

# 大学创新英语

Innovative English  
*Integrated Course*

## 综合教程 2

总主编 安晓灿 全冬 主编 全冬 刘寅齐

高等教育出版社

# 大学创新英语



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## 综合教程 2



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# 前言

2015年教育部、国家发改委和财政部联合下发《关于引导部分地方普通本科高校向应用型转变的指导意见》，指出“地方本科院校转型发展要确立应用型的类型定位和培养应用型技术技能型人才的职责使命，深化人才培养方案和课程体系改革。”同年，教育部高等学校大学外语教学指导委员会研制的《大学英语教学指南》（以下简称《教学指南》）明确提出：“大学英语教育必须服务于学校和专业人才培养的总目标。”2018年教育部国家语言文字委员会颁布的《中国英语能力等级量表》（以下简称《能力量表》）为中国外语教育教学标准的制定、教学内容的规划和教材与考试的研发提供了切实可行的标准参照。

《大学创新英语》就是根据国家对地方院校转型发展的要求和对外语教育的指导方针，汲取现代外语教育理念和研究成果，以《教学指南》设定的“基础目标”为依据，针对地方院校学生入学时英语能力接近或低于《能力量表》规定的四级水平而研发的一套全新的大学英语立体化系列教材。

本系列教材以“应用型人才”应具备的社会主义核心价值观和涉外工作所需的语言知识与技能为主线，创建“人与社会+人与文化+人与科技”的内容体系，构建以iSmart智能学习平台为依托、集在线课程和新形态教材于一体的学习资源与模式，力图解决学生英语入学水平较低且英语课时缩减与用人单位和学生对英语表达能力要求较高的矛盾，对教师进行混合式教学和学生利用移动终端进行课下自主学习提供方便和技术支持。

本系列教材的设计参照应用型本科学校人才培养方案1—2学年的课程设置，分三册，每册书按约60学时设计。第一册主题是“人与社会”，第二册主题是“人与文化”，第三册主题是“人与科技”。每册书由综合教程和与之配套的教学参考书、同步练习和在线课程组成。综合教程由8个单元组成，单元设计凸显主题内容和听、说、读、写、译技能训练的整体性。每个单元分为“Let's Listen and Talk, Let's Read and Explore, Let's Summarize and Write, Let's Consolidate and Develop, Let's Design and Report”5个部分，引发学生的参与热情、培养其学习意识与自我责任。每部分围绕单元主题设计了以iSmart智能学习平台为依托的Pre-class Activities, In-class Activities, After-class Activities，活动设计体现以学生为中心的教学理念，把学习置于真实的项目活动中，激发学生投入情感和认知，便于教师组织翻转课堂，指导学生进行探究式学习，使学生的语言应用能力与“应用型人才”应具备的核心价值观同时发展，在学习、生活、社会交往和未来职业生涯中能够担起责任，具备能力，满足国家、社会和个人发展的需求。教学参考书提供单元教学目标、主题导入视频、背景知识、文化注释、难句释义、重点词语学习、参考译文、音频文字稿与练习答案，以及课下在线学习资源与答案。同步练习与综合教程的8个单元配套，为巩固和扩展综合教程的内容设计，练习内容涵盖词汇和语法结构、听力理解、阅读理解、英译汉和汉译英段落翻译、体现主题的一般写作和应用写作，以及相关的测试题。

本书为综合教程第二册。8个单元围绕“人与文化”展开，内容涉及教育本质、体育真谛、戏剧魅力、电影人生、品茗生活、建筑文化、会展设计等。语言技能训练从听说入手，本着先输入后输出的语言教

学原则，侧重如何表达计划、能力、喜恶、评价、偏好、赞扬、异同和确定性，练习设计实用且活泼，突出“应用技术人才”实用口头交际能力的培养；阅读教学从课前准备练习开始，层层递进，环环相扣，激发思考与归纳总结，重在培养学生的探究能力、合作能力和思辨能力；应用文体阅读和写作选择书信往来、比赛海报、节目单、影片简介、产品介绍、大赛通知、导游词、会展广告等社会交往中必备的实用技能，对其进行归纳总结性的教学、训练与实操；语法项目的设计以巩固与提高为目的，侧重对非谓语句、名词性从句，定语从句和状语从句的主要规则的总结和训练；单元最后部分是项目教学，引导学生利用单元所学内容和技能，以小组形式进行合作学习，根据给定的题目进行调研和设计，并要求学生对项目设计的结果进行课上汇报。为了便于学生对学习效果进行自我检测，在线开放课程给学生提供丰富的测试资源。

本套教材的研发是校校联合、集体科研和智慧的结晶。韶关学院安晓灿教授和重庆科技学院全冬教授担任总主编，大连理工大学孔庆炎教授和上海交通大学刘鸿章教授担任总主审。

《大学创新英语综合教程2》的编写工作由重庆科技学院大学英语教学团队集体完成。全冬教授和刘寅齐教授担任主编，陈刚副教授和周岐晖教授担任副主编；1—8单元的编者是况东林、杨志强、陈崇国、肖隽逸、许吟雪、魏澜、郑玮、周洪梅。

《大学创新英语》的研发在调研过程中得益于多所应用型本科院校领导、教务处长和外语院系负责人的建议与支持，在此一并表示感谢！

《大学创新英语》是我们在新形势下推进应用型本科教育大学英语课程教学内容和教学模式改革与建设方面的一次大胆的尝试，其中定会存在不当和疏漏之处，敬请使用者批评指正。

编者

2018年12月

## UNIT 1

Let's Listen and Talk	Let's Read and Explore	Let's Summarize and Write	Let's Consolidate and Develop	Let's Design and Report
<p>Expressing <i>hopes and plans</i> Talking about <i>the benefits of education</i></p>	<p>Exploring <i>the purpose of education</i></p> <ul style="list-style-type: none"> <li>Words and expressions about <i>education-can-do</i></li> <li>Presenting <i>The purpose of education in the 21st century</i></li> </ul> <p>Understanding <i>a degree program</i></p> <ul style="list-style-type: none"> <li>Components</li> <li>Language features</li> <li>Words and expressions related to <i>Education</i></li> </ul>	<p>Writing <i>a letter</i></p> <ul style="list-style-type: none"> <li>Usual format</li> <li>Letter components</li> </ul> <p>Writing a letter about <i>education reform</i></p>	<ul style="list-style-type: none"> <li>Grammar: <i>Infinitive</i></li> <li>Writing Skills: <i>Topic Sentence</i></li> <li>Translation Practice: <i>Education</i></li> </ul>	<p>Designing <i>a curriculum plan for your degree</i></p> <ul style="list-style-type: none"> <li>Identifying the task</li> <li>Completing the task</li> <li>Assessing the task</li> </ul>

## UNIT 2

Let's Listen and Talk	Let's Read and Explore	Let's Summarize and Write	Let's Consolidate and Develop	Let's Design and Report
<p>Expressing <i>abilities or inabilities</i> Talking about <i>how doing sports benefits you</i></p>	<p>Exploring the <i>Sportsmanship</i></p> <ul style="list-style-type: none"> <li>Words and expressions about <i>sports-can-do</i></li> <li>Presenting <i>How I keep up doing physical exercise</i></li> </ul> <p>Understanding <i>Virtual/Online Fitness Coach</i></p> <ul style="list-style-type: none"> <li>Components</li> <li>Language features</li> <li>Words and expressions related to <i>Sports</i></li> </ul>	<p>Making <i>an English flyer</i></p> <ul style="list-style-type: none"> <li>Flyer components</li> <li>Expressions related to flyers</li> </ul> <p>Designing <i>a recruitment flyer</i></p>	<ul style="list-style-type: none"> <li>Grammar: <i>Present Participle</i></li> <li>Writing Skills: <i>Paragraph by Chronological Sequence</i></li> <li>Translation Practice: <i>Dragon Boat Race</i></li> </ul>	<p>Conducting <i>a survey about the Status Quo of College Students' Sports Habits and health</i></p> <ul style="list-style-type: none"> <li>Identifying the task</li> <li>Completing the task</li> <li>Assessing the task</li> </ul>

## UNIT 3

Let's Listen and Talk	Let's Read and Explore	Let's Summarize and Write	Let's Consolidate and Develop	Let's Design and Report
<p>Expressing <i>likes or dislikes</i> Talking about <i>how much you know about operas</i></p>	<p>Exploring the <i>Opera</i> — <i>The Passion of My Lifetime</i></p> <ul style="list-style-type: none"> <li>Words and expressions about <i>opera-can-do</i></li> <li>Presenting <i>Opera House, Go into or Leave?</i></li> </ul> <p>Understanding <i>Masks of Chinese Opera</i></p> <ul style="list-style-type: none"> <li>Components</li> <li>Language features</li> <li>Words and expressions related to <i>Opera</i></li> </ul>	<p>Making <i>a program</i></p> <ul style="list-style-type: none"> <li>Program components</li> <li>Expressions related to <i>Program</i></li> </ul> <p>Designing <i>an opera program</i></p>	<ul style="list-style-type: none"> <li>Grammar: <i>Gerund</i></li> <li>Writing Skills: <i>Paragraph by cause and effect</i></li> <li>Translation Practice: <i>Peking Opera</i></li> </ul>	<p>Writing <i>a skit</i></p> <ul style="list-style-type: none"> <li>Identifying the task</li> <li>Completing the task</li> <li>Assessing the task</li> </ul>

## UNIT 4

Let's Listen and Talk	Let's Read and Explore	Let's Summarize and Write	Let's Consolidate and Develop	Let's Design and Report
Expressing <i>recommending a movie</i> Talking about <i>movies you like to recommend</i>	Exploring <i>Why We Watch Movies</i> <ul style="list-style-type: none"> <li>Words and expressions about <i>movies-can-do</i></li> <li>Presenting <i>Why We Watch Movies</i></li> </ul> Understanding <i>My Favourite Old Movies</i> <ul style="list-style-type: none"> <li>Components</li> <li>Language features</li> <li>Words and expressions related to <i>Feelings and Reactions Towards Different Movies</i></li> </ul>	Making a <i>movie event poster</i> <ul style="list-style-type: none"> <li>Poster components</li> <li>Expressions related to <i>poster</i></li> </ul> Designing a <i>movie poster</i>	<ul style="list-style-type: none"> <li>Grammar: <i>Past Participle</i></li> <li>Writing Skills: <i>Paragraph by process</i></li> <li>Translation Practice: <i>The Battle of Dingjunshan</i></li> </ul>	Writing a <i>movie review</i> <ul style="list-style-type: none"> <li>Identifying the task</li> <li>Completing the task</li> <li>Assessing the task</li> </ul>

## UNIT 5

Let's Listen and Talk	Let's Read and Explore	Let's Summarize and Write	Let's Consolidate and Develop	Let's Design and Report
Expressing <i>preference</i> Talking about <i>the benefits from tea</i>	Exploring the <i>Origins of Tea in UK Society</i> <ul style="list-style-type: none"> <li>Words and expressions about <i>describing tea</i></li> <li>Presenting <i>Instant tea or Gong Fu Cha</i></li> </ul> Understanding the <i>Gong Fu Cha Ceremony</i> <ul style="list-style-type: none"> <li>Procedure</li> <li>Language features</li> <li>Words and expressions related to <i>Tea</i></li> </ul>	Making a <i>product introduction</i> <ul style="list-style-type: none"> <li>Introduction components</li> <li>Expressions related to <i>introduction</i></li> </ul> Designing a <i>product introduction</i>	<ul style="list-style-type: none"> <li>Grammar: <i>Noun Clause</i></li> <li>Writing Skills: <i>Paragraph by examples</i></li> <li>Translation Practice: <i>Chinese Tea</i></li> </ul>	Designing a <i>presentation on your favourite tea</i> <ul style="list-style-type: none"> <li>Identifying the task</li> <li>Completing the task</li> <li>Assessing the task</li> </ul>

## UNIT 6

Let's Listen and Talk	Let's Read and Explore	Let's Summarize and Write	Let's Consolidate and Develop	Let's Design and Report
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## UNIT 7

Let's Listen and Talk	Let's Read and Explore	Let's Summarize and Write	Let's Consolidate and Develop	Let's Design and Report
<p>Expressing <i>similarities and differences</i></p> <p>Talking about <i>the ancient buildings or modern ones</i></p>	<ul style="list-style-type: none"> <li>• Exploring <i>Culture and its Manifestation in Design</i></li> <li>• Words and expressions about <i>the relation between Architecture and Culture</i></li> <li>• Presenting <i>the Influence of Chinese Culture on Forbidden City</i></li> </ul> <p>Understanding <i>How a Novel Saved Notre-Dame and Changed Perceptions of Gothic Architecture</i></p> <ul style="list-style-type: none"> <li>• Components</li> <li>• Language features</li> <li>• Words and expressions related to <i>Architecture</i></li> </ul>	<p>Making a <i>tour guide presentation</i></p> <ul style="list-style-type: none"> <li>• Features</li> <li>• Expressions related to <i>architecture</i></li> </ul> <p>Preparing a <i>tour guide presentation</i></p>	<ul style="list-style-type: none"> <li>• Grammar: <i>Non-restrictive attributive clause</i></li> <li>• Writing Skills: <i>Paragraph by spatial order</i></li> <li>• Translation Practice: <i>The Great Wall</i></li> </ul>	<p>Designing <i>Introduction to a wonderful Chinese landmark</i></p> <ul style="list-style-type: none"> <li>• Identifying the task</li> <li>• Completing the task</li> <li>• Assessing the task</li> </ul>

## UNIT 8

Let's Listen and Talk	Let's Read and Explore	Let's Summarize and Write	Let's Consolidate and Develop	Let's Design and Report
<p>Expressing <i>certainty and possibility</i></p> <p>Talking about <i>why we attend exhibitions</i></p>	<p>Exploring the <i>Exhibitions Theme</i></p> <ul style="list-style-type: none"> <li>• Words and expressions about <i>enterprises-benefit-from-exhibitions</i></li> <li>• Presenting <i>the theme of our dormitory exhibition</i></li> </ul> <p>Understanding <i>What I Learned from Attending the NYNOW Gift Expo</i></p> <ul style="list-style-type: none"> <li>• Components</li> <li>• Language features</li> <li>• Words and expressions related to <i>Exhibition</i></li> </ul>	<p>Making an <i>exhibition invitation</i></p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Expressions related to <i>Invitation</i></li> </ul> <p>Designing an <i>exhibition invitation</i></p>	<ul style="list-style-type: none"> <li>• Grammar: <i>Adverbial Clauses</i></li> <li>• Writing Skills: <i>Paragraph by classification</i></li> <li>• Translation Practice: <i>China Import and Export Fair</i></li> </ul>	<p>Designing an <i>exhibition booth to display your campus life</i></p> <ul style="list-style-type: none"> <li>• Identifying the task</li> <li>• Completing the task</li> <li>• Assessing the task</li> </ul>

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## Part ① Let's Listen and Talk

### Pre-class Activities

- 1 1.1 Listen to the following passage, fill in the blanks and answer the question.

#### Why I Let My Daughter Get a “Useless” College Degree?

Randye Hoder

My oldest child, Emma, just returned to campus after a long holiday break to

1. \_\_\_\_\_ her last semester of college.

But before she had even put the final period on her senior thesis, friends and family had begun bombarding me with one question: What is she going to do after

2. \_\_\_\_\_?

The job market is, after all, 3. \_\_\_\_\_. Just this month, the Federal Reserve Bank of New York released a study showing that “recent graduates are increasingly working in 4. \_\_\_\_\_ or working part-time,” if they’re lucky enough to find work at all.

**Question:** Why does the title say a college degree is useless?

**Answer:** \_\_\_\_\_



- 2 Some people in China think we are also confronted with the same problem. Do you agree? Let's look at ourselves first by completing the table below.

During <i>Gaokao</i>		Present	
Major	Plan after Graduation	Major	Plan after Graduation

- 3 Do some preparative exercises on how to express hopes and plans. Match the words in Column A with the situations in Column B.



- 4 Read aloud the sentences which use hope, wish, plan and intend.



## In-class Activities

- 1 Group Work: Take turns reading aloud your table in Activity 2 in Pre-class Activities. Complete the following table by listening carefully to your peers.

	During <i>Gaokao</i>		Present	
	Major	Plan after Graduation	Major	Plan after Graduation
1				
2				
3				
4				

### Tips

- I wished ... / I hoped ... when I was upon *Gaokao*.
- I'm planning to ... after graduation.

**2** Talk about usual plans of your college students with your peers. The following questions may help you.

- What is your college entrance objective?
- What are you going to do after graduation?
- Any plan to ...?
- Are you thinking of ...?
- Do you have any intention of ...?
- Is it your intention to ...?

**3**  **1.2** Listen to a conversation between Michael and Xiao, and fill in the missing words and underline those expressions of hopes and plans.

Michael: Hey, Xiao, you look worried. What's the matter?

Xiao: Well, before coming to college, I had hoped that I could find a 1. \_\_\_\_\_ after graduation. But it is reported that many college graduates are unemployed, or the average salary is a bit too low.

Michael: Don't get fooled by such reports. There are lots of similar reports and discussions in the United States too. Look around and you'll find that individuals with higher levels of education earn more and are more likely to get 2. \_\_\_\_\_.

Xiao: But what I hear is that there is no difference between college graduates and migrant rural workers. Some classmates even wished they could drop out of school and start a business.

Michael: For the labor-intensive job, it may be the case. Ok, I'll change what I said. Individuals with higher levels of education have more 3. \_\_\_\_\_ and are more likely to get promoted in work, especially for technical positions. Are you thinking of working on the assembly line for a life time?

Xiao: I see what you mean. Then, I'm planning to change my major.

Michael: What was your college entrance objective?

Xiao: While in *Gaokao*, I fully intended to choose civil engineering. I thought it's easy to land a job and earn more. But I'm an English major now.

Michael: You are still short-sighted. Employment isn't the only advantage of college education. It teaches you how to manage yourself and be responsible, how to use knowledge and it gives you a much 4. \_\_\_\_\_ of the world.

Xiao: I see. Good to talk to you.



1.2



- 4** Go over the conversation and fill in the table below. You're encouraged to add more on the list. Then complete the sentences about the wish and hope of the college students.

Benefits of College Education	Expressions of Hopes and Plans
<p>When I was in high school, I wished I _____ . Now, I'm planning to _____ and I hope I _____ after graduation. Anyhow, I still have a big dream, I'd like to say if only _____ .</p> <p><i>Try to describe the wishes and hopes of one of your classmates by imitating the paragraph above.</i></p>	

- 5**  **1.3** Watch a video clip about the conversation between Xiao and his foreign teacher Erin, and get to know the main ideas and carry out the exercises below.



1.3

*Watch for the first time and choose the best answer for each of the questions.*

1. What are they talking about?
  - A) The right way of learning.
  - B) The true meaning of study.
  - C) The importance of English.
  - D) The problem of college.
2. What does Erin think of Xiao's plan?
  - A) It's ambitious and impractical.
  - B) It's boring and less effective.
  - C) It's funny but childish.
  - D) It's well-planned and rewarding.
3. Why should we go to school?
  - A) To become independent.
  - B) To gain a certificate and a diploma.
  - C) To develop more skills.
  - D) To get mixed with people.

Watch for the second time and complete the sentences below.

1. Going to college enables you to \_\_\_\_\_ lots of intelligent people.
2. \_\_\_\_\_ in which you want to learn, not because you have to.
3. Having a CET certificate and college diploma helps you to \_\_\_\_\_ for your future job.
4. Share with others, get to know different opinions and \_\_\_\_\_. These are what college education is all about.
5. Expanding your views by communicating with different people in college is \_\_\_\_\_.

**6** Work together again and summarize the benefits of going to college.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**7** Discuss with your classmates the topic "why do I go to college?". Take notes and report your findings in class.

## After-class Activities



Continue after-class activities on iSmart.

## Part ② Let's Read and Explore

In the previous part, we discussed whether the college education matters. Some may still hold the idea that it doesn't pay to go to college economically. However, is landing a job the ultimate purpose of education? What is the true purpose of education? We are going to explore more in this part.

# Passage 1

## Pre-class Activities

- 1** We have learned the status quo of college students' sports. Now let's do something more practical. Please find the figures from your college's My Cos Annual Graduate Report and answer the question after the excerpt. If there is no My Cos Annual Graduate Report in your college, get the answer from other channels.

### Why College Is Still Worth It Even Though It Costs Too Much

Liz Weston

The grads in the national online survey were asked to rate on a 1-to-5 scale whether their educations were worth the cost, with 1 meaning "strongly disagree" and 5 "strongly agree."

Nationally, 77% agreed, answering with a "4" (27%) or a "5" (50%).

Among those who graduated between 2006 and 2015, some 65% agreed their educations were worth the cost, with 27% choosing "4" and 38% responding with a "5".

High school graduates earn about 62% of what those with four-year degrees earn, according to a Pew Research Center study. In 1979, people with only high school educations earned 77% of what college graduates made.

## Question

Is my college worth it?

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- 2** **1.4** Watch a video clip to get the main points and answer the questions below. Studying the words given below may help you understand them better.



1.4

intentional *adj.* 故意的

predictable *adj.* 可预知的

retire *v. / n.* 退休

navigate *v.* 导航

crucial *adj.* 关键的

equip *v.* 装备

1. What is the different attitude toward jobs between the 21st century and before?  
People in the 21st century change jobs \_\_\_\_\_ than people in the past.

2. What does the speaker think is the goal of education in the 21st century?

Education is to give and equip students with the skills to \_\_\_\_\_ in the new economy.

3. Do you agree with the speaker about education? Why or why not?

Think it over and get ready to share your idea in class.

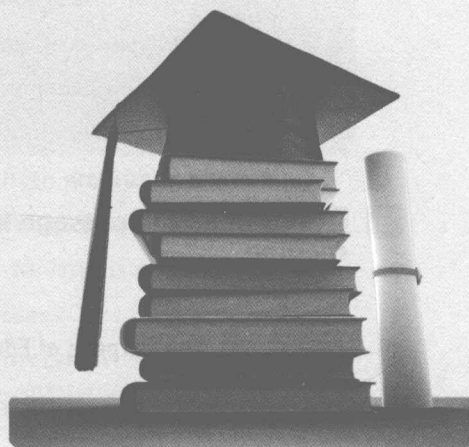
**3** Read the following passage and complete the statements after it.

**Why I Let My Daughter Get a “Useless” College Degree?**

**Randy Hoder**

The bright spot, according to the Fed analysis, is for students who majored in STEM — science, technology, engineering and mathematics — areas in which recent graduates “have tended to do relatively well, even in today’s challenging labor market.” But Emma is a student at a small liberal arts school. She’s an American Studies major with a focus on the politics and culture of food.

But college is not vocational school. And promoting STEM subjects should not be society’s only answer to helping the next generation thrive in a competitive world. “Our focus should not be only on training students about the skills needed immediately upon graduation,” she said. “The value of those skills will depreciate (贬值) quickly. Instead, our aim is to invest in the long-term intellectual, creative and social capacity of human beings.”



1. What are the two functions of college education according to the passage?

They are to help the next generation \_\_\_\_\_ immediately upon graduation and to \_\_\_\_\_ of human beings.

2. What’s your comment on “college is not vocational school”? Think over and get ready to share your idea in class.

## In-class Activities

- 1** Before you read Passage 1, work in groups to exchange your comment on “college is not vocational school”, and get ready to report the results of your group in class.

**2** According to Oxford Learners' Dictionary, the word **citizenship** means...

**citizenship** *noun*

/ˈsɪtɪzən,ʃɪp/

1. the legal right to belong to a particular country
  - *American citizenship*
  - *You can apply for citizenship after five years' residency.*
2. the state of being a citizen and accepting the responsibilities of it
  - *an education that prepares young people for citizenship*

Work with your group members to first decide the meaning of *citizenship* in the title and then make a prediction of what will be discussed in the passage.



**3**  **1.5** Read the passage below and answer the questions listed on the right while reading.



1.5

**The Purpose of Education in the 21st Century: Life, Work and Citizenship**

By Valerie Strauss

- ① Debate about the purposes of education never seems to stop advancing. Should young people become educated to get prepared to enter the workforce, or should the purpose of education be focused more on social, academic, cultural and intellectual development so that students can grow up to be engaged citizens? What is the function of the paragraph?
- ② Wisconsin Gov. Scott Walker recently tried to change the mission statement of the University of Wisconsin to focus exclusively on workforce development. With each new workforce development or economic competitiveness demand on our K-12 schools, there has been push-back from those who want greater emphasis on a broader view of education to equip students with life-long abilities.
- ③ But it doesn't have to be either-or. Education should prepare young