

# 1

UNIT

# The true value of education

## Setting the scene

Growing up, most of us have been taught to attach great importance to education. But why is education so crucial? Some of you may think that it is something that can ensure your job security. If truth be told, however, education's benefits reach far beyond that. In fact, education not only shapes your life and the world in which you live, but is also a powerful tool that you can use to fully participate in society. What's more, in an era of "lifelong learning," understanding the true value of education holds the ultimate key to success.

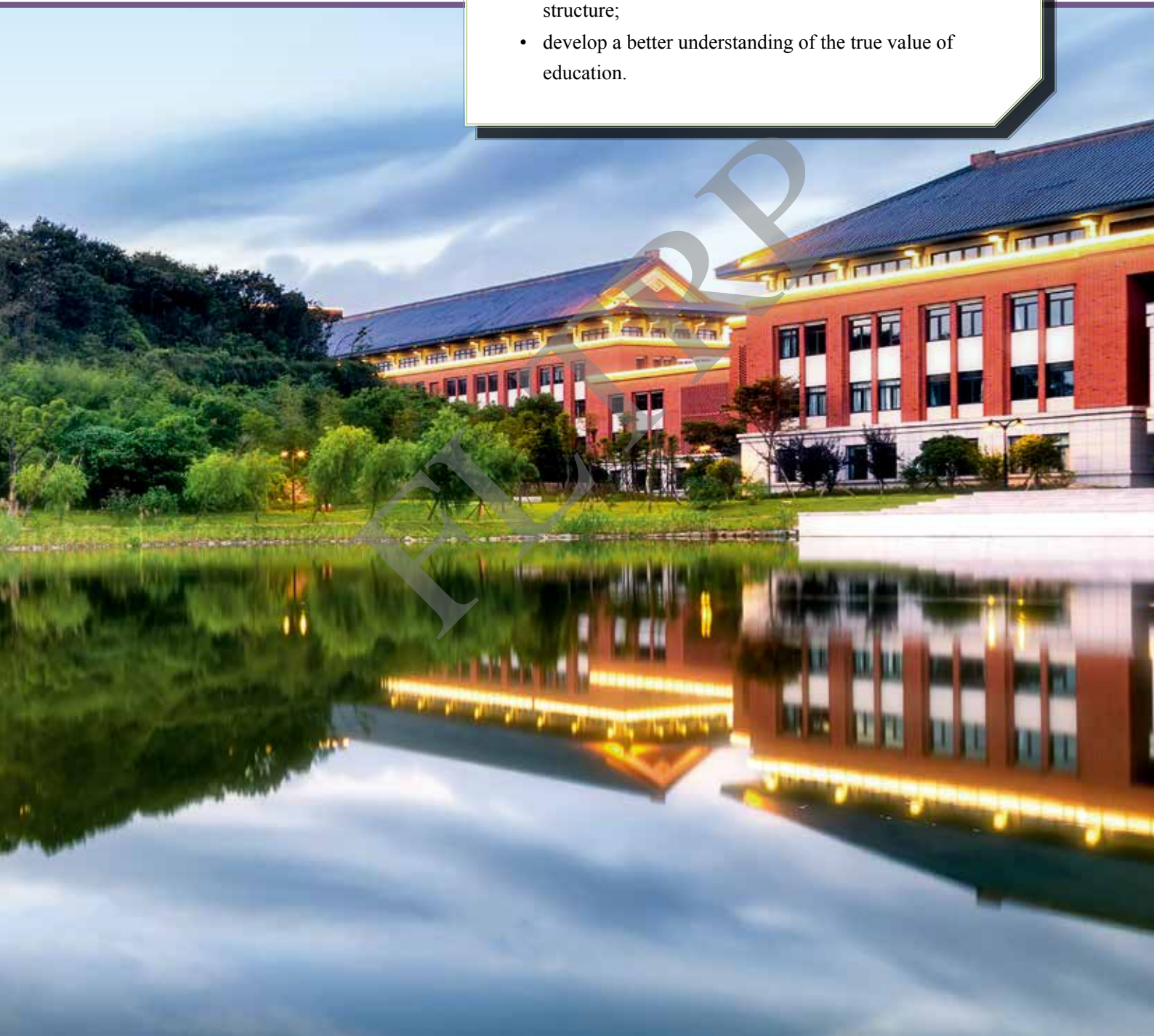
In this unit, you will learn about the development of college education, the role that teachers and schools play in one's life as well as the different views on education.



## Learning objectives

**Upon completion of this unit, you will be able to:**

- voice your opinions on various aspects of education;
- recognize important “lecture cues” at the beginning of a lecture;
- emphasize a point by means of repetition and parallel structure;
- develop a better understanding of the true value of education.





- 1 Read the three quotes on education and work in pairs to discuss what they say about the value of education.

“  
An investment in knowledge pays the best interest.

— Benjamin Franklin

Change is the end result of all true learning.

— Leo Buscaglia

Education is the methodical creation of the habit of thinking.

— Ernest Dimnet  
”

- 2 Share with your partner the biggest improvements you have made in study and life skills in college so far, and the benefits they will bring to your future life.

## Conversation

### Listening and understanding

- 1 Over the past decade, MOOC has gained great popularity around the world. Now listen to a conversation and complete the chart with what you hear.

#### WORDS AND EXPRESSIONS


MOOC /mu:k/ *n.* (massive open online course) 慕课 (即大型开放式网络课程)

nutrition /nju:'triʃn/ *n.* 营养学

excel /ɪk'sel/ *vi.* 擅长

enhance /ɪn'hɑ:ns/ *vt.* 增强

upcoming /'ʌp,kʌmɪŋ/ *a.* 即将来临的



**Steve**


**Course name:**  
Nutrition for Health Promotion

**Time requirement for study:**  
1) \_\_\_\_\_ hours per week

**Content presentation:**  
2) \_\_\_\_\_ lectures

**Disadvantages of the course:**

- The lectures do not offer anything that cannot be found
- 3) \_\_\_\_\_ on the subject.
- Copying out the slides and 4) \_\_\_\_\_ are very inconvenient and increase the time estimates 5) \_\_\_\_\_.



**Susan**

**Course name:**  
Introduction to Digital Sound Design

**Advantages of the course:**  
It shows ways to enhance knowledge by:

- providing information about 6) \_\_\_\_\_;
- setting up non-compulsory fun projects that support what has been learned.

**Test format:**  
7) \_\_\_\_\_ questions

**Interactive feature:**  
Course forums which make learning at home feel more like a(n) 8) \_\_\_\_\_



**2** Listen to the conversation again and decide whether the statements are true (T) or false (F).

- 1. After careful consideration, Steve has dropped the course on nutrition.
- 2. Steve chose the course because he was interested in nutrition.
- 3. Susan has completed her first music-related MOOC.
- 4. Susan expected the final to be easy since the questions were all multiple choice.
- 5. Susan found that few forum users had had the experience of MOOC.

## Thinking and speaking

### Your MOOC experience

The conversation you have just heard illustrates some important features of MOOC. Work in pairs to share your own MOOC experience. What course(s) did you choose and how did you like the learning experience? If you haven't tried MOOC yet, please talk about what makes you hesitant about trying this form of learning.

### Will online learning replace classroom learning?

Online learning platforms offer learners a wide variety of courses that they can study in the comfort of their homes. Meanwhile, when taking such courses, learners can also interact with teachers and other learners, even though they are not in the same physical space. Because of such convenience, some people wonder if online learning will ever replace classroom learning. Work in pairs to share your point of view on this issue.

# Passage 1

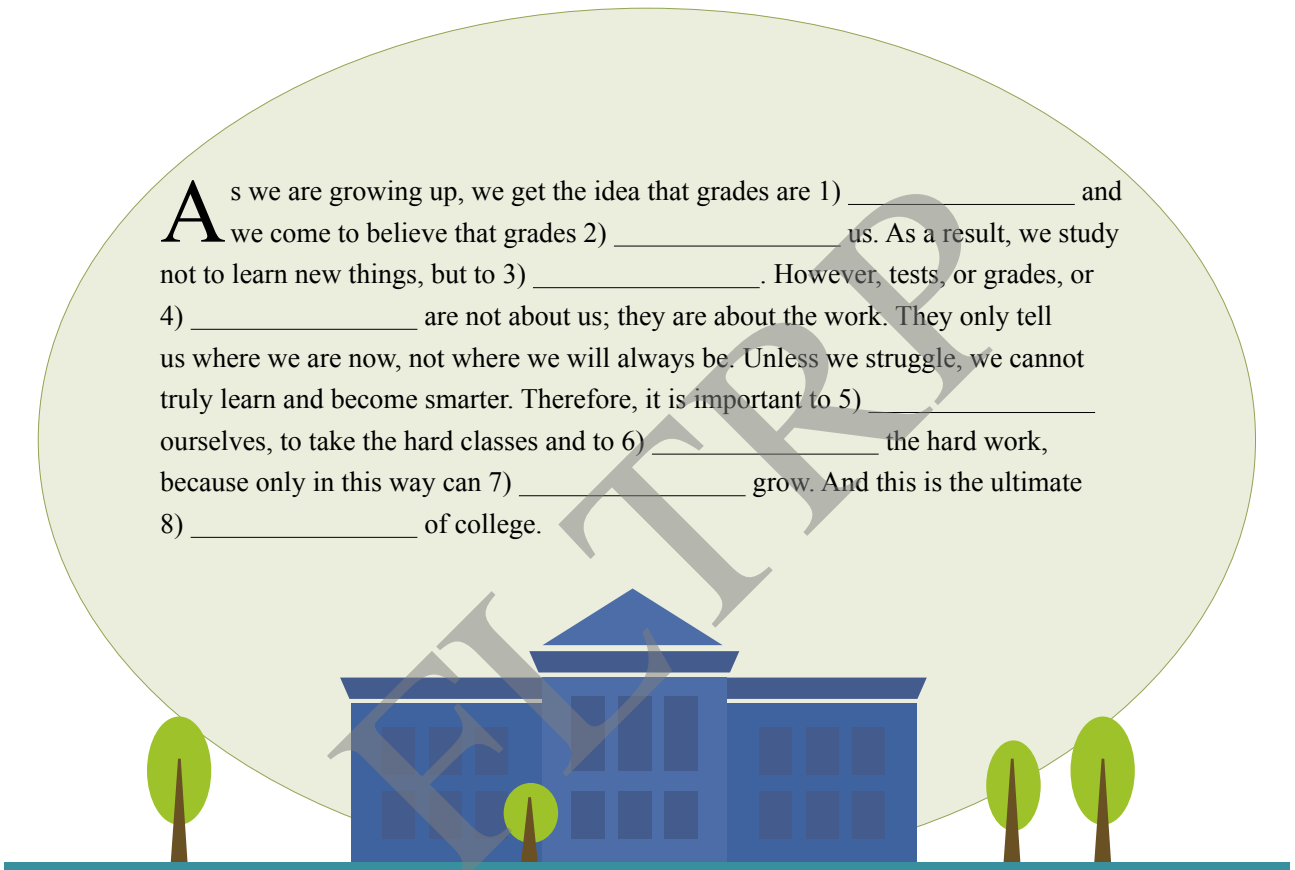
## WORDS AND EXPRESSIONS

inherently /ɪnˈhɪərəntli/ *ad.* 固有地  
GPA *n.* (grade point average) 平均  
学分绩点  
vice /vaɪs/ *n.* 恶行

## Listening and understanding

- 1 In today's competitive society, everybody is concerned about how well they are performing. College students are no exception. Now listen to a passage and complete the summary with what you hear.

As we are growing up, we get the idea that grades are 1) \_\_\_\_\_ and we come to believe that grades 2) \_\_\_\_\_ us. As a result, we study not to learn new things, but to 3) \_\_\_\_\_. However, tests, or grades, or 4) \_\_\_\_\_ are not about us; they are about the work. They only tell us where we are now, not where we will always be. Unless we struggle, we cannot truly learn and become smarter. Therefore, it is important to 5) \_\_\_\_\_ ourselves, to take the hard classes and to 6) \_\_\_\_\_ the hard work, because only in this way can 7) \_\_\_\_\_ grow. And this is the ultimate 8) \_\_\_\_\_ of college.



- 2 Listen to the passage again and check (√) the statements that the speaker makes in the passage.

- \_\_\_ 1. We've been told that we should attend college since we were young.
- \_\_\_ 2. Most parents tend to believe their children are inherently smart.
- \_\_\_ 3. C students are generally believed to be of lower intelligence.
- \_\_\_ 4. We do not attend college to prove to others how smart we are.
- \_\_\_ 5. Getting an A in a class is not something worth celebrating.
- \_\_\_ 6. When we fail, we should read the comments we got and learn what didn't work.

## Thinking and speaking

### SPEAKING TIPS

#### Using repetition and parallelism to emphasize a point

Both repetition and parallelism can be used to emphasize a point during a speech. Repetition is effective because listeners are more likely to remember something that has been repeated. For instance, in the passage you have just listened to, key words such as “intelligence,” “grow,” and “challenge” are all repeated to help drive home the main argument of the passage. Parallelism, on the other hand, uses identical or equivalent syntactic structures in corresponding clauses to emphasize an idea or argument. For example, in Passage 1, the speaker expresses the idea that college students should welcome challenges by using the parallel structure “we have to” (“So, we have to challenge ourselves; we have to take the hard classes; we have to embrace the hard work ...”). The use of parallelism helps reinforce the idea that it is absolutely necessary for college students to embrace challenges and grow their intelligence.

### Will your concern for your GPA prevent you from taking challenging classes?

As indicated by the passage you have just heard, there is a phenomenon on campus that many students are GPA-obsessed. Work in pairs to discuss whether your concern for your GPA will prevent you from taking challenging classes. Why or why not? Try to use repetition and / or parallelism to emphasize your point of view.

### How to foster healthier competition in college?

There is no denying that there is intense competition among college students both academically and otherwise. As a result, “involution,” which refers to “a prevalent sense of being stuck in an ever so draining rat race where everyone loses,” has become a trendy word on campus. Work in groups to discuss how we can promote healthier competition in college.

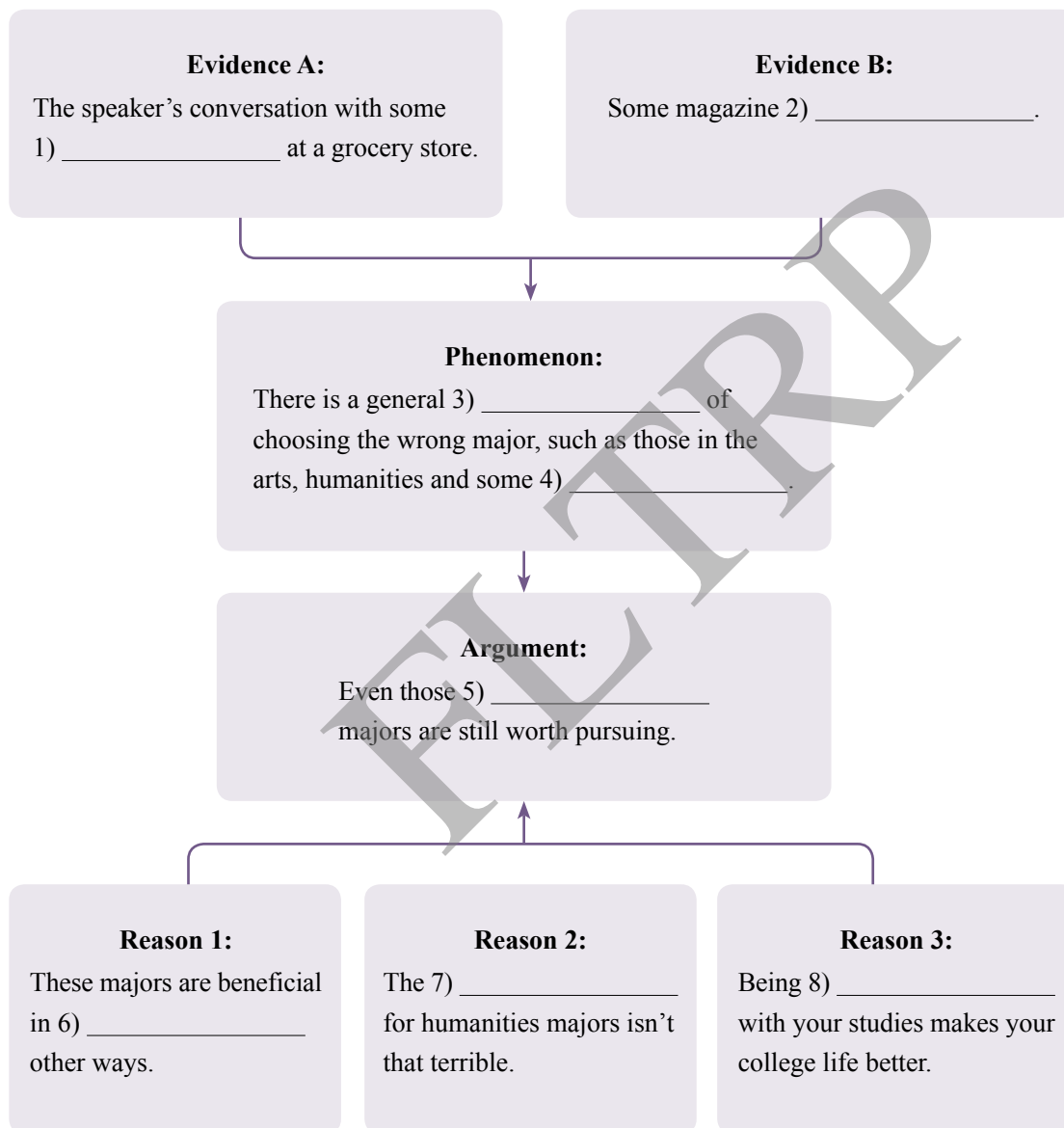
# Passage 2

## WORDS AND EXPRESSIONS

enrich /ɪnˈrɪtʃ/ vt. 使丰富  
bleak /blik/ a. 没有希望的  
guarantee /ˌɡærənˈtiː/ vt. 保证  
in the meantime 在此期间

## Listening and understanding

- 1 What to major in in college is one of the most important decisions one makes in life. Now listen to a passage and complete the chart with what you hear.







# Lecture

## Listening and understanding

### LISTENING TIPS

#### Paying attention to “lecture cues” at the beginning of a lecture

Normally, at the beginning of a lecture, the speaker needs to make two things clear: the topic of the lecture and how the lecture will be structured. Important cues that are used to state the topic include: “Today we are going to take a close look at ...”, “(What) I’d like to ...”, “What I am going to look at / talk about ...”, “Today I’ll be talking about ...”, and “I want to talk about ...”. To illustrate the structure of the lecture, the speaker may say: “I am going to look at / talk about three main areas ...”, “There are four areas that I want to look at ...”, or “In particular, I want to talk about two outcomes of ...”.

### WORDS AND EXPRESSIONS

authentic /ɔ:’θentɪk/ *a.* 真正的  
 cognition /kɒg’niʃ(ə)n/ *n.* 认知  
 originate /ə’rɪdʒə,neɪt/ *vi.* 发源;  
 开始  
 analogy /ə’nælədʒi/ *n.* 比拟; 类比  
 advocate /’ædvə,keɪt/ *vt.* 主张  
 humble /’hʌmbəl/ *a.* 谦虚的  
 intellectual /,ɪntə’lektʃuəl/ *n.* 知识  
 分子

- 1 There is no shortage of great educators in China. Now listen to a lecture and complete the table with what you hear.

## Tao Xingzhi’s thoughts on education

### Tao’s learning principles

Respect freedom in the pursuit of  
 1) \_\_\_\_\_ and take being a(n)  
 2) \_\_\_\_\_ as the ultimate goal.

Practice is the basis of 5) \_\_\_\_\_  
 and knowledge 6) \_\_\_\_\_ practice.

“The combination of 8) \_\_\_\_\_”  
 should be advocated.

One should keep 10) \_\_\_\_\_  
 and stick to the principle of “study, study,  
 and study again.”

### Elaboration on the principles

People should stick to the principles of  
 “3) \_\_\_\_\_” and not be  
 influenced by “4) \_\_\_\_\_”  
 when they have set their learning goals.

“Action is the father, knowledge is the son,  
 and 7) \_\_\_\_\_ is the grandson.”

Students in Xiao Zhuang School were  
 required to take turns to 9) \_\_\_\_\_  
 and deal with school affairs.

Young people were encouraged to pursue  
 11) \_\_\_\_\_ and take ordinary  
 people as their teachers.



# Viewing & speaking

## Viewing and understanding

- 1 In today's fast-changing world, higher education is undergoing marked changes. Now watch a video clip and complete the outline with what you hear.



### WORDS AND EXPRESSIONS

inherit /ɪn'herɪt/ *vt.* 继承  
diploma /dɪ'pləʊmə/ *n.* 毕业文凭  
episodically /,epɪ'sɒdɪkli/ *ad.* 不连贯地；不定期地  
be behind the eight ball 处于劣势  
aerospace /'eərəʊ,spes/ *n.* 航空航天（工业）  
mechanical /mə'kæni:kəl/  
engineering *n.* 机械工程学  
wind tunnel /'tʌnl/ *n.* （测验飞行器的）风洞  
rocket /'rɒkɪt/ *n.* 火箭  
antsy /'æntsi/ *a.* 坐立不安的  
retool /,ri:'tu:l/ *vt.* 重新装备  
alumni /ə'λmnaɪ/ *n.* [pl.] 校友

### PROPER NAMES

Georgia /'dʒɔ:dʒjə/ Tech (Georgia Institute of Technology) 佐治亚理工学院（美国）  
Mountain View 山景城（美国城市）

### Transformation in higher education:

The model of higher education that we've inherited is undergoing a great transformation.

### Cause of the transformation:

One reason for this change grows out of a new reality graduates will face as 1) \_\_\_\_\_ transforms the landscape of employment.

### Universities' response:

Offering students online programs

#### Example:

Georgia Tech offers students programs such as a(n) 2) \_\_\_\_\_ in computer science that they can 3) \_\_\_\_\_.

- People who take this program:
  - 4) \_\_\_\_\_
  - Young people who have just started their career

### Challenge for students:

Finding ways to 5) \_\_\_\_\_

### Solution proposed by universities:

Offering lifelong alumni benefits – alumni can come back to their own college and take classes 6) \_\_\_\_\_ or for free.



2 Watch the video clip again and match the people with the things they say.



A. Cathy N. Davidson



B. Richard DeMillo



C. Victor Montgomery



D. Sarah Hernandez

1. I find it very beneficial to come back to the college environment to help improve my skill set. Otherwise, I could be behind the eight ball.
2. I absolutely believe that college is more essential than ever, period, full stop.
3. There is a lot of scary stuff out there in terms of where the world's heading.
4. So the online master's program is a window into this future that we imagine.
5. The most common cliché I hear about education is that it hasn't changed in 2,000 years.
6. If your focus is on "Let's make this 18-year-old really happy with going to football games," you're not gonna stay in business very long.
7. I feel like I always have to be accelerating.
8. I think we are at the tipping point, and we are about to see massive changes in higher education from inside.

## Thinking and speaking

### Going back to college: Yes or no?

The video clip that you have just watched illustrates why higher education in the future may be a lifelong process. Work in pairs to discuss if you would consider going back to college to take degree programs after you have already started working. Why or why not?

### What will future higher education be like?

Besides satisfying the growing need for lifelong learning, higher education is also predicted to become more personalized, digitalized, and AI-powered in the future. Work in groups to discuss:

1. if you think these predictions will come true in the foreseeable future;
2. if there are other changes that you would like to see happening in higher education.

ELTRP

## Making a speech

### Why am I proud of my university?

In order to celebrate the anniversary of your university, the Student Union is asking students to make a speech entitled “Why am I proud of my university?” to help the public learn more about your university. You decide to participate and share with the public what you find great about your university.

Step  
1

#### Form groups

Form groups of three or four. Make sure you have a group leader to chair the discussion and someone to take notes.

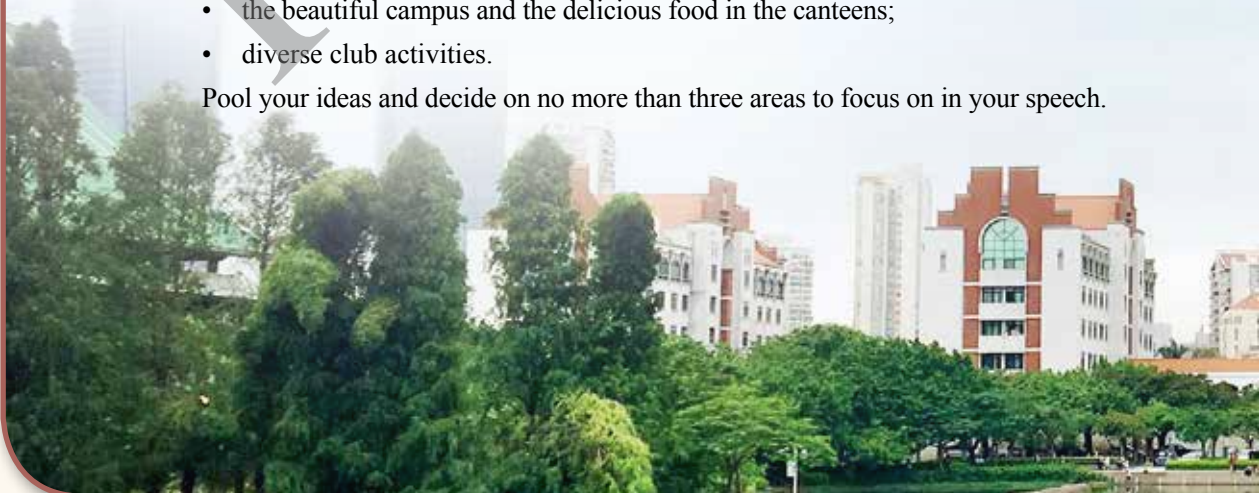
Step  
2

#### Brainstorm

Work in groups to discuss what to cover in the speech. You should make a list of things that you find great about your university. The list may include but is not limited to:

- school history, motto and anthem;
- the educational philosophy followed by your university;
- famous alumni;
- great teachers;
- the up-to-date facilities and the state-of-the-art labs;
- the beautiful campus and the delicious food in the canteens;
- diverse club activities.

Pool your ideas and decide on no more than three areas to focus on in your speech.



**Step  
3**

**Collect information**

Since you have decided on the areas to cover in your speech, it's time for you to collect relevant information. Firstly, work individually to look for information from various online and offline sources. Then work in groups to piece together the information and select useful information for your speech. For example, if you want to talk about the history of your university, you should find out the time when the university was founded, and compile a list of major events in its history. You can get the information on the university's homepage, and you can also go to the library for more detailed information.

**Step  
4**

**Write the scripts**

Work in groups to write the scripts for the speech, using the information collected. Collect photos, short videos, etc. that can aid you in delivering your speech.

**Step  
5**

**Give your speech in class**

Give the speech in class. The class votes for the best speech and recommends it to the Student Union.





## Conversation

## WORDS AND EXPRESSIONS

precious /'preʃəs/ *a.* 宝贵的

Listen to a conversation and choose the best answer to each of the questions you hear.

- 1 A. He didn't design the project.  
B. He didn't present the project to his peers.  
C. He thought colleges differed much from the workplace.  
D. The assignment was of no relevance to his career.
- 2 A. They are skill-based.  
B. They are not scheduled.  
C. They are similar to tests in college.  
D. They are usually given on short notice.
- 3 A. They will be less motivated to try their best.  
B. They will care more about what teachers want.  
C. They will try to learn things from the assignments.  
D. They will be more likely to finish the assignments in time.

## Passage 1

Listen to a passage and choose the best answer to each of the questions you hear.

## WORDS AND EXPRESSIONS

medieval /,medi'i:vl/ *a.* 中世纪的

faculty /'fæklti/ *n.* (大学的)系, 部, 院

differentiate /,dɪfə'renʃi,ert/ *vt.*  
区别

humanistic /,hju:mə'nɪstɪk/ *a.* 人文主义的

curriculum /kə'rɪkjʊləm/ *n.* 课程

secular /'sekjələ/ *a.* 世俗的; 非宗教的

## PROPER NAMES

University of Paris 巴黎大学 (法国)

Wilhelm von Humboldt /'vɪlhəlm  
fən 'hʊmbɔ:lt/ 威廉·冯·洪堡特 (德国教育改革家、语言学家)

- 1 A. That more universities should be built in Europe.  
B. That math was the most important subject of study.  
C. That PhDs should be awarded to students of philosophy.  
D. That there should be faculties for different areas of study.
- 2 A. To promote new ways of experimentation.  
B. To foster debate, knowledge and new scientific inquiry.  
C. To help disciplines to break away from humanistic influences.  
D. To encourage scholars to share their findings with each other.
- 3 A. The scientific progress in the 19th century.  
B. The development of modern universities.  
C. The central role of philosophy in education.  
D. The educational achievements in the 18th century.

## Passage 2

Listen to a passage and choose the best answer to each of the questions you hear.

- 1 A. He frequented the principal's office.  
B. He was overly excited in class.  
C. He complained that his teachers were boring.  
D. He damaged his classroom.
- 2 A. To help him become a star student in another class.  
B. To help him understand others' perspectives.  
C. To help him learn to challenge others.  
D. To help him identify his problems.
- 3 A. One should speak their mind.  
B. One's circumstances didn't matter.  
C. Every child could become a star student.  
D. It was her responsibility to educate every child.

### WORDS AND EXPRESSIONS

*mischievous* /'mɪstʃɪvəs/ *a.* 调皮的; 淘气的  
*strive* /straɪv/ *vi.* 努力; 奋斗  
*assist* /ə'sɪst/ *vt.* 协助; 帮助  
*dare* /deə/ *vi.* 敢于  
*chuckle* /'tʃʌkl/ *vi.* 偷笑; 窃笑; 低声轻笑

### PROPER NAMES

Ty /taɪ/ 泰 (人名)

## Lecture

Listen to a lecture and choose the best answer to each of the questions you hear.

- 1 A. It was negative and unhelpful.      B. It was hurtful but valuable.  
C. It was helpful and plenty.          D. It was direct but witty.
- 2 A. They are too brief and sound insincere.  
B. They do not provide any useful information.  
C. They do not motivate students to do their best.  
D. They are linked to too many learning objectives.
- 3 A. It elicits strong negative reactions from students.  
B. It leads to students feeling too good about themselves.  
C. It makes students feel confused about how well they do.  
D. It makes students less enthusiastic about future assignments.
- 4 A. To help students learn more from written feedback.  
B. To help students take teachers' feedback more seriously.  
C. To guide teachers in giving students effective written feedback.  
D. To guide teachers in collecting students' feedback on their teaching.

### WORDS AND EXPRESSIONS

*sarcasm* /'sɑ:kæz(ə)m/ *n.* 讽刺; 挖苦  
*prompt* /prɒmpt/ *a.* 迅速的; 立刻的  
*top-notch* /,tɒp 'nɒtʃ/ *a.* 顶呱呱的; 最好的  
*imperative* /ɪm'perətɪv/ *a.* (动词) 祈使的  
*grasp* /grɑ:sp/ *n.* 理解(力); 掌握  
*cite* /saɪt/ *vt.* 引用; 引述