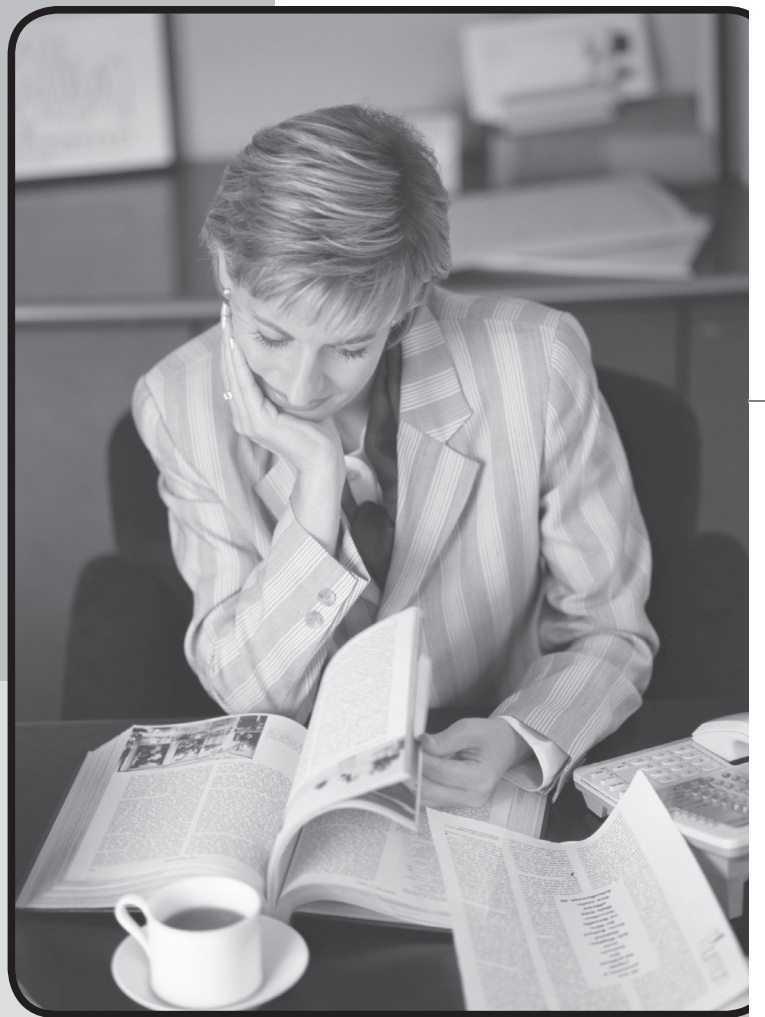


1

Unit



Session One

Opening Session

Tips for classroom activities

- ▶ 1. For many students, this might be the last semester of English study. At the beginning of the new semester, it might be a good time for them to think about the ways they are going to use English. Some of them may have clearer ideas than others. Ask them to think about their future use of English first and then share their findings with their classmates.
- ▶ 2. Another way to begin the class is to ask the students to talk about the changes that have happened to the people they saw or the places they visited during the vacation. Encourage them to provide as many details as possible in their talk. When appropriate, ask them to think about the causes or the consequences of the changes they talk about, or how they feel about those changes.

Text A

Chinese Translation

成年人在博物馆和美术馆学习

在博物馆和美术馆学习——这不是学童们的事吗？你错了！

博物馆和美术馆为所有不同年龄、拥有不同文化和背景的人提供了有趣的学习环境。兴趣是关键——总的来说，孩子们是必须接受教育的，但成年人不是非学不可。如果你不去激发成年人的兴趣，那么他们随时都会停止学习。

政府非常重视成人学习。有两个例子可以说明最近在学习方面出现的摒弃旧式“教育”的趋势：一是成立了“学习与技能委员会”，负责 16 岁以上的人受教育；二是成立了产业大学。21 世纪的学习传递的并不是因条件有限而默认的事实，而是能够适用于新情况、解决新问题的知识，它强调真正的理解与革新，让你学会“如何学习”，并且活到老、学到老，这是我们生活在这个变幻莫测的世界所必须具备的。飞速的变化使许多成人重新开始了学习——他们昨天所学的东西已经不适合了。

越来越多的成年人学习的另一个因素与我们的人口有关（例如从 1961 年到 2021 年间，老龄人口将会翻一番，即从 600 万增加到 1,200 万）。现在，政策制定者对学习的结果更感兴趣，而不是谁提供教学。这就意味着随时随地向人们提供学习机会的愿望不断增强时，正规教育提供者（如大学）与非正规教育提供者（如博物馆和美术馆）之间的界限正在被打破。

博物馆和美术馆正好能够迎接这一挑战，成为一种新型、灵活的成人教育提供者。它们资源丰富，扎根社区，能够激发成人的学习兴趣，使他们树立信心。以牛津郡最近开展的一次活动为例。这个叫做“图文化记忆”的项目得到了教育与技能部的资助。在活动中，老年人用博物馆的展品进行一些创造性的写作。有一个节目是让参加者用自带来的牛津郡的老照片制作日历。在这之前，大部分人都没用过电脑，但由于对制作成果（即用自己的照片制作的日历）感兴趣，他们就和志趣相投的人相互鼓励，克服了困难。事后参加活动的人说：“他们绝对不会相信我所做的！”

我们希望将来有一天教育的提供者和学习者都将博物馆和美术馆作为成人学习的首选场所。我们还有很长的路要走，但如果我们现在就行动起来，这一目标就能够实现，同时改变人们的生活。

Before Reading

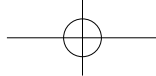
Tips for classroom activities

- ▶ 1. Museums and colleges are similar in that they can all create and provide opportunities for learning. But traditionally they do this in different ways. Nowadays, there is a tendency for museums to learn from colleges and on the other hand it is also realized by colleges that there is much to learn from museums. Now, the teacher can divide the class into two groups, one representing museums and galleries and the other representing colleges and universities. Students in each group can talk about how they can learn from others in improving the education they provide for the public.
- ▶ 2. Representatives from each group report the results of the group discussions to the whole class.

After Reading

Tips for classroom activities

- ▶ 1. Ask one or two students to convert the graph in the Main Idea exercise into a paragraph that summarizes the main idea of the text and report their answers to the class. Students can use the words and expressions provided in the exercise. They can also accomplish the task using their own words.



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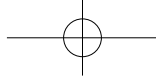
- 2. Read the following statements to the class and ask the students to correct them according to the text.
- People think that both school kids and adults can learn in museums and galleries. (*People often mistakenly regard learning in museums and galleries as only for school kids.*)
 - Children have to go to school, and so do adults. (*Children have to go to school, but education is not compulsory for adults.*)
 - The Government is only interested in improving higher education. (*The government is also interested in creating learning opportunities for adults.*)
 - The Learning and Skills Councils and the University for Industry were private organizations. (*The Government formed the two organizations to help create more learning chances for adults.*)
 - In the 21st century, people have to get the knowledge that comes from novel situations and challenges. (*In the 21st century, people have to get the knowledge that can be applied to novel situations and challenges.*)
 - Adults in the 20th century had to learn “how to learn”. (*Adults in the 21st century have to learn “how to learn”.*)
 - People have to learn throughout their lives because there are too many things to learn. (*People have to learn throughout their lives because things are changing too rapidly.*)
 - Policy-makers used to be interested in education outcomes rather than education providers. (*Policy-makers are interested in education outcomes rather than education providers.*)
 - The learning provided by schools and universities is more flexible than that of museums and galleries. (*The learning provided by museums and galleries is more flexible than that of schools and universities.*)
 - Museums and galleries can prevent people from learning. (*Museums and galleries can motivate people to learn.*)
 - Older people on the Drawn from Memory project used computers to print their photos on old calendars. (*Older people on the Drawn from Memory project used computers to make calendars from their own photos.*)
 - The people in the museums and galleries were proud of what the older people had made. (*The older participants were proud of what they had made.*)
- 3. Explain the following sentences taken from Text A.
- ... but there’s nothing compulsory about adult learning. (*... but adults are not required to learn.*)
 - If you don’t engage adults’ interest, they can just quit learning at any time. (*If you fail to make learning interesting, adults may stop learning at any time.*)

- c. Adult learning is high on the Government's agenda... (*The Government gives much importance to adult learning...*)
- d. Learning in the 21st century is something that delivers not facts to be digested under controlled conditions, but knowledge that can be applied to novel situations and challenges... (*Instead of providing facts to be understood and learned in controlled situations, learning in the 21st century delivers knowledge that can be used in new situations and challenges....*)
- e. ... what they knew yesterday doesn't always apply today. (... *what people learned in the past may not always be useful today.*)
- f. ... the boundaries between formal providers (like colleges) and non-formal providers (like museums and galleries) are breaking up... (... *there is less and less difference between formal providers and non-formal providers...*)
- g. Museums and galleries are perfectly placed to rise to the challenge and become one of the new types of flexible adult learning suppliers. (*Museums and galleries, as a new type of flexible adult learning supplier, are in a good position to meet/respond to the challenge.*)
- h. ... but with the motivation of the end product (the calendar with their own photos) in mind, they overcame their fears by working in a supportive environment, with like-minded people. (... *but keeping in mind that they wanted to make calendars with their own photos, they shared the same objective, supported each other and thus overcame their fears.*)

► 4. Ask the students to do After Reading Exercise D on Page 8 of the Student's Book.

► 5. Ask the students to translate the following into English.

- a. 不同年龄的人们 (*people of all ages*)
- b. 使成年人感兴趣 (*engage adults' interest*)
- c. 目前在学习方面的趋势 (*the current trend in learning*)
- d. 在控制的条件下 (*under controlled conditions*)
- e. 终身学习 (*keep learning throughout one's life*)
- f. 与我们的人口有关 (*have to do with our population*)
- g. 给人们学习的机会 (*give people access to learning*)
- h. 扎根于社区 (*be rooted in the community*)
- i. 就拿最近的一次活动来说 (*take a recent project as an example*)
- j. 用他们自己的旧照片制作日历 (*create calendars from their own old photos*)
- k. 克服恐惧 (*overcome one's fears*)
- l. 提供者与学习者都 (*providers and learners alike*)



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- m. 有很长的路要走 (*have a <long> way to go*)
 n. 达到一个目标 (*reach a goal*)
- 6. Ask the students to translate the following into English.
- 达到一个标准 / 水平 (*reach a standard/level*)
 - 克服焦虑 (*overcome one's anxiety*)
 - 用空可乐罐子制作艺术品 (*create works of art from empty Coke cans*)
 - 不同背景的人们 (*people of all backgrounds*)
 - 与天气有关 (*have to do with the weather*)
 - 带给人们就业的机会 (*give people access to employment*)
 - 终身练习 (*keep practicing throughout one's life*)
 - 在某种条件下 (*under certain conditions*)
 - 就拿他最近的作品来说 (*take his recent work as an example*)
 - 建立在传统基础之上 (*be rooted in tradition*)
 - 使孩子们感兴趣 (*engage children's interest*)
 - 服装的最新时尚 (*the latest trend in clothes*)
 - 老年人与年轻人都 (*the old and the young alike*)
- 7. The following words are taken from the New Words and Expressions part under Text A. Ask the students to choose one word from each column and make a sentence with the pair of the words chosen. Each student should make at least five sentences. Students can do this task on their own first, and then compare notes in pairs or groups of three or four. If time allows, ask some students to share their sentences with the whole class.

Column A	Column B
museum <i>n.</i>	digest <i>v.</i>
gallery <i>n.</i>	emphasize <i>v.</i>
background <i>n.</i>	break up <i>v.</i>
agenda <i>n.</i>	motivate <i>v.</i>
formation <i>n.</i>	compulsory <i>a.</i>
council <i>n.</i>	novel <i>a.</i>
constant <i>n.</i>	vital <i>a.</i>
element <i>n.</i>	formal <i>a.</i>
outcome <i>n.</i>	supportive <i>a.</i>
boundary <i>n.</i>	vitality <i>ad.</i>
provider <i>n.</i>	wherever <i>ad.</i>
supplier <i>n.</i>	
session <i>n.</i>	
exhibit <i>n.</i>	

- 8. The following words are often used with certain prepositions. Find the preposition that often goes with the word and make a sentence with them.

- | | |
|--|--------------------------------|
| a. (<i>against</i>) a background (<i>of</i>) | b. formation (<i>of</i>) |
| c. (<i>on</i>) the agenda | d. vital (<i>to</i>) |
| e. outcome (<i>of</i>) | f. boundary (<i>between</i>) |
| g. (<i>in</i>) session | |

- 9. The following vocabulary information is for the teacher's reference.

background *n.* 1. someone's family, education, previous work, etc.: *She came from a working-class background.* 2. the situation or past events that explain why something happens the way it does: *Without knowing the background of the case, I couldn't possibly comment.* 3. the pattern or color on top of which something has been drawn, printed, etc.: *The painting presents some roses patterned on a blue background.*

agenda *n.* a list of problems or subjects that a government, organization, etc. is planning to deal with: *This is sure to be an item on the agenda next week./High on the agenda is economic reform.*

formation *n.* 1. the process of starting a new organization or group: *the formation of a new government* 【近】 founding 2. the way in which a group of things are arranged to form a pattern or shape: *Formations of tanks were lined up along the border.*

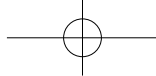
council *n.* a group of people that are chosen to make rules, laws, or decisions, or to give advice: *the County Council/the UN Security Council* 【近】 committee

digest *vt.* 1. to understand new information, especially when there is a lot of it or it is difficult to understand: *I struggled to digest the news.* 2. to change food that you have just eaten into substances that your body can use: *Most babies can digest a wide range of food easily.* | *n.* a short piece of writing that gives the most important facts from a book, report, etc.: *Reader's Digest/The Middle East Economic Digest*

novel *a.* not like anything known before, and unusual or interesting: a novel idea 【近】 new | *n.* a long written story in which the characters and events are usually imaginary: *It took Vikram Seth three years to write his 1,349-page novel A Suitable Boy.* 【近】 story, fiction

emphasize *v.* to say something in a strong way: *Mr. Jordan emphasized that his government will stick to the program./Your letter should emphasize how your skills will benefit the employer.*

constant *n.* something that stays the same even though other things change: *The only constant in my life for all those years was nursing.* | *a.* 1. happening regularly or all the time: *Amy lived in constant fear of being attacked./He kept in constant contact with his family while he was in Australia.* 2. staying the same: *The truck was traveling at a fairly*



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constant speed. 【近】 same

element *n.* 1. one part or feature of a whole system, plan, piece of work, etc., especially one that is basic or important: *Honesty is a vital element of her success.* 2. an amount, usually small, of a quality or feeling: *There is an element of truth in your argument.* 3. a simple chemical substance

vital *a.* 1. extremely important and necessary for something to succeed or exist: *These measures are vital to national security./Regular exercise is vital for your health.* 【近】 important, crucial 2. full of energy in a way that is exciting and attractive: *Rodgers and Hart's music sounds as fresh and vital as the day it was written.* | **vitally** *ad.* *Lesley's career in the church is vitally important to her.*

outcome *n.* the final result of a meeting, discussion, war, etc.: *It's too early to know the outcome of her illness.* 【近】 result

boundary *n.* the real or imaginary line that marks the edge of a state, country, etc., or the edge of an area of land that belongs to someone: *National boundaries are becoming increasingly meaningless in the global economy./Anything that crosses the boundary of a black hole cannot get back.* 【近】 border, limit

formal *a.* made or done officially, publicly, or seriously: *a formal agreement between the countries/He wrote a very formal letter of apology to Douglas.* 【近】 official, serious

wherever *ad.* to or at any place, position, or situation: *Some people enjoy themselves wherever they are.*

motivate *v.* 1. to be the reason why someone does something: *What motivates athletes to take drugs?* 2. to make someone want to achieve something and make them willing to work hard in order to do this: *A good teacher has to be able to motivate her students.* 【近】 interest

session *n.* 1. a period of time used for a particular activity, especially by a group of people: *The two leaders emerged for a photo session.* 2. a formal meeting or group of meetings, especially of a law court or parliament: *From September until December, Congress remained in session.*

exhibit *n.* 1. something, for example, a painting, that is put in a public place so that people can go to see it: *She showed me round the exhibits.* | *vt.* 1. to show something in a public place so that people can go to see it: *Her paintings have been exhibited all over the world.* 【近】 show 2. to clearly show a particular quality, emotion, or ability: *She has exhibited signs of anxiety.*

supportive *a.* giving help or encouragement, especially to someone who is in a difficult situation—used to show approval: *My family were very supportive throughout the incident.*

Homework

- ▶ 1. Finish the Vocabulary Practice exercises after Text A.
- ▶ 2. Preview Text B together with the comprehension questions.

Session Two

Review of Text A

Tips for classroom activities

- ▶ 1. Choose one paragraph from Text A for dictation. When this is done, the teacher may check the results by:
 - a. asking one student to read back his/her paragraph;
 - b. asking all the students to check their paragraphs with the original text;
 - c. asking the students to check each other's paragraphs;
 - d. collecting the paragraphs from five randomly selected students for checking later.
- ▶ 2. Ask two students to give a summary of Text A orally.

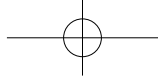
Text B

Chinese Translation

有所依赖

学习始终是我生活中的一个重要组成部分。事实上，我自从15年前从学校毕业后从未停止过学习。奇怪的是，我所学的知识越多，越觉得知识缺乏。好像学习一旦开始就停不下来。

在获得了第一个机械工程学学位之后，我又学习了建筑服务与环境技术。我曾获得



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过物理和数学的优等学位，一个建筑工程管理研究生学历证书，一个工商管理硕士学位，一个特殊用途英语硕士学位，另外还学了一些非学历课程。现在，我正利用业余时间攻读英语研究的博士学位。

一些朋友不明白我怎样坚持学习了这么多年。他们通常会问：“学那么多值吗？”“你学习的动机是什么？”“你是如何应对专职工作和业余学习所带来的压力的？”

我始终觉得难以对这些问题作出确切的回答。我从来没有衡量学习一门课程的付出与期望的回报，报名的时候也从来没有具体的目标。我只是觉得这门课程有意思，能为我提供所需的知识。也许是对知识的渴求给了我前进的动力。

学习正规课程能够使人获得更加深入、系统的知识。我将学习上的收获看成是我个人进步的标志。

如同其他成人业余学习者一样，有时我也感到干专职工作和业余学习的压力。每当我完成一项具体任务时，便短时间放松一下，以缓解压力。但关键还是要保证从事自己乐意做的事。如果我们渴望学习某样东西，真正想学好，我们就有内在的动力，这种动力会变压力为兴趣，还有使我们继续学习下去的热情。

如果我们所学的东西远远多于工作的实际需要，那么学位有时会让人尴尬，或给人留下不好的印象。人们可能觉得我们只是“书呆子”。如果你不幸成为这种人，不要太多地责备自己，因为在工作中的升迁与在学习上取得的成绩是两码事。前者的成功更多地取决于运气与人际交往，而非智力。

乐观地看，我认为学习以及学习上取得的成绩是实现个人梦想的途径，没有人能阻止我。我们在学习上取得的成绩，与工作和感情生活中的收获相比，更受我们支配，更容易预测。所以，我希望将来有一天能够在国际会议上宣读论文，在刊物上发表论文，甚至写本书。

Before Reading

Tips for classroom activities

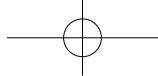
- ▶ 1. Write “One is never too old to learn.” on the blackboard. Divide the class into two groups, one arguing for the idea and the other against it. Students in each group may begin by brainstorming independently and then they can write down the main points of their arguments. Finally, the teacher can select three to four students from each group to present their ideas to the class.
- ▶ 2. At the end of the presentations, ask some students to make a comment on the two groups' performance.



After Reading

Tips for classroom activities

- ▶ 1. Ask one or two students to convert the graph in the Main Idea exercise into a paragraph that summarizes the main idea of the text and report their answers to the class. Students can use the words and expressions provided in the exercise. They can also accomplish the task using their own language.
- ▶ 2. Ask the students to answer the following questions, making use of the materials from the first exercise under the Detailed Understanding task.
 - a. How do you feel when you have acquired more and more knowledge? (*The more knowledge I have acquired, the more knowledge I need.*)
 - b. What happens once you have started learning? (*I can hardly stop the process of learning once it has been started.*)
 - c. What have you obtained since you graduated from school 15 years ago? (*I have obtained various diplomas and degrees in science, engineering and liberal arts.*)
 - d. What do some friends fail to understand you about? (*They don't understand why I have kept learning for so many years.*)
 - e. Have you ever thought about the cost and benefit of your learning? (*I have never thought about the cost and benefit of my learning.*)
 - f. Why did you want to learn something? (*I wanted to learn something simply because I was interested in it.*)
 - g. Do you find it easy to work full-time and study part-time? (*I find it hard to work full-time and study part-time.*)
 - h. What can the internal motivation do to pressure? (*It can turn pressure into interest.*)
 - i. What may happen if you have too many academic degrees? (*Having too many academic degrees sometimes may make us look like "nerds".*)
 - j. What does getting academic achievements mainly depend on? (*It mainly depends on intelligence.*)
 - k. Is it easy to predict what kind of returns you can get in your jobs and emotional lives? (*It is hard to predict what kind of returns we can get in our jobs and emotional lives.*)
- ▶ 3. Explain the following sentences taken from Text B.
 - a. Strangely, the more knowledge I have acquired, the more I have found myself lacking in knowledge. (*The strange thing is that the more I have learned, the more I need to learn.*)
 - b. Is it worth studying that much? (*Is it worthwhile to study so much?*)
 - c. I have never actually weighed the cost of studying a programme against the expected



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returns... (*I have never compared what I spent on these learning programs with what I got from these programs...*)

- d. Taking a formal programme helps one acquire in-depth knowledge in a structured way. (If one takes a formal programme, one can learn more thoroughly and in a more structured way.)
- e. Academic degrees can sometimes create embarrassment and make an unfavourable impression... (Academic degrees can sometimes make us feel embarrassed and fail to bring us the expected respect from others...)
- f. ... should our jobs lag far behind our academic achievements. (... if our jobs do not require us to learn as much as we have learned.)
- g. ... moving up in the workplace and getting academic achievements are very different games. (... *having success in the workplace requires something that is different from what it requires to achieve academic success.*)
- h. I see studying and achieving academic awards as a road to realize my personal dreams—a road on which no one will hold me back. (*I regard studying and achieving academic success as a way to realize my personal dreams and nobody can stop me making an effort to realize these dreams.*)
- i. Compared with the returns we get in our jobs and emotional lives, academic achievements are more controllable and predictable. (*It is easier to control and predict the academic achievements we make but more difficult to control and predict what can be achieved in our jobs and emotional lives.*)

► 4. Ask the students to do After Reading Exercise D on Page 16 of the Student's Book.

► 5. Ask the students to translate the following into English.

- a. 我生活中的一个重要部分 (*an important part of my life*)
- b. 业余时间读博士学位 (*pursue a part-time Ph.D.*)
- c. 应对压力 (*cope with the pressure*)
- d. 难以给出确切的回答 (*find it hard to give a definite answer*)
- e. 衡量付出与所期待的回报 (*weigh the cost against the expected returns*)
- f. 具体的目标 (*specific objectives*)
- g. 为我提供我想要的知识 (*provide me with the knowledge I want*)
- h. 我对知识的渴望 (*my appetite for knowledge*)
- i. 做短时间休息 (*relax myself for short periods*)
- j. 选择我真正喜欢的事 (*choose something I really enjoy*)
- k. 变压力为兴趣 (*turn pressure into interest*)
- l. 不好的印象 (*an unfavourable impression*)

- m. 主要取决于机遇，而不是智力 (*depend much more on luck than on intelligence*)
- n. 乐观地看 (*look on the bright side*)
- o. 实现我个人的梦想 (*realize my personal dreams*)
- p. 阻碍我进步 (*hold me back*)
- q. 在国际会议上宣读论文 (*present papers at international conferences*)

► 6. Ask the students to translate the following into English.

- a. 我生命中的一个重要时期 (*an important period of my life*)
- b. 专职攻读博士学位 (*pursue a full-time Ph.D.*)
- c. 应对疾病 (*cope with the illness*)
- d. 发现染上那个恶习很容易 (*find it easy to develop the bad habit*)
- e. 衡量长处与短处 (*weigh the advantage against the disadvantage*)
- f. 一般性的目标 (*general objectives*)
- g. 给我提供我想要的工作 (*provide me with the job I want*)
- h. 我对财富的渴望 (*my appetite for wealth*)
- i. 做短时间活动 (*exercise myself for short periods*)
- j. 选择真正有趣的事 (*choose something that is really interesting*)
- k. 变挑战为机遇 (*turn challenges into opportunities*)
- l. 很好的印象 (*an excellent/good impression*)
- m. 主要取决于技术，而不是资金 (*depend much more on technology than on funds*)
- n. 悲观地看 (*look on the dark side*)
- o. 实现我儿时的梦想 (*realize my childhood dreams*)
- p. 推动我进步 (*push me forward*)
- q. 在本地报纸上发表文章 (*publish articles in local newspapers*)

► 7. The following words are taken from the New Words and Expressions part of Text B. Ask the students to choose one word from each column and make a sentence with the pair of the words chosen. Each student should make at least five sentences. Students can do this task on their own first, and then compare notes in pairs or groups of three or four. If time allows, ask some students to share their sentences with the whole class.

Column A	Column B
postgraduate <i>n.</i>	acquire <i>v.</i>
construction <i>n.</i>	obtain <i>v.</i>
management <i>n.</i>	weigh <i>v.</i>
milestone <i>n.</i>	accomplish <i>v.</i>
workplace <i>n.</i>	ensure <i>v.</i>

(to be continued)

(continued)

Column A	Column B
intelligence <i>n.</i>	lag <i>v.</i>
conference <i>n.</i>	blame <i>v.</i>
	predict <i>v.</i>
	mechanical <i>a.</i>
	environmental <i>a.</i>
	unfavourable <i>a.</i>
	unlucky <i>a.</i>
	controllable <i>a.</i>
	predictable <i>a.</i>
	strangely <i>ad.</i>

- 8. The following words are often used with certain prepositions. Find the preposition that often goes with the word and make a sentence with them.
- a. obtain (*by; from*) b. (*in; under*) construction
 c. weigh (*against*) d. lag (*behind*)
 e. blame (*sb.*) (*for*) (*sth.*) f. blame (*sth.*) (*on*) (*sb.*)
 g. conference (*on*)
- 9. The following vocabulary information is for the teacher's reference.

strangely *ad.* in an unusual or surprising way: *Mick's been acting very strangely lately./ Strangely enough, I wasn't that disappointed.* 【近】oddly

acquire *vt.* 1. to develop a habit, gain knowledge or learn a skill: *I have never acquired a taste for wine./Elsie acquired a good knowledge of Chinese.* 【近】obtain 2. to obtain something by buying it or being given it: *She has acquired an email address and a site on the World Wide Web.*

obtain *vt.* to get something that you want, especially through your own effort, skill, or work: *Further information can be obtained from the head office.* 【近】get, acquire

mechanical *a.* 1. affecting or involving a machine: *The plane had to make an emergency landing because of mechanical problems.* 2. doing something without thinking or having done something many times before: *He was asked the same question so many times that the answer became mechanical.*

environmental *a.* concerning or affecting the air, land, or water on Earth: *The organization is looking into the environmental damage caused by the chemical industry./ Environmental groups plan to stage public protests during the conference.*

construction *n.* 1. the process of building things such as houses, bridges, roads, etc.: *The hotel is currently under construction.* 2. something that has been built: *Their new house*

is a strange construction made of wood and glass. 【近】 building, structure

management *n.* 1. the activity of controlling and organizing the work that a company or organization does: *The company needed better management rather than more money.*
2. the people who are in charge of a company or organization: *The management has agreed to the policy.*

weigh *v.* 1. to consider something carefully so that you can make a decision about it: *It is my job to weigh the evidence./We have to weigh the benefits of the scheme against the costs.*
2. to use a machine to discover how much something or someone weighs: *He weighed some potatoes on the scales.* 3. to have a particular weight: *The young birds weigh only a few grams.*

accomplish *v.* to succeed in doing something, especially after trying very hard: *We have accomplished all we set out to do.* 【近】 achieve

ensure (also *insure* American English) *vt.* to make certain that something will happen properly: *The hospital tries to ensure that the patients are given the best medical care.* 【近】 make sure

unfavourable *a.* not good or not being liked: *Despite an unfavourable business environment, the stock market remained steady.*

lag *vi.* to move or develop more slowly than others: *She stopped to wait for Ian who was lagging behind./Britain is lagging behind the rest of Europe.*

unlucky *a.* 1. having bad luck: *We were unlucky with the weather this weekend. It rained constantly.* 2. causing bad luck: *Some people think black cats are unlucky.*

blame *vt.* to say or think that someone or something is responsible for something bad: *Don't blame me—it's not my fault./The report blames poor safety standards for the accident./One of the computers is broken and she's blaming it on me.* | *n.* responsibility for a mistake or for something bad: *Do you accept any blame for what happened?/It's no use trying to shift the blame onto other people.*

intelligence *n.* 1. the ability to learn, understand, and think about things; or a high level of this ability: *To be good at the game you need a reasonable level of intelligence./She was a woman who had both beauty and intelligence.* 2. information about the secret activities of foreign governments, the military plans of an enemy, etc.: *According to our intelligence, further attacks were planned.*

predict *v.* to say that something will happen, before it happens: *Sales were five percent lower than predicted./Newspapers predicted that Davis would be reelected.*

predictable *a.* that can be predicted: *The snow had a predictable effect on traffic.*

conference *n.* 1. a large formal meeting where a lot of people discuss important matters such as business, politics, or science, especially for several days: *Representatives from*

over 100 countries attended the International Peace Conference in Geneva. 2. a private meeting for a few people to have formal discussions: *After a brief conference with his aides, he left for the airport.*

Homework

- ▶ 1. Finish the vocabulary Practice exercises after Text B.
- ▶ 2. Review both texts of Unit 1.
- ▶ 3. Preview Text A of Unit 2 together with the comprehension questions.

Additional Resources



Supporting Informal Learning in the Workplace

In starting to explore this question, from the perspective of the employees, we will draw on the findings of a recent research project undertaken by Eraut et al (1998) as part of the ESRC funded Learning Society Programme. Their study focused on the development of knowledge and skills in employment and involved 120 people drawn from a range of occupations and levels. Interviews were conducted to explore what types of knowledge and skills the participants used in their work activities, how they acquired the capacity to do what they did, and what factors had affected their learning process. Their findings are stark, suggesting that formal education and training provide only a small part of what is learned and used at work. Most of the learning described in their interviews was non-formal, neither clearly specified nor planned (Eraut et al, 1998). They suggest as a consequence that dominant assumptions underpinning the policy for “The Learning Society”, stressing the importance of formal provision, need to be balanced by an understanding of the value of informal learning “on-the-job” and the factors which affect it. In this they are echoed by Gorard et al (1999) who conducted an extensive research programme in South Wales to explore the use, and apparent decline, of informal learning for leisure and work.

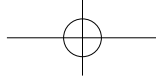
In researching the instances of informal learning at work, described as learning from experience by Eraut et al (1999), the project utilised a typology which highlights the different levels of intentionality found in reported instances of informal learning, namely, implicit learning, reactive learning and deliberative learning. There is not space to explore

the details of their typology (see Eraut, 1999), but one immediate implication worth noting is that as a means of providing “organised learning support” for informal learning (Eraut et al, 1998) programmes of work-based learning (WBL) may only begin to address a limited range of informal learning. It could be argued therefore that WBL programmes should be modest in their claims, recognising that their potential lies in supporting deliberative learning in the workplace and perhaps in building the capacity for reactive learning. However, as we shall see below, these claims should perhaps also acknowledge that in offering support WBL is itself suggesting a re-shaping of informal learning.

Eraut et al’s analysis of their data suggests that informal learning depends primarily on learners’ confidence, motivation and capability, which in turn depends on the nature of the work itself (i.e. its degree of challenge) and the “microculture” of the work environment, including how they are managed. Rather than locating the responsibility for informal learning with individual employees, they stress the role of the manager in developing an appropriate local environment. Specifically they suggest informal learning could be enhanced by firstly, helping individuals to become more capable learners able to use emergent learning opportunities, and secondly, helping managers to improve the quality of the learning environment (by sustaining a collaborative work culture, allocating interesting work, and being a role model) (Eraut et al, 1999). They contrast this with poorly implemented approaches to performance management and indeed the rhetoric of the “learning organization”. If this is what’s needed (at least in part), in what ways can HE programmes of WBL be seen as a productive change?

In promoting deliberative informal learning it could be argued that WBL programmes are productive in focusing attention onto the employee’s work role, identifying for example the routine/non-routine nature of the activities, learning potential and needs. Programmes with pre-defined structures of competences or learning outcomes might provide an external reference point against which employees and managers can assess their own local situation, and thereby become a lever for individuals to obtain a greater breadth of working activities. They may potentially provide a clear way forward for learners who are tentative and want to see clear structures in place. Of course the advantages of bringing such structures to informal learning could well be off-set by their potential to delimit the potential learning (Kolb, 1994) and the possibility that, as with VQs, for some employees these programmes may not represent development so much as measurement (Canning, 1999).

Whilst the alternative kinds of negotiable programmes referred to above might appear more appropriate to the needs identified by Eraut et al, further research is required to explore their nuanced effects. Such programmes could be seen as providing an opportunity for employees to secure access to more interesting activities including the type of project work which was identified by Eraut et al as a major source of informal learning. Here the process of developing learning plans could be seen as contributing to the capacity of employees to engage in informal learning and, as Eraut et al suggest,



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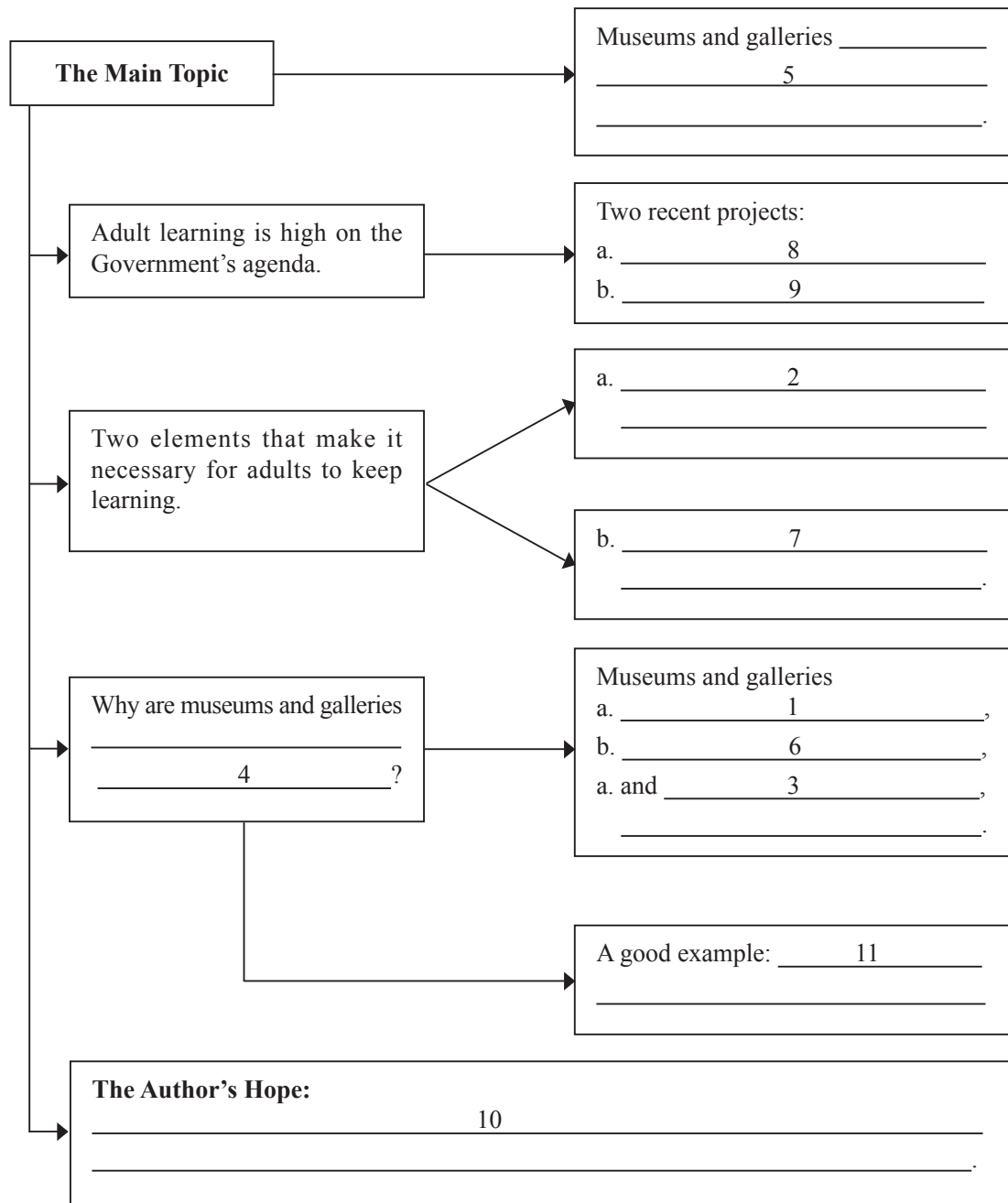
be sensitive to the emergent learning opportunities in work. But it is important to recall in this context the difficulties experienced by employees in this new mode of learning and how for some the need to complete individualised learning plans may become a demotivating experience and indeed a barrier to supported informal learning (Brennan and Little, 1996). So whilst negotiable programmes may be helpful in providing a means of exploring one's own learning experiences further research is needed into the effects of turning this experience into a "project" to be pursued. Here approaches which examine how WBL may be acting to keep experience "in its place" (Edwards and Usher, 1998) and to widen the potential for surveillance (Soloman and McIntyre, *ibid*) may be helpful.

Both pre-defined programmes and those that are negotiable seek to establish a supportive learning environment which draws together staff from the institution and the workplace. As such WBL represents an opportunity to explore the level of support which is available at the local level, regarded by Eraut et al as fundamental (Eraut et al, 1999), and to address issues of training and support for the manager/mentors themselves. However, as Eraut et al point out, a supportive local environment can not necessarily be imposed from above as part of organisational policy (Eraut et al, 1999). The early experience of WBL programmes would reinforce this point, and indeed would suggest the difficulty of even identifying suitable and willing "mentors" (Winter and Maisch, 1996). Even where such support structures are in place, they may not be able to guarantee the time for learning and assessment activities that has been agreed, as intentions are set against the pressures of productivity targets (see for example the experience of learners at Vauxhall <Kinman and Kinman, 1999>). So, whilst the introduction of a WBL programme has the potential to reenergise the support that employees receive for learning in the workplace, further research is needed to explore the extent to which these claims are realised.

Key to Exercises

Text A

A. Main Idea



B. Detailed Understanding

I.

1. T 2. F 3. F 4. T 5. F 6. T 7. T 8. F 9. T 10. T 11. T 12. T

II.

1. are not required to learn
2. to make learning interesting
3. much importance to adult learning
4. providing facts to be understood and learned in controlled situations
5. may no longer be useful today
6. less and less difference
7. in a good position to meet/respond to the challenge
8. that they needed to make calendars with their own photos

D. Talking About the Text

Museums and galleries can be interesting learning environments for all kinds of people. The Government has realized their importance. In the 21st century, people should be able to apply what they learn to new situations and challenges. They should also keep learning throughout their lives. One reason is that this is a world where the only constant is change. The other reason for people to keep learning is that the population of the older people is increasing rapidly. This is an important opportunity for museums and galleries because the difference between formal and non-formal providers of learning is becoming smaller and smaller. Museums and galleries can be good adult learning suppliers because they have rich resources, are rooted in their communities and have the power to motivate learning and build the confidence of adult learners. The author hopes that both providers and learners can regard museums and galleries as a good environment for adult learning.

E. Vocabulary Practice

I.

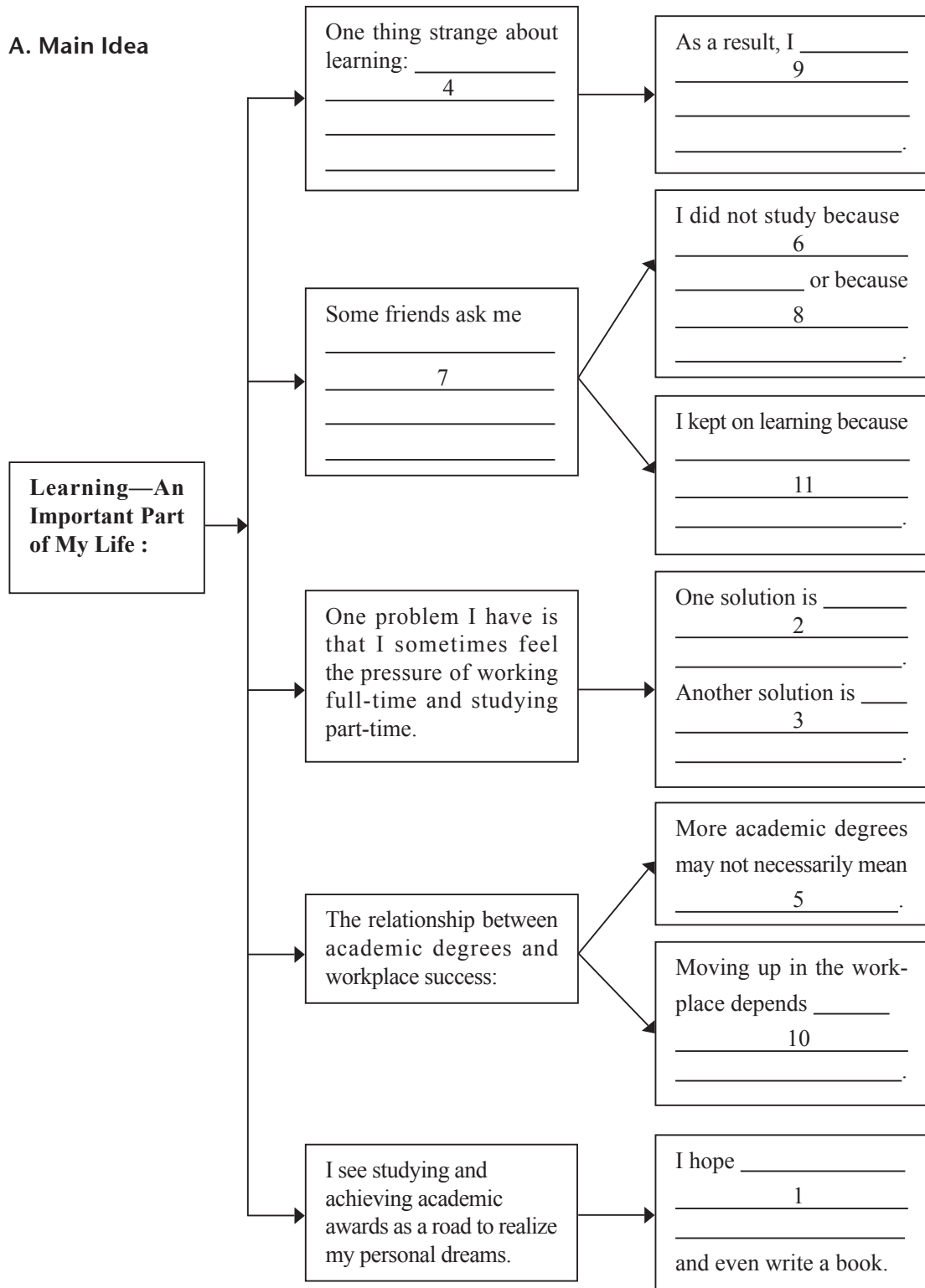
- | | | | | |
|-------------|--------------|---------------|--------------|-------------|
| 1. digested | 2. novel | 3. emphasized | 4. formation | 5. elements |
| 6. formal | 7. motivated | 8. outcome | 9. wherever | 10. vital |

II.

- | | | | | |
|---------------|---------------|-------------|--------------|-------------|
| 1. background | 2. compulsory | 3. agenda | 4. motivated | 5. boundary |
| 6. providers | 7. exhibit | 8. elements | 9. digest | 10. formal |

Text B

A. Main Idea



B. Detailed Understanding

I.

1. k 2. a 3. i 4. f 5. c 6. e 7. b 8. g 9. j 10. h 11. d

II.

1. the more I need to learn
2. to study so much
3. what I spent on these learning programs; what I got from these programs
4. one can learn more thoroughly in a more structured way
5. feel embarrassed and fail to bring us the expected respect from others
6. do not require us to learn as much as we have learned
7. something that is different from what it requires to achieve academic success
8. as a way to realize my personal dreams and nobody can stop me making an effort to realize these dreams
9. more difficult to control and predict what can be achieved in our jobs and emotional lives

E. Vocabulary Practice

I. *

1. D (不可拆为两个独立的单词)
2. B (其他都以 -ment 结尾)
3. D (其他都是学科名称)
4. C (五个音节, 其他为三个音节)
5. B (与学位无关)

II.

- | | | |
|--------------------|-----------------|-------------------------|
| 1. 1) strangely | 2) strange | 3) stranger |
| 2. 1) management | 2) managed | 3) manager; management |
| 3. 1) construction | 2) constructive | 3) construct |
| 4. 1) predict | 2) predictions | 3) predictable |
| 5. 1) unlucky | 2) lucky | 3) luckily 4) luck |

* 注: 此处答案仅供参考。本教材中此类题目旨在让学生从词音、词义、词性和词形等各个角度观察和揣摩所给出的一组词汇, 从而激发他们对英语单词的兴趣。

Writing Practice

I.

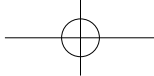
- | | | | | |
|-----------------|----------------|------------------|---------------|----------------|
| 1. Applicants | 2. behavior | 3. confidence | 4. tastiest | 5. inhabitants |
| 6. inconvenient | 7. stressful | 8. actually | 9. speaking | 10. disagreed |
| 11. incredibly | 12. reasonable | 13. disadvantage | 14. employees | 15. flying |
| 16. harmless | 17. injuries | 18. safety | 19. unfit | 20. evidence |

II.

1. If the government doesn't take strict measures, crime rates may rise at any time.
2. If you don't work really hard, your grades can fall at any time.
3. It is the application of computer technology that helps people do things in a more efficient way.
4. It was the hot-air balloon that helped him realize his dream of flying.
5. All I said was that he might not come.
6. All I saw was the departing train when I got to the station.
7. Practicing for two hours a day can enhance your performance greatly.
8. Having a healthy diet can help you keep fit until very old age.

III.

1. Recent projects such as the formation of the Learning and Skills Councils to manage all post-16 education and the University for Industry are just two examples of the current trend in learning—away from old style “education”.
2. The other element driving up the number of adults in learning has to do with our population.
3. The boundaries between formal providers and non-formal providers are breaking up as the desire to give people access to learning whenever and wherever they are increases.
4. Most had never used computers before, but with the motivation of the end product in mind, they overcame their fears by working in a supportive environment, with like-minded people.
5. The more knowledge I have acquired, the more I have found myself lacking in knowledge.
6. If we long to study something and really want to study it well, we have the internal motivation that turns pressure into interest.
7. If you are one of these unlucky people, don't blame yourself too much, because moving up in the workplace and getting academic achievements are very different games.



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8. Compared with the returns we get in our jobs and emotional lives, academic achievements are more controllable and predictable.

IV.

1. Swimming is a suitable sport for people of all ages.
2. The child kept crying the whole evening.
3. On the whole, children's behavior has to do with how their parents educate them.
4. With the teacher's advice in mind, he went over all the exercises again.
5. Once you start reading the book, it is hard to stop.
6. She found it hard to tell him the truth.
7. I see my best friends as my brothers and sisters.
8. Riding bicycles and driving cars are very different games.

V.

成年人不同于少年儿童, 他们必须权衡所承担的许多责任与学习需求之间的关系。因为这些责任, 成年人的学习活动就会遇到障碍。这些障碍包括没有时间、金钱、信心或兴趣等, 缺少有关学习机会的信息, 以及照顾子女和交通方面的困难等。增强成年人学习兴趣的最佳方法是使他们参加学习班的理由更加强烈, 并且减少障碍。