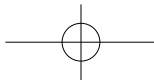
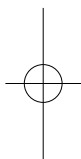
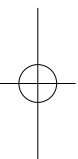




UNIT **1**

Language in mission







Passage A

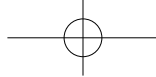
Directions

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读理解实际用时 分 秒 (WPM) 答题正确率 %

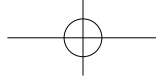
Can computers replace teachers?

- A** Steve Jobs didn't think that technology alone could fix what troubles American education. It's worth remembering that in the wake of last week's breathless coverage of Apple's new iBooks platform, which the company promises will completely change how students use and experience textbooks. Under Apple's plan, companies and individuals will be able to self-publish textbooks, ideally creating a wider range of content. Students will be able to download and use these books on an iPad much like they would use a regular textbook – including highlighting passages, making notes and pulling out passages or chapters that are especially important to them. Apple says it also plans to cap the price of textbooks available through iBooks at \$14.99, a significant departure from the price of many textbooks now.
- B** Critics were quick to criticize Apple for not being revolutionary enough. Former schoolmaster and current ed-tech (教育技术) investor Tom Vander Ark blamed Apple for not thinking past textbooks, which he considers hopelessly 20th century. Others worried that Apple's real goal wasn't to open up the textbook industry but to control it and profit from it through restrictive licensing agreements and a platform that dominates the market. I'm sure the for-profit company's shareholders will be horrified at that news.
- C** Let's slow down. Textbooks or tools that look a lot like textbooks aren't going anywhere anytime soon. And since high-quality educational material isn't cheap to generate, simply tearing down distribution barriers will only go so far in reducing the costs of producing good content. Lost in the heated claims, however, is a more fundamental question: What have educational technology efforts accomplished to date and what should we expect?
- D** As a field, education is easily misled by technological promises. Textbooks? Thomas Edison saw movies as a way to replace them. In a prelude (序幕) to today's debates, the



record player and film strip were praised as technologies that could replace live teaching. These days, conservatives are in love with the idea that technology will not only shrink the number of in-classroom teachers but make the teachers' unions out of date.

- E** The experience to date is less impressive and more worrisome considering the billions that have been spent on technology in schools in the past few decades. Interactive whiteboards have been around since the early 1990s and done little to transform how teachers teach, and computers are often not matched with classroom instruction, even though 90 percent of classrooms around the country have them. Still, in the United States, according to the data of the Department of Education from 2009, just 61 percent of students use computers to prepare texts “sometimes or often” and just 45 percent do more complicated tasks, for instance to “solve problems, analyze data, or perform calculations” on a regular basis.
- F** Usage aside, there is not enough evidence that technology is improving learning – even the cheerleaders are reduced to arguing that various education technology tools are obvious rather than supported by much evidence. And when you watch, say, high school students use the Internet to prepare research papers, it’s questionable whether technology – especially when coupled with poorly trained teachers – isn’t doing more to enable the superficial rather than open up richer sources of information for students.
- G** The reasons for the slow pace of change are as obvious as they are stubborn. Altering classroom and school practice in our wildly decentralized education system is always a slow process. Many teachers are not familiar with technology or how to use it in the classroom, and high-quality training programs – either in schools of education or as part of teachers’ ongoing professional development – are rare. As always, there are few guides for educators to determine which products are any good.
- H** There is, of course, still promise in educational technology. When Dreambox Learning, an online math program for elementary-aged students, offered me a free trial to check it out, I did what I usually do with new educational tools – I put it to the ultimate group of critics: my kids. Dreambox combines real content with an interactive format so kids are learning even when they think they’re just playing games. I’ve looked at a variety of products, and it’s one of the best in terms of powerful instruction. In a short time, it substantially boosted my kids’ math achievement. (They have a great teacher, too.) As for engagement? Maybe too much. One of my daughters woke me up at 5:00 a.m. the other day because she wanted to do math.
- I** Yet even a top-shelf product can only help live teaching. Despite Dreambox’s overall good functionality, there are places where students can become frustrated – not because they don’t know how to do the basic math, but because the directions for the online activity are confusing. Likewise, technology is bringing back the idea of the “flipped classroom (翻转课堂)” with the teacher acting as a “guide on the side” rather than the primary source of instruction. I say “back” because, ironically, talk of devaluing the teacher as content provider has been a fixture (固定特色) of progressive education

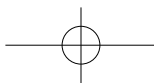
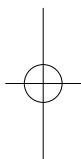
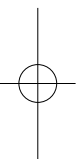


thought for a century. Another variation of the flipped-classroom idea is to use technology to explain concepts at home and to use classroom time differently. Again, a lot of potential, but only with keen attention to instructional quality. Much of the online content available today merely copies the dull instruction already available in too many of our nation's schools.

- J** As a parent and an analyst, I want technology that includes rich content or enables students to access it. And I want technologies that are engaging for students but actually teach them something. Plenty of applications fail on one side or the other. And as with lots of offline schoolwork, there are time wasters that aren't helping anyone learn much of anything. If anyone tells you an ed-tech tool has "gaming elements", make sure it's not just a game.
- K** American education desperately needs a thorough change that goes far beyond upgrading computers in the classroom. It's the last major American field relatively untouched by technology. But Jobs was right: Technology by itself won't fix what troubles our schools. He saw teachers' unions and old-fashioned practices as the big barriers. Perhaps, but I'd argue they are symptoms of our larger inattention to instructional quality. The bells and whistles of technology, for all its promise, are distracting us from this mundane but essential reality.

(1,073 words)

- ___ 1 The online program Dreambox proves that educational technology can fulfill its promise to certain extent.
- ___ 2 Sometimes students can be confused about the instructions for the learning activities of Dreambox.
- ___ 3 Some people worried that the purpose of Apple's new iBooks platform was to control the textbook industry and get economic benefits.
- ___ 4 The data of the Department of Education from 2009 suggest that technology has not really transformed how teachers teach despite the large amount of money spent on it.
- ___ 5 It's high time for American education system to have a thorough change rather than upgrade computers in the classroom.
- ___ 6 Some people believe that the computer technology will reduce the number of in-classroom teachers.
- ___ 7 Apple plans to enable companies and individuals to create and publish their own textbooks through its iBooks platform.
- ___ 8 Few guides are provided for teachers to help them decide which technological products may improve the classroom practice.
- ___ 9 A lot of applications are either unable to provide rich content for students or to actually teach them anything.
- ___ 10 The idea of teachers being looked down on as content providers has been around for a very long time.





Passage B

Directions

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读理解实际用时 分 秒 (WPM) 答题正确率 %

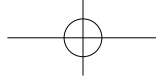
Reading literature makes us smarter and nicer

- A** Gregory Currie, a professor of philosophy at the University of Nottingham, recently argued in *The New York Times* that we ought not to claim that literature improves us as people, because there is no “compelling evidence that suggests that people are morally or socially better by reading Tolstoy” or other great books.
- B** Actually, there is such evidence. Raymond A. Mar, a psychologist at York University in Canada, and Keith Oatley, a professor emeritus of cognitive psychology at the University of Toronto, reported in studies published in 2006 and 2009 that individuals who often read fiction appear to be better able to understand other people, empathize (有同感) with them and view the world from their perspective. This link persisted even after the researchers factored in the possibility that more empathetic individuals might choose to read more novels. A 2010 study by Mar found a similar result in young children: The more stories they had read to them, the keener their “theory of mind”, or mental model of other people’s intentions.
- C** “Deep reading” – as opposed to the often superficial reading we do on the Web – is an endangered practice, one we ought to take steps to preserve as we would a historic building or a significant work of art. Its disappearance would endanger the intellectual and emotional development of generations growing up online, as well as the perpetuation (永存) of a critical part of our culture: the novels, poems and other kinds of literature that can be appreciated only by readers whose brains, quite literally, have been trained to comprehend them.
- D** Recent research in cognitive science, psychology and neuroscience has demonstrated that deep reading – slow, rich in sensory detail and emotional and moral complexity –



is a distinctive experience, different in kind from the mere decoding of words. Although deep reading does not, strictly speaking, require a conventional book, the built-in limits of the printed page are uniquely helpful to the deep reading experience. A book's lack of hyperlinks, for example, frees the reader from making decisions – Should I click on this link or not? – allowing him to remain fully immersed in the narrative.

- E** That immersion is supported by the way the brain handles language rich in detail and metaphor (比喻): by creating a mental representation that draws on the same brain regions that would be active if the scene were unfolding in real life. The emotional situations and moral dilemmas that are the stuff of literature are also vigorous exercise for the brain, forcing us inside the heads of fictional characters and even, studies suggest, increasing our real-life capacity for empathy.
- F** None of this is likely to happen when we're reading through entertainment news online. Although we call the activity by the same name, the deep reading of books and the information-driven reading we do on the Web are very different, both in the experience they produce and in the capacities they develop. A growing body of evidence suggests that online reading may be less engaging and less satisfying, even for the "digital natives" for whom it is so familiar. Last month, for example, Britain's National Literacy Trust released the results of a study of 34,910 young people aged 8 to 16. Researchers reported that 39 percent of children and teens read daily using electronic devices, but only 28 percent read printed materials every day. Those who read only onscreen were three times less likely to say they enjoy reading very much and a third less likely to have a favorite book. The study also found that young people who read daily only onscreen were nearly two times less likely to be above-average readers than those who read daily in print or both in print and onscreen.
- G** To understand why we should be concerned about how young people read, and not just whether they're reading at all, helps to know something about the way the ability to read evolved. "Human beings were never born to read," notes Maryanne Wolf, director of the Center for Reading and Language Research at Tufts University and author of *Proust and the Squid: The Story and Science of the Reading Brain*. Unlike the ability to understand and produce spoken language, which under normal circumstances will unfold according to a program determined by our genes, the ability to read must be painstakingly acquired by each individual. The "reading circuits (巡回线路)" we construct are built from structures in the brain that evolved for other purposes – and these circuits can be weak or they can be strong, depending on how often and how vigorously we use them.
- H** The deep reader, protected from distractions and being conscious of the slight differences of language, enters a state that psychologist Victor Nell, in a study of the psychology of pleasure reading, compares to a hypnotic trance (心醉神迷的状态). Nell found that when readers are enjoying the experience the most, the pace of their reading actually slows. The combination of fast, fluent decoding of words and slow, unhurried

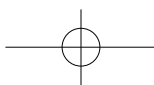
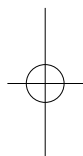
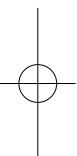


progress on the page gives deep readers time to enrich their reading with reflection, analysis, and their own memories and opinions. It gives them time to establish an intimate relationship with the author, the two of them engaged in an extended and enthusiastic conversation like people falling in love.

- I This is not reading as many young people are coming to know it. Their reading is practical and instrumental: the difference between what literary critic Frank Kermode calls “carnal (肉体的) reading” and “spiritual reading”. If we allow our children to believe carnal reading is all there is – if we don’t open the door to spiritual reading, through an early insistence on discipline and practice – we will have cheated them of an enjoyable experience they would not otherwise encounter. And we will have deprived them of an elevating and enlightening experience that will enlarge them as people. Observing young people’s attachment to digital devices, some progressive educators and easy-going parents talk about needing to “meet kids where they are”, forming instruction around their onscreen habits. This is mistaken. We need, rather, to show them some place they’ve never been to, a place only deep reading can take them to.

(1,047 words)

- ___ 1 A study showed that young children who read only on electronic devices get much less enjoyment from reading.
- ___ 2 Lack of spiritual reading may prevent young children from enjoying an enlightening experience.
- ___ 3 It is found that readers actually slow down their reading speed when they are enjoying the deep reading experience the most.
- ___ 4 Scientists’ studies indicate that those who often read novels seem to understand other people better and sympathize them.
- ___ 5 We are not born with the ability to read. Rather, it is acquired by human beings through great efforts.
- ___ 6 Conventional books play a unique role in helping readers acquire deep reading experience.
- ___ 7 Deep reading helps build up a close relationship between the reader and the author.
- ___ 8 There exists a danger for deep reading to disappear, which demands our attention and actions to protect this practice.
- ___ 9 Some educators and parents think that we should give children instruction around their own reading habits considering their attachment to electronic devices.
- ___ 10 A college professor believes that reading great books does not necessarily improve us as people.





Passage C

Directions

In the following article, some sentences have been removed. Choose the most suitable one from the choices listed from A to G to fit into each of the numbered gaps. There is ONE which does not fit in any of the gaps.

阅读理解实际用时 分 秒 (WPM) 答题正确率 %

Anesthesia in infancy linked to later disabilities

Every surgery poses risk, as doctors will inform you, but in most cases, it's a necessary one. The benefits of going under the knife frequently outweigh the risks of infection or complications (并发症), or the dangers associated with anesthesia. 1 Now a new study from the Mayo Clinic, published on March 24 in the journal *Anesthesiology*, finds a link between exposure to anesthesia during surgery in infancy and learning disabilities later in life – the first such study to do so in humans – making the decision to operate even more difficult for both parents and doctors.

Studying a group of more than 5,000 children born between 1976 and 1982 in Olmsted County, Minnesota, researchers tracked the number of operations each youngster underwent before age four, as well as their scores on reading, writing and math tests, and conducted once a year from elementary school through high school. Infants who had just one exposure to anesthesia showed no greater risk of having learning problems by age 19, but those with two or more exposures had a 60 percent increased chance of developing a learning disability compared with babies who had not had any operations. 2

The results restart a long-standing controversy over the impact of anesthesia on still developing minds and bodies. The hazards (危害) were documented in earlier studies of animals: For example, rat studies have repeatedly shown that animals exposed to anesthesia drugs in the first seven days of life – when nerve cells are forming and connecting to the larger neural network – develop problems in performing puzzle exercises, which require memory and reasoning skills. In the 1960s, based on similar concerns over possible injury to a baby's immature nervous system, doctors advocated only light anesthesia or none at all for infants undergoing surgery. Some experts believed babies did not have completely developed neural connections to even feel any pain. "There was a whole series of papers showing that (giving anesthesia) was a bad thing to do," says Dr. Robert Wilder, a



co-author of the Mayo Clinic study. “One thing that is very clear is that kids who have surgery without the appropriate anesthetic have higher degrees of morbidity (发病率) and, in some cases, even mortality (死亡率) associated with surgery compared to kids who have gotten the appropriate anesthetic.”

3 The author is quick to point out, however, that the data are basic and do not necessarily suggest a direct or final causal link between anesthesia and learning disabilities, only an association. “We clearly have not demonstrated that anesthetics are the cause of learning disability,” says Wilder. “We don’t want this to alarm the public to the point they aren’t giving children appropriate medical care.” It could be dangerous to deny children surgery to spare them the anesthesia, Wilder says, since in most cases of surgery, the procedure is a necessary and potentially lifesaving one that cannot be avoided or postponed.

Wilder and his colleagues are also cautious about their results because the data do not make clear whether it was the anesthesia that contributed to the children’s learning deficits or whether it was an underlying condition that may have required surgery and caused the learning problems. Of the more than 5,000 babies studied, 593 needed at least one surgery and just over 100 infants needed more than two before age three. 4 “The data we have are very basic,” says Dr. Randall Flick, Wilder’s co-author at the Mayo Clinic. “It really doesn’t prompt me or any of my colleagues to say we should change the way we practice.”

Not yet, perhaps. But it does emphasize the need for future research. While the study does not establish a direct link between anesthesia and learning disabilities, it doesn’t rule one out. The babies who underwent surgery in the Mayo study were treated for a wide range of conditions, few of which were brain-related. By far, the most common procedure performed on the infants involved the insertion of tubes in the ears to remove fluid to prevent hearing loss and potential delays in speech and language skills; 26 percent of the babies undergoing surgery fell into this category. One-quarter of the infants needed general surgery, while 13 percent required some type of orthopedic (整形外科的) surgery. Only one percent of the infants needed a neurological surgery. 5

What’s more, the Mayo researchers found hints of a dose-dependent effect (剂量依赖效应): The longer infants stayed under anesthesia, the greater their chance of developing later problems in reading, writing and doing math.

Still, experts are not willing to say that babies should never be given anesthesia. “We don’t want to delay surgery or withhold surgery for the kids who need it,” says Dr. Sulpicio Soriano, an anesthesiologist at Harvard Medical School and Children’s Hospital in Boston. “But we need more research and clinical investigation to find new drugs and new combinations of drugs that can weaken the cognitive effects.”

6 Meanwhile, says Flick, “it’s just not time yet to make any recommendations about changing practices.”

(856 words)



- A Already, the Food and Drug Administration is supporting further study of the connection between anesthesia and cognition to find such alternatives.
- B That suggests that some aspect of the operation or anesthesia – and not the condition that required surgical treatment – could have influenced the babies’ cognitive development.
- C But balancing benefits and risks is more difficult when the patients are babies, the most fragile population.
- D Some people take no comfort in statistics, for example, there are two or three deaths per one million patients anesthetized.
- E There may have been something unusual about this population of children that made them vulnerable (脆弱的) to learning problems and required them to undergo surgery and anesthesia.
- F Three or more exposures to anesthesia by age three doubled children’s risk of having difficulty in thinking, speaking, spelling or performing math calculations by the end of high school.
- G But that anesthesia may also put babies at greater risk for cognitive problems later in life, according to Wilder’s latest findings.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

