

卓越前景 砥砺英才

Inside!

PPT电子教案

策划编辑 黄昌朝
责任编辑 陈彦婕 于文雍

ISBN 978-7-309-08427-6



9 787309 084276 >

定价：70.00元

封面设计： 海亚工作室
hainya@163.com

Forward

English

for Practical Purposes

前景大学英语

徐小贞 ◆ 总主编

邹渝刚 ◆ 副总主编

教学参考书 ②

 复旦大学出版社

图书在版编目(CIP)数据

前景大学英语教学参考书. 第2册/徐小贞总主编. —上海:
复旦大学出版社, 2011. 9
(前景大学英语系列)
ISBN 978-7-309-08427-6

I. 前… II. 徐… III. 英语-高等学校-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2011)第 182304 号

前景大学英语教学参考书. 第2册

徐小贞 总主编

责任编辑/陈彦婕 于文雍

复旦大学出版社有限公司出版发行

上海市国权路 579 号 邮编: 200433

网址: fupnet@fudanpress.com <http://www.fudanpress.com>

门市零售: 86-21-65642857 团体订购: 86-21-65118853

外埠邮购: 86-21-65109143

上海华业装潢印刷厂有限公司

开本 850 × 1168 1/16 印张 26 字数 512 千

2011 年 9 月第 1 版第 1 次印刷

ISBN 978-7-309-08427-6/H · 17

定价: 70.00 元

如有印装质量问题, 请向复旦大学出版社有限公司发行部调换。

版权所有 侵权必究

《前景大学英语教学参考书 2》

编写组成员

总 主 编 徐小贞

副总主编 邹渝刚

本册主编 朱立立 李琴美

编 者 蔚 兰 程达军 苏文秀

刘建珠 周玉林 梁志芳

策 划 黄昌朝

责任编辑 陈彦婕 于文雍

前言

《前景大学英语》系列教材是复旦大学出版社与众多重点大学外语教师最新合作成果。教材编写组成员均来自国家级教学团队,参与完成了第一批国家示范性建设项目,目前正积极投身于方兴未艾的大学英语教学改革。因此,本系列教材从选材到体例均融入了大学英语教学改革的最新理念。

本系列教材包括《综合教程》、《教学参考书》、《自主练习》各四册,以及配套光盘,内容涵盖《大学英语课程教学要求》所涉及的英语听、说、读、写、译等基本技能以及实用阅读和实用写作的内容。

一、编写原则

1. 语言技能与职业素养并重

本系列教材根据目前大学生源的现实,采用先基础英语后职业英语(即“基础英语+职业英语”)的阶梯式布局,兼顾英语基本技能的训练和职业素养的提升。

第一册“身在校园”关注大学生的校园生活;

第二册“放眼世界”面向象牙塔外的社会万象,两册内容均以英语基础训练为主,学习者的角色定位是在校学生;

第三册“初涉职场”则以大学生的实习和就业为大背景,着力提升学习者的职业英语能力。

第四册以提高学生实际应用英语的能力为重点,并突出强调学生的四、六级考试能力。

2. 语言教材凸显教育功能

本系列教材以知识、文化与素质为核心,强化教材的教育功能,避免陷入“为英语而

英语”的误区。同时也注重提高学生应对四、六级考试、商务英语考试和职业英语考试的能力。具体表现为:

1) 利用语言工具获取新知识(例如第一册第三单元主课文引导学生关注学习风格问题);

2) 使大学生在提高英语语言应用技能的同时,了解语言所蕴含的文化背景(例如第一册第二单元主课文对大学生饮食文化的介绍);

3) 培养大学生正确的人生观和价值观(例如第一册第八单元所提倡的职业规划),由此为单纯的英语语言教学增添更多的素质教育内涵;

4) 通过本教材的学习,学生逐步提高语言应用能力和应试能力,同时本教材的内容也符合“全国国际商务英语考试”和“职业英语考试”的要求。

二、体例设计

本系列教材按照学生认知和情感发展的线索,结合大学公共英语教学规律,循序渐进地安排基础英语语言训练内容,并逐步将其融入职业英语应用背景之中,教材整体结构体现了较强的系统性特色:

1. 八大共核主题呈螺旋式上升

首先,本系列教材依据来自对大学生的调查数据,并按照大学公共英语学期教学时数,确立了 Education, Food, Knowledge and Skills, Sports, Digital Age, Environment, Fashion and Beauty, Career 八个学生感兴趣的大主题。这一主题确立机制因立足于大学生的自主选择,避免了教材编写者的主观臆断,提高了学生对教材内容的接受度,确保了选题的科学性。

其次,八大选题均可扩展。上述八大主题被确定为四册共核的八个选题范围,但每一领域可扩展至周边的相关话题,如 Fashion and Beauty 可以扩展至 Entertainment, Knowledge and Skills 可扩展至 Education 等,从而实际上使选题覆盖了大学生学习生活的主要方面。

再次,各分册就八大主题逐级深化。例如,Food 这一共核主题在第一册主要讨论大学生所关注的校园膳食问题;第二册扩展至世界烹饪饮食文化;第三册则提升至职场餐饮交际礼仪与文化;第四册提高学生实际应用英语的能力和应

试能力。由此,四个分册的内容在深度和广度上围绕八大主题领域呈现出螺旋式上升。

通过上述系统设计,本教材主题范围看似较小,实则保留了充足的扩展空间,同时强化了词汇的复现率,有利于基础较差的大学生集中精力,有的放矢,符合大学公共英语的教学实际,有利于提高教学效率。

2. 单元模块的纵横结构

从教材单元的横向来看,听、说、读、写、译等教学模块均统一于单元主题之下,符合综合性英语教材单元设计的普遍规律。其中,一般教材中主题统一难度较大的模块,如语法、听说、写作等模块在本系列教材中均最大程度地作了一体化设计,确保了单元内部语言表达的复现率。

从教材单元的纵向来看,个别模块除了横向统一于单元主题之下,还在纵向的八个单元中具有自身的内在线索,如听说、语法和写作(包括基础写作和实用写作)等模块的教学内容均按照一定的梯度,依循各自的线索逐次展开。其中,听说模块在第一、二册以语言表达的功能意念为主线,第三册则将共核的八大主题分别与特定的职业场景相关联,如,Food与“招待客户”、Knowledge and Skills与“岗前培训”、Sports与“企业文化和凝聚力工程”、Fashion and Beauty与“商务礼仪”,等等。

三、教材应用

本系列教材的设计体现了大学公共英语教学主流的教学模式与学习方法,对教与学双方均具有一定的示范作用和参考价值。

对教师而言,单元内部模块是按照“听说领先”的教学模式来安排的,强调大学公共英语教学对听说训练的重视。当然,教师也可根据学生实际情况,对语法和写作模块进行重点教学。

对学生而言,首先,本系列教材通过单元内部和分册纵向教学内容循序渐进的安排,引导学生逐步掌握英语语言基本用法和中西文化差异,提升其职业素养;其次,本系列教材抛弃了利用介绍学习方法的文章进行枯燥说教的做法,而是利用《自主练习》的自主学习体例设计引导学生进行系统的单元复习和巩固。

四、大学英语教育数字化教学辅助平台

随着教育部对大学英语教育改革的深入,尤其是增加听说教学的份量,并强调教学网络平台的重要性,数字化教学平台将成为大学英语教育面向未来的必备条件。平台可拓展教学空间和增强互动,同时,校企合作也需要一个联系的纽带。

因此在《前景大学英语》系列教材的基础上,我们推出了全新的大学英语教育数字化教学辅助平台,主要包括以下几个模块:

1. 自主学习模块:《前景大学英语》系列所有纸质教材都将转化为数字材料放置在教学平台里,供学生自主学习使用。

2. 教学辅助模块:包括教学参考书的 PPT 文档、电子教案、教学观摩视频材料、教学语料库资源,以及其他教师制作的教学资料等都将在平台上与教师共享。

3. 教学评价模块:包含学习监督、教学测评、师生互动等。

4. 教师之间,学生之间互动模块:使用《前景大学英语》系列教材的教师可以在这个平台上相互沟通教学经验和分享对方的教学资源;全国的学生可以在这个平台上交友,分享学习经验。

5. 校企互动模块:包含教师和企业关于职业教育等的互动;学生自主与企业的互动等。

《前景大学英语》系列教材体现了兼顾英语基础训练与职业英语应用的改革理念。当然,限于作者水平,偏颇与差错在所难免,请广大师生不吝指正。在编写过程中,复旦大学出版社提供了宝贵的用户调查信息,并在编辑工作和排版设计上投入了大量辛勤的劳动。深圳职业技术学院商务英语语料库建设项目组和商务部全国商务英语考试中心职场英语考试项目组在本系列教材的选材与设计上均给予了大力协助,在此一并表示感谢!

《前景大学英语》系列教材编写组

2011 年 7 月

使用说明

《前景大学英语》系列教材共分四册,每册包括《综合教程》、《教学参考书》和《自主学习》三个部分,其具体内容、结构及使用方法如下:

一、《综合教程》

《综合教程》每册包含8个单元。每个单元教学内容分为3个部分,预计需8学时完成。各院校也可按照自身的实际课时量和学生水平,有选择性地教学。每单元第一部分 Part A 为主课文模块(预计4学时),其导入部分有看图说话、听对话以及扩展讨论三个循序渐进的任务,内容已经初步涉及主课文的一些关键词和内容要点;第二部分 Part B 为副课文模块(预计2学时),其导入部分为听段落以及扩展讨论,其内容是对主课文内容的扩展,其难度一般较主课文有所提高;第三部分 Part C 为补充学习模块,安排有语音、功能意念听说、语法、写作、网络学习项目等子模块。

《综合教程》的单元设计思路明确,提倡以听说领先的教学模式,并较好地解决了一般综合性英语教材中出现的由听说导入但分量不足,或听说后置,与课文“两张皮”这两种问题,提高了听说教学在大学公共英语教学中的可操作性,并强调教师在以学生为学习主体的前提下应发挥重要的引导作用。

二、《教学参考书》

《教学参考书》的宗旨是方便教师使用。为了体现教学参考书的实用性和便利性,其排版采用了与《综合教程》同步对开的方式,即所谓的“左学右教”。比较特殊的是,本系

列教材的《教学参考书》是编者在总结其他教材的使用反馈之后,以尽量通俗和精炼的语言编写而成的。配套的教学课件为 PPT 演示文稿形式,其功能设计充分考虑了教师演示的实际,力求突出易用性,使教师易于上手;其内容除覆盖《教学参考书》书面材料外,还另外提供一定的参考例句,可有效减轻教师备课的压力。同时, PPT 课件自身具有开放性的特点,保留了教师自主修改课件的空间。

三、《自主练习》

《自主练习》分为复习 (Review) 和拓展练习 (Extended Exercises) 两个部分。复习模块主要引导学生围绕单元的词汇和句型进行回忆和巩固。其中,根据词义和词性联想进行默写等练习形式源自写作训练中 free writing 这一方法,有利于学生将已经输入但已沉入记忆深处的信息及时提升至预备输出的层面,从而避免在语言交际中出现“恍然大悟”式的马后炮,而慢慢形成“自然流露”的表达能力。此外,该模块有利于大学公共英语学生形成一定的学习习惯。拓展模块旨在进一步强化单元主题相关的语言表达及应用技能,其形式除了有要求较高的课文缩写训练之外,还有充足的阅读和听力训练。

Part C

Grammar	Functions and Notions	Writing	Workshop
Attributive Clause	Hopes and Desires	How to Write an Outline Form-filling	Knowing About Lifelong Learning
Adverbial Clause	Giving Views and Opinions	The Beginning of the Composition Certificate	Knowing Cultural Differences in Food
Substantive Clause	Reassuring and Persuading	The Middle Part of the Composition Postcard	Identifying Knowledge and Skills
Infinitive	Hesitation and Confidence	The Conclusion in Composition Memo	Knowing a Famous Athlete
V-ing	Complaining and Warning	Types of Writing (1): Narration Itinerary	Creating Your Own Blog
Non-finite Verb	Believing and Disbelieving	Types of Writing (2) : Description Business Letter Format	Designing a Green Living
Subjunctive Mood	Complimenting and Encouraging	Types of Writing (3): Argumentation Cover Letter	Reporting on Campus Fashion
Inversion Sentence	Ability and Inability	Types of Writing (4): Exposition Résumé	10 Typical Questions in a Job Interview

Part A



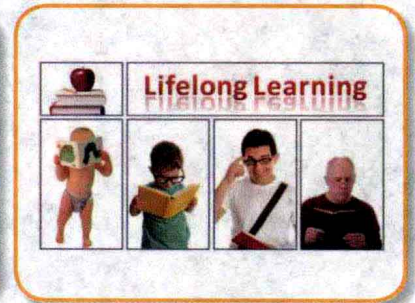
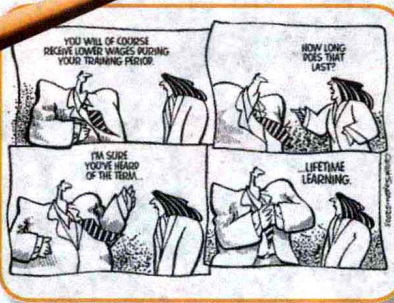
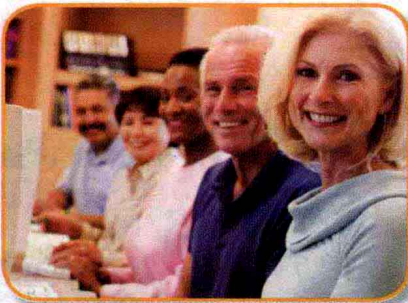
Lead-in

Task 1 Study the pictures and discuss the questions below in small groups.
Use the words given below if necessary.

Cues:

1. eager, learning, knowledge, praise-worthy
2. improve, wages, training, lifetime learning
3. build skills and knowledge, young, active, open to new experiences

1. Do you think it's too late for middle-aged people to go to college?
2. What does the second picture tell us?
3. Why do you think lifelong learning is important?



Task 2 Listen to the following short dialogues and fill in the blanks.

Dialogue 1

M: Hi, what have you been recently?

W: Study. You know, the exam is coming in two weeks.

M: Exam? What exam?

W: Oh, you don't know. It's for a certificate in

M: Great. Those skills are necessary and widely used.

W: Right. Plus, I want to learn something my major.

M: That's good. It's better to ourselves with multiple skills, which are what

employers look for.

W: Agree. That's why I've been teaching myself new things.

Dialogue 2

W: So you are also learning Electrical Engineering, right?

M: Yeah. What's up?

W: Nothing. Um ... I'm just curious about your future job preference.

M: Uh-huh ... What's the matter?

W: I mean, are you really gonna work as an electrician or something?

M: Quite likely. It's not all that bad, huh? What about you, by the way?

W: Actually I want to do something, you know, of nobler status.

M: Come on. We should act practically.

参 考 教 法

- 可先让学生读题,鼓励其根据上下文猜测空缺处的信息,教师不急于评价;
- 放完一遍录音后,核对答案,再结合学生的猜测给予分析解释;
- 根据学生理解情况,可再次播放录音,并讲解个别表达法;
- 时间允许的话,可问问学生是否在积极获取专业外的技能,以及是否愿意从底层做起。

Task 3 Discuss the following questions.

Suggested Answers:

- Currently, it's not easy for graduates with higher education degrees to find an ideal job, so some people argue that education is of little use. What's your view on this?
 - It's true that the job market is extremely tight, even for highly educated people. But it is notable that it's much more difficult for those with low diploma to get a job. Generally, the higher education one has received, the higher pay he may get.
 - Some people may find learning at school a difficult thing to do; they are good at doing business or something else, so they choose to step into the society at an early age. For all that, we shouldn't deny the value of education.
- How do you understand the saying "It's never too old to learn"?

I think it's reasonable. Students should acquire as much knowledge as possible so as to know better about the outside world and develop themselves for their future career. Furthermore, the world keeps changing. There is always something new to learn. Constant learning can make people more learned and experienced so that they can catch up with the changing world.

设 计 思 路

- 该部分既延续了听力练习中的话题讨论,又结合主课文作了一定的延伸,以进一步导入单元大主题,切入主课文。

参 考 教 法

- 可采用分组讨论或个别提问方式。鼓励学生根据提示词汇展开联想,给出答案,也可以按照自己的想法表达,不一定局限于提示词汇的思路。

Text A Why We Need New Skills

Language and Cultural Points in the Text

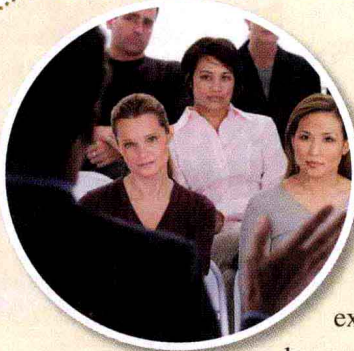
Paragraph 1

◆ **recession**: *n. a general slowdown in economic activity*

Note: "The recession" here refers to the worldwide financial

crisis since 2008 and its aftermath.

◆ **erase**: *v. to remove all traces of something*



2 But getting a diploma isn't the whole solution, as the strategy of building a lifelong career around a single trade or degree no longer applies. Now it's more a matter of life-long learning. Fast-changing technologies can destroy old industries overnight, devaluing once-prized skills. New industries spring up, requiring knowledge that barely existed five years ago. Employers, meanwhile, have become stingier about training workers. People have to

look out for their multiple skill set.

3 Targeting changes in the economy, and the jobs likely to result, is one way to focus your learning strategy. A rise in the number of insured people seeking primary care after health reform², for example, will create demand for nurses interested in becoming nurse practitioners. A push for green practices will require battery chemists, environmental engineers, and lots of workers who can upgrade building insulation. But experts caution against investing too much time or money in technical learning that's not transferable. Consulting firm McKinsey warns that the promise of innovative new fields often falls short³, while people overlook simpler opportunities. For all the focus on high-tech jobs, for instance, studies report a shortage of electricians, carpenters, salespeople, and customer service reps in certain sectors.

4 The good news is that even modest efforts to get smarter and branch out beyond your area of specialty can provide an edge over the competition. What most employers want these days is people with "multiple skill sets." That could be manufacturing workers who know how to manage projects or salespeople who understand social media. But you don't need to spend a fortune to develop multidisciplinary skills. And if you hit a dead end in your chosen field, look outside your industry.⁴ For instance, if you do supply chain management in manufacturing, maybe look in healthcare.⁵

5 People can teach themselves new skills using the Internet and books, or by taking classes, once they know what's needed in their industry or profession. Find out by reading trade journals, networking, and asking people who do the hiring. "There are a lot of people with bachelor's degrees who are in their 30s and 40s who are enrolled in community colleges," says Carl Schramm, CEO of the nonprofit Kauffman Foundation.⁶ "It doesn't need to be getting a new degree. It could be computer skills."

e.g. He erased the pencil marks to keep the book clean.
 为保持书的整洁, 他擦去了铅笔痕迹。
 She had to erase all thoughts of failure from her mind.
 她必须抹去脑海里所有关于失败的记忆。

Paragraph 2

- ◆ **devalue:** *v. to give a lower value to something*
 devalue the dollar/pound/mark
 使美元/英镑/马克贬值
- e.g. Let's not devalue his works unjustly.
 我们不要不公正地贬低他的作品。
- ◆ **spring up:** *to appear, develop, grow quickly or suddenly*
 e.g. Weeds are springing up everywhere.
 很快到处都长满了杂草。
 New houses were springing up all over the town.
 全镇各处很快盖起了新房子。
- ◆ **stingy:** *a. spending, using or giving unwillingly; mean*
 e.g. Don't be so stingy with the sugar!
 别那么吝惜糖!
 It is strange that such a rich man should be so stingy.
 说来真怪, 这么有钱的人居然那么小气。

Paragraph 3

◆ **health reform**

Note: Here "health reform" refers to U.S. President Obama's top domestic priority since 2009, which makes health care more affordable, holds insurers more accountable, expands coverage to all Americans and makes health system sustainable.

- ◆ **upgrade:** *v. to raise sb./sth. to a higher grade or rank*
 e.g. She was upgraded to sales director.
 她被提升为销售总监。
 The money will enable us to upgrade the town's leisure facilities.
 我们可以用这笔钱来更新镇上的休闲设施。
- ◆ **caution:** *v. to warn (sb.) to be careful*
 e.g. We were cautioned not to drive too fast.
 有人提醒我们不要把车开得太快。
 I must caution you against the danger.
 我必须告诫你要谨防危险。
- ◆ **transferable:** *a. able to be moved from one place, person or use to another*
 e.g. I'd like to remind you that this ticket is not transferable.
 我想提醒您, 该票不可以转让。
 We aim to provide our students with transferable skills.
 我们旨在培养学生掌握灵活的技能。
- ◆ **consult:** *v. to go to (a person, book, etc.) for information, advice, etc.*
 e.g. consult one's lawyer/a map/a dictionary
 请教律师/查看地图/查阅词典

You had better consult a doctor soon.
 你最好快点去看医生。

◆ **McKinsey**

Note: A global management consulting firm that focuses on solving issues of concern to senior management. McKinsey serves as an adviser to many businesses, governments, and institutions. It is recognized as one of the most prestigious firms in the management consulting industry.

- ◆ **innovative:** *a. introducing or using new ideas, ways of doing something, etc.*
 e.g. I worked in a very innovative company.
 我在一家极富创新精神的公司工作。
 There will be a prize for the most innovative design.
 最富有创意的设计将会获奖。

Paragraph 4

◆ **branch out:** *to expand*

e.g. The company began by specializing in radios but has now decided to branch out into computers.
 该公司一开始专营无线电器材, 现在已决定扩展业务经营计算机了。
 That Chicago businessman tried to branch out by opening several restaurants in the suburbs.
 那个芝加哥商人想在郊区开几家餐馆以扩大他的业务。

- ◆ **hit a dead end:** *to be in trouble; to go with no progress or change*
 e.g. The negotiation has hit a dead end.
 谈判陷入了僵局。
 Mary seemed to hit a dead end in her detective work.
 玛丽的侦探工作似乎陷入了僵局。

◆ **supply chain management**

Note: The management of a network of interconnected businesses involved in the ultimate provision of product and service packages required by end customers. Supply chain management spans all movement and storage of raw materials, work-in-process inventory, and finished goods from point of origin to point of consumption.

Paragraph 5

- ◆ **enroll:** *v. to become or make (sb.) a member (of sth.)*
 e.g. We enrolled him as a member of the society.
 我们已吸收他为会员。
 I enrolled at the University of Vienna.
 我报名就读维也纳大学。
- ◆ **Kauffman Foundation:** *a non-profit foundation based in Kansas City, USA to focus on entrepreneurship*



6 Since many companies have cut back on in-house training, even people with stable jobs seek out mentors and take leadership development courses.⁷ You should also get used to the idea that learning new skills is anything but a temporary assignment. Your competitors are doing it. That new knowledge just might turn out to be your strongest asset. (487 words)

Words & Expressions

recession /rɪ'seʃən/ <i>n.</i>	衰退; 不景气
erase /ɪ'reɪz/ <i>v.</i>	<i>to remove all traces of something</i> 消除; 抹去
devalue /di:'vælju:/ <i>v.</i>	<i>to give a lower value to something</i> 贬值; 减值
stingy /stɪndʒɪ/ <i>a.</i>	<i>spending, using or giving unwillingly; mean</i> 吝啬的; 缺乏的
practitioner /præk'tɪʃənə(r)/ <i>n.</i>	从业者; 开业者
upgrade /ʌpgreɪd/ <i>v.</i>	<i>to raise sb./sth. to a higher grade or rank</i> 使升级; 提升
insulation /ɪnsju'leɪʃən/ <i>n.</i>	绝热; 绝缘; 隔离
caution /kə:'ʃən/ <i>v.</i>	<i>to warn (sb.) to be careful</i> 警告; 劝……小心
transferable /træns'fɜ:rəbl/ <i>a.</i>	可转移的; 可转换的; 可传递的
consult /kən'sʌlt/ <i>v.</i>	<i>to go to (a person, book, etc.) for information, advice, etc.</i> 咨询; 商议; 请教
innovative /ɪnəʊ'veɪtɪv/ <i>a.</i>	创新的, 革新的
shortage /ʃɔ:tɪdʒ/ <i>n.</i>	不足, 缺乏
electrician /ɪlek'trɪʃən/ <i>n.</i>	电工; 电学家
rep /rep/ <i>n.</i>	(=representative) 代表
sector /sektə(r)/ <i>n.</i>	部分; 部门; 地区
specialty /speʃəltɪ/ <i>n.</i>	专业
multidisciplinary /mʌltɪ'dɪsɪplɪnəri/ <i>a.</i>	多学科的
enroll /ɪn'rəʊl/ <i>v.</i>	<i>to become or make (sb.) a member of (sth.)</i> 登记; 招收; 使入学; 参加
foundation /faʊn'deɪʃən/ <i>n.</i>	基金, 基金会; 基础
stable /steɪbl/ <i>a.</i>	稳定的
mentor /mento:(r)/ <i>n.</i>	导师
spring up	出现
branch out	扩展 (业务)
seek out	寻找

Paragraph 6

◆ **in-house training:** the training of staff in a company to improve productivity and skills to handle changes in the business of the company

◆ **mentor:** n. an experienced person who advises and helps a less experienced person

◆ **seek out:** to find out; to select

e.g. How can we seek out some really good books for the students to read during the summer vacation?

我们如何能找出一些好书让学生们暑假读读?

A salesman's job is to seek out customers.

推销员的工作就是寻找客源。

◆ **get used to:** having learned to accept something; accustomed to something

e.g. It is difficult to get used to another country's customs.

要适应另一国家的风俗习惯是很困难的。

In football you have to get used to hard knocks.

踢足球就要经得起激烈碰撞。

◆ **asset:** n. valuable or useful quality or skill

e.g. Good health is a great asset.

健康就是莫大的财富。

The tennis player's speed is his great asset.

那个网球运动员动作迅速,这是他的最大优势。

Text Translation

我们为何需要掌握新技能

如果有人曾怀疑过教育的价值,那么经济萧条时期的就业状况则消除了此类质疑:持有大学或更高文凭者的失业率低于 5%,高中文凭持有者的失业率高于 9%,而未获高中文凭者的失业率最高,达到 14%。显然,接受教育是值得的。

但获取文凭并非万全之策,因为仅凭一技之长或一纸文凭就能构建终身事业的策略已不再可行。如今更重要的是终身学习。日新月异的技术能在一夜之间使旧的行业消失,让曾经倍受重视的技能贬值。许多新行业涌现出来,它们需要的知识在 5 年前几乎不存在。同时,雇主们越来越不愿出资培训员工。人们不得不想方设法掌握多种技能。

密切关注经济形势变化,留意有发展前景的工作,这是调整学习策略的办法。比如,医疗改革之后,基础保健的投保人数急剧增长,这就给那些想要成为护理师的护士们提供了机会。要倡导环保,就需要电池化学家、环境工程师以及大量能够改良建筑隔热效果的工作者。但是专家提醒,对那些不能转化的技能知识的培训,我们不宜投入太多的时间和金钱。麦肯锡咨询公司警告说,尽管在高新领域的就业机会不大,但人们还是趋之若鹜,却忽略一些更容易得到的机会。比如,人们都把眼光放在高科技工作上,但研究报告表明有些行业缺乏电工、木匠、推销员及客服代表。

可喜的是,对于使自己变得更智睿、拓展自身专业外能力的努力,即使是一点点,都可以使人们获得竞争优势。现在雇主们大都想要“身兼多技”的员工,这种员工可能是懂得项目管理的制造工人,也可能是了解社会媒体的推销员。但你也不必花大笔钱去学习多领域的技能。如果你在自己选定的领域已走到尽头,再无发展空间,那你可以看看其他行业。比如,从事制造业供应链管理的,可以尝试保健行业的工作。

人们一旦了解自己的行业或职业需求,就可以通过因特网和书籍自学新技能,也可以为此参加学习班。他们可以阅读行业期刊,可以上网学习,也可以请教负责招聘的人士。“很多在社区大学学习的学士学位获得者都已 30 多岁或 40 多岁了,”非营利性的考夫曼基金会总裁卡尔·施拉姆指出,“他们不一定要获得新学位,可能只是为了学习某项技能,如计算机技能。”

因为许多公司已减少内部培训,因此即使是工作稳定者也会去寻找指导老师,并参加领导力开发课程。你还得明白,学习新技能绝不是一件临时工作。你的竞争对手们都在学习。你学到的那些新知识也许会成为你最大的资本。