

UNIT

1



# Life is a learning curve

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## Learning objectives

- ▶ talk about learning experiences
  - ▶ listen for signal words for listing
  - ▶ give and respond to advice
  - ▶ talk about learning / teaching methods
-

# Listening to the world

## Sharing

- 1 Watch a podcast from the beginning to the end for its general idea.
- 2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Hina uses.

### VIDEO PODCAST



I have a full-time job but I like learning 1) \_\_\_\_\_  
\_\_\_\_\_ in my spare time. 2) \_\_\_\_\_,  
I'm studying Spanish. I'm enjoying it but I'm finding  
it 3) \_\_\_\_\_. Today we're asking people  
about learning new things.

Now watch again and check your answers.

## Opening up

Read the following quotes about learning. Do you agree with them? Why or why not?

We learn by doing.  
— Aristotle

A little knowledge is a  
dangerous thing.  
— Albert Einstein

The best way to learn is to teach.  
— Anonymous

## New words

### Part 1

Spanish /'spæniʃ/ *n.* 西班牙语

### Part 2

Arabic /'æɾəbɪk/ *n.* 阿拉伯语

negotiation /nɪˌɡəʊʃi'eɪʃn/ *n.* 谈判; 协商

Swahili /swɑ:'hi:li/ *n.* 斯瓦希里语 (一种东非语言)

kayaking /'kaɪækɪŋ/ *n.* 划小皮艇; 划轻型独木舟

choir /kwaɪə/ *n.* (教堂的) 唱诗班; (学校的) 合唱队

Zimbabwe /zɪm'bɑ:bweɪ/ *n.* 津巴布韦 (非洲国家)

mbira /(ə)m'biərə/ *n.* 安比拉琴 (非洲传统乐器)



## Culture notes

**Swahili:** a language spoken by various ethnic groups (族群) in much of East Africa. It has been greatly influenced by Arabic. There are enormous number of Arabic loanwords (外来语) in the language.

**3** What are they learning at the moment? Look at the people below and read the statements. Then watch Part 2 of the podcast and check (✓) the true statements.

1



She is learning to drive at the moment.

2



She is learning to play golf because she wants to play with her friends.

3



She is learning to speak Spanish at the moment.

4



She is learning yoga at the moment, and she is finding it quite easy.

5



He is learning Arabic at the moment.

6



She is learning French in evening classes.

7



He has just learned how to do kayaking.

8



He is learning how to play a musical instrument.

Now watch again and check your answers.

## New words

### Part 3

**Mandarin Chinese** /ˈmændərɪn ˌtʃaɪˈniːz/ *n.* 汉语普通话

**capoeira** /ˌkɑːpəˈweɪrə/ *n.* 卡泼卫勒舞 (一种巴西舞蹈)

**martial art** /ˌmɑːl ˈɑːt/ *n.* 武术

**Sanskrit** /ˈsænskɪt/ *n.* 梵文; 梵语 (古印度语)

**Latin** /ˈlætɪn/ *n.* 拉丁语

**trumpet** /ˈtrʌmpɪt/ *n.* 喇叭; 小号

## Culture Notes

**Sanskrit:** the classical language of Ancient India. It is considered as one of the most ancient languages in the world.

**4** *What's the most difficult thing they've ever learned? Look at the people below and read the statements. Then watch Part 3 of the podcast and fill in the blanks.*



The most difficult thing 1) \_\_\_\_\_ is Mandarin Chinese. I did it in evening classes a few years ago and I 2) \_\_\_\_\_ it really, really difficult.



Probably capoeira, which is a Brazilian dance, martial art, fight thing. It's 3) \_\_\_\_\_ of all these things. And yes, that was very difficult because there were lots of unusual 4) \_\_\_\_\_ to learn.



5) \_\_\_\_\_ was the most difficult thing.



Well, I learned some Sanskrit, and that's got um, 6) \_\_\_\_\_, two more than Latin. It's quite difficult 7) \_\_\_\_\_.



I think I found 8) \_\_\_\_\_ very hard at school.



Um, I learned to play the trumpet at school. That was pretty difficult. Er ... and maybe learning to drive. I 9) \_\_\_\_\_ learning to drive.

Now watch again and check your answers.

**5** Work in pairs and discuss the questions.

- 1 What are you learning at the moment? Do you enjoy learning it? Why?
- 2 What's the most difficult thing you've ever learned? Why?
- 3 What do you enjoy learning most? Why?

# Listening

## BEFORE ► you listen

- 1 Work in pairs and discuss the questions.
  - 1 What difficulties have you encountered while learning English?
  - 2 What advice did you receive as to how to deal with these difficulties?
  - 3 How did you finally overcome these difficulties?

# LISTENING SKILLS

## Listening for signal words for listing

When you listen to speeches, lectures, or conversations, oftentimes you need to identify and take notes of a list of items, such as a list of examples, a list of problems, a list of suggestions, or a list of benefits. One strategy that can help you get the relevant information is to listen for signal words for listing.

Signal words for listing are words or expressions used to indicate that a speaker will list items one by one. Usually expressions such as *one, first, firstly, first of all, to begin with, and to start with* are used to signal the beginning of listing. Expressions like *two, second, secondly, next, another, the other, moreover, furthermore, in addition, besides, and what's more* are used for the following listed items. And expressions like *the last, the final, lastly, the last but not the least, and finally* are often used to signal the end of the listing. And sometimes apart from using the above-mentioned signal words, the total number of listed items may be mentioned first, as in the following example:

*Let's look at three of the most important environmental problems. The first problem is water. ... Our second problem is the animals. ... And the last problem on our list, but not the least important, is the weather.*

So when you are listening to materials including listed items, you should listen first for the total number of listed items, if it is given, and then bear that number in mind to make sure that you will not miss any items.

If the listening material you listen to is a conversation, then apart from the above signal words, questions like *Have you got anything / any ideas?* and *Any ideas for ...?* may also serve as signals for the beginning of listing, and questions like *Anything else?* and *What other ... do you have?* may also indicate that there are more items to follow. Therefore you should also be alert to these questions.

In the following exercises you are going to listen to a radio program in which some of the above-mentioned signal words for listing are used. Identify the signal words, and pay close attention to what follows the signal words in the program.

## WHILE ► you listen

**2** Listen to a radio program and rearrange the following expressions in the same order as they appear in the program.

- \_\_\_ a The first thing is ...
- \_\_\_ b Well, first of all ...
- \_\_\_ c Have you got any advice for ...?
- \_\_\_ d Our next problem comes from ...
- \_\_\_ e Our first question today is from ...
- \_\_\_ f And another thing ...
- \_\_\_ g Anything else?
- \_\_\_ h Any ideas for ...?

Now listen again and check your answers.

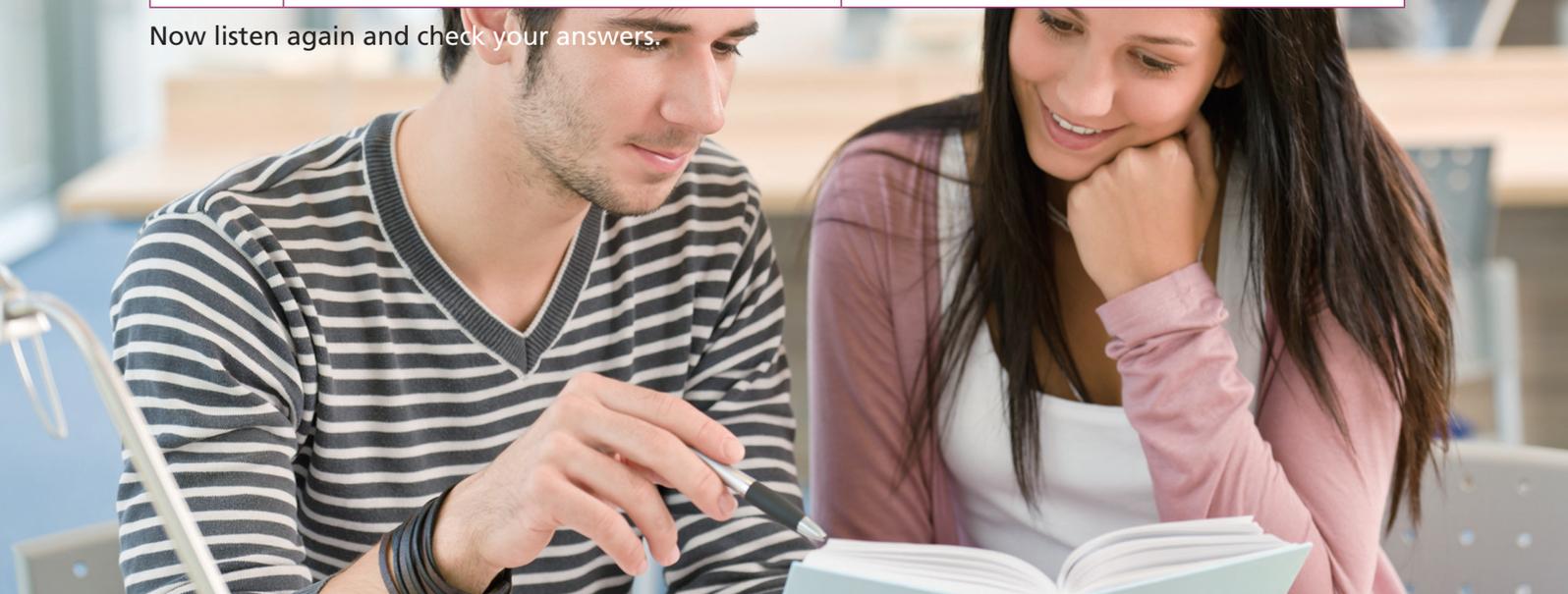
### New words

transcript /'træŋskript/ *n.* (根据录音的)文字记录

**3** Read the table. Then listen to the radio program again and complete the table. Pay close attention to what follows the signal words for listing in the program.

	Andy	Olivia
Problems	<ul style="list-style-type: none"> <li>• He is too frightened to 1) _____.</li> <li>• His grammar is not very good so he's worried about 2) _____.</li> </ul>	<ul style="list-style-type: none"> <li>• She can't understand 5) _____ because they speak too fast and she can't understand their 6) _____.</li> </ul>
Advice	<ul style="list-style-type: none"> <li>• The first thing Andy should do is to 3) _____.</li> <li>• He shouldn't worry about 4) _____.</li> </ul>	<ul style="list-style-type: none"> <li>• First of all she should practice her 7) _____ by listening to English as much as possible.</li> <li>• And another thing she should do is to focus on 8) _____ at the same time.</li> </ul>

Now listen again and check your answers.



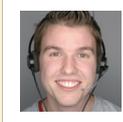
**4** Read the statements. Then listen to the radio program again and fill in the blanks.

- 1 When you talk to yourself in a foreign language, you don't have to feel \_\_\_\_\_, because nobody can \_\_\_\_\_ you.
- 2 You can talk to yourself about \_\_\_\_\_ – what you had for breakfast, where you're \_\_\_\_\_ – anything.
- 3 The more you talk to yourself, the more you will get used to hearing your own \_\_\_\_\_ and your \_\_\_\_\_, so you won't feel so frightened in the classroom.
- 4 You should listen to English as much as possible to get used to \_\_\_\_\_. Listen to \_\_\_\_\_, listen to podcasts, and watch \_\_\_\_\_.
- 5 If you listen to something \_\_\_\_\_, you can often read the transcript.
- 6 If you listen and read at the same time, it'll help you see what the words \_\_\_\_\_ and how the words sound when a \_\_\_\_\_ is talking.

Now listen again and check your answers.

## AFTER ► you listen

**5** Read the website message below and think of three things Tomasz can do to improve his English.



Tomasz

Hi, can you help me?

I'm studying English at a language school, but I'm going to start work for an international company next month. I need to improve my English quickly! Has anyone got any good ideas? Looking forward to hearing from you.

**6** Work in pairs and compare your answers.

**7** Work in pairs. Read the replies and discuss. Which ideas have you thought of? Which ideas do you think are the most useful ones?



Pepped

Hi Tomasz, I think you should study online. Use message boards to chat with people all over the world and practice your English. You will make new friends, too!



Angela20

Tomasz, read news websites every day. And look up new words in a dictionary.



DimaD

You should get a good grammar book and do the exercises.



Jimmy61

I think it's a good idea to focus on listening. Why don't you watch movies with English subtitles?



Smith1894

Tomasz, I don't think you should study on your own. You should talk to people. Find someone who speaks English, and talk to him.

## Viewing

### BEFORE ► you view

- 1** Read the program information below and check (✓) the true statements.
- 1 In 1932 all adults in Scotland did an intelligence test.
  - 2 Many of the same people do the test again nearly 70 years later.
  - 3 The program can tell us how to live longer.

**BBC**

### *Horizon: Battle of the Brains*

*Horizon* is a BBC documentary series. This program follows a group of people who agree to repeat a test that they did when they were children. In 1932 every 11-year-old in Scotland did an intelligence test. Nearly 70 years later, at the age of 79 or 80, hundreds of the same people did the test again. The results were very interesting, and maybe they can tell us about the type of people who live the longest.



### WHILE ► you view

- 2** Read the statements. Then watch the video clip and underline the correct alternative.
- 1 A special exam for children was / **The results of the 1932 test were** “rediscovered” in an Edinburgh basement.
  - 2 The instructions and the test are **the same as they were in 1932** / easier than those in 1932.
  - 3 The two old men and the old woman are talking about **schools 80 years ago** / the exam they have done.
  - 4 People who did **well** / badly in the IQ test in their childhood are the people who are still alive today.

Now watch again and check your answers.

### New words

life expectancy /,laɪf ɪk'spektənsi/ *n.* 预期寿命  
 Edinburgh /,edɪnb(ə)rə/ 爱丁堡 (英国苏格兰首府)  
 goldmine /'gəʊld,mɑɪn/ *n.* 金矿; 宝库  
 sticky /stɪki/ *a.* (处境、问题等) 难办的, 棘手的  
 intriguing /ɪn'tri:ɡɪŋ/ *a.* 吸引人的; 有趣的  
 recipe /'resəpi/ *n.* 秘诀  
 manual /'mænjuəl/ *a.* 手工的; 体力的



**3** Read the statements and the answer choices. Then watch the video clip again and choose the best answers.

- 1 Recent research on IQ tests suggests a possible link between IQ score and \_\_\_\_\_.
  - A diets
  - B lifestyle
  - C parenting
  - D physical condition
- 2 The IQ test in 1932 was special in that \_\_\_\_\_.
  - A it was the only mass IQ testing performed in the United Kingdom
  - B it was an IQ test especially designed for 11-year-old children

C its results revealed the secrets for IQ development

D it was planned to be repeated 70 years later

- 3 The old lady interviewed after the test seems to find the IQ test \_\_\_\_\_.
  - A very interesting
  - B quite challenging
  - C carefully-organized
  - D scientifically-designed

- 4 The researchers in this study are mainly interested in \_\_\_\_\_.
  - A what makes people's IQ scores increase as they age
  - B what causes the individual differences in peoples' IQ scores
  - C what is the difference between one's IQ score at 11 and that at 80
  - D what makes people with higher IQ scores outperform those with lower scores

- 5 The study shows that the following factors except \_\_\_\_\_ may have influence on people's mental ability.
  - A profession
  - B education
  - C smoking
  - D exercise

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- 5 The study shows that the following factors except \_\_\_\_\_ may have influence on people's mental ability.
  - A profession
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  - C smoking
  - D exercise

A profession

B education

C smoking

D exercise

Now watch again and check your answers.

## AFTER ► you view

- 4** Work in pairs and discuss the questions.

- 1 What do you think of the view "Intelligence must be bred, not trained"?
- 2 In your opinion, what factors affect intelligence?
- 3 How does your intelligence change as you get older? Why?



# Speaking for communication

## Imitation

Listen to the following statements and read them out loud.



- 1 At the moment, I'm learning to paint and draw in evening classes for adults. (Sharing)
- 2 The first thing is I think Andy should practice speaking to himself. (Listening)
- 3 I know it sounds silly, but talking to yourself in a foreign language is a really good way to practice. (Listening)
- 4 She should listen to English as much as possible to get used to how it sounds. (Listening)
- 5 We gave the same instructions. We gave the same test. And we gave the same time limit. (Viewing)

## Role-play

### New words

**motivate** /'məʊtɪ,veɪt/ *v.* 激励; 激发……的积极性

**1** Read the statements. Then listen to a conversation and check (✓) the true statements.

- 1 Both of the speakers agree that studying with friends is more motivating.
- 2 The woman thinks that talking to someone while reading notes will make her lose concentration.
- 3 Eating a lot before an exam always makes the speakers feel sleepy in the exam.
- 4 The man always tries to sleep for eight hours the night before an exam.

**2** Read the table. Then listen to the conversation again and write G for *giving advice* and R for *responding to advice* in the right column.

	G / R
1 It's a good idea to study with friends at the same time each day.	
2 In my opinion, this is a really good idea.	
3 I think it helps when you study with friends.	
4 So, yes, I agree with this one.	
5 Another idea is not to eat too much before the exam.	
6 Oh, I see. I think it depends.	
7 So, I'm not sure about this advice.	

# SPEAKING SKILLS

## Giving and responding to advice

The conversation you have just listened to is a good example showing how to give and respond to advice. There are a variety of language choices in English for giving and responding to advice.

Firstly, sentence patterns like *(I think) it's a good idea to ...*, *(I think) it helps ...*, and *Another idea is ...* can be used to give advice, just as the speakers in the previous conversation say, *It's a good idea to study with friends at the same time each day*, *I think it helps when you study with friends*, and *Another idea is not to eat too much before the exam*.

Secondly, the model verb *should* is used to indicate advisability, as in the example: *She should listen to English as much as possible to get used to how it sounds*, while its negative form *shouldn't* is often used while advising someone not to do something. Another more formal model verb *ought to* and its negative form are used in the same way as *should* and *shouldn't* to give advice.

The third way to give advice in English is to use the imperative form of verbs, as in the following examples: *Listen to the news*, *Listen to podcasts*, and *Watch English television*.

The use of the sentence patterns *Why don't you ...?*, *Why not ...?*, *How about ...?* and *If I were you, ...* is a rather polite way to give advice in English, as shown in the following example: *Why not go to the library?*

When responding to advice, expressions like *That's a good idea*, *I suppose so*, *I agree with this one* and *You're right* are used to give positive responses, while expressions like *I'm not sure that's a good idea* and *I'm not sure about that* are used as negative responses.

Please refer to the following table for more expressions that can be used to give and respond to advice.

Expressions for giving advice	Expressions for responding to advice
<ul style="list-style-type: none"><li>• You'd better spend more time on English.</li><li>• Find a cheap hotel on the Internet.</li><li>• Have you thought about seeing a movie instead?</li><li>• Have you tried matching it with a black dress?</li></ul>	<ul style="list-style-type: none"><li>• In my opinion, this is really a good idea.</li><li>• I think this is great advice.</li><li>• It depends.</li><li>• Exactly. / Absolutely.</li></ul>

# Speaking for communication

**3** Look at the pictures and read the conversations below. Then fill in the blanks using the words in brackets.

**1**



- A I think \_\_\_\_\_ more salad. It's good for you. (you / eat)  
 B That's \_\_\_\_\_ idea. (good)

**2**



- A You \_\_\_\_\_ so much time on the computer. (not / spend)  
 B \_\_\_\_\_ right. (you)

**3**



- A \_\_\_\_\_ we go for a five kilometers' run every morning? (why)  
 B I \_\_\_\_\_ a good idea. (not sure)

**4**



- A I think \_\_\_\_\_ idea if we go shopping together. (good)  
 B I \_\_\_\_\_. (suppose)

**4** Work in pairs and role-play the following situations. Use the skills for giving and responding to advice.

## Situation 1

### What should I do about my son?

- A Your son is 18 years old and lives at home. At home you do all the cooking and cleaning. Your son needs to study for his exams. However, in the evening he goes out with friends until late, and he often misses lessons or falls asleep when he is studying. Explain your problem to B. Then listen and respond to B's advice.  
 B Listen to A's problem. Give A some advice.

## Situation 2

### My roommate is driving me crazy!

- A Your roommate loves shopping. Every month she buys new clothes, shoes and designer bags using a credit card. Her room is full of clothes she never wears. She spends more money than she has and borrows money from you to pay her rent. And she hasn't paid you back for two months. Explain your problem to B. Then listen and respond to B's advice.  
 B Listen to A's problem. Give A some advice.

## Situation 3

### Should I help my friend find a girlfriend?

- A Your friend Bob asks you to help him find a girlfriend. The problem is he works long hours and is often too tired to go out in the evenings. He usually buys a takeaway meal and falls asleep while watching TV. He doesn't have any hobbies and is getting fat. You know lots of single women but you don't think they would be interested. Explain your problem to B. Then listen and respond to B's advice.  
 B Listen to A's problem. Give A some advice.

## Group discussion Which method is the best / worst?

### Get ideas

- 1 Read the following passages about learning / teaching methods.



#### Learning by listening

Steiner schools encourage creativity and free thinking, so children can study art, music and gardening as well as science and history. They don't have to learn to read and write at an early age. At some Steiner schools the teachers can't use textbooks. They only talk to the children, who learn by listening. Every morning the children have to go to special music and body movement classes, which help them learn to concentrate. Very young children learn foreign languages through music. Another difference from traditional schools is that at Steiner schools students don't have to do any tests or exams.



#### Starting young

A child learning music with the Suzuki method has to start as young as possible. Even two-year-old children can learn to play difficult pieces of classical music, often on the violin. They do this by watching and listening. They learn by copying, just like they learn their mother tongue. The child has to join in, but doesn't have to get it right. "They soon learn that they mustn't stop every time they make a mistake. They just carry on," said one Suzuki trainer. The children have to practice for hours every day and they give a performance once a week, so they learn quickly. "The parents must be involved, too," said the trainer, "otherwise it just doesn't work."



#### Homeschooling

They don't have to wear a uniform, and they don't have to wait for the school bus. These are two of the advantages of homeschooling. But there are more. "You can choose which subjects you want to study," says Jasmin, aged 14. "You must work hard, but you can choose to work when you feel like it." Jasmin is one of 55,000 children in the UK who don't go to school. She stays at home for her education, and she's much happier. "School is all about rules: You must be at school at 8:30 a.m.; you can't wear sports shoes; you can't use your mobile phone in class, etc. I prefer being at home." Jasmin's mother, Terry, educates her four children at home. "Some people think that children who study at home can't take the same exams and get the same qualifications, but they can, and they do!"

## Discuss and organize ideas

**2** Work in groups and discuss the previous learning / teaching methods. Take notes in the following table.

Learning / Teaching methods	Differences from traditional learning / teaching method	What do you like?	What do you dislike?
Learning by listening			
Starting young			
Homeschooling			

**3** Decide together the best and the worst learning / teaching methods. Use the following outline to help you organize your ideas.

### BEST

The method we think is the best:

Reasons for our choice:

### WORST

The method we think is the worst:

Reasons for our choice:

## Present ideas

**4** Present your ideas to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
<input type="checkbox"/> Present clearly about our choice of learning / teaching method.
<input type="checkbox"/> Provide enough and convincing reasons for our choice.
<input type="checkbox"/> Make my presentation easy to understand.
<input type="checkbox"/> Use different words and sentence patterns to add variety to my presentation.

# Further practice in listening

## Short conversations

### New words

journal /'dʒɜːnl/ *n.* 期刊; 杂志

fluent /'fluːənt/ *a.* 流利的

identification /aɪ,dentɪfɪ'keɪʃn/ *n.* 身份证明 (文件)

Listen to five short conversations and choose the best answer to each question you hear.

- A The man always gets poor grades for his term papers.

B The woman should seek help from the writing center.

C The man had his paper rejected for the third time.

D The woman does not really care about her language problems.
- A She has a keen interest in the French language and culture.

B She wants to speak French as fluently as her grandfather.

C She was forced by her grandfather to change her decision.

D She thinks speaking French is a must for cultured people.
- A He had a discussion about abstract theories.

B He talked with some native speakers.

C He had a meeting with Dr. Brown.

D He attended a speech.
- A That she gave many wrong answers in the contest.

B That she was not well-prepared for the contest.

C That she lost her chance to enter the contest.

D That she lost her identification card today.
- A It is one-sided.

B It is objective.

C It is reasonable.

D It is ridiculous.

## Long conversation

### New words

gosh /gɒʃ/ *interj.* 啊呀 (用于表示惊讶或轻度的气恼)

muscle /'mʌsl/ *n.* 肌肉

Listen to a long conversation and choose the best answer to each question you hear.

- A She impresses the man with her performance.

B She has no difficulty finishing the assignments.

C She often fails to turn in her homework on time.

D She comes late to class from time to time.
- A It improves her performance in other subjects.

B It enables her to help her father in business.

C It makes her lose interest in Spanish.

D It presents great difficulty for her.
- A He has a good personal relationship with the woman.

B He scolds the woman for challenging his authority.

C He thinks the woman has a gift for Spanish.

D He dislikes giving advice to his students.
- A Engage in creative activities.

B Try her best to please her father.

C Work harder in her Spanish class.

D Exercise to strengthen her muscles.

## Passage 1

Listen to a short passage and choose the best answer to each question you hear.

- 1 A She worked ahead of schedule and skipped a level.  
B She enjoyed the traditional method of learning Spanish.  
C She felt discouraged while studying in the top level class.  
D She showed dissatisfaction with the slow pace of her class.
- 2 A She had to learn the material that she already knew.  
B She had to study sentence structures and grammar.  
C She failed to pass the test in the top level class.  
D She had to learn with a teacher she didn't like.
- 3 A It aroused in her a strong interest in Spanish culture.  
B It excluded the use of other languages in the classroom.  
C It proved to be an unbalanced way to learn the language.  
D It explored the cultural and language elements in great depth.
- 4 A She worked as an interpreter in a company.  
B She volunteered to work in a Spanish church.  
C She acted as a tourist guide on a trip to Mexico.  
D She taught Spanish speakers how to speak English.

### New words

repetitive /rɪ'petətɪv/ *a.* 重复的; 反复的

semester /sə'mestə/ *n.* 学期

linguistics /lɪŋ'gwɪstɪks/ *n.* 语言学

in-depth /,ɪn 'depθ/ *a.* 深入的

interpreter /ɪn'tɜ:pɪtə/ *n.* 口译者



## Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Have you ever heard of homeschooling? It is a legal choice for parents in most countries to provide their children with a learning environment as an 1) \_\_\_\_\_ to public or private schools outside the home. Parents cite 2) \_\_\_\_\_ reasons for homeschooling their children. The three reasons that are selected by the majority of parents in the United States are the concern about the 3) \_\_\_\_\_ school environment, the lack of religious or moral instruction, and the dissatisfaction with the 4) \_\_\_\_\_ instruction at public and private schools. Homeschooling may also be a factor in the choice of parenting style. Homeschooling can be a choice for families living in isolated 5) \_\_\_\_\_ or living briefly abroad. Also many young 6) \_\_\_\_\_ and actors are taught at home.

Homeschoolers often 7) \_\_\_\_\_ educational opportunities at museums, libraries, community centers, athletic clubs, after-school programs, churches, parks, and other community resources. 8) \_\_\_\_\_ school level students may take classes at community colleges, which typically have open admission policies.

Groups of homeschooling families often join up together to create homeschool co-ops. These groups typically meet once a week and provide a classroom environment. These are family-centered support groups whose members seek to pool their talents and resources 9) \_\_\_\_\_ to broaden the scope of their children's education. They provide a classroom environment where students can do hands-on and group learning such as performing, science experiments, art projects, foreign language study, spelling contests, discussions, etc. Parents whose children take the classes 10) \_\_\_\_\_ volunteers to keep costs low and make the program a success.

### New words

isolated /'aɪsə,leɪtɪd/ *a.* 偏僻的

athletic /æθ'letɪk/ *a.* 运动的

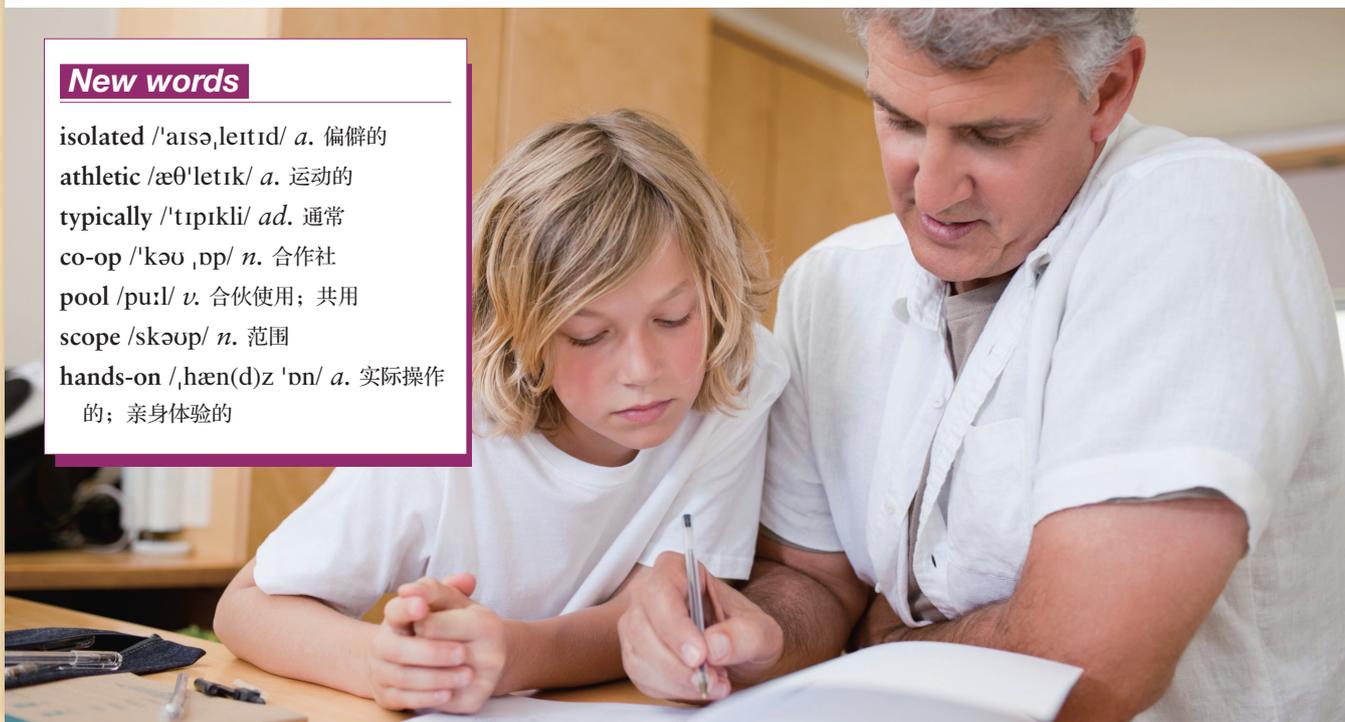
typically /'tɪpɪkli/ *ad.* 通常

co-op /'kəʊ,ɒp/ *n.* 合作社

pool /pu:l/ *v.* 合伙使用; 共用

scope /skəʊp/ *n.* 范围

hands-on /,hænd(d)z 'ɒn/ *a.* 实际操作的; 亲身体验的



# Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about my learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>
I can listen for signal words for listing.	<input type="checkbox"/>	<input type="checkbox"/>
I can give and respond to advice.	<input type="checkbox"/>	<input type="checkbox"/>
I can discuss learning / teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>