

经全国中小学教材审定委员会2004年初审通过  
普通高中课程标准实验教科书（必修）

# Advance with English

## 牛津高中英语

（模块四·高一下学期）

凤凰出版传媒集团  
译林出版社  
牛津大学出版社

Student's Book

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# 前言

同学们:

欢迎使用《牛津高中英语》，它将伴你走过高中阶段的学习历程，实现你的英语学习目标。根据国家普通高中《英语课程标准》(实验)的要求，你在高中阶段将完成五个必修模块的英语学习，在此基础上，还有六个模块的顺序选修教材供你学习。必修部分有五个模块，共五本书，每个模块安排三个单元。现在，让我们一起走进教材，了解本套教材为我们展示的新天地。

进入新的单元，首页上的图画和问题会激活你已有的和单元话题相关的知识，让你轻松自然地进入本单元的学习，这就是单元的第一个版块：**Welcome to the unit**。顺着前面所引出的话题，你将来到 **Reading** 版块。该版块是你接受英语语言信息的重要环节，在这里，你将有机会感受真实、地道、优美的英语。你也将通过阅读了解现实生活和发展的方方面面。通过学习课文后面的 **Reading strategy** 和完成阅读练习，你还能掌握英语阅读策略，提高英语阅读能力。在英语学习中，你所面临的挑战之一是扩大词汇量，接下来的版块 **Word power** 能为你迎接这一挑战提供有效的帮助。在该版块中，你将学会根据话题扩充词汇以及其他多种词汇学习技巧。语法学习，贵在运用，在 **Grammar and usage** 版块中，你既可得到系统的语法辅导，又能在该版块精心设计的语境中学会灵活运用语法知识。**Task** 版块要

求你能综合运用所学习的语言知识和语言技能，完成特定的任务。你将在教材为你设计的语言情境中，通过获取语言信息、两人对话或小组讨论和口、笔头表达等一系列的课堂学习活动，学会熟练、自如地运用英语。

**Project** 是课堂教学的延伸和拓展，属于探究式学习。该部分由阅读材料和完成课题的四个步骤组成，要求你走出课堂，与同学分工合作，通过讨论、调查、专访、文献检索等活动，完成一个特定课题。你将首先认真阅读所提供的阅读材料，从中得到启发，然后完成课题。单元的最后一个版块是 **Self-assessment**，这里你将对照单元各个学习项目按五个等级进行自我评价，并算出百分比。通过自我评价，你可以对单元的学习进行自我反思，为下一步的学习制定行动计划。




游历了单元的各个版块以后，你一定会发现，这套由中外专家根据普通高中英语课程标准联合编写的《牛津高中英语》是从学习者的角度设计的。相信你在使用这套教材的过程中，通过自己的努力和老师的帮助，一定能够顺利完成高中阶段的学习任务。

祝你学习进步，天天向上!








江苏省中小学教学研究室  
牛津大学出版社(中国)有限公司

2005年12月

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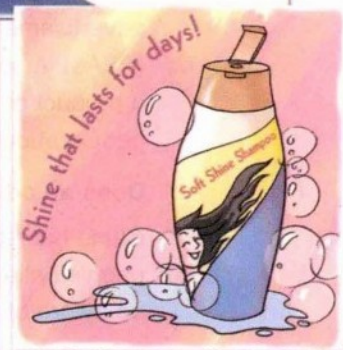
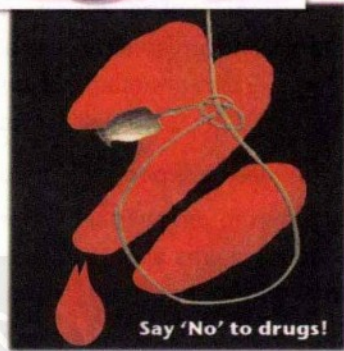
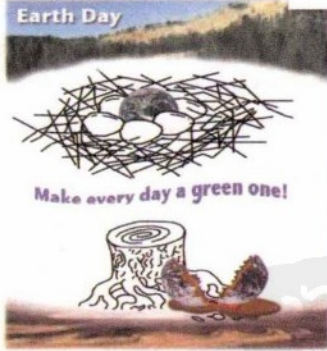
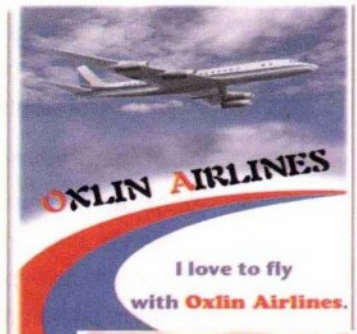
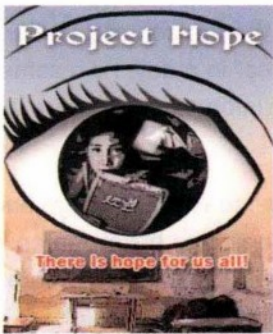
# Advertising

In this unit, you will

- ◆ read an article about advertisements and a handout about ad campaigns
- ◆ listen for statistics and descriptions
- ◆ state your opinion on advertisements
- ◆ write an advertisement
- ◆ develop an ad campaign

## Welcome to the unit

Advertisements are a good way to sell products or services. They are also a good way to make people aware of the needs of others and the dangers around them. You may have seen pictures similar to the ones below because they are all advertisements. Look at the pictures and discuss the questions.



- 1 Which advertisements make you want to buy a product or service? Why?
- 2 Which advertisements make you think about problems in society or about people who need help? Why?
- 3 Do you believe that advertisements tell the complete truth? Why or why not?



Reading

**A** Read the following article quickly and answer these questions.

- 1 What do advertisements encourage people to do? \_\_\_\_\_
- 2 What does PSAs stand for? \_\_\_\_\_
- 3 What are PSAs meant to do? \_\_\_\_\_



**B** Below is an article about advertisements written by a student for her English project. It has been posted on the school website. Read the article to learn more about advertisements.

<http://www.sunshineschool.edu.cn/englishprojects>

## Advertisements

Advertisements are an important part of our lives. We are so used to them that we often do not even realize how many we see and hear in a day. I did some research on advertisements, and have some very important information to share with you.

**What is an advertisement?**

5 An advertisement provides information and uses persuasive language and exciting images to encourage people to buy a product or service or believe in an idea. Billboards, newspapers, magazines, the Internet, radio and television are the most common places to find advertisements. There are two main types of advertisements—commercial advertisements and public service advertisements

10 (PSAs). A commercial advertisement is one which someone has paid for to promote a product or service. PSAs are often placed for free, and are intended to educate people about health, safety, or any other issue which affects public welfare.

**Does an advertisement tell people the complete truth?**

China has strong laws to protect people from advertisements that lie or try to make

15 people believe untrue claims about products or services. However, we still must be aware of the methods used in advertisements to try and sell us things. Even if an ad does not lie, it does not mean it tells you the complete truth. One toothpaste ad says 'Bright-Teeth fights bad breath!' The advertisers want you to read the word 'fights' and think that the toothpaste *cures* bad breath, but it does not say

20 that! All it says is that it *fights* it and that is not the same thing at all. One supermarket tells customers, 'You are proud of your cooking, so shouldn't you buy

the very freshest food?' This one is very clever, because it tells customers that they are good cooks. However, the ad never says that this supermarket has the freshest food! They just hope that when you read the ad, you will feel good about their nice  
 25 comment and remember the words 'freshest food' and connect them to the food in the supermarket. We must not fall for this kind of trick!

### Public service advertisements

Not all ads play tricks on us though. PSAs use some of the same methods, like attractive and original images and creative language, but they are made to serve  
 30 the public. PSAs are meant to teach us and help us lead better lives. Our government understands this, and has been using PSAs to educate people for many years. China began a nationwide public service advertising campaign in 1996, and since then numerous PSAs have appeared around the country. You have probably seen or heard some of them yourself, like 'Yes to life, no to drugs' and  
 35 'Knowledge changes life'. These ads deal with large social issues. There are also PSAs that educate people about public service projects, such as Project Hope. Its slogan is 'Project Hope—schooling every child'. There are even PSAs to teach us how to live healthy lives. One of these is 'Smoking is committing suicide slowly'. All of these ads are meant to be helpful, and you can often learn a lot by following the  
 40 advice they give.

Finally, I wish to tell you this: think about why you should do the things the ad suggests, or buy the product or service the ad promotes. We all want to be smart about what we believe, so be smart about advertisements!

### Reading strategy: reading expository writing

Expository writing is meant to introduce you to basic information on a topic. It usually follows the same basic format: **introduction of subject, supporting details, conclusion**. When you see a statement presented in expository writing, e.g., 'Even if an ad does not lie, it does not mean it tells you the complete truth', always look at the information that follows it closely. You should be able to find facts to support the idea, such as 'All it says is that it fights it and that is not the same thing at all'. The author will follow this information with a concluding statement, which tells you what you are supposed to learn from the passage — 'We must not fall for this kind of trick!'



**G1** Read the article once more and find the answers to the following questions. Write them in the spaces below.

- 1 Where are advertisements most commonly found? \_\_\_\_\_
- 2 What is the difference between commercial advertisements and public service advertisements? \_\_\_\_\_
- 3 Why are some of the advertisements clever according to the article? \_\_\_\_\_
- 4 When did China begin a nationwide public service advertising campaign? \_\_\_\_\_
- 5 Why should we follow the advice in PSAs? \_\_\_\_\_

**G2** Read the following sentences and decide whether they are true or false according to the article. Write T (True) or F (False) next to each sentence.

- 1 Advertisements are found in many places. \_\_\_\_\_
- 2 PSAs are only found in newspapers. \_\_\_\_\_
- 3 All advertisements tell the complete truth. \_\_\_\_\_
- 4 PSAs and commercial ads use some of the same methods. \_\_\_\_\_
- 5 Commercial ads can often give us valuable information about how to live our lives. \_\_\_\_\_
- 6 An ad warning people against smoking is an example of a PSA. \_\_\_\_\_

**D** Can you guess the meanings of the following words and phrases from the context? Look them up in the article and try to decide what you think they mean.

- |                                |       |  |
|--------------------------------|-------|--|
| 1 persuasive (line 5)          | _____ | a sending (children) to school                   |
| 2 promote (line 10)            | _____ | b able to make someone believe something         |
| 3 intended (line 11)           | _____ | c meant or planned to do                         |
| 4 be aware of (line 16)        | _____ | d killing oneself                                |
| 5 cures (line 19)              | _____ | e help a thing or an idea become popular         |
| 6 nationwide (line 32)         | _____ | f know or realize                                |
| 7 schooling (line 37)          | _____ | g makes an ill person better or solves a problem |
| 8 committing suicide (line 38) | _____ | h happening throughout a country                 |

**E** The author of the article wrote an e-mail to thank a professor who helped her with her research. When the professor received it, some of the words were missing. Use the words below to help him complete the e-mail.

advertisements  
persuasive

public welfare  
nationwide

intended  
promote

campaigns  
advice

encourage  
customers

Dear Professor Liu Kai,

I want to thank you for offering me such useful (1) \_\_\_\_\_ during my research. I have completed my article about advertisements, and I'm quite satisfied with it. It has just been published on our school website. I never knew that (2) \_\_\_\_\_ were so interesting! The information I found will really help me to educate others. I hope that after they read my article, my schoolmates will understand that PSAs are (3) \_\_\_\_\_ to educate us about (4) \_\_\_\_\_ issues, and that commercial ads are meant to (5) \_\_\_\_\_ products or services. Before our talk, I did not think very much about how an advertiser might be trying to trick (6) \_\_\_\_\_ into buying a product or a service. Now I think I will be much smarter about what things to buy. Even if there are lots of exciting images and (7) \_\_\_\_\_ language, I will remember to think about the things I buy. I will also pay a lot more attention to the (8) \_\_\_\_\_ public service ad (9) \_\_\_\_\_, because now I know how helpful they can be. I will (10) \_\_\_\_\_ my friends to pay attention to them as well.

Thank you again for helping me find so much useful information!

Yours faithfully,

Qian Lili

**F** How do PSAs help us? Work in pairs and discuss these questions with your partner. Use the following dialogue as an example.

Do you think public service advertisements are helpful?

Yes, I do. For example, people might not know how harmful it is to take drugs if they haven't seen an advertisement that tells people to keep away from drugs.

I agree with you on that. Where do you think these ads should be placed?

In schools, hospitals, shops—everywhere that people go. By the way, who pays for these ads?

...



- 1 What are the differences between commercial ads and public service ads?
- 2 Do you think young people are easily persuaded into buying new products? Why or why not?
- 3 What is the most impressive PSA you have ever seen? Why do you think it is impressive?



Word power

Using suffixes

We can create adjectives by adding suffixes to nouns or verbs. The dialogue below gives some examples of how these adjectives are used. Look at the suffixes added to the end of each adjective and think about how the word is formed.

**Wu Ping:** Do all ads play tricks on people?  
**Wu Hong:** No. PSAs use some of the same methods as **commercial** ads, like **persuasive** language and **exciting** images, but they are not meant to trick us.

These are some of the different ways to form adjectives from nouns and verbs.

**TIP** The suffixes **-ous** and **-y** make adjectives that mean having a particular quality.

Noun	+ y	health	→	healthy
	+ ly	week	→	weekly
	+ ic	hero	→	heroic
	+ al	origin	→	original
	+ ous	danger	→	dangerous
	+ ful	help	→	helpful
Verb	+ ed	amaze	→	amazed
	+ ing	excite	→	exciting
	+ ive	attract	→	attractive

**TIP** We sometimes need to remove or change the final letter(s) of a word before adding a suffix, e.g.,  
*fame* → *famous*  
*beauty* → *beautiful*  
*compete* → *competitive*  
*fantasy* → *fantastic*  
*persuade* → *persuasive*

Read the following advertisement and fill in the blanks. Form adjectives by adding the correct suffixes to the words in brackets.

Best Clothing Shop

Do you want <sup>(1)</sup> \_\_\_\_\_ (love) and <sup>(2)</sup> \_\_\_\_\_ (attract) clothing at low prices? Are you tired of wearing the same plain, <sup>(3)</sup> \_\_\_\_\_ (bore) outfits every day? Do you sometimes feel like your friends are trendier than you are, and wear more <sup>(4)</sup> \_\_\_\_\_ (create) outfits?

We can tell you where your friends found their <sup>(5)</sup> \_\_\_\_\_ (fantasy) clothes. Best Clothing Shop has opened two new stores in the city centre! An <sup>(6)</sup> \_\_\_\_\_ (excite) film star look is now available to every teenager! Our shopping environment is <sup>(7)</sup> \_\_\_\_\_ (friend) and enjoyable. Our highly <sup>(8)</sup> \_\_\_\_\_ (compete) prices mean you don't have to be rich and <sup>(9)</sup> \_\_\_\_\_ (fame) to look great.

Jeans, shirts and dresses are on sale now. If you are one of the first ten <sup>(10)</sup> \_\_\_\_\_ (luck) shoppers this weekend, you will receive a discount card. So come this Saturday to one of our new stores to collect your free gift and start shopping at the place where you can find the clothes you have always wanted!



## Sales and marketing

**A** Read the following passage from a book. Pay attention to the words and phrases in blue.

Before a company starts making a new **product**, they must collect and study information about what people want and need. So, they do **market research**. The boss of the company needs a lot of information about the **sales and marketing** of the product. So, the **sales/marketing department**, led by a sales/marketing manager, will present the information from their market research to the boss. The company can then choose the right product to produce, the one which is expected to be most popular with **consumers**. One of the most important pieces of information is the **market share** — the percentage of a market that the company has. Also important are the **sales targets** — the amount which they think they will sell in a future period. If they want to become the **market leader**, the company must ensure that their product is of **high quality**. Once the product goes on the market, its **sales figures** — the amount which has been sold — should be reported every day, so the company can check the progress of their product.

**B** Mr Carter, the boss of a car company, is talking with Ms Jones, his sales/marketing manager, about the sales and marketing of a new product. Use the blue words or phrases from above to finish the dialogue. Each word or phrase should be used only once.

**Mr Carter:** Our new <sup>(1)</sup> \_\_\_\_\_ has been on the market for two weeks. What is its <sup>(2)</sup> \_\_\_\_\_ now?

**Ms Jones:** We have about a 15 per cent share of the market at the moment. The <sup>(3)</sup> \_\_\_\_\_ rose by 2 per cent yesterday across the whole country.

**Mr Carter:** That is quite encouraging. I think it might be because <sup>(4)</sup> \_\_\_\_\_ really like the design and <sup>(5)</sup> \_\_\_\_\_ of the product. I would like you to do some further <sup>(6)</sup> \_\_\_\_\_ about young people's views on the product. The <sup>(7)</sup> \_\_\_\_\_ should also finish the report on the <sup>(8)</sup> \_\_\_\_\_ by next week.

**Ms Jones:** We're doing it right now. I'll present it to you tomorrow morning.

**Mr Carter:** That's great. If we want to be the <sup>(9)</sup> \_\_\_\_\_ in our field, we need to get as much information about <sup>(10)</sup> \_\_\_\_\_ as we can.



Grammar and usage

Direct speech and reported speech

1 We use direct speech to report what exactly has been said. If we write the speech down, the words will usually appear in quotation marks. However, we often prefer to use reported speech or indirect speech to report the meaning of what has been said without using the exact words.

**Direct speech:** She said, 'China has been using PSAs to educate people.'

**Reported speech:** She said China had been using PSAs to educate people.

2 We can change direct speech into reported speech by changing what has been said to an object clause or an infinitive phrase.

She said, 'I'm used to ads.' → She said that she was used to ads.

'We must not fall for this kind of trick!' she said. →

She warned us not to fall for that kind of trick.

3 Besides the major changes in sentence structure, there are also changes in:

- personal pronouns  
She said, 'I did some research.' → She said that she had done some research.
- tenses  
She said, 'This ad is very clever.' → She said that that ad was very clever.

**TIP** We do not change the tense when we report a fact that does not change over time, e.g., 'Light travels at great speed,' he said. → He said that light travels at great speed.

The table below shows how we usually change the tenses when the reporting verb is in the past tense:

Direct speech	Reported speech	Direct speech	Reported speech
Simple present	Simple past	Simple future	Future in the past
Present continuous	Past continuous	Past perfect	Past perfect
Simple past	Past perfect	Present perfect continuous	Past perfect continuous
Present perfect	Past perfect		

- adverbials of time and place  
Tom said, 'I am working here today.' → Tom said he was working there that day.

The following table shows other examples of such changes:

Direct speech	Reported speech
today	that day/yesterday/on Wednesday, etc.
tomorrow	the next day/the following day/on Thursday, etc.
yesterday	the day before/the previous day/on Tuesday, etc.
next month	the month after/the following month/in July, etc.
last year	the year before/the previous year, etc.
a week ago	a week before/a week earlier, etc.

- other cases  
The table on the right shows some more examples of the changes that take place when we change direct speech into reported speech.

Direct speech	Reported speech
this	that
these	those
come	go



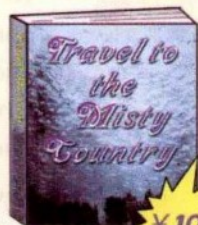
Wang Yilin is a school librarian. She would like to recommend a book to the head librarian Mr Fan Zhenbin. Look at the advertisement below. Help Wang Yilin complete the memo to the head librarian.

## Thrilling adventure story!

Read *Travel to the Misty Country*!

Our latest publication is an adventure story, written by Li Xiyang, a 17-year-old boy. You won't believe his unique way of thinking and rich imagination.

Here's what some of our readers say:



I've read it twice this week. I'll never forget the fascinating Misty Country!

I bought another two copies of *Travel to the Misty Country* this afternoon. I'll give these books to my best friends. The book is so great. I'm going to read it over and over again!

## MEMO

To: Mr Fan Zhenbin

From: Wang Yilin

Subject: Book recommendation

Date: 30 September

Yesterday I read about a new book. It is an adventure story called *Travel to the Misty Country*. The publisher said that the story <sup>(1)</sup> \_\_\_\_\_ written by a 17-year-old boy.

The publisher also said that readers <sup>(2)</sup> \_\_\_\_\_ believe the writer's unique way of thinking and rich imagination. According to the publisher, readers do seem to be interested in this new book. One reader said that he <sup>(3)</sup> \_\_\_\_\_ the book twice <sup>(4)</sup> \_\_\_\_\_ week and that he <sup>(5)</sup> \_\_\_\_\_ never forget the fascinating Misty Country. Another reader said that she <sup>(6)</sup> \_\_\_\_\_ another two copies of *Travel to the Misty Country* <sup>(7)</sup> \_\_\_\_\_ afternoon and that she <sup>(8)</sup> \_\_\_\_\_ give <sup>(9)</sup> \_\_\_\_\_ books to <sup>(10)</sup> \_\_\_\_\_ best friends. She also said that the book <sup>(11)</sup> \_\_\_\_\_ so great that she <sup>(12)</sup> \_\_\_\_\_ it over and over again.

This term's main reading category for senior high students is adventures, so *Travel to the Misty Country* would be a good choice. As the writer is the same age as our students, I think that they will understand him and his book easily. I am sure that they are going to like the book very much. The book is cheap. It only costs ¥10. I recommend that we purchase 10 copies for the library.

Wang Yilin



Reported speech: statements, questions and imperative sentences

1 Statements

**TIP** We use *tell* when we want to mention the listener(s); we use *say* if we do not wish to specify the listener(s).

- We use noun clauses introduced by *that* to report statements.  
She said, 'Advertisements are an important part of our lives.' →  
She said **that advertisements are an important part of our lives.**  
'There are two main types of advertisements,' the writer said to us. →  
The writer told us **that there are two main types of advertisements.**
- There are more reporting verbs other than *say* and *tell*:  
advise agree explain insist promise remind suggest warn

'PSAs are often placed for free,' the writer said. →  
The writer **explained that PSAs are often placed for free.**

2 Questions

- We use noun clauses introduced by *whether/if* to report *yes/no*-questions.  
Matt asked Ann, 'Are you the happiest person in the world?' →  
Matt asked Ann **whether/if she was the happiest person in the world.**  
'Are all ads playing tricks on us?' I asked her. →  
I asked her **whether/if all ads are playing tricks on us.**
- We use noun clauses introduced by *wh*-words to report *wh*-questions.  
I asked her, 'How can that be true?' →  
I asked her **how that could be true.**  
'Where did you find the advertisements for jobs abroad?' Bill asked. →  
Bill asked **where I had found the advertisements for jobs abroad.**  
'When did you get the tickets for the concert?' I asked Wang Hua. →  
I asked Wang Hua **when he had got the tickets for the concert.**

3 Imperative sentences

- To report imperative sentences, we use the structure: reporting verb + object + (*not*) + *to*-infinitive.  
The writer said, 'Think about why you should do the things the ad suggests.' →  
The writer **told us to think about why we should do the things the ad suggested.**  
The salesman said to me, 'Read what some of our satisfied customers say.' →  
The salesman **asked me to read what some of their satisfied customers said.**  
'Don't worry, Mickey,' Jen said. → Jen **asked Mickey not to worry.**
- There are other verbs that can be used in this structure to report imperative sentences:

advise encourage invite remind warn

'Don't believe every advertisement you read,' Michelle said to me. →  
Michelle **advised me not to believe every advertisement I read.**  
'Don't forget to take your medicine, Dad,' my daughter said. →  
My daughter **reminded me not to forget to take my medicine.**