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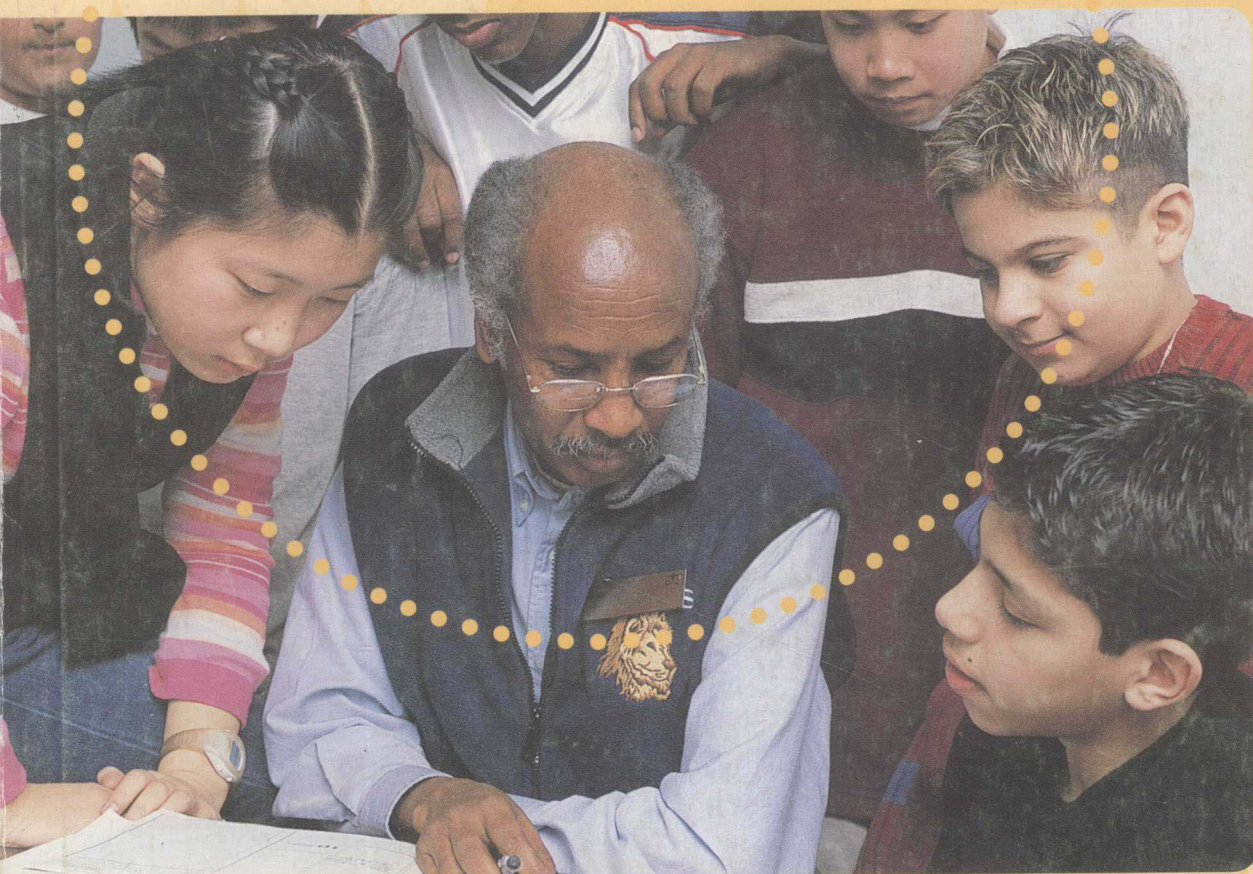


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Learning English



普通高中课程标准实验教科书

英 语

(必修)

(供高中一年级第一学期使用)

2 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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河北教育出版社

主 编	Ingrid Johnston	Yangsheng Guo	田贵森
副 主 编	杨永军		
编 者	Ingrid Johnston	Yangsheng Guo	Judy Sillito
	Allan Chambers	Sally Wong	Brianne Hudson
	雷天生	杨 琳	田贵森
			杨永军
			薛京生
策 划	王亚民	刘建新	邓子平
责任编辑	刘贵廷	刘 彦	赵智敏

由 DC 加拿大编辑、设计、插图、制作

编 辑 Leonard Judge

设 计 Connell Design

插 图 Chao Yu Annie Zheng



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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/lesh002.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

SCHOOL LIFE

The four A's – attitude, academic skills, awareness, and accomplishment – a recipe for a successful school life.

He that knows nothing, doubts nothing.

– Chinese Proverb



SECTION 1

NEW WORDS AND IDEAS

BEFORE YOU READ

What is Jenny's high school life like?

Do you think she has homework and exams?

Are there any parent-teacher meetings about her studies?

News Article

Teacher Bob Smith Wins National Teacher Award

NATIONAL NEWS

What does it take to win the hearts and minds of Grade 10 students in today's world of education? Ask Jenny Fitchette, Grade 10 student at Lester Pearson High School, and you get an enthusiastic response, "A good teacher is the number one ingredient. No matter how fancy the school is, or how many computers there are, without a good teacher, learning is difficult and not at all interesting."

Jenny should know. She is at the head of her class, a class for gifted students running on a "four subjects per semester" format.

It's not so much the subjects that keep her coming to school each day, eager and ready to work and to learn.

QUICK CHECK!

A **semester** means a **term**, one of the two periods into which a school or university divides the year.

Look at her timetable and you find that she takes the ordinary subjects of mathematics, English, biology and art this semester.

No, it's her biology teacher, Mr. Smith who keeps her coming back. Although the

the school, and spends a day watching the teacher in action.

"I can't really put my finger on why Mr. Smith is such a good teacher," says Jenny, sitting in the bright and open classroom that she shares

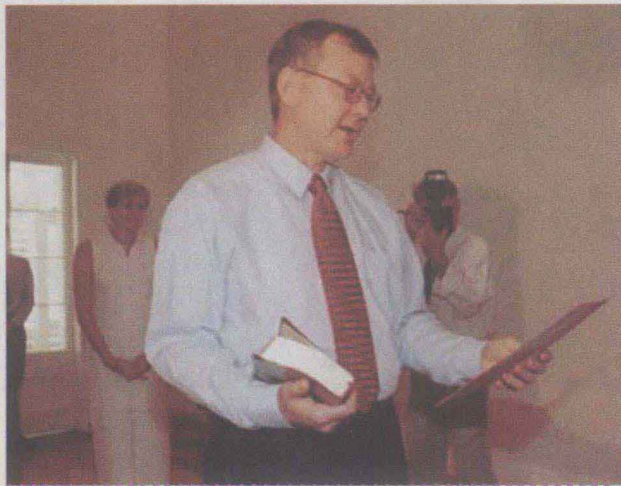
with 20 other gifted learners. "I know that the classroom itself is a nice place to be in. I mean, the tropical fish really help us in our biology studies. We can actually watch fish growing and study them right there in the classroom. Same thing with the small garden we keep in the summer. It's hands-on. Mr. Smith always tells

us that we learn best when we get in there and work with things."

Teacher, Bob Smith says he was surprised and honoured when he heard that Jenny had nominated him for the

DID YOU KNOW?

To **nominate** someone for something is to formally propose that someone should be chosen for something.



Bob Smith, Lester Pearson High School teacher and National Teacher Award winner

classes are long, and the material difficult, Jenny still found time to submit a 1 000-word essay in which she nominated her teacher, Mr. Bob Smith, for the Teacher of the Year Award. This award is given annually to a teacher who shows excellence in teaching. Only students may nominate someone for the award.

If the nominating essay is good, the committee visits



award. "It's really the students who should be getting the award," he says. "It's my job to bring meaningful and interesting things for them to study, and then to 'get out of the way' so to speak. It's the students who are showing excellence, not me."



I know that the classroom is a nice place to be in.

When asked to explain what it is that he does to make his students so enthusiastic about school, he pauses and thinks deeply. "I think it comes down to respect. The kids know that I respect them and that I see my job as serving them in a way. I work for them to help them open up their minds and to discover things that matter to them."

DID YOU KNOW?

Here **demonstrate** means showing and explaining how something works.

BUILD A WORD

enthusiasm (n.) / enthusiastic (adj.)

If you have enthusiasm about something, you have great excitement or interest in it.

He is enthusiastic about the plan.

Jenny says that you never know what to expect from day to day in her biology class. One day, Mr. Smith might bring his electric guitar, and for the entire class, explain and demonstrate the effects of music on plant growth. He never allows anyone any time to be lazy.

"It's the variety for sure, that's part of it," explains Jenny. "But mostly it's because we know that Mr. Smith truly cares about us and about teaching us. You just feel it. He tells us every day that we are the most important aspect of any school life."

"And you know what? I know he means it."

POEM

A High School Poem

A high school education
Provides a unique situation
It values much more
Than a student's test score
To those attending high school
Do grow
Be yourself
And stand tall.
The ultimate test
Is to be your BEST!



Our teacher never allows anyone any time to be lazy.



SECTION 2

MEANING THROUGH PRACTICE

Build Your Skills

A. Build your comprehension

1. In the chart, list all the words and expressions that you know related to school life.

Courses or Subjects	
Classroom Activities	
Extra-curricular Activities	

2. In the news article, we are told that Jenny's school runs on a "four subjects per semester" format. This means Jenny attends _____.
a. four hours of classes per semester
b. four courses per semester
c. four days of classes per semester
3. Teacher Bob Smith is quoted as saying "It's my job to bring meaningful and interesting things for them to study, and then to 'get out of the way' so to speak." What does he mean by this?
4. Jenny says that to win the hearts and minds of today's students, "The number one ingredient is a good teacher." Do you agree? What makes a good teacher?
5. When asked how he makes his students enthusiastic about school, he says it all comes down to _____.
a. respect b. hard work c. interesting exercises d. good luck
6. Do you know a teacher who you think deserves a "Teacher of the Year Award?" Please find four adjectives that you would use to describe this person.

B. Build your vocabulary

1. Match the words in the left column with the definitions on the right.
- | | |
|----------|--|
| believe | a short piece of writing on one subject |
| biology | the process of gradually getting nearer to achieving something |
| essay | a science which explains how living things work and describes and classifies plants, animals and other forms of life |
| progress | accept something to be true |

2. A root word is a smaller word used to build a larger word. What is the root word for the word *enthusiastic*?
3. Find the word that does not belong.
a. tired, exhausted, hungry, sleepy
b. embarrassed, humiliated, depressed, ashamed
c. angry, nervous, upset, anxious
d. frightened, terrified, afraid, confident

C. Build your listening skills

Part 1:

Listen to the audiotape of Jenny talking to her friend Mike in the hallway at school, and answer the questions.

QUICK CHECK!

Keep your ears open for the following shortened words!

chem – chemistry
math – mathematics
sub – substitute teacher

1. Mike is feeling _____.
a. bad b. really bad c. good
2. What did Jenny miss yesterday afternoon?
a. School. b. A band concert.
c. Lunch hour.
3. Why didn't the students do much work in math class?
a. They had a substitute teacher.
b. Most of them were at the band concert.
c. They had taken lots of notes in chem.
4. At 12:30, what "stuff" will Jenny get from Mike?
a. Math and chem notes from yesterday's class.
b. Chem notes and a list of the math questions from yesterday.
c. Chem notes and answers to math problems from yesterday.



Part 2:

You are a student at Jenny's high school. You play on the school's basketball team. You are a member of the drama club, and you are also interested in joining a new club called "Let's Get Technical". You also love pizza!

Listen to the school announcements on the tape. As you are listening, **make a list** of all the information that is important for you to remember.

D. Build your speaking skills

1. Let's talk: Saying "thank you".

Li Ming: You know what bothers me though? I can't really "thank you" properly. I have trouble pronouncing the **th** /θ/ in "thank you".

Jenny: Don't worry, Li Ming. Many students that are learning to speak English find it difficult to produce this sound. In most cases, this is because they are not sticking their tongues out far enough.

Li Ming: What do you mean?

Jenny: Try pointing your index finger up to the sky and then touching it to your lips. Stick out your tongue between your teeth so that it touches your finger. Then blow out a fast stream of air. This should help you make the **th**/θ/ sound!



2. Talk your head off: Thanks a million!

Danny: Thank you for taking me to the theatre! It meant a lot to me.

Jenny: You're welcome, Danny.

Danny: Thanks to you, I got to see a fantastic show.

Jenny: It was my pleasure.

Danny: Thanks a lot, Jenny. I really appreciate it.

Jenny: No problem at all, Danny.

Danny: You're such a thoughtful person! Thanks again!

Jenny: Any time, Danny.

What sentences does Danny use to show appreciation without using the words "thanks" or "thank you"?



Choose a partner. Create a short dialogue using as many forms of the expression *thank you* as possible. Try to use many different ways of saying *you're welcome* as well!

E. Build your writing skills

Nominate a teacher.

Let's break into groups and pretend that we are writing a letter in which we nominate a teacher for the "Teacher of the Year Award". First, discuss what you think makes an excellent teacher. Then, do the following assignment.

On a sheet of paper, each student writes one sentence of the letter. Pass the letter to the student on your left. That student

writes the next sentence. Pass the letter all around the group until each student has added one sentence to each letter. You will end up with several different letters.

F. Project time: put your skills together!

Your assignment

Compare Chinese and North American school systems

Suppose you are going on a one year exchange program at Jenny's school. Jenny's school system is different from your own. With a partner, do some independent research to find some of the differences between the two school systems. Don't forget to think about things that are the same too.

Use the information from your research to create a show (or skit) based on your imaginary experiences as an exchange student in Jenny's school.

Evaluate yourself!

Think about the writing exercise for this unit, then fill in the chart. Make sure to write a **different** sentence in each space!

Think about ...
Your favourite sentence that <i>you</i> wrote. _____
A sentence you wrote with excellent grammar. _____
A sentence you wrote with excellent punctuation. _____
Your two favourite sentences that others wrote. _____
A sentence with a new or interesting word. _____
A sentence with an interesting sentence structure. _____



SECTION 3

GRAMMAR MAKES SENSE

Grammar Time!

A. Foundation grammar

Infinitives (to + base form of the verb)

You know that in each sentence, there should be only **one main verb** (predicate). If you use more than one verb in a sentence, the non-predicate verbs should be changed in form. Remember **verb + ing**, and **verb + ed**, from Book 1?

When you do not use verb + ing or verb + ed, you use **to** before the non-predicate verbs, which then become **infinitives** (to + base form of the verb).

Example:

to understand to study

Let's review!

Look at the following sentences.

1. I want **to learn to draw** and (to) **paint**.
2. This letter reminds me that I have homework **to do**.
3. Usually my friends and I get together after supper **to study** together and (to) **help** each other with our work.
4. It is important **to be** creative in our thinking.

In these sentences, all the highlighted words begin with the particle **to** which forms infinitives. Notice that none of them acts as the predicate of the sentence. What grammatical roles do the infinitives above play?

What's the new pattern?

As you can see from the above examples, **an infinitive** can be anything except the predicate of a sentence. It can be a subject, object, predicative, attributive, adverbial or object complement. Here are more examples.

1. It would be terrible **to be** late for my first class. (subject)
2. I want **to discover** what I will do when I become an adult. (object)
3. The project in this unit is for you **to study** the different roles of women in the old and new China. (predicative)
4. As I am a teenager now, I have more things **to think** about. (attributive)
5. Not long ago she went to China **to visit** her very good friend Li Ming. (adverbial)
6. Hey, Li Ming, would you like me **to get** you another drink? (object complement)

Be careful! In some cases, infinitives do not have the particle **to** in front of them.

Case 1:

After verbs like make, let and have + object:

Examples:

They didn't make me **feel** clumsy.

"Let me **see** it," she said, drying her hands on the dishtowel.

"Have Jenny **come** in, please," said the principal.

Case 2:

After verbs such as see, hear, feel, watch and observe + object:

Examples:

Jenny must be in the principal's office. I saw her **go** in there just now.

I heard the principal **ask** Jenny to go to his office.

Case 3:

After the verb help + object, infinitives may or may not have the particle to.

Example:

Danny never helps his mom (**to**) **do** the dishes.

It is important to distinguish between the **particle to** and the **preposition to**.

For example:

I'm happy **to** receive your letter. (Here, **to** is a **particle** showing that the verb that follows is an infinitive.)

I look forward **to** receiving your letter. (Here, **to** is a **preposition**, which has to be followed by a noun or gerund.)

I'm used **to** cold weather. (Here, **to** is also a **preposition**.)



Your turn!

Fill in the blanks with the proper verb forms.

1. It is hard _____ (be) a teenager.
2. Jenny's father is used to _____ (work) late into the night.
3. I used _____ (pronounce) "th" /s/. We should pronounce "th" /θ/.
4. Janill thought her mom was making her _____ (feel) she was not good enough.
5. I promised Danny that I would help him _____ (solve) the math problem.
6. To do that would be _____ (lift) a stone only _____ (drop) it on one's own feet.
7. When I travelled to Japan that year, there was an earthquake. I felt the hotel room _____ (shake) violently.
8. When Danny got to New York, he had little money left. He was reduced to _____ (stay) in a shabby hotel.
9. I'd love _____ (help) you, but it's impossible.
10. I'm trying _____ (work). Please stop _____ (talk)!

B. Focus grammar

Subject-verb agreement (I)

Subject-verb agreement is not easy. In general, the subject will determine whether you should use a singular or a plural verb.

Take pronouns and the verb **be** as an example. If you use **I** as the subject, you have to use **am** in the present or **was** in the past tense. If you use **we** as the subject, you should use **are** in the present and **were** in the past tense. But things are more complicated than that. For instance:

Neither Danny nor I
_____ (be) going to
Jenny's sleepover party.

What form of **be** should be used here? Should it be **is**, **am** or **are**?

We will introduce you to a number of rules for subject-verb agreement.

Watch out for more rules in the units to come!



INSTANT GRAMMAR

If you use **I** as part of a compound subject, put **I** after other pronouns or nouns. You say:

Danny and I would like to go to a concert next week.

Do not say:

~~I and Danny~~ would like to go to a concert next week.

Rules:

Two or more subjects joined by **and** usually take a plural verb.

Danny and I are going to a Chinese movie this weekend.

Jenny, Danny and Li Ming are correct.

Be careful! If a compound subject forms a single idea, it takes a singular verb. For example: Apple pie **and** ice cream **is** Danny's favourite dessert.

Singular subjects joined by **or** or **nor** take singular verbs. Plural subjects joined by **or** or **nor** take plural verbs.

Jenny or her friend Pat is coming to Danny's birthday party.
(singular subject)

Neither Pat's friends nor Jason's friends are going to Danny's birthday party. (plural subject)

When a singular subject and a plural subject are joined by **or** or **nor**, the verb must agree with the subject nearer to it.

Either Jenny **or** her friends are coming to Danny's birthday party.

Neither Jenny **nor** I am going to Danny's birthday party.

Most nouns plural in form but singular in meaning take singular verbs. These nouns include **mathematics**, **economics**, **news**, **physics**, **politics**, etc.

The news about economy is bad.

Mathematics is the study of numbers, quantities, shapes, etc.

Notice this rule does not apply to words such as **trousers**, **scissors** and **pants**. They take plural verbs.



SECTION 4

READING FOR INFORMATION

Elementary and Secondary Education in Japan

Jenny's friend, Teresa, went on a student exchange to Japan. Here are some of her thoughts and observations about school in Japan.

Last year I had a wonderful experience. I went on a student exchange to Japan. It was an exciting time of my life and I learned many things about the school system in Japan. I was in Grade 11, which is second year of high school in Japan, but I was younger than most of my classmates. That's because Japanese children enter the first year of elementary school in the April following their sixth birthday. I started school when I was still five years old.

In Japan, children attend elementary school for six years, where they study Japanese, arithmetic, science, social studies, music, crafts, physical education, and home economics (simple cooking and sewing skills). During their three years in middle school, English is added to this list. Most schools have access to computers and the Internet.

The classes in my school seemed rather big to me, around 30 students in a typical high school class. We ate lunch in the classroom, instead of a cafeteria and enjoyed a healthy, nutritious meal prepared by the school or by a local "school lunch centre" instead of eating the same, dry sandwiches every day. I really like the Japanese interpretation of school lunches. I also enjoyed the field trips and activities. At Japanese schools, there are many school events during the year, such as field day when students compete in tug-of-war, field trips, arts and cultural festivals.

FOCUS QUESTIONS

What does school education in Japan look like?

When and how do Japanese students learn English?

I was very surprised to see that children do a lot of work in the school! Every day the students clean the rooms, halls, toilets, and yards of their own school. That is amazing to me.

I had to have a school uniform at my school. I have never worn a school uniform before and it was a little hard to get used to. Most middle schools in Japan require uniforms for their students.

DID YOU KNOW?

Access means the way in, or the right or means of reaching something.



Students playing tug-of-war



When do Japanese kids start studying foreign languages?

Although I can speak English fluently, I attended English classes with the rest of my classmates. It was interesting for me because I was able to help my classmates. I thought the lessons were boring because there was so much grammar. Even though my



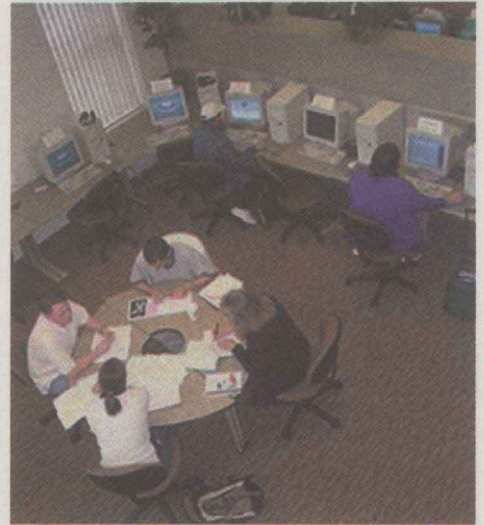
classmates had been learning English for five years, many students still couldn't speak the language freely, though most of them could read and write pretty well.

Most high schools offer only English as a foreign language, but some schools provide classes in two or more languages. At my school they offered Korean and Spanish. I chose Spanish. It will help me when I go back to Canada.

For most Japanese schoolchildren, foreign language learning starts with English in the first year of middle school (7th grade). Only a few private schools teach English at the elementary-school level. Now people are considering the idea of starting English language lessons earlier, even in public schools.

How do students get into high school or university?

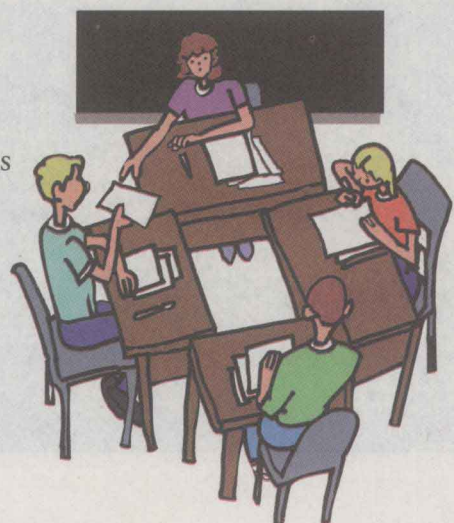
One part I didn't like about my student exchange experience was the exams. There are so many exams in Japan and they are very difficult. Most students



have to take entrance examinations to earn their way into a high school or a college. To get into a national or public university, they have to take an entrance exam. All these exams put a lot of stress on students.

What kinds of homework do the students do? How do they learn *kanji*?

There was a lot more homework in Japan than what I was used to. I especially enjoyed practising





QUICK CHECK!

Sino- means *Chinese and*. It is used in combination with another word, for instance, Sino-American relationship.

DID YOU KNOW?

Kanji like Chinese is a proper noun. Its plural form and singular form are the same.



kanji (Sino-Japanese characters). It is difficult to learn these characters but I practised and practised every day. My friends told me they have to learn *kanji*. Elementary school children are expected to learn more than half the 1945 *kanji* that are used daily. The children have to learn not only the correct order but must also master the different readings that the *kanji* have. When a new *kanji* comes up in a textbook, children memorize it by writing it dozens of times in their notebooks.

My experience as an exchange student in Japan taught me a great deal. I can go back to my school with a different view on my own education system and a better understanding of how other people live and learn.

POST-READING ACTIVITIES

Understand and discuss.

1. Is the elementary and secondary education system in Japan similar to yours? How? In what ways is it dissimilar?
2. Do you find the same kinds of problems with English learning as Japanese students do?
3. Can this reading **help you (to) do** your unit project? In what ways?

景観を活かした地域振興を協働で目指します！

「関東の富士見100景」は、富士山への良好な眺望が得られる地点を選定し、周辺景観の保全や活用への支援を通して、美しい地域づくりの推進を目的としています。そこで、富士山を背景とした良好な眺望が得られる公共的空間で、その保全や活用が望まれる場所を1次選定63景に引き続き広く募集しました。



READING TO BECOME A BETTER STUDENT

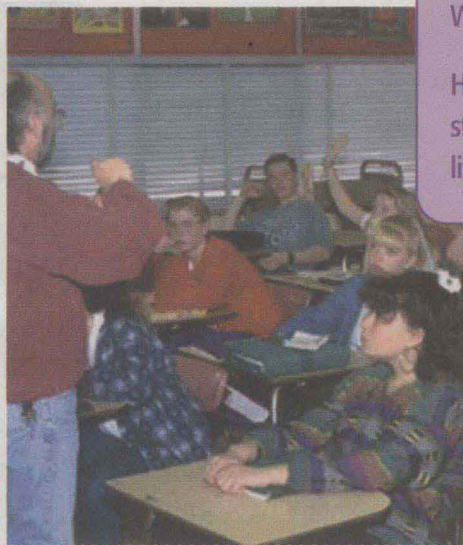
Mr. Simanek's lecture

On Being a Student

At the beginning of this semester, Mr. D. Simanek was invited to Jenny's class to talk about what it means to be a good student. Here are some of his key points.

Hello, everyone,

I'm very happy to be here today to share with you some of my ideas about being a student. Like you, I was a student many years ago.



Mr. Simanek lectures to Jenny's class.

I remember one of my junior-high teachers used to remind us that to be a *student* meant more than merely being a *pupil*. Times change. The definition of "student" once was "one who studies something". Today it can mean merely "one who attends a school, college or university". This modern definition doesn't even suggest that the person does more than "attend".

What makes the student stand out from the rest of the class? The **four A's** – attitude, academic skills, awareness, and accomplishment – certainly are a large part of it, and a student who has them will be very likely to earn A's.

Attitude is a desire to learn, and the willingness to work hard to understand. It is also shown by how well you apply yourself even to subjects in which you have little interest, and how much you can achieve even when you don't like a teacher's style.

Academic skills include the ability to read and understand, use of resources, mathematical skills, good study habits and the ability to communicate clearly and fluently in speaking and writing.

FOCUS QUESTIONS

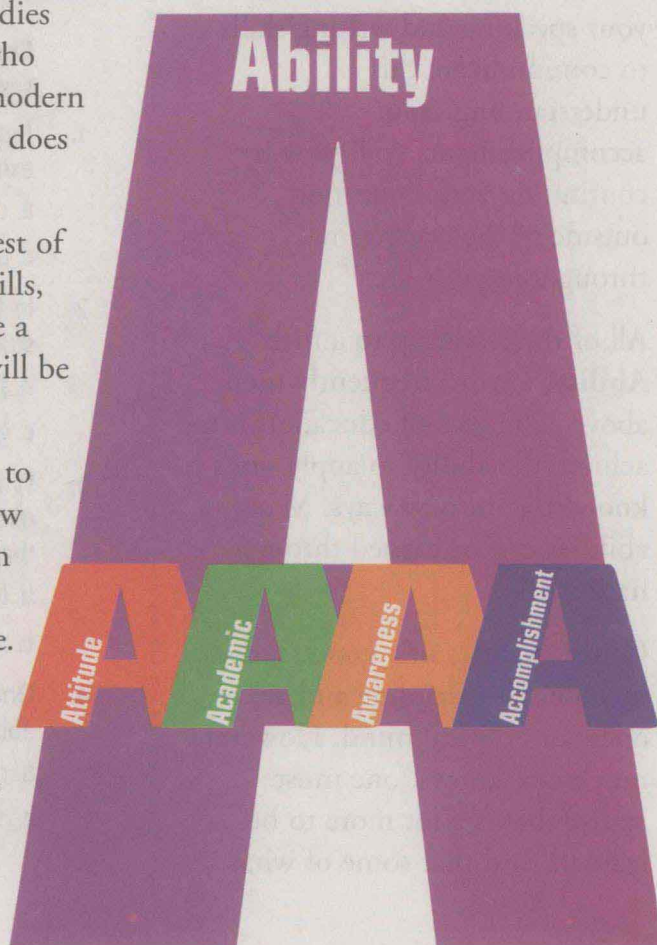
What does being a student mean?

How can we become better students and succeed in an age of life-long learning?

QUOTABLE QUOTES

Discovery consists of seeing what everybody has seen and thinking what nobody has thought.

– A. Gyorgyi





Awareness is of what's going on in the world around you, and the habit of relating it to your academic courses. For example, when taking a science course, you go out of your way to find applications and examples of science in the real world.

BUILD A WORD

aware (adj.)/awareness (n.)

If you are aware of something you know that it exists.

Accomplishment is demonstrated by how well you apply your understanding to new problems and challenges and how you use your speaking and writing skills to communicate this understanding. Your accomplishments will grow by continuing your education outside of the classroom, throughout your life.

All of these add up to a fifth "A": **Ability**, a word frequently used above. The goal of education is to achieve the ability to apply one's knowledge in new ways. Many abilities can be earned through hard work.

Other qualities of a good student include self-discipline and an open and critical mind. However much one knows, one must realize there's a lot more to be learned, and that some of what

one "knows" may turn out to be wrong. Knowing lots of things is good, but knowing the limitations of one's knowledge is more important. Many of the classic errors of history were made by people overconfidently going beyond what they knew and understood.

Work to be educated, not merely trained!

QUOTABLE QUOTES

Some will never learn anything because they understand everything too soon.

— T. Blount

POST-READING ACTIVITIES

Understand and discuss.

1. What are the four A's suggested in the reading?
2. In your opinion, what is a *good* student?

Wrap it up!

Choose the best words to complete the following sentences. Refer to the readings.

1. Japanese students take part _____ many kinds of extra-curricular activities.
a. of b. from
c. by d. in
2. In Japan, _____ into a national or public university, students have to take a nationwide entrance exam.
a. getting b. to get
c. got d. get
3. When I was in 4th grade, my Language Arts teacher used to _____ me that to be a student meant more than going to classes every day.
a. telling b. tell
c. told d. being told
4. One of the most important values of education is the ability _____ creative and critical thinking.
a. doing b. to do
c. done d. did