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Learning English

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普通高中课程标准实验教科书

英 语

(选修 I)

(供高中二年级第二学期使用)

8

Senior
Student
Book



[中 国] 河北教育出版社
[加拿大] DC加拿大国际交流中心 合作编写

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出版者的话

亲爱的同学们，这套《普通高中课程标准实验教科书·英语》是河北教育出版社和 DC 加拿大国际交流中心共同组织国内外富有英语教学经验的专家、教授、教研员及一线教师根据普通高中《英语课程标准》（实验）编写而成的，供普通高中一至三年级学生使用。

这套教材充分吸收世界上最先进的外语教学理念和实践经验。它尊重语言学习的客观规律，注重强调在进一步发展学生综合语言运用能力的基础上，着重提高学生用英语获取信息、处理信息、分析问题和解决问题的能力，特别注重提高学生用英语进行思维和表达的能力，培养学生的综合语言运用能力和创新精神，符合当代高中学生的年龄、心理和认知特点。

这套教材语言信息含量大。它涉及人文、地理、自然、科学等各个领域，兼顾了多种学科知识的相互交叉、相互渗透，反映了当代社会、经济、科技、教育等各个领域发展的新动向，有助于提高学生整体的文化素养。

这套教材内容丰富，体裁多样，语言地道，富有时代感。它展现中西方国家的不同文化背景，注重中外文化的介绍与比较，以培养学生理解和包容多种不同文化的胸怀，增强学生继承、发扬民族文化，同时又借鉴、吸取其他优秀文化的意识，有助于学生形成跨文化交际的意识和基本的跨文化交际能力，有利于帮助学生形成正确的世界观、价值观，提高学生整体的人文素养。

这套教材注重以学生为主体，设计了许多有意义的实践活动，鼓励学生通过积极尝试、自我探究、自我发现和主动学习等学习方式，形成自己的语言学习的过程与方法。它把对学生学习策略、学习方法的指导融入到学生的自我评价过程中，有利于学生对自己的学习过程进行积极的反思，调整学习策略，培养自主学习能力，从而为终身学习打下基础。

这套教材分为必修课程、选修课程系列Ⅰ和系列Ⅱ三大板块。其中必修课程共有5个模块（即英语1～英语5），供高中一年级至二年级第一学期使用；选修课程系列Ⅰ为顺序选修课程，是在必修课程模块的基础上顺序开设的课程，共有6个模块（即英语6～英语11）；选修课程系列Ⅱ为任意选修课程，供学生在高中阶段根据自己的兴趣和爱好选修。这套教材包括《教科书》、《教师用书》、《互动学案》以及录音磁带等。同时，我们还提供了丰富的网络资源，如与教材配套的电脑家教版（下载地址：<http://www.100e.com/lesh008.asp>），以及教学论坛（www.sowerclub.com）。

在本套教材的编写过程中，加拿大阿尔伯塔大学教育学院在教材的课程设计、编写方面给予了许多帮助。对此，我们表示感谢。

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Unit One

EDUCATIONAL EXCHANGE PROGRAMS

*Every journey begins with the first step.
Students from all over the world take a
major step along their life's journey when
they participate in an educational
exchange.*

***When you come back from a trip,
bring something for the family –
even if it is only a stone.***

– Lebanese Proverb



SECTION 1

NEW WORDS, NEW IDEAS

Dazhi's First Day in Canada

Reading 1

It was a cold morning in downtown Toronto. Dazhi, a high school student from China, walked nervously to the front door of Toronto Secondary School. He had arrived in Canada on Friday and the culture shock was overwhelming. He wanted to call home, ask his parents to send a ticket and get on the next plane to Beijing.

Then he remembered all the encouraging words his teachers, school friends and family said to him when he was selected by his school for a student exchange in Toronto. He especially remembered his grandfather's words. "This is a great opportunity for you, Dazhi," his grandfather had quietly said. "It will be frightening for you at first. But do not let yourself be overcome by this fear." "Before you know it you will be saying goodbye to all the new friends you will make over there," said his favourite teacher, Mr. Feng. "Time goes quickly. Work hard. Study hard," said his mother.

Dazhi formed a picture of his grandfather in his mind as he stood frightened at the entrance to the school. He took a deep breath, reached for the door and entered, thinking to himself – I can do this. I can overcome my fear.

The wonderful couple at whose home he would be staying in Canada had called ahead to the school and arranged for Dazhi to meet the principal at Toronto Secondary.



GET READY TO READ

Have you ever dreamed of going on an educational exchange program in Canada? What would it be like? Would you be nervous?

He found his way to the office, weaving his way through the crowd of students. No one took any notice of him. To Dazhi, this was a good sign. He thought he would stick out like a sore thumb, but then he noticed young people from all cultures racing in the

halls. He was comforted, knowing that he could blend in so easily.

Using his best English, he told the secretary his name and asked if he could speak with the principal. "Of course," said the secretary. "We have been

expecting you. I prepared a package of material to help you orient yourself here. Mr. Guard will go over it with you. Go right in."

Mr. Guard, the principal, was friendly and open. "Come in, come in, young man. Welcome to Toronto Secondary. We are so happy to have you with us."

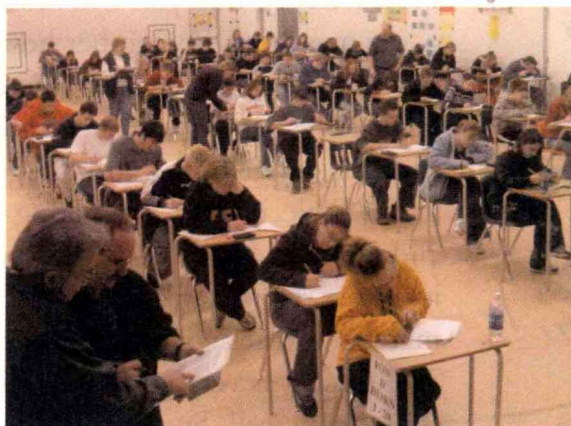
Dazhi immediately felt calm and relaxed. Perhaps this would not be so bad after all.

After some small talk about the weather, Mr. Guard got down to serious business. He took out the orientation material. "I have been to China twice," said Mr. Guard.



"I know there are differences in the education system in our two countries. But kids are kids, and education is universal. I thought we might go over a few points about schools in Canada so that you will feel comfortable when you take your first class here. By the way, today and tomorrow you will have a student helper whom I have selected to be your guide and your assistant. If there is anything you need or don't understand, please do not be afraid to ask. You will meet this student after we have finished our discussion here."

"Ahh," thought Dazhi with a slight smile. "Perhaps this will not be as tough as I thought."



Mr. Guard explained that many Canadian high schools operate on a semester system. The school year starts in September. The students take three subjects for the whole semester, which ends in January. There are final exams and the students, if they pass, are given three full credits for these subjects. The second semester then starts and three new subjects are chosen. At the end of June exams are again taken, with those who pass being awarded another three credits. That means that by the end of a full school year, each student will have earned six of the 24 credits they will need to obtain a high school graduation certificate. At the end of four years of study, successful students will have the necessary qualifications to apply for entry into a college or university.

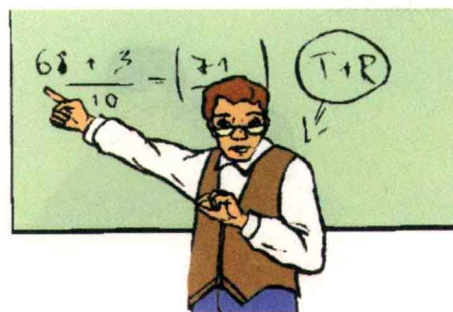
"Students in Grades 9 and 10 have little choice about the subjects they will take. There are a number of courses which they must complete to get their certificate. Math, English, and Science are required courses. They will also need a few credits in History and Geography. These are the compulsory subjects. As the students move into Grades 11 and 12, they have a chance to take some *electives*. Please don't be frightened by these new words and concepts. You will

understand everything after a few days here. The *electives* are courses students choose on their own. They are usually courses that interest the individual student.

For example, some will want to take Art, Music or Drama, others will want to take Automotives, Carpentry, Computers, Sociology...whatever they think will be interesting to them. Each of these, if successfully completed, will give the student one more credit on the road to

attaining the necessary 24 credits."

Mr. Guard could see that Dazhi was a sincere young man. The principal was sure that he would have success. "You will find some differences in the subject content. But I am sure that your schooling in China has prepared you quite well for the work you will do here. The teachers are friendly and will help you. I see that you will be here for the second semester, until the end of June, and that you have already chosen the subjects that you want to take. You must not be afraid to ask your teachers for help, and if





you have any difficulties at all, my door is always open.”

Just then, a smiling young girl knocked on the door. “Come in, please, Amanda. I have a young student for you to meet. Dazhi, this is the student who has volunteered to guide you through your first days here. Amanda, this is Dazhi.”

Dazhi could tell right away that he would be very comfortable with this young person as his guide. He liked her warm and open smile as she reached out to shake hands with him.

“Welcome to my high school,” she said. “I am honoured to be your assistant for the next few days. Let’s get on our way. You and I have the same schedule of classes, and we don’t want to be late for Math. Mr. Taylor, the teacher, is a great guy, funny and sweet. I think you will like him a lot.”

With that, Dazhi stood up and followed Amanda. As he entered the hallway, he felt less nervous, almost brave. He thought of the words his grandfather had said and began his exchange with confidence.



Reading 2

Dazhi’s Letter to His Teacher and Classmates

After one month, Dazhi wrote a letter to his teacher and classmates back home as he had promised to do.

Hello, Mr. Feng,

Well, I made it! As promised, I am sending this short letter so that you will know how things are going over here. Remember how frightened I was in the days before I left? Well, there was no need to be afraid. The people in Canada are very friendly. The students are helpful, and I am getting good marks in the subjects that I am taking – Math, Biology and Music. Math class is very surprising. The work is so easy, I can hardly believe it. We studied this material a year ago, or maybe even two years ago. The teacher is very good though and can explain things very well. Students in the class seem outgoing. They yell out questions without raising their hands or standing up. They argue with the teacher, but the teacher doesn’t seem to mind.

I have to say, Mr. Feng, that you gave me a solid foundation. I thank you for that, especially for all the homework you assigned each night. Here, they have homework, but not as much as we do in China. The relationship between students and teachers in Canada is different than it is in our country. Things seem more informal. It’s okay, but I think I prefer to have some distance between student and teacher.

Oh, one last thing before I go. There are more textbooks to carry around and textbooks in Canada are very heavy. You could ruin your back carrying such a load of textbooks! Give me good soft cover Chinese textbooks any day!

Well that’s it for now! I will send another update soon. I miss you all and can’t wait to see you! I bet you will expect a detailed presentation from me when I get back. No problem! See you in July.

Dazhi



SECTION 2

MEANING IN CONTEXT

Developing Your Skills

A. Comprehension check

1. True, False, or INP (Information Not Provided).

- Dazhi was not frightened or nervous on his first day at Toronto Secondary. ()
- Upon arriving at the school, Dazhi first met his new teacher, Mr. Guard. ()
- Students at Toronto Secondary are on the semester system. ()
- There were 1 200 students taking classes in Dazhi's new school. ()
- By the end of his talk with the principal, Dazhi was feeling more confident. ()
- Dazhi enjoys his music class above all other classes. ()
- Dazhi thinks that Math in Canadian schools is much harder than it is in China. ()

2. Looking for information.

- List three things that Dazhi finds different about schools in Canada:

- List two pieces of advice that Mr. Guard gives to Dazhi in their meeting:

- What is an *elective*?

- What does it mean if we say that these subjects are *compulsory*?

- In his letter home, Dazhi says, "Well, there was no need to be afraid." Give three reasons why Dazhi is no longer afraid.

3. Group discussion.

- How would you feel if you were selected to go on an educational exchange in Canada?
- How would you prepare for such a trip?

B. Word power

1. Word building.

- Compound words.** More and more words in English are now being formed through compounding. Compound words are different from words that are formed using prefixes or suffixes. Compound words are formed by joining two or more words with or without using a hyphen (-).

For example, there is no hyphen in the word *handout* or *handwriting*, but there is a hyphen in the word *hand-towel* or *hand-picked*.

Here are some compound words:

homestay (home + stay)

foothill (foot + hill)

footpath (foot + path)

campsite (camp + site)

homework (home + work)

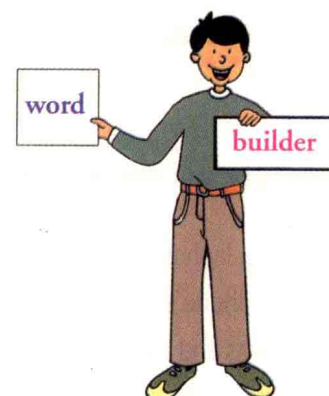
sunlight (sun + light)

campfire (camp + fire)

Use your English dictionary to find some more compound words. Use each of them in a sentence.

- The word *home*.** There are quite a few words in English that are made with the word **home**: *homeland*, *homesick*, *hometown*, *homemade*, *homeowner*.

Question: How are the five words built?





2. **The word *start*.** Look at the sentence: "The school year starts in September..." What does the word *start* mean in different contexts?

The meeting will *start* at 10:30 tomorrow.

Jenny's parents *started* a fire at the camping spot.

Li Ming *started panicking* at the sight of the grizzly bear.

Danny *started* to run when he saw a cougar in the Rockies.

The athletes were awful *from start to finish*.

They need a fresh *start*.

Bill Clinton *started* as a lawyer.

Mary's father *started* work at the age of 12.

C. Listening activity

Listen to an advertisement about some advantages of homestay for international students. Circle the correct answers.

- When you are in homestay, you will be able to _____.
 - speak to your host every day
 - have your host's help any time
 - make friends with other international students
 - all of the above
- The hosts can talk with you in English and in the student's own language. This statement is _____.
 - true
 - false
 - INP
- In homestay, you can have access to _____.
 - TV, radio, laundry and living areas
 - car and phone services
 - bathrooms and kitchen
 - all of the above

- In homestay, you _____.
 - cook for yourself
 - eat with the host
 - shop for your own food
 - are not allowed to cook
- This advertisement is from _____.
 - the United States
 - Canada
 - China

D. Non-stop talk

Situational dialogue: Asking your host for permission.

Suppose you are on an educational exchange in North America. At the home where you are living, you are not sure what you can do and what you cannot do in the house. You ask your host for permission. Here are some useful expressions:

To ask for permission, you could say:

I hope you don't mind, but would it be possible for me to...?

Would you mind if I...?

I wonder if I could possibly...?

Will there be any problem if I...?

Would it be okay if I...?

To give or refuse permission, you could say:

Sure, go ahead. Okay. Yes, of course. All right.

I'm sorry, but that's not possible. No, please don't. I'd rather you didn't.

Your turn!

Work in pairs. One plays the role of the international student, and the other the host. Think about things you are not sure whether you can use. These can include the telephone, computer, TV, washer and dryer, kettle, refrigerator, etc.

Be creative in your dialogue.





E. Expressing yourself through writing: Writing a story.

Have you ever had an experience like Dazhi's? Have you ever been in a new situation and you felt frightened and out of place? If yes, write what happened to you.

If no, try to imagine yourself lost in a foreign country where you do not know the language. How would you communicate? What might happen to you? Write a story about a day you might spend lost in a foreign country.

Check this out: Did you spell capitalize and punctuate your story correctly?

Look up any words that might be spelled incorrectly and write them correctly.

Be sure that you have capitalized names and the first word of each sentence.

Place the correct punctuation mark at the end of each sentence.



Work individually or in pairs. Gather some information about educational exchanges. You might want to interview someone in your community who has been on an educational exchange or someone who has travelled to North America.

1. Make a list of questions to ask this person about his/her experiences.
2. Advise your audience on what they should be careful about when they go on the educational exchange.
3. Advise your audience on what they should do **BEFORE** they leave. For example, what should they bring with them? What books should they read? Where can they find good information about the country to which they are travelling?

Present your research to your group or class.

F. Learning by doing: Skills in action!

Your assignment – Problem solving.

Dazhi is a brave young man. He left his friends, family and home to travel across the world for his educational exchange. Can you imagine how frightening this might be? Imagine yourself in a strange new land. You have difficulty understanding what people are saying. You don't know the bus routes and even asking for help is difficult.

This unit project is for you to come up with some advice for young people who will be going on an educational exchange.



Self-evaluation

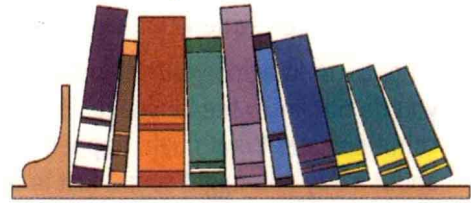
How good is your **listening**? Read the criteria below and give yourself an A, B, C, D or F.

- ✓ I can follow most formal and informal conversations on familiar topics at a descriptive level, at a normal rate of speech, especially as a participant. ()
- ✓ I can understand more difficult questions if they are about personal experience, familiar topics or general knowledge. ()
- ✓ I can understand main points and the most important details of the listening materials in each unit. ()



SECTION 3

GRAMMAR IN USE



Grammar Flashback

A. Subjunctive mood (I)

Look at the following sentence:

"I wish I could speak Chinese as well as you speak English," Jenny's mother told him.

Here the subjunctive mood is used in the object clause of the verb **wish**.

We discussed the subjunctive mood in Units 5 and 6, Book 2, where we had an overall idea of **when** and **where** the subjunctive mood is used.

Here, we'll look more closely at the use of the subjunctive mood in **object** and **subject** clauses.

1. We use the subjunctive mood in the object clause of the verb **wish** or in the *that*-clause after **would rather**. Examples:
I wish Jenny could speak Chinese as well as Li Ming speaks English.
How I wish it wasn't raining!
I'd rather you went.
2. We use the subjunctive mood in the object clause of the verbs **suggest, order, demand, insist, propose, or request**. Examples:
What have you been doing? I insist that you (should) tell me.
Danny had been *demanding* that Li Ming (should) visit Canada more often.
He ordered that the work (should) be started at once.
3. We use the subjunctive mood in the subject clauses after structures like **it is suggested, it was proposed, it is requested**, etc. Examples:
It is requested that Li Ming (should) present on his homestay in Canada.
It has been decided that Li Ming's presentation be held on Friday.
They proposed that the building (should) be repaired.
4. We use the subjunctive mood (should + v. or perfect form) in the subject clauses:
 - (1) We use the subjunctive mood in the subject clauses after structures like **it is a shame, it is a pity, it is no wonder**, etc. Examples:
It is a shame that those kids (should) have nowhere they can call home.
It is a great surprise that he should read ten books a day.
 - (2) after the structures like **It is necessary /important /natural/strange /better /reasonable /desirable /fair /just / right /surprising / amazing**, etc. Examples:
It is strange that Danny should have failed his road test again.
5. We use the subjunctive mood in the object clauses after the negative and interrogative forms of verbs such as **believe, expect, think**, etc. Examples:
Danny just couldn't believe that the road test should be so difficult.
They never expected that the chemistry final should be so easy.



6. Compare the following sentences. Note how different moods are used when verbs such as **insist** and **suggest** mean different things in different contexts.

The doctor insisted that he should take the medicine, but he insisted that he was not ill.

Our teacher suggested that we (should) buy an English dictionary each. The seriousness on the teacher's face suggested that it was very important for each of us to have an English dictionary.

7. Compare the following sentences. Note how the subjunctive mood is used in different noun clauses.

The captain ordered that they should arrive at the front before dawn. – It was ordered that they should arrive at the front before dawn.

It was suggested that the meeting (should) be put off till next week. – It's a good suggestion that the meeting (should) be put off till next week.

Your turn!

Fill in the blanks with the correct forms of the verbs.

- It's unbelievable they _____ (build) such an expensive house in this poor area.
- It is a pity that Danny _____ (be) so careless.
- It is suggested that Dazhi _____ (contact) Jenny about his homestay in Canada.
- I wish I _____ (be) as fluent in English as Danny.
- It was proposed that a library _____ (build) in the centre of the town.
- A half smile on his face suggested that he _____ (be) happy to give his life for his country.
- Li Ming suggested that Dazhi _____ (contact) Jenny about his homestay in Canada.
- It is a shame that so much food _____ (waste).
- He'd rather you _____ (call) the police.

B. Punctuation marks: Hyphens (-)

Study the following examples of how a hyphen (-) is used:

a one-way ticket, a well-known writer

a much-loved teacher

forty-six, sixty-five

semi-independent, shell-like

ex-husband, self-reliance, mid-October, all-inclusive, president-elect, anti-Japanese, T-shirt, mid-1990s

C. Danny's grammar questions:

"He found his way to the office, **weaving his way through the crowd of students.**" What kind of structure is "weaving his way through the crowd of students."

"but then he noticed young people from all cultures **racing in the halls.**" What does "racing in the halls" do in terms of grammar? Can you leave out this part? Why or why not?



D. Fun of the unit!

1. How can this be?

There was a man who was born before his father, killed his mother, and married his sister. Yet, there was nothing wrong with what he had done. Why?

2. Just for laughs!

In a classroom:

Teacher: Please make a sentence beginning with "I."

Student: I is the ...

Teacher: No. You should say "I am ..."

Student: Okay. I am the ninth letter in the alphabet.





SECTION 4

READING FOR UNDERSTANDING

Educational Exchanges

It is China's state policy to open educational resources to the outside world as part of the country's educational development. This includes sending Chinese students and scholars to study abroad as well as receiving foreign students to study in China.

Over the past 20 years, China has sent more than 580 000 students or scholars to 103 countries or regions. Meanwhile, the number of overseas students in China has grown steadily. In 2002 alone, China received a total of 86 000 students from 170 countries and regions, partly as a result of China's accession to the World Trade Organization (WTO) in December 2001.



A joint Sino-foreign school in China

China is also encouraging overseas educational institutions to enter China to jointly run schools with their Chinese counterparts. This will help ease the tension between demand and supply of high-level and quality learning opportunities for Chinese citizens.

Sino-foreign joint schools began to emerge in the 1990s. Incomplete statistics show that the country has a total of 764 officially-approved Sino-foreign joint schools in 28 provinces, municipalities or autonomous regions.

In 2003, China implemented the "Regulations Governing Chinese-Foreign Cooperation in Running Schools" to help promote the development of such institutions. In order to further guide academic programs and better protect the rights and interests of

AS YOU READ

Sino-foreign educational exchanges have been on the rise in recent years. How much do you know about this? What happens when such exchange takes place?

school sponsors, especially foreign partners, detailed rules are being drafted to make the regulations easier to implement.

The scale and quality of Sino-foreign cooperation in higher education have greatly progressed over the past five years. China has signed agreements with Britain, France and Germany, whereby academic degrees are recognized both in China and in those countries.

AFTER YOU READ

Understand and discuss:

1. Why does the Chinese government encourage educational exchanges with foreign countries?
2. How does China benefit from educational exchanges?



READING TO UNDERSTAND CHINA FROM A FOREIGNER'S VIEWPOINT

Experiencing China

In 2002, along with more than 20 other education students from English-speaking countries, I went on a three-week educational tour of China. One week of orientation and touring around one of the oldest civilizations in the world was followed by two weeks of practice teaching in a high school in Beijing.

I had imagined that teaching in China would be quite different from teaching in my own country. My reading and prior knowledge had led me to expect a different cultural and natural environment. However, nothing quite prepared me for the different tastes and smells I encountered.

As a student teacher, I had expected the students would be friendly, yet very reserved and respectful. What I discovered was that Grade 10 Chinese students' attitudes and behaviours are not that dissimilar to North American kids. The students can be just as challenging in terms of classroom management and require you to think on your feet every bit as much as a group of North American students!

The most memorable and happy event was visiting the home of one of my students. To have an insight into family life in China and experience the warmth and generosity of that particular family was something I will always treasure.

My stay in China was a very positive experience. It was hard work. However, I managed to overcome language difficulties, cultural differences and homesickness. This has given me a great sense of personal satisfaction.

AS YOU READ

How do you think foreigners feel when they live and learn in China? What can we learn about our own culture from their experiences?

Learning the Language

Since my days in high school, I have been learning things about foreign languages, and my interest has grown as I learned more. I studied French for two years. While I was an undergraduate, I studied German one semester, and even learned a few phrases in Korean and Japanese from international students.

Learning Chinese, however, seemed difficult to me. I discovered that learning Chinese was different from learning any other language. You see, in Chinese, some words have different meanings, based on their pronunciation and the tone of the words.

Before I left for China, I found some Chinese lessons on CD, on the Internet and tried to learn as much as I could. But I had very few opportunities to practise, without which I sounded very awkward.

During my stay in China, I told my Chinese colleagues and students that the best way to learn any language is to throw oneself into circumstances where communicating in another language is essential. Very soon, I found myself practising what I was





China Attracts More Foreign Students

preaching, as I attempted to go shopping for myself and to learn how to get by day to day.

Before I knew it, saying hello, asking how much something costs, and saying thank you came naturally. To my surprise, I was easily learning a language I thought mysterious. As it is with learning any language, the old saying that “practise makes perfect” applies. Once I overcame my fear of being laughed at when I tried to speak Chinese, things were easier and life looked a whole lot better.

To all of my friends who helped me learn the language, introduced me to new kinds of food, showed me the sites, taught me the history, and made me feel at home in their country...many thanks!

We know that educational exchanges involving Chinese students travelling overseas to study have been popular for many years in China. However, you might not know that the number of foreign students studying in China has been rapidly growing. For example, the number of foreign students in China increased more than 30 percent from 2003 to 2004. Foreign students from over 170 different countries are now studying in China in a variety of settings. South Korea, Japan, the U.S., Vietnam and Indonesia currently send the most students.

Nearly 40 percent of the foreign students in China are in higher education, with the number seeking a master's or doctoral degree increasing by 20 percent over last year.

Eight percent of foreign students have received financial assistance from the Chinese government and local governments. Many universities grant scholarships to these overseas students.

AFTER YOU READ

Understand and discuss:

1. Why does the student teacher find that Chinese students are more or less the same as students in her own country?
2. Do you think the challenges for the foreign exchange students in China will be similar to those for Chinese students travelling overseas to study?

UNIT CLOSING

Cultural awareness quiz:

North America has its interesting beliefs – beliefs in magic, ghosts, devils, fairies, etc. Check to see how well you understand this part of North American culture.

1. **A black cat is crossing your path** means _____.
 - a. you will have good luck
 - b. you will have bad luck
 - c. you wish to have good luck
 - d. you are scared
2. **Crossing your fingers** means _____.
 - a. you wish to have good luck
 - b. you're cursing somebody
 - c. you're feeling guilty
 - d. you will have bad luck
3. **Walking under a ladder** means _____.
 - a. you will have bad luck
 - b. you will have good luck
 - c. nothing interesting will happen
 - d. you wish to have good luck