National Taiwan University

Why study plants
內蒙古農大普通生物學雙語課程
當代農業生技

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Lecture 9, sentence structure and paragraph in academic science

- 4 English sentence type
- Reviews of topic, supporting and concluding sentences

3個讀書方法 翻轉學習效率 // Study Smarter and Better

https://www.youtube.com/watch?v=NhCNqomY9iM

Matt Cutts: Try something new for 30 days

https://www.youtube.com/watch?v=JnfBXjWm7hc

Question 1

What does the speaker urge listeners to do?

(A) Become a photographer and take pictures.

(B) Take on risky challenges as an adventure.

(C) Conduct an experiment to form a habit in a month.

(D) Remember more clearly what they did every day.

Matt Cutts: Try something new for 30 days

The idea is actually pretty _____. Think about something you've always wanted to add to your life and try it for the next 30 days.

- Practices on distinguishing four sentence type for combining sentences

What kind of sentence is this?

- We didn't know much about the subject of the film beforehand; however, we decided to see it anyway
- Hurricanes and Typhoons are two kinds of dangerous storms.
- The storm caused a lot of damage, but our house was okay.
- The Pacific Ocean is west of South America as it is east of Asia.
- I usually take the train whenever I go to work, but today I took the bus
- The wave was coming in our direction and was destroying everything in its path.
- Even though he prefers using a Macintosh, he is forced to use a Windows computer at work; as a result, he is comfortable using both kinds of operating systems.

1. Compound
2. simple
3. Compound
4. Complex
5. C & C
6. Simple
7. C & C

- The flood damaged most of the buildings in New Orleans.
- The game lasted quite a bit longer than was expected; as a result, the athletes seemed tired on the field.
- My apartment was unfurnished when I moved in.
- The weight room and pool are free to use even though they actually belong to the hotel.
- The students were in no mood to cooperate; the teacher was forced to change the activity.
- He never really joined in on our conversations; therefore, we didn't think to invite him to any activities.
- When I cook dinner, John usually sets the table, but Steve usually just sits on the sofa watching TV.
- We didn't visit the coast on our trip, nor did we find enough time to check out the mountains.

1. Simple
2. Compound
3. Complex
4. Complex
5. Compound
6. Compound
7. C & C
8. Compound

- Identify topic sentences
- Also, indicate the concluding sentence
- List up at least one supporting sentence

- pp.816, Ch. 38
- Angiosperm Reproduction
- and Biotechnology, Campbell biolgoy

Reducing World Hunger and Malnutrition

Currently, 800 million people suffer from nutritional deficiencies, with 40,000 dying each day of malnutrition, half of them children. There is much disagreement about the causes of such hunger. Some argue that food shortages arise from inequities in distribution and that the dire poor simply cannot afford food. Others regard food shortages as evidence that the world is overpopulated—that the human species has exceeded the carrying capacity of the planet (see Chapter 53). Whatever the social and demographic causes of malnutrition, increasing food production is a humane objective. Because land and water are the most limiting resources, the best option is to increase yields on already existing farmland. Indeed, there is very little "extra" land that can be farmed, especially if the few remaining pockets of wilderness are to be preserved. Based on conservative estimates of population growth, farmers will have to produce 40% more grain per hectare to feed the human population in 2030. Plant biotechnology can help make these crop yields possible.

- topic sentences
- concluding sentence
- at least one supporting sentence

Reducing World Hunger and Malnutrition

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1 問答題

Identify topic sentence of this paragraph (attached picture)

白杰

There is much disagreement about the cause of such hunger.

2 問答題

Also, indicate the concluding sentence

白杰

What ever the social and demographic cause of malnutrition,increasing food poduction is a humane objective.

3 問答題

List up at least one supporting sentence

白杰

Some argue that food shortages arise from inequities in distribution and that the dire poor simply cannot afford food.

4 問答題

1. What kind of sentence is this? Simple, compound or complex.
2. Also, write down what the main independence clauses are.
"Currently, 800 million people suffer from nutritional deficiencies, with 40,000 dying each day of malnutrition, half of them children."

白杰

1.Simple
2.800million prople suffer from nutritional deficiencies.
Half of 800milloon poeple are children.
There are 40000dying poeple each day of the 800million people of malnutrition.

What kind of sentence is this? Skeleton of sentences
Simple, compound or complex.
Also identify what the major/independence clauses are.

1. Currently, 800 million people suffer from nutritional deficiencies, with 40,000 dying each day of malnutrition, half of them children. — adverbial clause — Simple

2. Some argue that food shortages arise from inequities in distribution and that the dire poor simply cannot afford food. — Compound

3. Whatever the social and demographic causes of malnutrition, increasing food production is a humane objective. — adverbial clause; non-finite clause — Complex

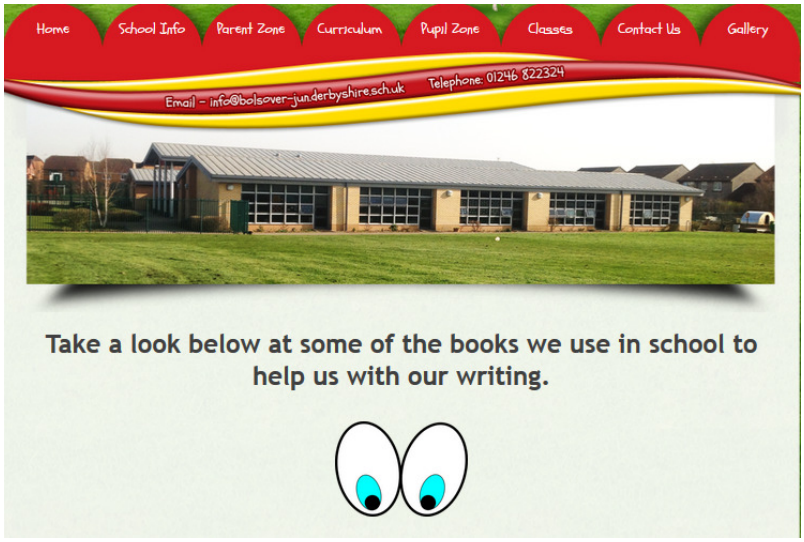
4. Indeed, there is very little "extra" land that can be farmed, especially if the few remaining pockets of wilderness are to be preserved. — adverbial clause — Complex

Skeleton of complex sentences

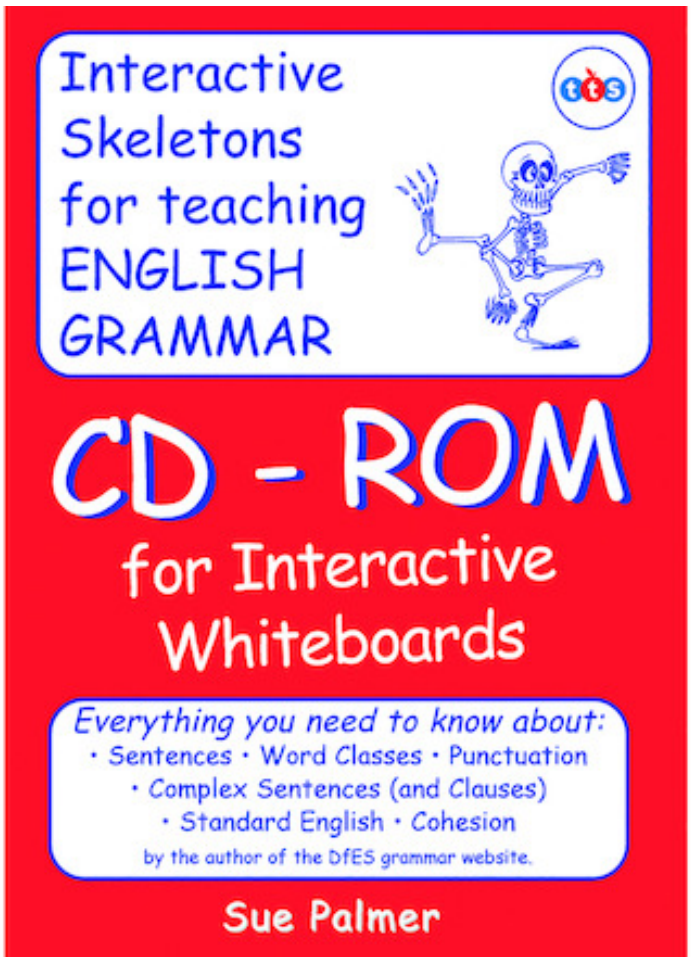
non-finite clause

- There is much disagreement about the causes of such hunger. — Simple
- Others regard food shortages as evidence that the world is overpopulated—that the human species has exceeded the carrying capacity of the planet (see Chapter 53). — adverbial clause; relative clause — Complex
- Because land and water are the most limiting resources, the best option is to increase yields on already existing farmland. — adverbial clause — Complex
- Based on conservative estimates of population growth, farmers will have to produce 40% more grain per hectare to feed the human population in 2030. — adverbial clause — Complex
- Plant biotechnology can help make these crop yields possible. — Simple

sue-palmer-big-books



- Discussion Book
- Explanation Book
- Instruction Book
- Persuasion Book
- Recount Book
- Report Book
- The Cohesion Book
- The Complex Sentence Book
- The Punctuation Book
- The Sentence Book
- The Standard English Book
- The Word Class Book



The complex sentence book

Sue Palmer

Complex Sentences are used to express complex ideas by:

* showing how ideas and/or events are related to each other

* providing extra information about certain words or phrases.

A **complex sentence** consists of a **main clause** and one or more **subordinate clauses**.

simple sentences 1

Clauses 1

What is a clause?

A clause is a single idea or event.

The knight killed the dragon.

A simple sentence = one clause

A clause has only one verb (or verb chain).

The knight killed the dragon. (V)

Did the knight kill the dragon? (V)

A clause has a subject.

The knight killed the dragon. (S)

The subject usually
- carries out any action suggested by the verb
- is a noun, noun phrase or pronoun.

A clause may contain further detail.

One misty morning, the handsome knight in shining armour killed the ferocious dragon outside its mountain lair.

The extra detail may be:
- adjectival (telling more about a noun)
- adverbial – answering the questions how? where? when? (A) (A)
- But, as long as there's only one verb, there's only one clause.

simple sentences 2

Clauses 2

A clause may have

an object

(S) (V) (O)
The knight killed the dragon.

An object usually:
- has something done to it
- is a noun, noun phrase or pronoun.

a complement

(S) (V) (C)
The knight felt strangely sad.

(S) (V) (C)
The dragon had been a mighty beast.

A complement usually:
- occurs with a verb like 'be' which expresses state
- refers back to the subject
- is a noun or adjectival phrase.

A clause can be active or passive

(S) (V) (O)
The knight killed the dragon.
subject 'actively' does something

(S) (V)
The dragon was killed.
subject 'passively has something done to it.

In a passive sentence you do not have to say 'whodunnit'.

The passive is often found in formal, impersonal writing.

e.g. England was last invaded in 1066.
Morning dress is worn on formal occasions.
The equipment is operated by means of an electric switch.

complex sentences

Subordinate and main clauses

When he killed the dragon,

the knight felt strangely sad

because it had been a mighty beast.

main clause:

- expresses one idea or event
- makes sense on its own
- could be a simple sentence.

subordinate clause:

- expresses one idea or event but
- does not make sense on its own
- needs a main clause to complete the sense.

The main and subordinate clauses go together to make a complex sentence

There are several sorts of subordinate clause.

complex sentences

Subordinate clauses 1

Grammatical name = adverbial clauses

Because when he killed the dragon,

the knight felt strangely sad

because when he killed the dragon.

Some subordinate clauses:

- start with a conjunction which make a clear link to the main clause
- can usually be moved around the sentence.

when?

when before after since whenever while as until as soon as...

how?

as though as if

where?

where wherever

why?

because as since so that in order that

on what condition?

although if when in case

These are examples of subordinating conjunctions.

Try moving these clauses around to vary the rhythm or emphasis of a sentence.

e.g. *The knight felt strangely sad when he killed the dragon, because it had been a mighty beast.*

complex sentences

Subordinate clauses 2

Grammatical name = relative clause

,who was called Sir George,

that had terrorised the village.

The knight killed the dragon.

Some subordinate clauses:

- are embedded in the main clause
- give more information about a noun
- begin with a pronoun, which refers back to the noun, e.g.

who → people

which → animals or things

that → either

These pronouns may change their form, depending on the job they're doing in the sentence:
- (S) subject – who
- (O) object – whom (we met whom)
- possessive – whose

The knight, who was called Sir George,...

The knight, whom we met on page 2,...

The knight, whose name was George,...

...the dragon which had terrorised the village.

...the dragon, that had terrorised the village.

Embedded clauses often need commas to separate them off from the main clause.

complex sentences

Subordinate clauses 3

Grammatical name = non-finite clauses

Snoring loudly,

Exhausted by the battle,

The dragon collapsed on the ground.

Sir George fell to his knees.

Some subordinate clauses:

- don't have a complete verb chain, just the ing or ed part
- give more information about a noun in the main clause
- can come before the noun or can be embedded after it.

The dragon, snorting loudly, collapsed on the ground.

Sir George, exhausted by the battle, fell to his knees.

This suggests the sun was lying outside the lair.

When using these clauses, make sure it is clear which noun they are about.

e.g. Lying outside the dragon's lair, the rising sun awoke Sir George. ✗

Lying outside the dragon's lair, Sir George was awoken by the rising sun. ✓

Compound sentences

It was midnight **and** George lay awake.

He was tired **but** he could not sleep.

The coordinating conjunctions are

for **and** **nor** **but** **or** **yet** **so**

(FAN BOYS)

When main clauses are linked by coordinating conjunctions, it is called a compound sentence.

Words are often omitted from the second clause to make the sentence less clumsy, e.g. *he could* is 'understood'.

The dragon was dead **so** his work was done.

He could go home **or** look for another dragon.

and, **but**, **so**, **or** are very common in speech and writing, but subordinating conjunctions can often make clearer links.

In formal writing, coordinating conjunctions cannot come at the beginning of a sentence.
(See also The Standard English Book.)

Punctuating sentences

Sentence boundaries are shown by . ? !

Punctuation marks are used to show grammatical boundaries, to help make something clear.

Commas are used to show breaks between clauses when:

- a subordinate clause comes before the main clause
- the writer wishes to signal a slight pause
- an embedded clause tells you more about a noun (rather than defining it).

Boundaries between main clauses cannot usually be marked by a comma. Instead choose from - ; : ( )

The sun was blood red; it looked like a fiery dragon.

see 'The Comma Splice' in The Punctuation Book.

As he left, George looked up.
He gasped, and reached for his sword.
The sun, which had turned blood red, looked like a fiery dragon.

This clause defines which beast it was.

But clauses don't always need commas to separate them off from the main clause.

e.g. *Had the beast that he had just slain fled to the sun?*
Would it glower at him until the day he died?

Who was George?

relative clause

adverbial clause

non-finite clause

adverbial clause

adverbial clause

adverbial clause

relative clause

adverbial clause

There never was a Sir George who killed a dragon. The real George, as far as anyone knows, was a cavalry officer in the Roman army about 1,700 years ago, and a member of the Christian church. Born in Turkey, he travelled with the army to the Holy Land where, in 303 AD, he was in charge of troops near Palestine.

Then the emperor of Rome began to persecute the Christians. When he ordered the burning of Christian scriptures and churches, George tore down the official notice and refused to follow the decree. Summoned to Rome, he harangued the emperor, who condemned him to death by torture.

Although he suffered terribly, George would not give up his faith. He died on 23rd April 304 AD, and in 495 was named a saint. Over the centuries his story travelled around the world, becoming particularly popular with English Christians, who made up stories about George and a ferocious dragon. They even claimed he was born in Coventry!

During the Middle Ages, the flag to which English soldiers rallied during battle was a red cross on a white background. It became known as the "cross of St George".

Eventually, in 1348, George was declared the patron saint of England – a strange fate for a Turkish soldier who died long before the country of England came into existence.

non-finite clause

relative clause

relative clause which defines the flag -so no comma

relative clause which defines soldier -so no comma

simple sentence

one clause

compound sentence

main clauses linked by coordinating conjunctions

Cause/effect consequences

complex sentences

main clause + one or more subordinate clauses

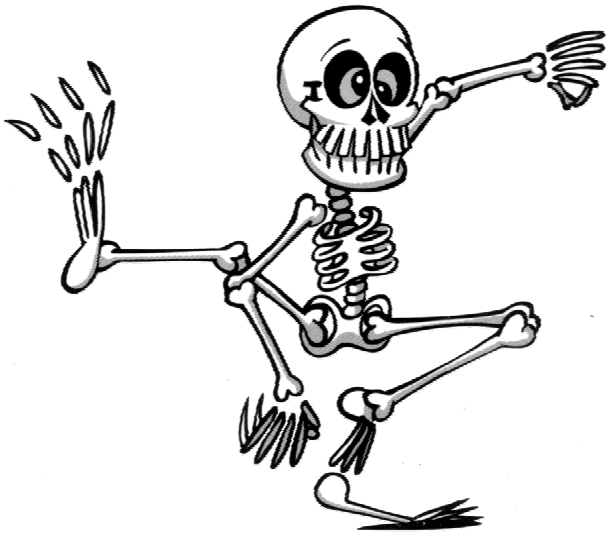
adverbial clause

1. Condition/5w1h;
2. Define
3. Action

relative clause

non-finite clause

Skeleton Poster Books
for **GRAMMAR**



The End

End Show

- Practices on making <u>compound</u> and <u>complex sentences</u>

- Change the following two sentences to a smooth, compound sentence. Use the conjunction, *and*.
- To a complex sentence. Use the subordinating conjunction, *when*.

1. Mike was slowing down to stop at a red light. He was rear-ended by an SUV.

Mike was slowing down to stop at a red light, and he was re ar-ended by an SUV.

Mike was slowing down to stop at a red light when he was re ar-ended by an SUV.

- Change the following two sentences to a smooth, compound sentence. Use a semicolon, *;*.
- To a complex sentence. Use the subordinating conjunction, *because*.

2. I love the Vietnamese restaurant across the street from my house. The owners know me and always give me extra spring rolls.

I love the Vietnamese restaurant across the street from my house ; the owners know me and always give me extra spring rolls.

I love the Vietnamese restaurant across the street from my house because the owners know me and always give me extra spring r olls.

- Change the following two sentences to a smooth, compound sentence. Use the conjunction, *but*.
- To a complex sentence. Use the subordinating conjunction, *whenever*.

3. My father and brother play chess together. The game always ends with an argument.

- My father and brother play chess together, but the game always ends with an argument.
- Whenever my father and brother play chess together, the game always ends with an argument.

- Change the following two sentences to a smooth, compound sentence. Use the conjunction, *however*.
- To a complex sentence. Use the subordinating conjunction, *although*.

4. The library was closed for the holiday. I was able to return the overdue book in the dropbox.

- The library was closed for the holiday; however, I was able to return the overdue book in the dropbox.
- Although the library was closed for the holiday, I was able to return the overdue book in the dropbox.

- Change the following two sentences to a smooth, compound sentence. Use the conjunction, *otherwise*.
- To a complex sentence. Use the subordinating conjunction, *unless*.

5. We will have to take a taxi to the airport. We will miss our flight if we do not.

- We will have to take a taxi to the airport; otherwise, we will miss our flight.
- We will miss our flight unless we take a taxi to the airport.

- Practices on making compound complex sentences

- Combine the sentences below to make one, smooth Compound-Complex sentence. Use the subordinating conjunction, *although* and the conjunction, *and*.
- **1. Mike was in a car accident on his way to work. He was not injured. His car was not seriously damaged.**

- Although Mike was in a car accident on his way to work, he was not injured, and his car was not seriously damaged.

- Combine the sentences below to make one, smooth Compound-Complex sentence. Use the conjunction, *but* and the subordinating conjunction, *before*.

2. I went to bed early after an exhausting day at work. I tossed and turned for hours. I was able to fall asleep.

- I went to bed early after an exhausting day at work, but I tossed and turned for hours before I was able to fall asleep.

- Combine the sentences below to make one, smooth Compound-Complex sentence. Use the subordinating conjunction, *though* and the conjunction, *and*.

- **3. I usually prefer watching action movies. I recently downloaded and watched a romantic comedy. It was great!**

- Though I usually prefer watching action movies, I recently downloaded and watched a romantic comedy, and it was great!

- Combine the sentences below to make one, smooth Compound-Complex sentence. Use the conjunction, *so* and the subordinating conjunction, *even though*.
- **4.** The woman didn't sleep very well last night. She did poorly in her test. She had been studying for weeks.

- The woman didn't sleep very well last night, so she did poorly in her test even though she had been studying for weeks.

- Combine the sentences below to make one, smooth Compound-Complex sentence. Use the subordinating conjunction, *when* and the conjunction, *but*.
- **5. The earthquake hit. The homes in the wealthier districts survived with little damage. Many of the ones in the poorer areas did not.**

- When the earthquake hit, the homes in the wealthier districts survived with little damage, but many of the ones in the poorer areas did not.

- Identify sentence type

We mentioned that laboratory investigators had injected double-stranded RNAs into cells, and you may wonder whether such molecules are ever found naturally. As you will learn in Chapter 19, some viruses have double-stranded RNA genomes. Because the cellular RNAi pathway can lead to the destruction of RNAs with sequences complementary to those found in double-stranded RNAs, this pathway may have evolved as a natural defense against infection by such viruses. However, the fact that RNAi can also affect the expression of nonviral cellular genes may reflect a different evolutionary origin for the RNAi pathway. Moreover, many species, including mammals, apparently produce their own long, double-stranded RNA precursors to small RNAs such as siRNAs. Once produced, these RNAs can interfere with gene expression at stages other than translation, as we'll discuss next.

pp.365, Ch. 18
Regulation of Gene
Expression, Campbell biology

Topic

Supporting sentences (highlighted)

concluding

We mentioned that laboratory investigators had injected double-stranded RNAs into cells, and you may wonder whether such molecules are ever found naturally. As you will learn in Chapter 19, some viruses have double-stranded RNA genomes. Because the cellular RNAi pathway can lead to the destruction of RNAs with sequences complementary to those found in double-stranded RNAs, this pathway may have evolved as a natural defense against infection by such viruses. However, the fact that RNAi can also affect the expression of nonviral cellular genes may reflect a different evolutionary origin for the RNAi pathway. Moreover, many species, including mammals, apparently produce their own long, double-stranded RNA precursors to small RNAs such as siRNAs. Once produced, these RNAs can interfere with gene expression at stages other than translation, as we'll discuss next.

Compound

Complex

Simple

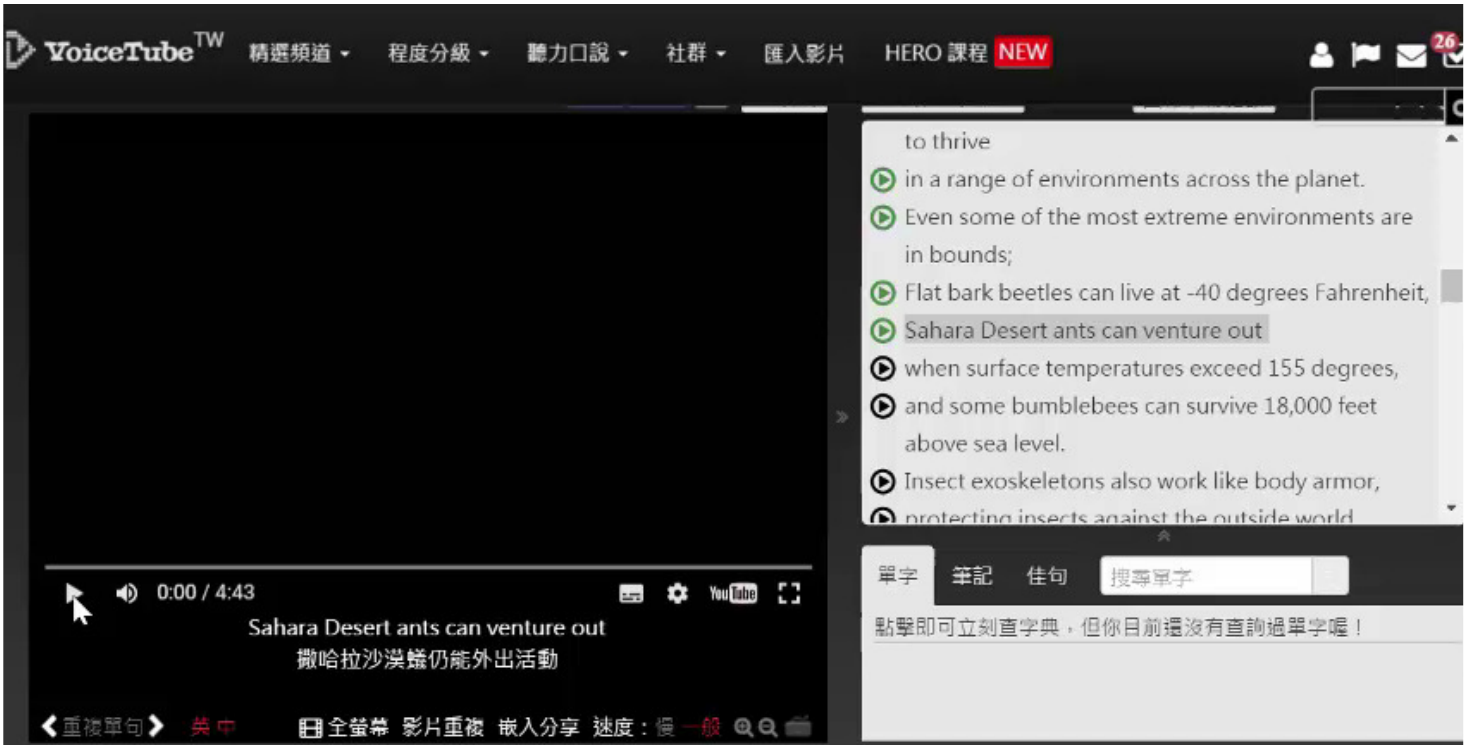
Co + Cx

We mentioned that laboratory investigators had injected double-stranded RNAs into cells, and you may wonder whether such molecules are ever found naturally. As you will learn in Chapter 19, some viruses have double-stranded RNA genomes. Because the cellular RNAi pathway can lead to the destruction of RNAs with sequences complementary to those found in double-stranded RNAs, this pathway may have evolved as a natural defense against infection by such viruses. However, the fact that RNAi can also affect the expression of nonviral cellular genes may reflect a different evolutionary origin for the RNAi pathway. Moreover, many species, including mammals, apparently produce their own long, double-stranded RNA precursors to small RNAs such as siRNAs. Once produced, these RNAs can interfere with gene expression at stages other than translation, as we'll discuss next.

- Let's review previous homeworks and group discussion results

【TED-Ed】蟲蟲危機從何而來？ (Why are there so many insects?)

https://tw.voicetube.com/videos/35769?ref=teded



Read:【TED-Ed】蟲蟲危機從何而來？ (Why are there so many insects?)
https://tw.voicetube.com/videos/35769?ref=teded
Transform key concepts/key words you found in the film into 3-5 questions and answers

1. What happens if insect suddenly become large beings and numbers?

A: They will destroy us simply because they outnumber us by more than a billion to one.

2. What are the secrets for insects to success?

They breed many offspring; so even they die a lot, still many survive.

They mature rapidly so their cycles of reproduction resume quickly.

Insect exoskeleton also protects them against the outside world

Insects are tiny, so they can make use of all the available resources around it. This means they can occupy hundreds of niches across ecosystems

3. How could insect adapt so well on earth given their huge species diversity and individual numbers?

A: Fast reproduction means insect contains great genetic diversity allowing them to adapt different environment.

4. What is the advantage of metamorphosis in insect?

It not only transform insect but also help them to maximize the available resources in an ecosystem.

Take butterfly, in the larval caterpillar form, they feed on leaves. But when they emerge as butterfly, these insects feed only on flower nectar.

So the larvae and adults share an ecological niche without competing the same resource.

Read:【TED-Ed】蟲蟲危機從何而來？ (Why are there so many insects?)
https://tw.voicetube.com/videos/35769?ref=teded
Transform key concepts/key words you found in the film into 3-5 questions and answers

徐貴緯

(1)What does insect abundance come down to or what's their secret to success?

Answer:

①Together make them some of the most adaptable and resilient creature.

②Their impressive ability to breed.

③Insects harbor a tremendous amount of genetic diversity to suit various environment.

④Insect exoskeletons also work like body armor,which can protect them from danger.

⑤Insect with tiny shape can make good use of space and all the available resources within it.

(2)What's the mighty power of metamorphosis?

Answer:

This traint not only transforms Insects,but also helps them maximize the available resources in an ecosystem.

(3)What does metamorphosis mean?

Answer:

It means the larvae and adults of one species will never compete for the same resources.

劉亞楠

1.Why are there so many insects?
First,insects have impressive ability to beed,and the cycle of reproduction resumes quickly.
Second, insects harbor a tremendous amount of genetic diversity.

2.Why we had be crushed simply if insects suddenly morphed into large beings, and decided to wag e war on us?
Because of their sheer numbers.

3.The number of insects means what?
It means that as a class, insects harbor a tremendous amount of genetic diversity.

4.What a wealth of genetic data can give insects ?
It can give them the necessary adaptations they need to thrive in a range of environments across the planet.

5.Metamorphosis means what?
It means the larvae and adults of one species will never compete for the same resource, they success fully share an ecological niche without limiting their own success.

王洁琦

1.Why humans would lose ,if insects decided to wage war on us?
Because their sheer numbers would crush humans.

2.Approximately how many insects on Earth ?
There are an estimated 10 quintillion individual insects on Earth.

3.Which numebers are existing at special level?
These invertebrates are existing at special level.

These are questions on fa but try ask fact ideas

何小龍

1.Why are there so many insects on earth?
Answer:Insect abundance comes down to many things that together make them some of the most a daptable and resilient creatures,beginning with their impressive ability to breed.

2.How terrible the number of insects?
Answer:Compared with our population of about 7 billion, these invertebrates out number us by mor e than a billion to one.

3.How come we don't feel that the numbers of insects is lage?
Answer:Beause we're big and they're small,so it's easy to forget that these critters are moving in their millions all around us,all the time.

邢麗華

try ask fact + ideas

1.key words:outnumber astounding number ,breed ,offspring, tremendous genetic diversity,exceed, t
ny,niches,metamorphosis,conqueror2.question:why we would simply be crushed by insects sheer nu
mbers? answes:there are an estimated 10 quintillion individual insects on earth that's a followed by 1
9 zeroes.3.why insect's astounding number exist at the species level?
because there are more than 6000 vertebrate species on the planet.but the class of insects contains
a million known species ,and mang othersthat haven't been classificed infact these critters make up
approximately 75% of all animals on earth ,3.why insects can ccupy hundreds of different niches acr
oss ecosystem most species are so tiny million of insects can inhabit a small space and made use of
all the vailable resources within it.4why insects is the true conquerors of the planet .because examin
almost any patch of ground,and you're sure to find them there numbers are immense and their succ
ess is unmatches.

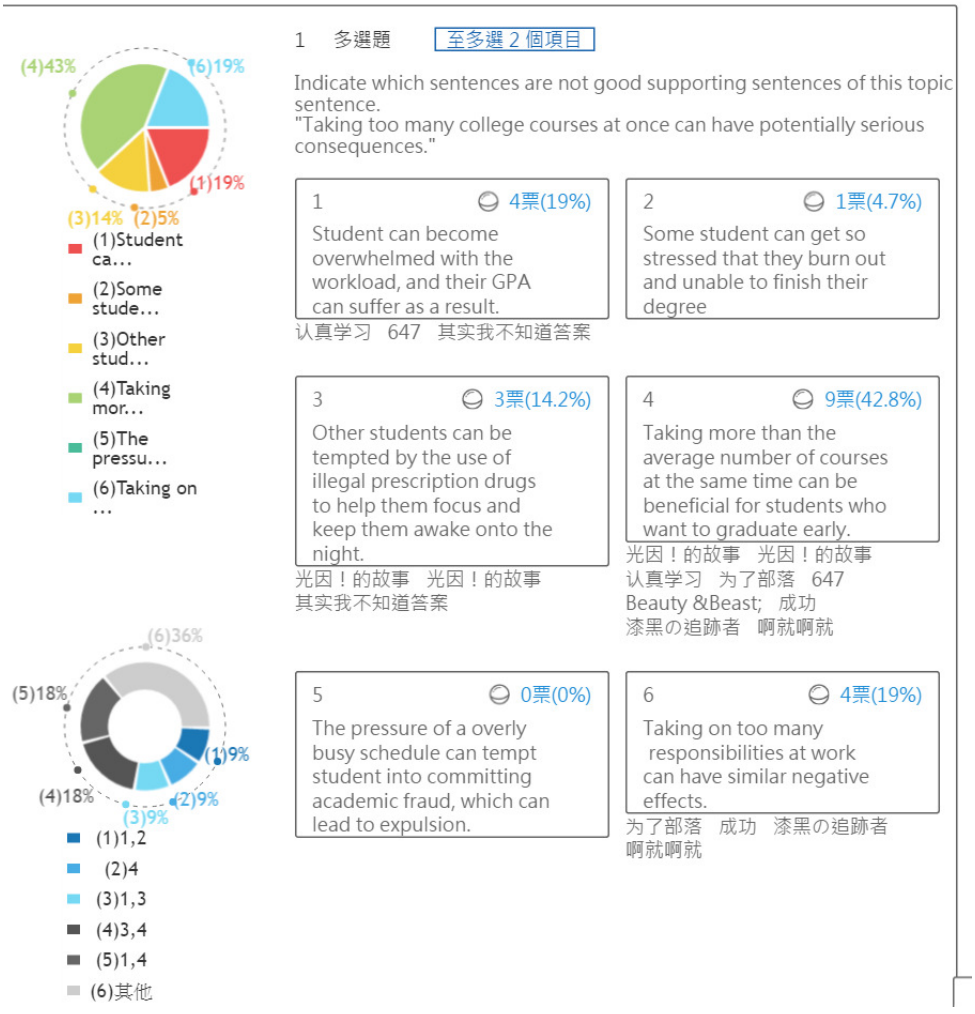
Answer from little dragon

- 1.Why are there so many insects on earth?
  Answer:Insect abundance comes down to many things that together make them some of the most adaptable and resilient creatures,beginning with their impressive ability to breed.

  2.How terrible the number of insects?
  Answer:Compared with our population of about 7 billion, these invertebrates out number us by more than a billion to one.

  3.How come we don't feel that the numbers of insects is lage?
  Answer:Beause we're big and they're small,so it's easy to forget that these critters are moving in their millions all around us,all the time.

- Other previous achivements



2 問答題

Write down explanation of these three words using English-English online dictionary.
Consequence; overwhelm; tempted

光因！的故事(劉亞楠 光因 蘇 諾爾 孙彤彤 侯娜)
结果 压倒 诱惑

光因！的故事(劉亞楠 光因 蘇 諾爾 孙彤彤 侯娜)
Consequence:a phenomenon that follows and is caused by some previous phenomenon;
overwhelm:charge someone with too many tasks
tempted:dispose or incline or entice to;

认真学习(张玉 何琦奇 胥洁 爽)
issure. overpower. entice.

为了部落(白杰 肖作可)
1.The result of a research posscess.
2.Charge someone with too many tasks.
3.Dispose or incline or entice to .

047(张宇)
consequence:a phenomenon that follows and is caused by some previous phenomenon;
overwhelm:overcome, as with emotions or perceptual stimuli;
tempted:dispose or incline or entice to.

(刘佳 邓茹)
result under the stress lure

Beauty &Beast; (王洁琦 国情文 朱育楼)
Consequence
Something happened, and it caused a result.
Overwhelm
It causes someone to have too many things to deal with.
Tempted
To want to do something even know it was wrong or bad.

成功(成功)
3.tempted:may be some money

漆黑の追跡者(徐黃緯 宋有利)
consequence : the conclusion reached by a line of reasoning; inference.
overwhelm : to overcome completely in mind or feeling.
tempt : to entice or allure to do something often regarded as unwise, wrong, or immoral.

其实我不知道答案(何小龍)
1.a phenomenon that follows and is caused by some previous phenomenon
his decision had depressing consequences for business
2.as with emotions or perceptual stimuli
3.
provoke someone to do something through (often false or exaggerated) promises or persuasion

啊就啊就(孔伶瑞 弛)
①result
②something may make a men go crazy
③tell sb.to do some unwise things

Find or rewrite the topic and concluding sentence of this paragraph (see the picture attached)

Building a Structural Model of DNA:
Scientific Inquiry

Once most biologists were convinced that DNA was the genetic material, the challenge was to determine how the structure of DNA could account for its role in inheritance. By the early 1950s, the arrangement of covalent bonds in a nucleic acid polymer was well established (see Figure 16.5), and researchers focused on discovering the three-dimensional structure of DNA. Among the scientists working on the problem were Linus Pauling, at the California Institute of Technology, and Maurice Wilkins and Rosalind Franklin, at King's College in London. First to come up with the correct answer, however, were two scientists who were relatively unknown at the time—the American James Watson and the Englishman Francis Crick.

可小龍
Topic sentence:By the early 1950s, the arrangement of covalent bonds in a nucleic add polymer was well established, and researchers focused on discovering the three-dimensional structure of DNA.

Concluding sentence:First to come up with the correct answer, were two scientists—
the American James Watson and the Englishman Francis Crick.

魏新华
Topic sentence:
DNA as the material of genetic was convinced by most biologists,however the structure of it also be a problem.
Concluding sentence:
There are two young men work out with the structure of DNA. They are Watson and Crick.

白杰
The groping history of DNA's structrul.

刘冬美
DNA was the genetic material, the challenge was to determine how the structure of DNA could account for its role in inheritance.

国情文
Topic sentence
The challenge was to determine how the structure of DNA could account for its role in inheritance.
Concluding sentence
Two scientists who were relatively unknown at the time--
the American James Watson and the Englishman Francis Crick.

武欣艳
The topic sentence:It was convinced that DNA was the genetic material and researchers focused on disc overing the structure of DNA.
The concluding sentence:Two scientists first to come up with the correct answer.

肖作可

DNA was genetic material and play a important role in inheritance. It first to come up with two scientists who are the jams Watson and the Francis crick .

云欣悦

Once most biologists were convinced that DNA was the genetic material , the challenge was to determine how the structure of DNA could account for its role in inheritance.

譚芳

Most biologists were convinced that DNA wasthegenetic material,the challenge was to determine how the structure of DNA could account for its role in inhaberitance.

王洁琦

Topic sentence

Biologists' next step was to find out how the structure of DNA could account for its role in inheritance.

Concluding sentence

The two scientists,James Waston and Francis Crick ,were first to come up with the correct answer and who were also relatively unknown at the time.

邓茹

Topic sentence:The challenge is to build a structural model of DNA.

Concluding sentence:James Watson and Francis Crick come up with the correct answer firstly.

徐黃緯

Topic sentence : The challenge for biologists was to determine how the structure of DNA could account for its role in inheritance.

Concluding sentence : First to come up with the correct answer,however,were two scientist who were relatively unknown at the time-the American James Watson and the Englishman Francis Crick.

劉亞楠

the topic sentence:Once most biologists believed that DNA was the genetic material and tried their best to determine how the structure of DNA could account for its role in inheritance.

the concluding sentence:Two scientists who were relatively unknown at the time came up with the correct answer first .