

UNIT 10. LIFELONG LEARNING

PART 2: READING

I. Choose the best answer to complete the text.

Most people (1) ____ learning with formal education at school, college, university etc. We are all told, from an early age, that we should get a good education'. Generally speaking, it is true that a formal education and the resulting qualifications are important. Education may (2) ____ our potential to find better, more satisfying jobs, earn more and perhaps, become more successful in our chosen career.

However, 'schooling' is only one type of learning. There are many other opportunities to further your (3) ____ and develop the skills you need throughout life. Knowledge can be acquired and skill sets developed anywhere - learning is unavoidable and happens all the (4) ____ . However, lifelong learning is about creating and maintaining a positive attitude to learning both for personal and professional development.

Lifelong learners are self-motivated to learn and develop because they want to. (5) ____ learning can enhance our understanding of the world around us, provide us with more and better opportunities and improve our quality of life. People learn for personal development and for professional (6) ____ . There are many reasons why people learn for personal development. You may want to increase your knowledge or (7) ____ around a particular hobby or pastime that you enjoy. Perhaps you want to develop some entirely new skill that will in some way enhance your life – take a pottery (8) ____ car mechanic course for example. Perhaps you want to research a medical condition or your ancestry.

If you do find yourself unemployed, then use the time wisely. Learning something new can pay off with new opportunities which might not otherwise have (9) ____ . While you are employed, take advantage of training, coaching or mentoring opportunities and work on your continuous professional development as you will likely (10) ____ better at what you do and more indispensable to your current or future employer.

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|--------------------|----------------|--------------|----------------|
| 1. A. allow | B. associate | C. express | D. communicate |
| 2. A. possess | B. affect | C. limit | D. maximise |
| 3. A. knowledge | B. height | C. ability | D. top |
| 4. A. path | B. present | C. time | D. future |
| 5. A. Inclusion | B. Combination | C. Spirit | D. Lifelong |
| 6. A. unemployment | B. development | C. illnesses | D. tiredness |
| 7. A. skills | B. partnership | C. business | D. group |
| 8. A. but | B. because | C. or | D. so |
| 9. A. stretched | B. offered | C. extended | D. arisen |
| 10. A. cause | B. become | C. support | D. save |

II. Fill in the blank with a suitable word in the box.

<i>company</i>	<i>maintain</i>	<i>loneliness</i>	<i>level</i>	<i>create</i>
<i>involvement</i>	<i>decrease</i>	<i>explore</i>	<i>expand</i>	<i>past</i>

Many scientists offer the top benefits of lifelong learning which is to fully engage the brain, heighten physical activity, and (1) healthy social relationships.

First, lifelong learning helps fully develop natural abilities. Once we're no longer working full time, we have the opportunity to fully (2)and develop these abilities. There's nothing like listening to or taking part in stimulating discussions to help us see the other side of an issue. That give-and-take opens our minds and brings us to a whole new (3)of understanding. Next, lifelong learning gives us the benefit of real perspective and enables us to find true meaning in the hills and valleys of our (4)

Today's retirees and people who are about to retire want and demand more from their later years. They are taking part in educational programmes, traveling all over the world, and offering their expertise to society through meaningful community (5)

No one enjoys (6)and through lifelong learning, older adults are meeting new people. Lifelong learning is a brilliant way to keep in touch with people, meet new friends, and enjoy life surrounded by the (7)of folks who are truly embracing the excitement of our later years.

We base everything on the belief that our capacity to learn and grow does not (8)as our years increase. Through academic learning, we (9)our awareness, embrace self-fulfillment, and truly (10)an exciting multi-dimensional life.

III. Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 1 to 8.

Successful students often do the followings while studying. First, they have an overview before reading. Next, they look for important information and pay greater attention to it (which often needs jumping forward or backward to process information). They also relate important points to one another. Also, they activate and use their **prior** knowledge. When they realize that their understanding is not good, they do not wait to change strategies. Last, they can monitor understanding and take action to correct or "fix up" mistakes in comprehension.

Conversely students with low academic achievement often demonstrate ineffective study skills. They tend to assume a passive role in learning and rely on others (eg, teachers, parents) to monitor their studying, for example, low achieving students often do not monitor their understanding of content they may not be aware of the purpose of studying, and they show little evidence of looking back, or employing "fix-up strategies to fix understanding problems. Students who struggle with learning new information seem to be unaware that they must extent effort beyond simply reading the content to understand and remember it. Children with learning disabilities do not plan and judge the quality of their studying. Their studying may be disorganized. Students with learning problems face challenges with personal organization as well. They often have difficulty keeping track of materials and assignments, following directions, and completing work on time. Unlike good studiers who employ a variety of study skills in a flexible yet purposeful manner, low-achieving students use a restricted range of study skills. **They** cannot explain why good study strategies are important for learning, and they tend to use the same, often ineffective study approach for all learning tasks, ignoring task content, structure or difficulty.

1. In compared with low-achieving students, successful students use ____.

- A. aimless study techniques B. various study skills
C. restricted strategies D. inflexible study ways
2. The underlined pronoun "**They**" in the last sentence refers to ____.
- A. study strategies B. study skills C. low-achieving students D. good studiers
3. The word "**prior**" in the first paragraph is closest meaning to ____.
- A. important B. earlier C. forward D. good
4. Which of the following could best replace the word "**Conversely**" in paragraph 2?
- A. On the contrary B. In contrast C. On the other hand D. all are correct
5. According to the passage, what can be learnt about passive students?
- A. They depend on other people to organize their learning.
B. They are slow in their studying.
C. They monitor their understanding.
D. They know the purpose of studying.
6. Which of the followings is NOT an evidence of monitoring studying?
- A. Being aware of the purpose of studying B. Monitoring their understanding of content
C. Fixing up mistakes in understanding D. Looking at their backs
7. According to the passage, to learn new information, low-achieving students do NOT ____.
- A. just understand it B. relate it to what they have known
C. simply remember it D. read it
8. What is the topic of the passage?
- A. Successful and low-academic achieving students
B. Successful learners and their learning strategies
C. Study skills for high school students
D. Effective and ineffective ways of learning

IV. Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 1 to 8.

It is commonly believed in the United States that school is where people go to get an education. Nevertheless, it has been said that today **children interrupt their education to go to school**. The distinction between schooling and education implied by this remark is important.

Education is much more open-ended and all-inclusive than schooling. Education knows no bounds. It can take place anywhere, whether in the shower or on the job, whether in a kitchen or on a tractor. It includes both the formal learning that takes place in schools and the whole universe of informal learning. The agents of education can range from a revered grandparent to the people debating politics on the radio, from a child to a

distinguished scientist. Whereas schooling has a certain predictability, education quite often produces surprises. A **chance** conversation with a stranger may lead a person to discover how little is known of other religions. People are engaged in education in infancy. Education, then, is a very broad, inclusive term. It is a lifelong process, a process that starts long before the start of school, and one that should be an integral part of one's entire life.

Schooling, on the other hand, is a specific, formalized process, whose general pattern varies little from one setting to the next. Throughout a country, children arrive at school at approximately the same time, take assigned seats, are taught by an adult, use similar textbooks, do homework, take exams, and so on. The slices of reality that are to be learned, whether **they** are the alphabet or an understanding of the workings of government, have usually been limited by the boundaries of the subjects being taught. **For example**, high school students know that they are not likely to find out in their classes the truth about political problems in their communities or what the newest filmmakers are experimenting with. There are definite conditions surrounding the formalized process of schooling.

1. What is the main idea of the passage?
 - A. The best school teach a wide variety of subject.
 - B. Education and schooling are quite different experiences.
 - C. Students benefit from schools, which require long hours and homework.
 - D. The more years students go to school, the better their education is.
2. What does the author probably mean by using the expression "**children interrupt their education to go to school**" in paragraph 1?
 - A. Going to several different schools is educationally beneficial.
 - B. School vacations interrupt the continuity of the school year.
 - C. Summer school makes the school year too long.
 - D. All of people's life is an education.
3. The word "**chance**" in paragraph 2 is closest in meaning to _____.
 - A. unexpected
 - B. usual
 - C. passive
 - D. lively
4. The word "**they**" in paragraph 3 refers _____.
 - A. slices of reality
 - B. similar textbooks
 - C. boundaries
 - D. seats
5. The phrase "**For example**" in paragraph 3, introduces a sentence that gives examples of _____.
 - A. similar textbooks.
 - B. the results of schooling.
 - C. the workings of a government.
 - D. the boundaries of the subjects.
6. The passage support which of the following conclusions?
 - A. Without formal education, people would remain ignorant.
 - B. Education systems need to be radically reformed.

- C. Going to school is only part of how people become educated.
- D. Education involves many years of professional training.

7. The passage is organized by ____.

- A. listing and discussing several educational problems.
- B. contrasting the meanings of two related words.
- C. narrating a story about excellent teacher.
- D. giving examples of different kinds of schools.

8. The writer seem to agree that ____.

- A. Schooling is more important than education.
- B. Education is not as important as schooling.
- C. Schooling is unlimited and more informal.
- D. Education is more influential than schooling.