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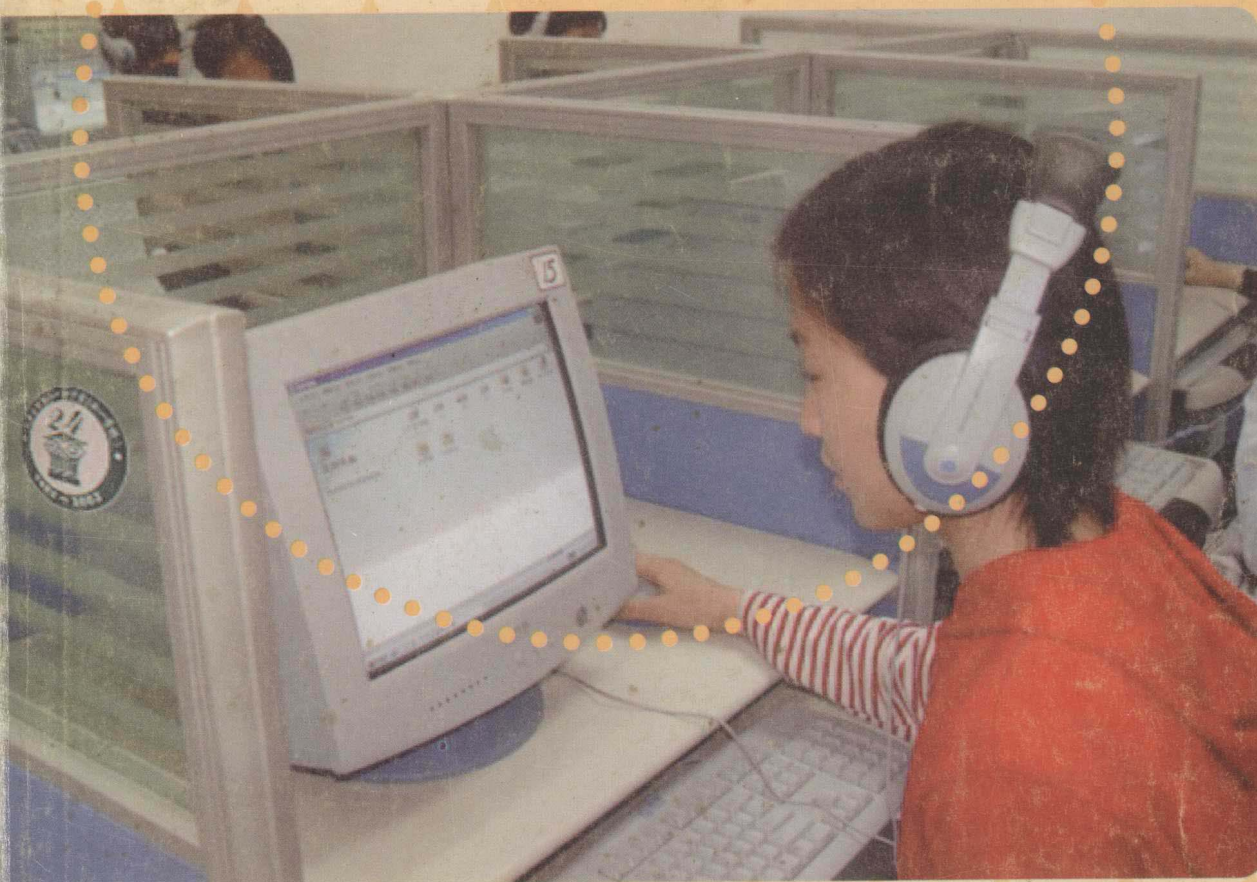


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Learning English

*For the
new curriculum*



普通高中课程标准实验教科书

英 语

(必修)

(供高中二年级第一学期使用)

5

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，首先祝贺你们进入高中英语课程的学习。你们知道吗？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，特别注重培养学生用英语进行思维和表达的能力，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。

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

EXPLORING LEARNING RESOURCES

The ability to make good use of all educational resources is a basic skill. However, learning is much more than using technology or collecting information. Remember, information is nothing if a learner does not use it to make better sense of the world in which he or she lives.

A library is a repository of medicine for the mind.

– Greek Proverb



SECTION 1

NEW WORDS AND IDEAS

BEFORE YOU READ

You have done many projects. How have you been doing them? How do you get information about the topic on which you are working?

Let's Do a Project!

Groups of students were sitting around tables discussing their first assignment of the semester: a group project about the European Renaissance Period. The assignment included a research report, and a class presentation. Ideas were flying as fast as the wind as the students in Li Ming's group brainstormed what they already knew about the topic and how they wanted to approach the research and presentation.

Xiumei immediately took the role of organizer. Qianqian, a much quieter girl, listened quietly. Dazhi and Yangming were best friends and were always making jokes. Most of the time they stayed focused on the topic in spite of the joking around but sometimes they got too far off topic. Then, Xiumei was there to remind them. Mr. Aloof was the student who stood out the most in the crowd. He was smart and good-natured. But he always seemed to remain aloof. Li Ming wondered what it would be like to work with him in a group. Li Ming, of course, was chosen by the others to keep the notes. He was fortunate to have such good writing skills.

There was so much to know about the Renaissance Period! Li Ming suggested each member write a different section of the report and find a creative way to include that topic in the class presentation. Everyone agreed.

The "organizer" spoke up right away and asked the group if she could please do her section on Renaissance Art. She loved art and planned to visit an art gallery and talk to the people there

BUILD A WORD

brainstorm

1. *verb*

When people brainstorm, they get together in order to solve problems or to create good ideas.

2. *noun*

A sudden idea

QUICK CHECK!

If someone is **aloof**, she/he likes to be alone and does not talk much to other people or take part in activities with them.

about famous works of art from that time.

The "jokers" wanted to work on something together. They decided to concentrate on the social aspects of the period: the markets and other places where the community came together. Dazhi remembered that he had seen a documentary on TV recently about the festivals that were

common during that period. The show he had watched was one of a three-part series. He would be able to watch the other parts on television and take notes for his report. Maybe he could even contact the television studio and ask for a copy of the first show.

DID YOU KNOW?

Renaissance means re-birth. Here it refers to the period in Europe in the 14th, 15th, and 16th centuries A.D., especially in Italy. During this period there was a great re-birth of interest in art, literature and learning.



On the other hand, his friend, Yangming planned to talk about business. His father was an expert in this field so he could ask his dad to help him locate a good journal that would be helpful. Yangming had used journals and magazines before in his school assignments. He preferred this to relying on books because the information was more specific. He could avoid doing any extra reading. Yangming got pretty good grades at school, but he certainly didn't want to do any more work than he had to!

Unlike Yangming, Qianqian loved to read as much as she could. Her task was to report on family roles during the Renaissance Period. At that time, married women held high status because they had the responsibility of managing all the affairs of the home. However, men were certainly the head of the household. Qianqian was fascinated by this and wanted to find out more. She went to the school library and found the encyclopedia. Encyclopedias are great resources and usually suggest other topics to explore that will expand the subject area.

Li Ming went directly to the public library and looked up all the books he could find on his topic: the Gutenberg printing press. The invention of the printing press changed reading, writing and education forever. Since Li Ming was very passionate about literature, he was very interested in this topic. He knew he could have gone to his school library, but he wanted to have more materials to choose from, so he went to the main branch of the public library in his city.

Mr. Aloof seemed disinterested. When the others asked him what area he wanted to focus on, he shrugged his shoulders and said, "Whatever." Li Ming was a little worried. This was a group project; if one person didn't do a good job, it meant the whole group would suffer. Li Ming wanted their presentation to be dynamic and interesting. He had surely seen enough boring presentations over the years, and he didn't want this presentation to be one of those. But could he trust Mr. Aloof?

The students worked hard on their project for the next two weeks. They agreed to have another group meeting before the class presentations to rehearse the presentation. Xiumei knew something about the Internet. So before the meeting, she went to an Internet Café and looked up the keywords "class presentations" and "public speaking."

SONG

Research Is Cool

Verse 1

Our teacher is excellent
and he teaches from the heart.
He helps us make a learning plan
and shows us where to start.

Chorus

The library, the Internet, encyclopedia too
Consult these for your essays
and your projects will ring true.

Verse 2

Remember, as you dig for facts
and consult your learning tools –
Research will make a scholar
and it's really very cool!

Repeat Chorus

BUILD A WORD

encyclopedia (noun)

A book or set of books on different subjects, usually arranged in alphabetical order.





She collected a lot of valuable advice about how to keep the audience interested.

At the final meeting, the students talked about the research strategies they had used. They began to notice how many different learning resources were available. They also noticed something more disturbing. Mr. Aloof was not there. Now what should they do? The presentation was tomorrow and the group was very worried.

The next day, when the teacher called Li Ming's group, nobody had heard from Mr. Aloof. The group would just have to go without his section of the report. That was a shame because his topic, famous people of the Renaissance Period, would be fascinating.

The group of nervous classmates stood at the front of the class. Xiumei opened the presentation with an introduction and then gave her report. Li Ming brought in some antique books he had found in a used bookstore. The two "jokers" had prepared huge, colourful posters with the main points of their report. The posters were wonderful, but Xiumei thought they were mostly to help the two buddies remember what to say. Qianqian read her report in a quiet voice, however, the ideas were clear and the report

was beautifully written. Xiumei could feel a lump rising in her throat. Now it was time for her to explain why they hadn't presented any information on the famous people of the period.

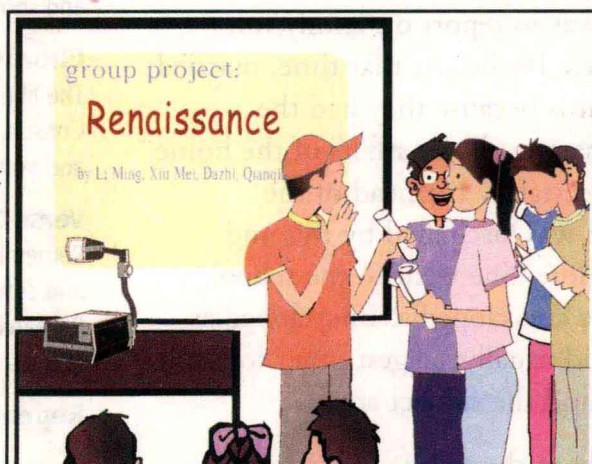
Just as she opened her mouth to speak, the door at the back of the room burst open and the whole class turned around to look. What they saw took their breath away, and left many mouths wide open. Mr. Aloof entered the room slowly, head held high,

dressed in a most unusual costume. What a relief for his group mates! He was dressed in Elizabethan clothing. "Good day to you all," he said in an official voice. "I am Leonardo da Vinci. I am an artist, an

architect, an engineer, and an inventor; I am a true 'Renaissance Man.' I have come to share some food with you and talk to you about my art, my inventions, and of course, my friends. Please join me for a piece of bread."

As he made his way to the front of the class, he offered each student a small piece of bread torn off a large loaf he had under one arm. The students roared and cheered. The teacher was smiling and clapping. As Mr. Aloof took his place with the other members of his group, Xiumei whispered to him under her breath, "Why didn't you tell us what you were up to?"

"It's all in the surprise, my friend; it's all in the surprise."





SECTION 2

MEANING THROUGH PRACTICE

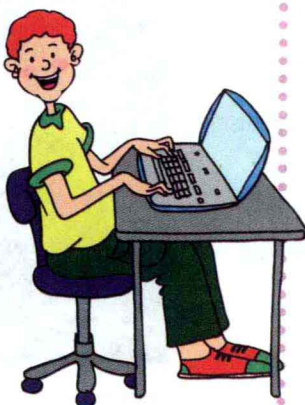
Build Your Skills

A. Build your comprehension

1. A good learner knows how to gather information on a certain topic or research project. What learning resources are available? Fill in the following chart.

Learning resources mentioned in the text	
Other learning resources you have found	

2. Sometimes Dazhi and Yangming got too far off topic. This means "_____".
- sometimes Dazhi and Yangming talked about things that had nothing to do with their topic
 - sometimes Dazhi and Yangming asked too deep questions on their topic
 - sometimes Dazhi and Yangming asked too easy questions on their topic
 - sometimes Dazhi and Yangming joked about their topic
3. Mr. Aloof was the student who stood out the most in the crowd. Here "stood out the most" means "_____".
- stood away from
 - was most outstanding
 - stood farthest away from
 - was least outstanding
4. A documentary is _____.
a. a film b. a TV show
c. a film or radio or TV program which provides factual information about a particular subject.
5. What learning resources could the group members have used, but did not use to do their project, according to your understanding?
6. How do you like the class presentation of Li Ming's group? Why?



B. Build your vocabulary

1. Match the words in the left column with the definitions on the right.

approach	choose something from more possibilities
concentrate on	give full attention to something that one is listening to, reading, or trying to do
decide on	trust somebody or something to work hard in the way you want them to
rely on	find out a fact or a piece of information by looking in a reference book
look up	get nearer to somebody; think about or deal with something from a particular point of view

2. Word building.

- (1) You know that you can add the prefix **un-** to some adjectives, adverbs, and nouns, to form words that have the opposite meaning. For example:

happy – unhappy

willingly – unwillingly

happiness – unhappiness

Now look at the word **unlock**. Here you can see that we can add **un-** to the beginning of a verb that describes a process in order to form another verb that describes the reverse of that process. Other examples:

cover – uncover dress – undress

tie – untie fasten – unfasten

Can you give some more examples?



- (2) Look at the word **disinterested** (dis-interest-ed). What does it mean? Can you find some more words with the prefix **dis-**?

LISTENING TIP!

When you listen to a story, try to think from the viewpoint of the writer or main character.

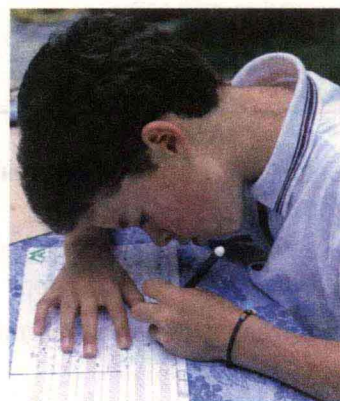
C. Build your listening skills

Part 1: Listen to a short story by a foreign student studying in a North American school. Circle the correct answers.

1. According to the passage, some classmates laughed at her because _____.
 - a. she stood up to answer the teacher's question
 - b. she sat at her desk answering her teacher's question
 - c. she failed to answer the teacher's question
2. The speaker always turned to _____ for help with her English.
 - a. her classmates
 - b. her teacher
 - c. her dictionary
 - d. her friends

Part 2: Listen to a short passage and fill in the blanks.

1. The speaker was accepted into a very good high school, where he _____.
 - a. gained lots of self-confidence
 - b. made lots of friends
 - c. had a great deal of luck
2. The speaker learned that it was okay _____.
 - a. to be part of the majority culture
 - b. not to be part of the majority culture
 - c. to understand everything around him
3. The speaker realized that what is important is _____.
 - a. to ask questions, for you learn while you are asking
 - b. not to understand everything around him
 - c. to be accepted



D. Build your speaking skills

Let's talk: Expressing opinions.

When you are having a conversation with someone, you may want to express your opinion. You may want to give the other person your point of view about the things you are talking about. Here are some expressions (*in italics*) that you can use.

I believe (that) what Jenny said about exploring learning resources is very helpful.

I think (that) we should try to gather as much information as possible when we do a research project.

If you ask me, young people today watch too much TV.

In my opinion, celebrities should do their best to become role models.

Speaking for myself, teenagers should have a better understanding of fashion and advertising.

As far as I'm concerned, Confucius is still important for China today.

I'm of the opinion that language affects our understanding of the world.



Let's talk!



Your turn!

With a partner, talk about things which interest you. Use the expressions given above.

Talk your head off: Exploring learning resources.

In pairs or small groups, discuss one of the following questions.

1. Where can we find information on a certain research topic?
2. How can we ask the right questions when we do a research project?

E. Build your writing skills

It is time that you learn to write in a formal manner. Like Chinese, English has the following major types of writing:

Narration:

relates a sequence of events, or simply tells a story

Description:

describes a process, an object, a person, or the way something works

Argumentation:

tries to persuade or convince the reader

Exposition:

explains in some way, or tries to define, analyze, classify, interpret, or evaluate

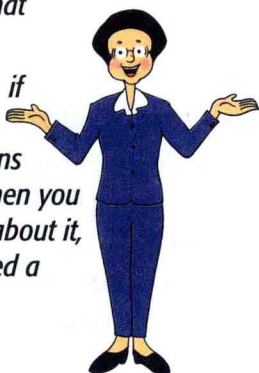
From now on, we'll practise these forms of writing. We will also learn to do practical writings, and write for fun. Please think of what you do when you write compositions in Chinese.

Let's begin with **narrative writing**.
Your topic is:

My First Day of High School

In this assignment you are simply going to tell a story in written form. Every time you tell someone about something that happened to you or something you did, you tell the "story" of what happened.

For example, if something funny happens at school, when you tell a friend about it, you've created a story.



F. Project time: put your skills together!

Your assignment – Looking for learning resources.

In this unit project you will explore learning resources in your own educational environment. Here's what you should do.

- Work in small groups. Discuss what learning means to you.
- Pretend that you are doing a research project.
- List a series of research questions.
- List all the learning or educational resources you could find in your area.
- Share your list with your group members.
- Present your group list to the class.
- How did your presentation go?
- Have you learned something new about learning resources from the presentations?

Evaluate yourself!

Section 1 is called New Words And Ideas. Where do you think you are in learning this part of the unit?

Description	Yes/No
I can understand most new words and expressions by guessing from the context.	
I can understand the meaning of some new words from their roots, prefixes and suffixes.	
I can understand all the complex sentences by analyzing them with the grammar knowledge I have acquired.	
I can quickly identify the key sentence(s) in each paragraph.	
I can summarize the main idea of the text in my own words.	



SECTION 3

GRAMMAR MAKES SENSE

Grammar Time!

A. Grammar Close-up

so vs. such

The two words, **so** and **such**, may sound similar in Chinese when they are used to describe or emphasize the degree or extent of something. However, they are different in usage.

So can be used to **emphasize adjectives, adverbs, or verbs**. Look at the following sentences:

It sounds like the North Pole put a cap on its head because the weather is *so* cold.

What's *so* funny?

Don't go *so* fast.

There's *so* much work to be done.

I don't know why you must always fuss *so*.

"I do *so* love you," the mother said to her son.

Such can be used to **emphasize a noun with adjective**.

Here are some sample sentences:

North Pole is *such* a cold place.

Danny told us *such* a funny story yesterday.

I don't know why the teacher assigned *such* heavy homework for us to do.

The grandma made *such* a fuss over her baby grandson.

Jason felt his life was *such* a mess.

Both **so** and **such** can go with **that** to form **so/such ... that** structure. This structure emphasizes the degree of something by mentioning the result or consequence of it.

Examples:

Danny spoke *so* fast *that* Jenny could hardly follow him.

There are *such* great differences *that* close parallels cannot be drawn.

During her presentation, Mary was *so* nervous *that* she couldn't speak clearly.

Their diet was *such* *that* they weren't getting the necessary vitamins.



Your turn!

1. Fill in the blanks with *so* or *such*.

- (1) Danny has _____ a lot of money. He doesn't know what to do with it.
- (2) I've never seen _____ a boring movie.
- (3) The wind was _____ strong that Jenny found it difficult to walk.
- (4) Danny said to Jenny, "Come on! Don't walk _____ slowly!"
- (5) Pat went to a Chinese restaurant. She had never eaten _____ delicious food.
- (6) Why did Mary ask her dad _____ stupid questions?

2. Choose the correct answers.

- (1) You cannot imagine that in _____ country there should be _____ many homeless people.
 - a. so rich, such a
 - b. so rich a, such
 - c. such a rich, so
 - d. a such rich, such
- (2) It was _____ strange that _____ elegant creatures made _____ ugly sounds.
 - a. such, such, such
 - b. so, so, so
 - c. such, so, so
 - d. so, such, such
- (3) They were _____ beautiful flowers _____ everybody wanted to have some.
 - a. such, that
 - b. so, that
 - c. so, so
 - d. such, such that

3. Use **such** instead of **so**.

Example: The story was **so** interesting that I couldn't put it down.

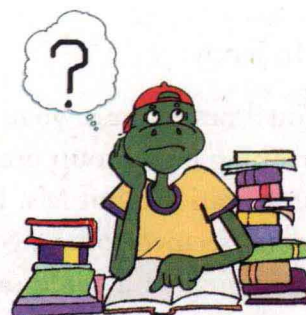
It was **such** an interesting story that I couldn't put it down.



- The weather was so hot that Danny was sweating all over.
It was _____.
- Danny's feet are so big that he has trouble finding shoes to fit him.
Danny has _____.
- Jenny had to walk so long that she was very tired when she got home.
It was _____.
Or: Jenny had to _____.
- The classroom is so small that it cannot hold sixty students.
It is _____.

B. Danny's questions:

- Look at the sentence: *Li Ming suggested that each member write a different section of the report and find a creative way to include that topic in the class presentation.* Why doesn't the author use **wrote** and **found** instead of **write** and **find**?
- He preferred this to relying on books because the information was more specific.* Why does the writer use **relying** rather than **rely** in this sentence? Is the word **to** here a *particle* or a *preposition*?
- At the final meeting, the students talked about the research strategies they had used.* Why does the writer use **had used** rather than **used** or **have used**? Can you find other examples from the text?



C. Time for a little fun!

- What is it? This is a passive clues game. You are given a number of clues that are written in the passive voice. Try to guess what it is that is being described.**

It's often put in a secret place.

Its contents are usually not shared.

It's usually only read by one person.

It's usually written in when the person is alone.

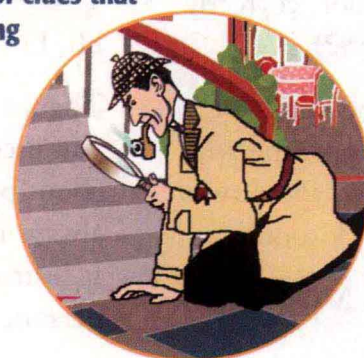
Private thoughts are found in it.

- Can you catch the humour?**

A young man had just graduated from college and went to work in the family store. The first day his father asked him to sweep the sidewalk.

"But, Dad," he protested, "I'm a college graduate."

"Oh, I forgot about that," replied the father, "but don't worry. I'll show you how."



DID YOU KNOW?

A **sidewalk**, used in North American English, is a path with a hard surface at the edge of a street in a town. In Britain, people call it **pavement**.



SECTION 4

READING FOR SOME SURPRISE

FOCUS QUESTIONS

What does project-based learning mean? What are some of the benefits of this learning approach?

Project-based Learning

Hi, Jenny!

You'll never guess what happened today at school. For the last few weeks, I had been working on a group presentation for English class. I used to feel nervous about giving presentations, but Ms. Liu really helped me a lot in junior middle school. Anyway, my group seemed to be a good one, although I'm always a little worried when I work with Yangming; you could say that he's allergic to hard work! Also, one of my group members did almost nothing ... until the last day, that is! We were so annoyed with him when he didn't show up on time! How selfish! I could hardly concentrate on my own part of the presentation! Then he suddenly arrived: what a relief! And what a production! It was so cool! (Am I using "cool" correctly here?)

So, what's happening with you? Please write back soon!

Li Ming



Hi, Li Ming!

Thanks for the e-mail! It's always cool to hear from you, and yes, you used "cool" correctly in your e-mail! I understand your anxiety about project-based learning (have you heard this term before?). I'm always nervous when the teacher chooses our group members for us. It seems that in every group there's at least one lazy or selfish person, but we're all allergic to hard work sometimes, right?

My English teacher uses project-based learning all the time! She says that it's better for our brains if we learn to use resources to help us think for ourselves rather than always waiting for her to tell us the answers. I'm not sure I agree, but she also says that each group member can benefit from working together.

When I think about, though, it's true that I do learn a lot from my group mates; I suppose that's the best evidence that project-based learning works. Also, I've had to learn how to better use resources. In the past, I spent most of my time copying down what the teacher said and then repeating it back when asked. Now, I know how to use the Internet, books from the library, journals, magazines, newspapers or anything else I can get my hands on!





The thing I like best, though, is how I can include things that I've learned in my other subjects with my English projects. It's cool when I can use something I learned in science to help with English!

Talk to you soon!

Jenny

POST-READING ACTIVITIES

Understand and discuss:

1. Do you enjoy doing the unit projects? Why or why not?
2. What do you think you have learned from doing the projects?



READING FOR MORE LEARNING RESOURCES

Learning Resources

With the development of science and technology, students today enjoy easy access to learning and educational resources. Besides the more traditional forms of information sources such as books, journals, magazines, newspapers, and other publications, there are now library systems, radio programs, TV documentaries and interviews.

In this age of information, the most convenient source of information is, of course, the Internet. Online learning resources seem to be endless. One could easily find lots of information related to schoolwork.

The ability to make good use of online educational resources is a basic skill a student should possess. However, learning is much more than using technology or collecting information. Remember, information is nothing if a learner does not use it to make better sense of the world around him or her.

FOCUS QUESTIONS

How much do you know about learning resources? How can you make good use of those resources?



Danny's new list of online resources

Hello, everyone:

In the last book, I introduced you to some good ESL websites. Have you checked them out? Did you find them helpful? Here are some more useful websites for you!

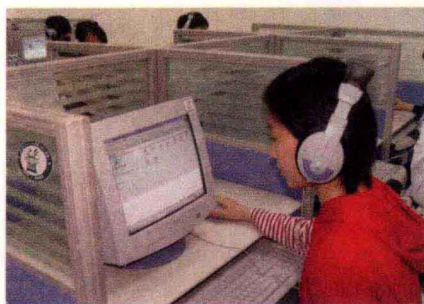
1. <http://www.education-world.com>. This is a free resource for primary and secondary school educators.
2. <http://www.kn.pacbell.com/wired/bluewebn>. This is a library of Internet-based information for primary and secondary schools.





Technology and Student Achievement

In the United States, the push to get technology into the hands of students and teachers has been successful during the past few years. A survey shows that most schools have computer labs and many have computers in every classroom.



More than 90 percent of all schools are connected to the Internet; more than 33 percent of teachers have access in their classrooms and use the Internet in their teaching.

Ever since educators first began to use computers in the classroom, researchers have tried to find evidence of whether the use of technology has a positive and reliable influence on student achievement.

Over the years, researchers have realized that technology alone is not the only factor. They have found that student achievement is determined not only by how well students perform on examinations. It is also determined by students' ability to use thinking skills,

including abilities to do critical thinking, analysis, inferences and problem solving. Judging the influence of any technology requires an understanding of how it is used in the classroom and what are the learning goals.

There is evidence that when used effectively, technology can benefit students' thinking skills. If teachers understand the ways in which technology can be used to improve students' thinking skills, they will be able to make informed choices about what technologies will best meet the needs of specific students. They will be able to make sure that teachers, parents, students, and community members understand what role technology is playing in a school. Last but not least, they will be able to convince others why schools should spend money getting new technologies.

FOCUS QUESTIONS

Does technology have anything to do with your academic achievement?

POST-READING ACTIVITIES

Understand and discuss:

1. What's the relationship between technology and student achievement?
2. Which is the more important factor in learning: technology or thinking skills?
3. What effect does technology in schools have on student achievement?

Wrap it up!

Choose the best answer.

1. There are different levels of education, including elementary, _____ and _____ education.
a. secondary, higher b. secondary, high
c. junior high, high
2. Jenny's school has spent a lot on new hardware and software to keep the school _____ in technology.
a. know b. knowing c. update d. updated
3. Li Ming has a computer at home, which is connected _____ the Internet.
a. to b. in c. on d. for