



普通高等教育“十一五”国家级规划教材

NEW ESSENTIAL COLLEGE ENGLISH

新起点

[修订版]

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大学基础英语教程

总主编：杨治中 主 编：王海啸



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读写教程
教师用书

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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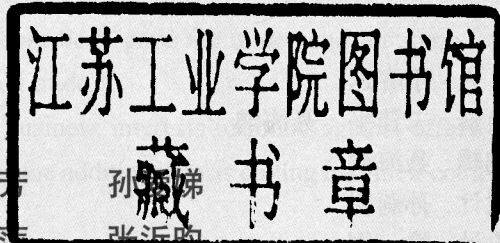
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外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

图书在版编目(CIP)数据

新起点大学基础英语教程. 读写教程教师用书. 4 / 杨治中主编; 王海啸分册主编; 王海啸等编. — 修订本. — 北京: 外语教学与研究出版社, 2009. 8
ISBN 978-7-5600-8957-7

I. 新… II. ①杨… ②王… ③王… III. ①英语—阅读教学—高等学校: 技术学校—教学参考资料 ②英语—写作—高等学校: 技术学校—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2009) 第 154528 号

出版人: 于春迟

项目负责: 王建平 聂海鸿

责任编辑: 聂海鸿

封面设计: 孙莉明

版式设计: 涂 俐

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京爱丽龙印刷有限责任公司

开 本: 787×1092 1/16

印 张: 16.25

版 次: 2009 年 8 月第 1 版 2009 年 8 月第 1 次印刷

书 号: ISBN 978-7-5600-8957-7

定 价: 29.90 元

* * *

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物料号: 189570001

前 言

高职高专教育是我国高等教育的一个重要组成部分, 高职高专学生是我国大学生中一个十分重要的群体。针对这一学生群体的特点, 教育部于2000年颁布了《高职高专教育英语课程教学基本要求》(试行)。该《基本要求》明确指出, 高职高专的英语教学应该以培养学生实际运用语言的能力为目标, 突出教学内容的实用性和针对性。

根据《基本要求》的这一指导思想, 外语教学与研究出版社组织编写了《新起点大学基础英语教程》系列教材。这套教材自2004年出版以来, 被众多高职高专院校采用, 作为提高学生英语综合应用能力的主要教材, 受到师生的广泛好评。近年来, 随着我国社会与经济的发展, 国家对高职高专院校人才培养提出了更明确的要求, 高职高专院校的英语教学改革也在不断深入。面临新的发展和新的要求, 《新起点大学基础英语教程》的编者遵循教育部的指导方针, 结合实际使用中的反馈意见, 经过认真细致的调研、策划与筹备, 对教材进行了认真修订, 以满足新形势下高职高专英语教学的需求。

为配合高职高专院校的教学安排, 《新起点大学基础英语教程》(修订版) 每册调整为10个单元, 删除并更换了部分选篇。其中《读写教程》还重新编写了语法内容, 应用英语写作的教学从第一册开始。此外, 《读写教程》和《听说教程》还配备了助学光盘, 使该套教材更加立体化。

《新起点大学基础英语教程》(修订版) 设1-4级, 供两个学年使用。每一级别均由《读写教程》、《听说教程》、《学习方法与阅读》和《自主综合训练》组成。与教材配套的还有录音带、助学光盘、电子课件和试题库, 各院校可根据实际需要选择使用。

编 者

2009年2月

编写说明

本书是与《新起点大学基础英语教程 读写教程》相配套的教师用书。《读写教程》的编写思想是以学生和学习为中心,在教学过程中努力创造丰富的语言学习和语言使用的机会,在培养阅读、写作和翻译能力的同时,兼顾听力和口头表达能力的训练,使学生的英语语言能力得到综合发展。《读写教程》的单元编写是以阅读课文为核心,利用教材中所提供的形式多样的练习,使学习者通过自下而上、从内容到形式、输入与输出的多重反复等学习活动,不断加深对所学技能与知识的掌握。

在教师用书的编写中,我们秉承了学生用书的编写思想,不但提供了传统教师用书提供的课文译文和练习答案,更主要的是提供了大量的可供教师在课内组织学生进行多维度语言训练的活动设计。全书共分10个单元,每单元由3部分组成,第一部分为课堂活动设计和阅读课文的中文译文。第二部分提供了相关的背景知识材料。第三部分为练习答案。

单元各部分的主要内容与编写目的是:

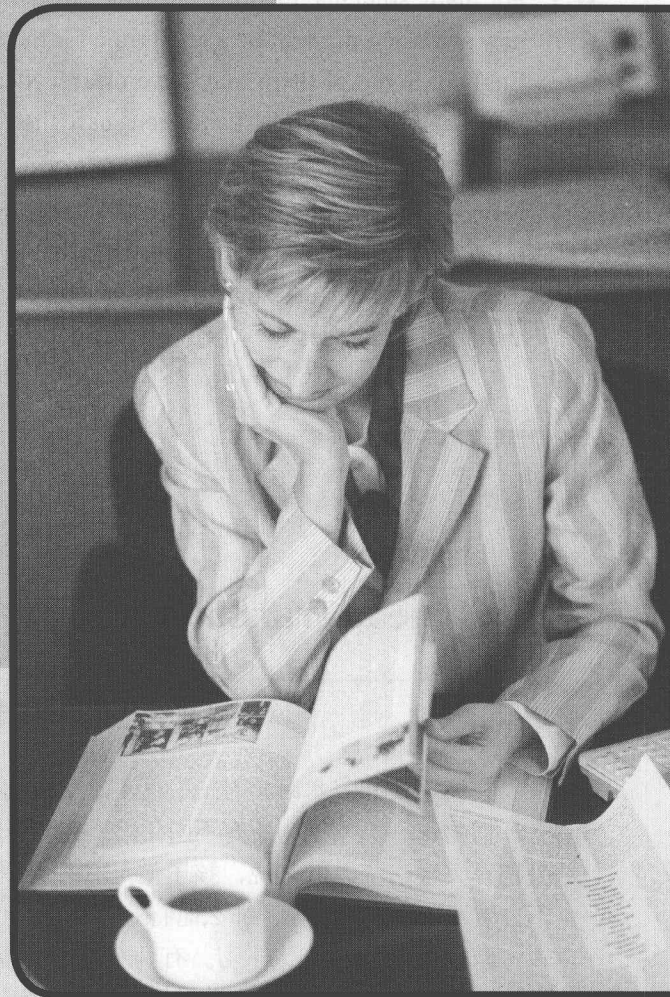
项 目	主要内容及编写目的	
Session One and Session Two	Opening Session/ Revision of Text A	第一次课的 Opening Session: 复习前一次课的教学内容,处理相关练习;第二次课的 Revision of Text A: 以笔头或口头等形式复习前一课处理的 Text A。
	Chinese Translation of Reading Texts	提供课文的中文译文,供教师在处理课文中参考使用。
	Before Reading	这一部分安排了一些与课文主题相关的交际性活动,激发学生对课文学习的兴趣,激活相关的背景知识和语言知识。
	After Reading	以对话、翻译、改写、浏览、造句、词型转换等形式练习课文中出现的相关词语、句型等。
	Homework	复习本单元已学内容,处理相关练习,预习下一次课的教学内容。
Additional Resources	提供相关的背景知识材料。教师可以利用这些材料设计相关的阅读、听力、写作或口语练习。	
Key to Exercises	提供本单元所有练习的答案,供教师在教学中参考。建议教师尽量避免机械地与学生对答案,可考虑在教学过程中穿插处理相关练习,或在课堂中用翻译、快速查找、句型转换等形式处理练习,适当的时候还可以引进抢答、猜谜等活动形式,增加练习处理的趣味性,提高学生的学习兴趣。	

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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.

- 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*)

- 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*

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

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 and 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