此这一说法过于片面。
9. The example questions provided in the text are not specific enough for academic research. F
示例问题涵盖了明确的主题和方向，符合学术研究问题的标准，因此这一说法是错误的。
10. Research questions can guide the formulation of a research topic. T
文本表明研究问题帮助使主题更具体化，因此这一说法正确。

Writing a working title

A working title refers to the title you think of initially for the project or paper which you are going to work on. In most cases, it will be finalized when the whole project or paper is completed.

A successful title should meet the following requirements:

- 1) It should be as informative and specific as possible.
- 2) It should summarize the main content or ideas of the project or paper.
- 3) It should arouse the potential reader's interest in reading your work.

Therefore, a good title may include two or three variables. For example, academic dishonesty is a variable, while age, sex, education, family background and personality may be other variables which influence the perception of academic dishonesty. Words such as cause, impact and effect might be used to describe potential relationships between variables. Hence, the title "Impact of Personality on Academic Dishonesty: A Prospective Cohort Study" indicates the paper is to investigate the relationship between those variables.

A good title should also be more specific (e.g., longer than the title of an essay). For example, the title "Cultural Differences in Approaches to Academic Studies: A Comparative Study of American and Chinese Students" is more appropriate than "Approaches to Academic Studies by American and Chinese Students."

Noun phrases are preferable to sentences, especially using colons to separate the main topic and the methods or specific directions. However, you might not begin the title with A study / An investigation / An analysis of. Those nouns offer little additional insight as the nature of the research should be conveyed directly in the title.

To avoid writing a title which is inaccurate or too general, it is suggested that you use the objective or purpose statement of your article by turning it into a noun phrase. Study the title of the text "Laypeople's Understanding of Radioactivity and Radiation" and the objective "The present survey was conducted to investigate the understanding of radiation phenomena and risk among Norwegians with a reasonable level of general education, but lacking specialization in physical science." (pp. 2-3) You may find more examples in the texts of Unit 3 (p. 96) and Unit 5 (p. 180), where you find each title is almost similar to the last sentence of the introduction (i.e., the objective of the study was...) except for the changes in the syntactic structures.

1. A working title is the finalized title of a project or paper. F
根据文本定义, "working title"指的是项目或论文的初步标题, 在整个项目或论文完成后才会最终定稿。
2. A good title should be informative and specific. T
文本明确指出, 一个成功的标题应该尽可能具有信息性和具体性, 这样才能有效概括内容并吸引读者兴趣。
3. The title "Impact of Personality on Academic Dishonesty: A Prospective Cohort Study" includes two variables. T
根据文本, 标题中的"Personality"和"Academic Dishonesty"是两个变量, 这符合标题应包括两个或三个变量的建议。
4. The title "Approaches to Academic Studies by American and Chinese Students" is better than "Cultural Differences in Approaches to Academic Studies: A Comparative Study of American and Chinese Students." F
文本提到, 更具体的标题(如带有比较维度的标题)更为合适, 因此后者优于前者。
5. Using a colon in the title is discouraged. F
文本建议使用冒号分隔主要主题和方法或具体方向, 这样可以更清楚地表达研究内容。
6. A good title can start with phrases like "A study of" or "An analysis of." F
文本明确指出标题不应以"A study of"或"An analysis of"开头, 因为这些词不能有效传达研究的本质。
7. Titles should be written as complete sentences rather than noun phrases. F
文本建议使用名词短语而非句子形式, 这样标题可以更加简洁且易于理解。
8. The title of an article is often similar to the last sentence of its introduction. T
文本提到, 文章标题通常与引言最后一句(即研究目标的陈述)相似, 只是语法结构有所调整。
9. To ensure accuracy, it is suggested to turn the objective statement of the article into a noun phrase for the title. T
文本中建议将文章的研究目标转化为名词短语形式的标题, 以避免标题不准确或过于宽泛。
10. Variables like age, sex, education, and personality cannot be included in a title. F
文本中提到, 诸如年龄、性别、教育和性格等变量可以用于构建标题, 特别是当它们描述变量之间的关系时。

Avoiding plagiarism

In research writing you may use the data obtained by performing an experiment, taking a

survey, or having an interview, But most probably you may use sources by researching your topic in a library or on the internet, Look at the books and articles the authors listed in the reference list of the text in Critical Reading and you will find the paper could not have been written without them. However, you should be careful when using sources. if you do not deal with it correctly, it is easy to fall into the trap of plagiarism, intentionally or unintentionally. Plagiarism is a form of theft, referring to the use of others' findings, arguments, data, and words without acknowledging their sources, Hence, a better understanding of plagiarism and referencing is extremely critical to university students.

1. Plagiarism refers to the use of others' findings, arguments, data, and words without acknowledging their sources. T
文中明确指出, "Plagiarism is a form of theft, referring to the use of others' findings, arguments, data, and words without acknowledging their sources." 该题表述与文中定义完全一致, 因此答案为真。
2. Plagiarism is always intentional. F
文中提到, "it is easy to fall into the trap of plagiarism, intentionally or unintentionally." 说明抄袭可能是有意的, 也可能是无意的, 因此该题表述不正确。
3. Using data from your own experiment without citation is considered plagiarism. F
文中提到, 使用自己实验获得的数据是研究写作的一种方式, 而抄袭的定义是使用他人的成果而未注明来源。因此, 使用自己的数据不属于抄袭。
4. Referencing is critical to avoid plagiarism. T
文中指出, "a better understanding of plagiarism and referencing is extremely critical to university students." 说明引用和对其的理解对于避免抄袭至关重要, 因此该题表述正确。
5. It is impossible to write a paper without referencing other authors' work. F
文中仅提到, "Look at the books and articles the authors listed in the reference list of the text in Critical Reading and you will find the paper could not have been written without them." 这只是一个例子, 并非绝对说明所有论文都离不开他人作品。
6. Using library resources or internet sources increases the risk of plagiarism. T
文中提到, "you should be careful when using sources. if you do not deal with it correctly, it is easy to fall into the trap of plagiarism." 因此, 使用图书馆或互联网资源时确实有可能因处理不当而增加抄袭的风险。

Citation

Citation is a way of using ideas and studies from sources outside of the paper you write. It plays a very important role in the writing of research articles as it is often used to give definitions, introduce theories and models, describe the previous studies, give examples, synthesize sources, establish the links between sources, borrow the research methods and compare one's own findings or interpretations with other sources. Hence, it mainly occurs in the introduction section, the methods section and the discussion section. Citations are ethical because they are forms of acknowledging intellectual property and therefore expected conventions of academic discourse. There are three citation methods: **paraphrasing** (rewriting what the writer said in your own words), **direct quotation** (copying exactly the same as the original text) and **summarizing** (using only the most important ideas).

Coupled with citations are referencing skills. There are two components to referencing: the in-text reference and the end-of-text reference. The combination of both the in-text reference and the bibliographic entry constitutes what is commonly thought of as a citation or reference.

In-text referencing is a brief parenthetical acknowledgement in the text. The formats are often discipline specific. For example, the in-text references of the text in Critical Reading of this unit are different from those in the rest of the book. Footnotes or endnotes are not frequently used in scientific writing as they are in the humanities and the social sciences. Natural scientists most often use the name-year system. That is, in-text references with the author(s) and the date of publication are placed immediately after the borrowed information, usually at the end of a sentence, before the final period. Look at the following examples:

- Two methods of measuring unemployment are emphasized by Sloman (2006).
- According to Wang (2001), education is the key aspect underlying the successful economic development in a society.
- Indeed attempts should be made to reproduce such environments to promote consumption and economic development (Mitchell, 2011).
- It is important to debate local history and cultures and engage in neighborhood improvement projects (Evans, 2001; Borup, 2006; Grodach, 2008).

Generally, in some referencing styles, if there are up to three authors in a source, list the last names of all the authors; if there are more than three authors in a single source, simply use the first author's last name, followed by et al., Latin for "and others":

- There is growing concern over the use of psychological testing in elementary schools (Albright & Glennon, 1982).
- The popularity of the book is "due to its focus on the issue of animal rights"(Clinton et al, 1999).

When the cited information comes from different sources, the in-text reference should include all the sources:

- Cheating is more prevalent in online than face-to-face classes (Grijalva, Nowell & Kerkvliet, 2003; Heberling, 2002; Kennedy et al, 2001).

When sources do not have an author, use the key words of the title of the article you are going to cite. The complete information of the sources will appear in the full references at the end of your paper:

- "Ethiopia has addressed this issue by implementing price control over a wide range of daily necessities."("Enhancing", 2008)

Reference: "Enhancing Pan-continental Aid Efficiency in the 21st Century". Aid Initiative Foundation. Global Recovery Initiative, Apr. 2008. Retrieved 10 June 2011 from <http://www.imf.org/external/publicdomaindocuments/eng/doc.html>

1. Citation is only used to provide definitions in research articles. F
文本中明确指出引用不仅用于提供定义，还用于介绍理论和模型、描述前人研究、给出示例、综合信息源、建立信息源之间的联系、借鉴研究方法以及比较自己的研究发现或解释与其他信息源的异同。
2. Citations are mostly found in the introduction, methods, and discussion sections of a research article. T
文本中清楚说明引文主要出现在引言部分、方法部分和讨论部分。
3. Paraphrasing is rewriting the writer's ideas in your own words. T
文本明确定义了释义（paraphrasing）为用自己的话改写作者的观点。
4. In-text references and bibliographic entries together form what is commonly thought of as a citation. T
文本明确指出文本内的引用（in-text reference）和文后参考文献（bibliographic entry）共同构成通常意义上的引用。
5. Footnotes and endnotes are commonly used in scientific writing. F
文本明确指出脚注或尾注在科学写作中并不常用，而更常用于人文和社会科学领域。
6. In the name-year system, the author's name and year of publication are placed at the end of the paragraph. F
文本指出，name-year 引用系统中，作者的名字和出版年份位于引用信息之后，通常是在句末、句号之前，而非段末。
7. If a source has more than three authors, list all their last names in the in-text reference. F
文本说明当作者人数多于三人时，只需列出第一作者的姓氏，后跟“et al.”。
8. When citing information from multiple sources, all the sources should be included in the in-text reference. T
文本中提到，当引用信息来自多个来源时，引用格式应包括所有来源。
9. If a source does not have an author, use the keywords of the article title in the in-text reference. T
文本说明当没有作者时，可使用文章标题的关键词作为引用信息。
10. The popularity of the name-year system in scientific writing is because it uses footnotes extensively. The popularity of the name-year system in scientific writing is because it uses footnotes extensively. F
文本没有提到 name-year 系统的流行原因是因为大量使用脚注，恰恰相反，科学写作很少使用脚注或尾注。

Direct quotation

Among the three citation methods—direct quotation, paraphrasing and summarizing, the most convenient way is to quote words, sentences and paragraphs directly from the original texts. The general convention in academic writing, however, is that direct quotations should be used as little as possible. Whenever possible, use your own words to express the idea you are going to use. The exception is when the source is so eloquent or so peculiar that you really need to share the original language with your readers, such as strongly stated definitions or opinions.

There are two types of citations: author-focused and information-focused. Author-focused citation places emphasis on the author, showing his / her authority. Information-focused

citation is used, however, when you want to focus on the information cited instead of the author. The former puts the author's name in the sentence, especially at the beginning of the sentence, while the latter puts the author's name in brackets or via a superscript number. Look at the following example.

The original text

Cheating is seeking to gain unfair advantage or breaking a regulation; plagiarism is one form of cheating. Students often reverse this relationship, using the word "plagiarism" to describe all academic dishonesty, so time spent clarifying definitions is usually time well spent. Carroll, J. (2002). *A Handbook for Deterring Plagiarism in Higher Education*. Oxford, UK: Oxford Centre for Staff and Learning Development.

Author-focused version:

- Carroll (2002) claims that it is necessary to spend time clarifying the definition of plagiarism because it is often wrongly used by students "to describe all academic dishonesty."
- According to Carroll (2002), the word "plagiarism" is often wrongly used by students "to describe all academic dishonesty," so "time spent clarifying definitions is usually time well spent."

Information-focused version:

- It is necessary to spend time clarifying the definition of plagiarism, because it is often wrongly used by students "to describe all academic dishonesty" (Carroll, 2002).
- We all agree that "time spent clarifying definitions is usually time well spent," because the word "plagiarism" is often wrongly used by students "to describe all academic dishonesty" (Carroll, 2002).

When you want to quote, you must precisely indicate the copied words by placing quotation marks around the text if it is less than three lines long, or indent the text as a block if it is over three lines long. Look at the following example:

- When talking about ensuring strict and impartial administration of justice, Xi Jinping (2022) declares:

An impartial judiciary is the last line of defense for social fairness and justice. We will deepen comprehensive and integrated reform of the judicial system, fully and faithfully enforce judicial accountability, and accelerate the development of a fair, efficient, and authoritative socialist judicial system. We will see that the people feel justice has been served in each and every judicial case.

1. Direct quotation means quoting words, sentences, and paragraphs directly from the original texts. T
根据原文第一段，直接引用的定义是直接从原文中引用单词、句子或段落，符合题干所述。
2. In academic writing, using direct quotations is encouraged whenever possible. F

原文明确指出，学术写作的惯例是尽量少用直接引用，而是尽可能用自己的语言表达。

3. Direct quotations should be used when the source language is eloquent or peculiar. T
原文提到，除非原文语言特别优美或独特，否则应尽量避免使用直接引用。
4. There are three types of citations in academic writing: author-focused, information-focused, and mixed. F
原文只提到两种引用方式：以作者为中心和以信息为中心，没有提到混合方式。
5. Author-focused citation places the author's name in brackets or via a superscript number. F
根据原文，作者为中心的引用将作者名字放在句子中，尤其是句子的开头，而括号和上标属于信息为中心的引用方式。
6. Information-focused citation emphasizes the information cited rather than the author. T
原文提到，以信息为中心的引用是为了突出被引用的信息，而不是作者。
7. When quoting text longer than three lines, you should use quotation marks. F
原文指出，如果引用的文本超过三行，应使用缩进格式而非引号。
8. Plagiarism is a form of academic dishonesty according to Carroll (2002). T
根据原文，抄袭是一种学术不诚实的形式，这是明确提到的。
9. Carroll (2002) believes students always understand the definition of plagiarism. F
原文提到，学生通常误用“抄袭”这个词，需要花时间澄清定义。
10. According to Xi Jinping (2022), an impartial judiciary ensures social fairness and justice. T
原文中引用了习近平的话，明确表示公正的司法是社会公平和正义的最后防线。

Summarizing

Direct quotations are not encouraged because this is the most superficial integration of someone else's ideas into your writing. Although it is difficult to decide plagiarism according to similarity index (<http://www.turnitin.com.cn>), longer quotations should be avoided and summarizing will be used. Summarizing is a mixture of reducing a long text to a short one and selecting the most important information. In short, it restates briefly the main points of the original source in your own words.

Summarizing is useful because it helps you:

1. have a better understanding of the text, especially in identifying the main ideas;
2. cite the ideas of previous studies in your literature review and support your own view.

There are two kinds of summaries: global (to summarize the whole text) and specific (to summarize the parts). The following steps may be useful for a successful summary:

1. Read what you want to summarize carefully and make sure you understand it.
2. Highlight topic sentences and concluding sentences if any.
3. Identify the key points or main ideas if there are no topic sentences.
4. Make notes by paraphrasing those main ideas.
5. Organize the notes according to the importance of the ideas and your purpose of using them.
6. Write up them by using accurate reporting verbs to show the author's attitude such as argue, claim, assert, explain, suggest, analyze, examine and so on.
7. Go back to the text and check your work. Make sure that the meaning is the same

- and your summary doesn't include your personal comments.
8. Provide a reference and document other people's work.

The following are some rules of summarizing:

1. Focus: Include the main idea and important ideas only.
 2. Paraphrasing: Make sure no more than four words in a row taken directly from the original text.
 3. Language: Maintain the same style as the original text and avoid grammar errors.
-
1. Summarizing involves directly quoting from the original text. F
根据文本，直接引用并不被鼓励，而是提倡用自己的话概括主要观点，说明总结不包括直接引用。
 2. Summarizing is a process that reduces a long text to a shorter one by focusing on the main ideas. T
文本明确指出总结是将长文本缩短并选取最重要的信息。
 3. It is acceptable to include your personal comments in a summary. F
文本规定总结不应包含个人评论，需忠实于原文意义。
 4. There are two types of summaries: global summaries and specific summaries. T
文本明确提到总结分为全局性总结和特定部分的总结。
 5. Paraphrasing is not necessary when summarizing. F
文本强调在总结时需要改写原文，且连续四个以上相同的词是不被允许的。
 6. Reporting verbs are used in summaries to reflect the author's attitude. T
文本提到在总结中使用准确的动词（如 argue, claim, explain 等）可以显示作者的态度。
 7. Summarizing does not require understanding the original text. F
文本明确要求在总结前必须认真阅读并理解原文。
 8. A successful summary should organize ideas based on their importance and the summarizer's purpose. T
文本指出总结应根据观点的重要性的使用目的来组织笔记。
 9. Summarizing is not useful for identifying the main ideas in a text. F
文本提到总结有助于更好地理解文本，尤其是识别主要观点。
 10. A summary should maintain the same style and grammar accuracy as the original text. T
文本要求总结的语言风格需与原文一致，避免语法错误。

Unit2

Searching for sources

Once you have decided on the topic of your project or your paper, you begin to search for source materials for your studies. Sources are any information which you take from books, journal articles, reports, government documents, conference proceedings, Web resources and lectures. The library would be the best place to search for your sources. There are two types of sources: primary and secondary. Primary sources (also called original sources or evidence) are documents, reports, recordings, or other sources of information that are created most probably through first-hand surveys, investigations, experiments and field studies. They are distinguished from secondary sources which cite, comment on, or build upon primary sources.

Textbooks and literature reviews are typical examples. Primary sources are considered to be the most reliable. The general methods for searching for sources are:

- 1) using the term as key words in electronic searches or library searches;
- 2) locating potentially appropriate and relevant sources (titles, contents, introductions, abstracts);
- 3) reading them quickly and decide which ones are most relevant to your topic;
- 4) evaluating the usefulness and reliability by comparing and contrasting those sources.

1. Primary sources are created through first-hand surveys, investigations, experiments, and field studies. T

文本中明确指出, Primary sources (原始来源) 是通过第一手的调查、研究、实验和实地研究等方式创建的, 这与题目中的描述一致。

2. Secondary sources are considered more reliable than primary sources. F

根据文本, Primary sources (原始来源) 被认为是最可靠的, 而不是 Secondary sources (次要来源)。Secondary sources 通常是引用、评论或在原始来源基础上进行拓展的内容。

3. Textbooks and literature reviews are examples of primary sources. F

文本中提到, Textbooks (教科书) 和 literature reviews (文献综述) 是 Secondary sources (次要来源) 的典型例子, 而不是 Primary sources。

4. The best place to search for sources is the internet. F

文本中提到, Library (图书馆) 是寻找来源的最佳地方, 而没有明确指出互联网为最佳的地方。

5. The general method of searching for sources includes quickly reading materials and deciding their relevance to the topic. T

文本提到搜索来源的一个步骤是快速阅读材料并决定哪些与研究主题最相关, 这与题目的描述相符。

6. Sources are information taken from books, journal articles, reports, government documents, and lectures. T

文本明确列举了 Sources (来源) 包括书籍、期刊文章、报告、政府文件和讲座等, 这与题目一致。文本明确列举了 Sources (来源) 包括书籍、期刊文章、报告、政府文件和讲座等, 这与题目一致。

Evaluating various sources

There are numerous sources available even on a single subject or topic. Hence you must evaluate them before using the sources. For example, you may ask:

- 1) Is the material a primary or a secondary source?
- 2) Is the source the latest one?
- 3) Is the author a reliable scholar or an expert in the field?
- 4) Does the source seem strongly biased?
- 5) Does the source seem well written? Do you notice any spelling errors?
- 6) Has the author been cited frequently in the field?
- 7) Are the author's arguments supported by reliable evidence such as statistics, experiment, recent scientific findings?
- 8) Are different opinions considered and weighed or simply ignored?

9)Are the author's arguments and conclusions convincing?

10)Who is the publisher? What reputation does the publisher have? What is the purpose of the publication or website?

There are three rules of evaluating a reliable source:

1)The Time Rule: The closer in time, the better the source will be. The latest source materials will give new information and results of your topic.

2)The Bias Rule: It is said that every source is biased in some way. Choose unbiased sources which are more trustworthy.

3)The Experts Rule: Choose the sources created by the authors who are the authorities of a certain field and whose works are frequently cited. Evaluating various sources

1. It is important to evaluate sources before using them in your work. T

文本明确提到，必须在使用源材料之前对其进行评估，因此题目是正确的。

2. Sources should be evaluated based only on their content and not on the author or publisher. F

文本提到评估来源时需要考虑多个因素，不仅仅是内容，还包括作者的可靠性、出版商的声誉以及出版物或网站的目的。

3. A source created by an expert in the field is considered more reliable. T

根据文本中的“Experts Rule”，来自领域专家的来源被认为是更可靠的。因此，题目是正确的。

4. The Time Rule suggests that older sources are generally more reliable than newer sources. F

文本中提到“Time Rule”表示越新的资料越好，因此较新的来源通常更可靠，而不是较老的来源。

5. Biased sources are generally more trustworthy than unbiased ones. F

根据“Bias Rule”，偏见来源并不值得信赖，因此应该选择尽量无偏见的来源。

6. If a source has spelling errors, it is automatically unreliable. F

虽然文本中提到检查拼写错误是评估源的一部分，但并没有说明拼写错误就一定表示来源不可靠。因此，这个判断并不完全正确。

7. The reputation of the publisher is an important factor in evaluating a source. T

文本中明确提到在评估来源时，要考虑出版商的声誉。因此，题目是正确的。

8. A source that ignores different opinions is likely to be more trustworthy. F

根据评估标准中的第8条，如果一个来源忽视了不同的意见，它可能并不可信，因为缺乏全面性和公正性。

9. Authors whose work is frequently cited are considered less reliable. F

根据“Experts Rule”，作者的作品被频繁引用通常是该作者可靠性的一个标志。因此，频繁引用的作者通常被认为更可靠。

10. The author's arguments should be supported by reliable evidence like statistics or experiments. T

文本中提到，评估来源时需要考虑作者的论点是否有可靠的证据支持，比如统计数据、实验结果等。因此，题目是正确的。

Using reading strategies for specific information

Reading with a purpose

To read an article or a book efficiently and quickly, you need to read with a purpose in mind and read the relevant facts and ideas only. In other words, ask yourself while reading:

- 1) Do the materials answer my research questions?
- 2) Which parts are relevant to my research questions and which parts are not?
- 3) Should I skip this or that part? Or should I read it in detail?

Skimming for information

Skimming involves the quick reading of a text to get the main points or main ideas, and skip over the details so that you can decide to read on or give up. It is used when we don't have much time, but need to cover a vast amount of reading materials. To achieve the purposes, you may pay special attention to:

- 1) the title and subtitles; 2) the abstract (if there is one);
- 3) the introduction and thesis; 4) the first or last paragraphs of the essays/chapters;
- 5) headings and subheadings;
- 6) the conclusion and summaries;
- 7) the first or the last sentence of each paragraph
- 8) highlighted text such as words in bold or italic script;
- 9) the titles of graphs, tables or diagrams.

Tips for efficient reading include:

- 1) reading selectively to grasp the main idea. For example, the order for reading a research paper could be: abstract- introduction section (esp. the last one or two sentences)- discussion section (esp. the initial one or two sentences)- results section- methods section;
- 2) distinguishing between important and less important information, relevant and irrelevant information. For example, attention should be focused on topic sentences (usually the first or the last sentences of paragraphs) and transitional words like but, however, moreover, therefore.

1. Reading with a purpose helps you focus on relevant facts and ideas only. T
文本中提到，要高效快速地阅读文章或书籍，必须有明确的阅读目的，集中注意力于相关的事实和观点。因此，题目是正确的。
2. Skimming is used to read a text slowly and in detail to understand every part of it. F
文本中提到，Skimming（浏览阅读）是快速阅读文本以获取主要观点，跳过细节，而不是细致地阅读每一部分。因此，题目描述不准确。
3. Skimming involves reading the title, subtitles, abstract, introduction, conclusion, and highlighted text. T
文本明确指出，Skimming时要特别注意标题、子标题、摘要、引言、结论和高亮文本等内容。这与题目完全一致。
4. To read efficiently, it is important to read the entire text in detail. F
文本中提到，高效阅读需要选择性地阅读，而不是详细阅读整篇文章。关键是抓住主旨，而不是逐字逐句地阅读。
5. When reading for research, you should always read every part of the article in detail, regardless of relevance. F

文本中明确指出，阅读时应区分相关和不相关的信息，专注于与研究问题相关的部分，因此不需要详细阅读每一部分。

6. The order for reading a research paper includes the introduction, results, methods, and then the abstract. F

根据文本中的建议，阅读研究论文的顺序应该是：摘要、引言部分（特别是最后一两句话）、讨论部分（特别是前一两句话）、结果部分、方法部分。因此，题目描述顺序有误。

7. The first or last sentences of paragraphs often contain the main idea. T

文本中提到，话题句通常出现在段落的开头或结尾，因此题目是正确的。

8. Transitional words like "but," "however," and "therefore" help to identify the main ideas. T

文本中提到，要关注过渡词，如“but,” “however,” 和“therefore”等，这有助于识别文章中的主旨和重要信息。

9. Skimming is best used when you have plenty of time and need to understand every detail of the text. F

Skimming 是当时间有限且需要快速了解文章的主要观点时使用的，而不是用于详细理解每个细节。因此，题目描述不正确。

10. Reading selectively means focusing on the most important and relevant parts of the text. T

文本明确提到，在高效阅读时，应该有选择性地阅读，集中注意力于最重要和相关的部分。因此，题目是正确的。

Looking for visual and aural sources

Apart from articles and books which will provide you with materials, lectures are another major source of your academic writing. Studies indicate that lectures normally present a mass of information coming from both visual and aural sources.

Doing homework before listening to a lecture

To listen to an academic lecture effectively, you may do some homework beforehand. The following are some tips:

- 1) Find out the topic of the lecture to be delivered;
- 2) Research the topic by reading the related sources or the assigned readings;
- 3) Familiarize yourself with the subject and list questions if possible;
- 4) Sort out subject-specific words and terms the lecture may use;
- 5) Check the meaning and pronunciation of the terms and words;
- 6) Bring loose-leaf paper or spiral-bound notebooks. Or bring a laptop if you prefer to take notes on it and if the room is set up with ample power outlets and table space.

1. Lectures are a major source of information for academic writing. T

文本中提到，除了文章和书籍外，讲座也是学术写作的一个重要来源，因此题目是正确的。

2. Visual and aural sources are generally not important in academic lectures. F

文本中指出，讲座通常会提供来自视觉和听觉的丰富信息，这些信息在学术写作中是非常重要的。因此，题目不正确。

3. You should always take notes on a laptop during lectures, as it is more efficient. F

文本中提到，可以带笔记本电脑来记录笔记，但也提到如果教室配备了足够的电源插座

和桌面空间。如果个人偏好，纸质笔记本也可以使用。因此，题目是错误的，因为并不是强制要求使用笔记本电脑。

4. It is important to research the topic of the lecture before attending it. It is important to research the topic of the lecture before attending it. T
文本中提到，提前了解讲座的主题并阅读相关资料，有助于更有效地听讲座。因此，题目是正确的。
5. Familiarizing yourself with subject-specific words and terms before the lecture is helpful for better understanding. T
文本中提到，了解讲座可能使用的学科特定词汇和术语有助于更好地理解讲座内容，因此题目是正确的。
6. You should only take notes on paper, as laptops are not recommended. F
根据文本，带笔记本电脑记录笔记是可以的，只要教室条件允许。而且也没有明确规定必须使用纸质笔记本。因此，题目是错误的。
7. Listening to a lecture without prior research is an effective way to absorb all the information. F
文本中提到，提前做些功课（例如研究讲座主题、了解相关资料等）有助于更有效地听讲座。因此，直接听讲座而不做任何准备并不是最有效的方法。
8. Checking the meaning and pronunciation of terms before the lecture is unnecessary. F
文本中提到，提前了解术语的含义和发音有助于更好地理解讲座内容。因此，这个建议是必要的，而不是不必要的。
9. Sorting out subject-specific words and terms before the lecture can help you understand the lecture better. T
文本中提到，整理相关的学科术语和词汇并了解它们的意思，有助于更好地理解讲座的内容，因此题目是正确的。
10. You should avoid bringing loose-leaf paper or notebooks to lectures. F
文本中提到，带活页纸或螺旋装订的笔记本是合适的做法，因此题目不正确。

Paraphrasing

Paraphrase is a restatement of the meaning of a sentence or a text using your own words. As one of citation methods, paraphrasing is an essential skill in academic studies as you should not over-rely on direct quotations. It is suitable to paraphrase short pieces of information when it contains three or less sentences in length. When paraphrasing, you need to change the words, word forms and grammatical structures as much as possible, ensuring that a sequence of three words will not be the same as the original. But 1) do not change any of the ideas in the original information, and 2) do not remove any ideas, or add new ones.

Though rewriting the original one is like summarizing, paraphrasing differs in that it is usually about the same length as the original source by changing diction and structures while summarizing only contains its main ideas, leaving out details.

1. Paraphrasing involves restating the meaning of a sentence or text using your own words. T
文本中明确提到，Paraphrasing（释义）是用自己的话重新表达句子或文本的意思。因此，题目是正确的。
2. Paraphrasing is suitable for long passages that contain more than three sentences. F

- 根据文本，Paraphrasing 适用于不超过三句话的短段落。因此，题目中的描述不准确。
3. When paraphrasing, you should change the original ideas and add new ideas. F
文本中明确指出，Paraphrasing 时应保持原文的思想不变，不得删除或添加新的想法。因此，题目描述不符合要求。
 4. Paraphrasing and summarizing are the same in terms of content length. F
文本中指出，Paraphrasing 通常和原文长度相当，而 Summarizing（总结）则会缩减为仅包含主要思想，去掉细节。因此，二者在内容长度上是不同的。
 5. Paraphrasing is often about the same length as the original text. T
文本中明确提到，Paraphrasing 通常和原文长度相当，因此题目是正确的。
 6. Paraphrasing involves changing the words and grammatical structures while keeping the original ideas intact. T
文本中提到，Paraphrasing 应尽量改变词汇、词形和语法结构，但保持原文的思想不变。因此，题目是正确的。
 7. When paraphrasing, it is acceptable to use the same sequence of three words as the original text. F
根据文本，Paraphrasing 时需要确保三词及以上的连续词组不能与原文相同。因此，题目中的说法是不正确的。
 8. Paraphrasing is a less important skill than direct quoting in academic writing. F
文本中明确指出，Paraphrasing（释义）是学术写作中的一项基本技能，因为不应过度依赖直接引用。因此，题目不正确。

Unit3

Understanding a literature review

one of the key characteristics of academic writing is that it builds on the work of earlier authors . Hence a literature review is a very important part of the research project . It is an overview of the current state of research on a particular topic by evaluating and comparing various previous studies related to the topic . It also reveals controversies , arguments and even weaknesses or gaps in current work . There are two types of literature review : One is a self - contained literature review , and the other is only a part of a research paper . The purpose of the latter is that by reporting the previous studies and attempting to find their weaknesses or limitations , readers will be told that the present study will be more rational , useful , significant and valid . For this purpose , the literature review of this kind is often incorporated into the introduction section . A self - contained literature review , however , doesn't present new information , but summarizes multiple previous studies so that the readers will be informed of the consensus , debates and unanswered questions concerning the particular topic or issue . In a literature review , the author needs to organize and present the sources of previous studies in a logical way . The organization will be either chronological or thematic . In a chronological review , the author groups and discusses previous studies in order of their publication , highlighting the changes over time on a specific issue . In a thematic review , the author groups and discusses previous studies in terms of themes or topics they cover .

1. A literature review is an independent study that always presents new information. F
文本明确指出，self-contained literature review 不呈现新的信息，而是总结多个先前研

究的内容。因此, literature review 并非总是呈现新信息。

2. A literature review only focuses on identifying weaknesses in previous studies. F
文本指出, literature review 还会评估和比较相关研究, 并揭示争议、论点以及未解决的问题, 而不仅仅是发现研究的弱点。
3. A thematic literature review organizes studies by the order of their publication date. F
文本指出 thematic review 是根据主题或研究内容进行分类, 而非按出版时间组织。
4. The purpose of a literature review in a research paper is to highlight the significance of the current study. T
文本中提到, 这种类型的 literature review 是为了通过报告先前研究的弱点或局限性, 证明当前研究的合理性、重要性和有效性。
5. A chronological review highlights changes over time regarding a specific issue. T
文本明确说明, chronological review 是按出版时间顺序组织, 突出某一特定问题随时间的变化。
6. A self-contained literature review is usually found in the introduction section of a research paper. F
文本指出, 自成一体的 literature review 并非研究论文的一部分, 而是独立存在; 而纳入研究论文中的 literature review 通常出现在引言部分。
7. A literature review evaluates and compares various studies related to a topic. T
文本开篇说明, literature review 是对特定主题的现有研究状态的概览, 包含对多个先前研究的评估和比较。
8. Both types of literature review reveal unanswered questions on a particular topic. T
文本提到, literature review 不仅总结研究成果, 还揭示未解答的问题, 这适用于两种类型的 review。

Reading literature critically

Since there are various and even conflicting views on the same issue, critical reading is an important part of a successful literature review. The most characteristic features of critical reading are that you will :

- 1) examine the evidence or arguments presented ;
- 2) check out the limitations of the studies designed ;
- 3) examine the interpretations made ;
- 4) decide to what extent you are prepared to accept the author's arguments , opinions or conclusions .

A practical starting point , therefore , is to consider anything you read not as fact , but as the argument of the author . The aim of critical reading , however , is not to find fault , but to assess the evidence and the argument .

1. Critical reading involves accepting everything the author states as fact. F
文本明确指出, critical reading 的起点是将所阅读内容视为作者的论点, 而不是事实, 因此不能完全接受作者的观点。
2. Critical reading aims to identify flaws in the author's work. F
文本明确说明, critical reading 的目标不是挑毛病, 而是评估证据和论点。
3. Checking the limitations of study designs is a part of critical reading. T

文本列出的第 2 点明确提到, critical reading 包括审视研究设计的局限性。

4. Deciding how much you agree with the author is a component of critical reading. T
文本第 4 点提到, critical reading 包括决定是否接受作者的论点、观点或结论。
5. Critical reading excludes examining the interpretations made by the author. F
文本第 3 点明确提到, critical reading 涉及审视作者做出的解释。
6. The purpose of critical reading is to assess evidence and argument. T
文本明确指出, critical reading 的目标是评估证据和论点。
7. Considering anything you read as fact is a good starting point for critical reading. F
文本提到, critical reading 的起点是将所读内容视为作者的论点, 而非事实。
8. Critical reading helps to determine the reliability of the author's arguments. T
虽然文本未明确使用 "reliability" 一词, 但评估证据、检查局限性和审视解释都旨在评估作者论点的可靠性。

Writing a literature review

The literature review in a research article of natural sciences is often incorporated into the introduction section, though it could stand alone as a separate section. In most cases, the section is placed right after the introduction section.

The purpose of a literature review is to justify the topic you have chosen or the research questions you try to address. Therefore, you need to perform an extensive review of the current state of research about your topic by comparing and evaluating relevant previous studies. A comprehensive literature review should encompass the following aspects:

- 1) a close relation to the research questions, avoiding the inclusion of irrelevant literature;
- 2) coverage of the main findings, ideas, and even controversies in the chosen topic;
- 3) identification of the unsolved problems or the gaps that your study aims to fill; and
- 4) logical organization of past studies, either thematically or chronologically.

1. In natural sciences, the literature review is always a standalone section in a research article. F

文本明确提到, natural sciences 中的 literature review 通常在引言部分, 也可以单独作为一个部分, 但并非总是独立。

2. The literature review helps justify the research topic or questions. T
文本明确指出, literature review 的目的是证明所选主题或研究问题的合理性。
3. A comprehensive literature review can include irrelevant studies for broader context. F
文本提到, literature review 应与研究问题紧密相关, 避免纳入无关文献。
4. Identifying unsolved problems or gaps in research is an essential part of a literature review. T

文本第 3 点明确提到, comprehensive literature review 应识别未解决的问题或研究中的空白。

5. The literature review should be organized in a logical way, either thematically or chronologically. T

文本第 4 点明确指出, past studies 的组织方式应具有逻辑性, 可以按主题或时间顺序组织。

6. The literature review in a research article is always placed in the introduction section. F
文本提到, literature review 通常在引言部分, 但也可能单独作为一个部分或在引言之

后。

7. The purpose of a literature review is to summarize all previous studies without critique. F

文本提到, literature review 的目的是比较和评估相关研究, 而不仅仅是总结。

8. A literature review should address the main findings, ideas, and controversies in the chosen topic. T

文本第 2 点明确提到 comprehensive literature review 应涵盖主要研究发现、观点和争议。

9. The gaps identified in the literature review should be unrelated to the current study. F

文本提到, literature review 应识别与当前研究相关的空白, 这些空白正是当前研究要填补的部分。

10. Chronological organization of a literature review involves grouping studies by their publication dates. T

文本提到 chronological organization 是按时间顺序组织研究, 这是其定义的一部分。

Using appropriate tenses in literature reviews

The simple past tense is often used in literature reviews to refer to the findings of previous studies. For example : · Kemp (1992) found that his subjects responded poorly to the lecturing style of teaching. However, in the following situations the present perfect tense may be preferable : · The research referred to is recent, or is more indicative of the present state of knowledge. · A group of studies concerning similar findings are reviewed. · It is used when summarizing an area of research in the literature review. · It is used when referring to someone's views, positions or arguments, especially when comparing positions in a debate, and when this debate is still being conducted in current journals. Examples : · Although students in the past primarily focused strictly on educational content, most recent research has found / concluded that in the classrooms of today, students are more concerned about social issues than academic issues. · Research in Singapore has indicated that the use of computers in schools has ... One study (1999) found that ... · These studies have revealed that there is a gap in the research about ... The simple present tense is often used (though some authors like to use the simple past tense) when referring to the ideas, findings and conclusions of the works written a long time ago, which indicates that the work is so influential on current thinking. For example : · Dewey's philosophy of education is that an experience - based curriculum promotes more effective learning and a greater competence in living.

1. The simple past tense is commonly used to refer to the findings of previous studies in literature reviews. T

文本明确提到 simple past tense 通常用来描述之前研究的发现。

2. The present perfect tense is used when summarizing recent research findings. T

文本提到, 当研究是近期完成的, 或反映当前知识状态时, 应使用 present perfect tense。

3. The simple present tense is used for findings of studies that are no longer influential. F

文本提到, simple present tense 用于描述影响至今的重要研究, 而非已不再有影响的研究。

4. The simple past tense is preferred when citing the findings of studies that were conducted a long time ago. T

文本提到有些作者会用 simple past tense 引用过去的研究, 但也可以用 simple present tense, 如果研究仍然具有影响力。

5. The present perfect tense is used when discussing a gap in the research. T
文本中例句显示, 描述研究中的空白时, 可以使用 present perfect tense, 如 "These studies have revealed ..."
6. The simple past tense is used to indicate that a study is still influencing current thinking. F
文本提到, 当研究仍在影响当前思维时, simple present tense 更常用。
7. The present perfect tense is used to review a group of studies with similar findings. T
文本提到, 当回顾一组有相似发现的研究时, 可以使用 present perfect tense。
8. The present perfect tense is never used in literature reviews. F
文本中明确指出, present perfect tense 在一些特定情况下是适用的, 如综述研究领域或描述当前状态。
9. The simple present tense can be used for influential philosophies from the past. T
文本中提到, 用 simple present tense 表达过去影响至今的哲学或观点, 例如 "Dewey's philosophy of education is ..."
10. The choice of tense depends on whether the cited study is relevant to the current state of knowledge. T
文本中多次强调, 根据研究的时间和与当前知识状态的相关性选择适当的时态。

Writing an introduction section

The introduction section is the start of a research article and can be the most challenging part to write . It is generally half a page in length , though it can run longer if the literature part is integrated . The main purpose of an introduction is to give background information about the topic of the paper , and set out the specific questions to be addressed by the author . An introduction usually includes the following elements : 1) Introduce your topic and provide the relevant background information (to stress the importance or significance of the research).2) Review the previous related research (to indicate that you have a good knowledge of the topic and its current studies). 3) Point out the unsolved problems (to indicate the gap your present study aims to fill).4) State the purpose or objective of your study (to raise the research questions or hypotheses to be addressed). 5) Introduce the methods to be used briefly (to show how you answer the research questions).6) Indicate the structure of the paper (to tell how the paper will be organized). Generally speaking , the present tense , the present perfect tense , and the present continuous tense are most commonly used in the introduction of background information unless a specific incident is mentioned . In such cases , the simple past tense is often used . In introducing the research objective (e . g . , research questions), the methods to be used , as well as the structure , the writer may use the present tense or the simple past , depending on the types of verbs .

1. An introduction section should be about one page in length. F
文本指出 introduction 部分通常为半页, 但如果整合了文献综述部分, 可能会更长。
2. The main purpose of an introduction is to provide background information and set out the research questions. T
文本明确说明 introduction 的主要目的是提供背景信息并提出研究问题。

3. An introduction must include a detailed description of the methods used in the study. F
文本提到方法部分在 introduction 中仅需简要介绍，而不是详细描述。
4. The introduction should indicate the structure of the paper. T
文本明确指出，introduction 应包含对文章结构的说明。
5. The present tense is commonly used in the introduction section. T
文本提到背景信息中常用 present tense，除非涉及具体的历史事件。
6. The simple past tense is often used to introduce research objectives. T
文本指出，介绍研究目标时可以使用 simple past tense 或 present tense，视动词类型而定。
7. Pointing out unsolved problems in an introduction shows the significance of the research. T
文本提到指出未解决的问题表明研究填补了某个领域的空白。
8. The introduction must include a review of related research. T
文本提到需要回顾相关研究，以展示作者对主题和当前研究的了解。
9. The introduction section should not exceed one page under any circumstances. F
文本提到，虽然 introduction 通常为半页，但如果包含文献综述，可能会更长。
10. An introduction sets the stage for the research by providing relevant background information. T
文本明确说明 introduction 的作用是通过提供背景信息为研究设定舞台。

Synthesizing

In the literature review section , the most frequently used writing skill is synthesizing , which requires more than simply summarizing a single source material . Synthesizing is to bring together multiple sources and show how ideas from different sources are related and make conclusions from this . If you want to explain a concept or an event , research from different sources can be synthesized to offer a well - rounded explanation . If you want to argue for a point , several pieces of research can be synthesized to back the point .

1. Synthesizing is the same as summarizing a single source. F
文本明确指出，synthesizing 不等于单纯总结一个来源，而是将多个来源结合起来。
2. Synthesizing involves combining ideas from multiple sources. T
文本明确说明，synthesizing 是将多个来源的观点联系起来，并从中得出结论。
3. Synthesizing can be used to explain a concept or an event. T
文本提到，为了解释概念或事件，可以通过综合不同来源的研究来提供全面的解释。
4. Synthesizing is only used to critique a single study. F
文本没有提到综合仅用于批评单一研究，而是强调结合多个研究以解释或论证观点。
5. Synthesizing helps provide evidence for a specific argument. T
文本提到，如果要为某个观点辩护，可以通过综合多个研究提供支持。
6. Synthesizing is not commonly used in literature reviews. F
文本明确指出，synthesizing 是文献综述中最常用的写作技巧之一。
7. Synthesizing requires showing how different ideas are related. T
文本提到，synthesizing 包括展示不同来源中的观点如何相关联。
8. A well-rounded explanation often relies on synthesizing research from multiple sources. T

文本提到，综合多个来源的研究可以提供全面的解释。

Reporting verbs

Reporting verbs play an important role in research papers . They are often used in quoting , paraphrasing and summarizing to incorporate evidence into your writing . The correct use of reporting verbs can :

- 1) accurately report the position on or attitude toward the information of the source ;
- 2) effectively help you express the significance of an idea or evidence ; and
- 3) critically evaluate the source . Simply using say or state will weaken the meaning or attitude of the cited information .

1. Reporting verbs are only used in quoting sources. F
文本提到 reporting verbs 被用于 quoting、paraphrasing 和 summarizing，而不仅限于引用。
2. Reporting verbs can help express the significance of an idea or evidence. T
文本明确提到，使用 reporting verbs 可以有效地帮助表达观点或证据的重要性。
3. Using "say" or "state" for reporting always strengthens the meaning of cited information. F
文本指出，简单地使用 "say" 或 "state" 会削弱所引用信息的意义或态度。
4. Reporting verbs can be used to critically evaluate the source. T
文本列出，正确使用 reporting verbs 可以批判性地评价来源。
5. The choice of reporting verb can reflect the source's position or attitude. T
文本提到，报告动词的使用能够准确地表达来源对信息的立场或态度。
6. Incorporating evidence into writing does not require the use of reporting verbs. F
文本强调 reporting verbs 在引入证据时的重要作用。
7. Using varied reporting verbs can enhance the clarity of academic writing. T
虽然文本未明确提到这一点，但根据其强调 reporting verbs 的作用和意义，可以推断其对学术写作的清晰性有帮助。
8. Reporting verbs are irrelevant when paraphrasing information. F
文本指出 reporting verbs 在 paraphrasing 中同样重要

长文注释单词

1. 电离辐射 ionizing radiation
2. 切尔诺贝利核事故 Chernobyl accident
3. 建构主义方法 constructivist approach
4. 放射性物质 radioactive substance
5. 驯鹿 reindeer
6. 半衰期 half-life
7. 突变 mutation
8. 统计产品与服务解决方案软件 SPSS (Statistical Product and Service Solutions)
9. 原子核 nucleus
10. 能因 agent
11. 磁场 magnetic field
12. 石棉 asbestos
13. 有毒化学品 toxic chemical
14. 基因损伤 genetic damage
15. 不孕不育 sterility
16. 生殖能力 reproductive capacity
17. 原子能 atomic energy
18. 海洋生物群落 marine flora and fauna
19. 汽车尾气 car exhaust
20. 臭氧层 ozone layer
21. 虚拟实验 virtual experiment
22. 可视化 visualization
23. 红外线辐射能 infrared energy
24. 反照率 albedo
25. 生态足迹 ecological footprint
26. 切块拼接法 jigsaw
27. 知识集成 knowledge integration
28. 指示; 规则 rubric
29. 同温层 stratosphere
30. 反射率 reflectivity
31. 细菌; 微生物 microbe
32. 除草剂 herbicide
33. 重组体 recombinant
34. 外来基因 foreign gene
35. 宿主基因 host gene
36. 异花授粉 cross-pollination
37. 水平基因转移 horizontal gene transfer
38. 新陈代谢 metabolism
39. 雪花莲凝集素 snowdrop lectin
40. 杀虫的 insecticidal
41. 肾脏 kidney
42. 胸腺 thymus

- 43. 腓肠肌 gastrocnemius
- 44. 肠 intestine
- 45. 消化道 digestive tract
- 46. 质粒 plasmid
- 47. 微生物 microorganism
- 48. 唾液 saliva
- 49. 胃肠道 gastrointestinal tract
- 50. 细胞核 nucleus
- 51. 白细胞 leukocyte
- 52. 脾 spleen
- 53. 睾丸 testis
- 54. 胎儿 fetus
- 55. 诱变剂 mutagen
- 56. 胎儿的 fetal
- 57. 哺乳动物 mammal
- 58. 泌乳 lactation
- 59. 抗营养物质 anti-nutrient
- 60. 似荷尔蒙的 hormone-like
- 61. 组织学的 histological
- 62. 胚胎毒理学的 embryo-toxicological