

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

（模块一·高一上学期）

凤凰出版传媒集团  
译林出版社  
牛津大学出版社

Student's Book

# 1

凤凰出版传媒集团

YILIN PRESS

译林出版社

OXFORD

UNIVERSITY PRESS

牛津大学出版社

ISBN 7-80657-803-X



9 787806 578032 >

凤凰出版传媒网: [www.ppm.cn](http://www.ppm.cn)

ISBN 7-80657-803-X

G·175 定价: 6.97 元

批准文号: 苏价费[2001]363号 举报电话: 12358



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Originally published by Oxford University Press (China) Limited

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牛津大学出版社(中国)有限公司原版

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书 名	牛津高中英语(模块一·高一上学期)
出版发行	凤凰出版传媒集团 译林出版社(南京湖南路47号 210009) 牛津大学出版社
电 话	025-83242700 (总机)
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集团网址	凤凰出版传媒网 http://www.ppm.cn
重 印	江苏省出版总社
经 销	江苏省新华书店
印 刷	淮阴新华印刷厂
开 本	787×1092毫米 1/16
印 张	7.25
版 次	2005年8月第2版 2005年8月第1次印刷
标准书号	ISBN 7-80657-803-X/G·175
定 价	6.97元

本书若有印装错误可与出版社联系

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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社会发展的方方面面。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、文件检索等活动，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









2004年8月



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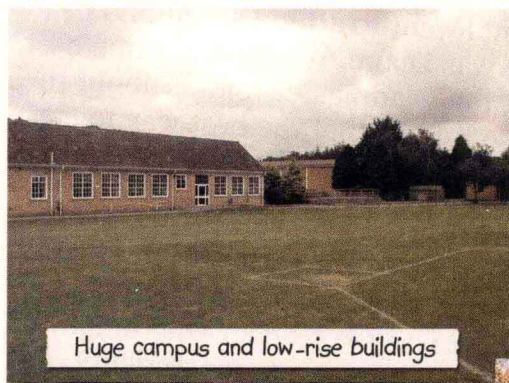
# School life

In this unit, you will

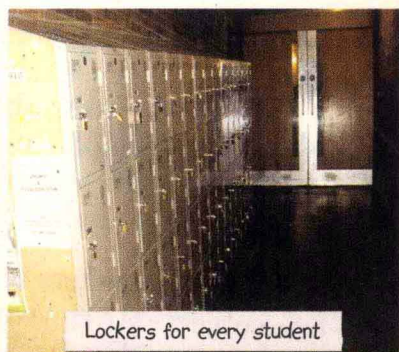
- ◆ read a magazine article about school life in the UK and two other articles about school clubs
- ◆ listen to a headmaster talking about school activities
- ◆ discuss daily school life with your partner
- ◆ report your school activities to your class teacher
- ◆ write a notice about school activities
- ◆ make a poster for a new school club

## Welcome to the unit

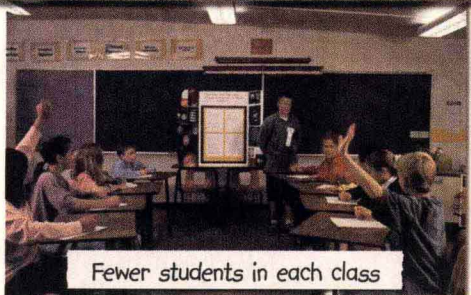
*High school is a time of discovery, learning and hard work! Look at the pictures below. They show some parts of high school life in the UK. Discuss the following questions with a partner.*



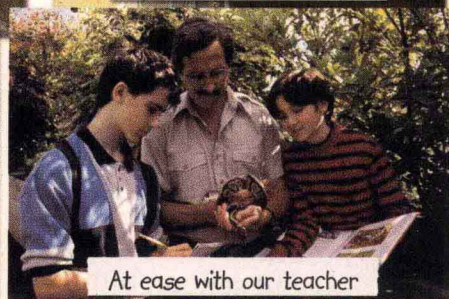
Huge campus and low-rise buildings



Lockers for every student



Fewer students in each class



At ease with our teacher

- 1 Do you know of any other differences between the lives of Chinese and British high school students?
- 2 What kind of school activities do you enjoy?
- 3 What is your dream school life like?



## Reading



Read the text quickly and answer these questions.

- 1 How long did Wei Hua stay in Britain? \_\_\_\_\_
- 2 What was the name of Wei Hua's class teacher? \_\_\_\_\_
- 3 What did Wei Hua make in her Woodwork class? \_\_\_\_\_



Read this article from a school magazine, written by Wei Hua, who studied in the UK for one year.

### School life in the UK

Going to a British high school for one year was a very enjoyable and exciting experience for me. I was very happy with the school hours in Britain because school starts around 9 a.m. and ends about 3.30 p.m. This means I could get up an hour later than usual as schools in China begin before 8 a.m.

On the first day, all students went to attend assembly. I sat next to a girl whose name was Diane. We soon became best friends. During assembly, the headmaster told us about the rules of the school. He also told us that the best way to earn respect from the school was to work hard and achieve high grades. This sounded like my school in China.

I had many teachers in the past year and they each taught only one subject. Mr Heywood was my class teacher. My favourite teacher was Miss Burke. She was the teacher who taught us English Literature. In our class there were 29 students. This is about the average size for British schools. We had to move to different classrooms for different classes. We also had different students in some classes, so it was difficult to remember all the faces and names.

I found the homework was not as heavy as what I used to get in my old school, but it was a bit challenging for me at first because all the homework was in English. I felt lucky as all my teachers were very helpful and I enjoyed all my subjects: English, History, English Literature, Computer Science, Maths, Science, PE, Art, Cooking and French.



My English improved a lot as I used English every day and spent an hour each day reading English books in the library. I usually went to the Computer Club at lunchtime, so I could e-mail my family and friends back home for free. I also had

30 an extra French class on Tuesday evenings. Cooking was really fun as I learned how to buy, prepare and cook food. At the end of term we held a class party and we all had to cook something. I was glad that all my classmates enjoyed the cake that I made.

35 Students at that school have to study Maths, English and Science, but can drop some subjects if they don't like them, for example, History, French and Art. They can choose other subjects like Woodwork, Computer Science or Languages such as Spanish and German. In Woodwork class I made a

40 small table. Though it didn't look like a table when it was finished, I still liked it very much.

I missed Chinese food a lot at lunchtime. British food is very different. British people eat lots of desserts after their main meal. After lunch, we usually played on the school field.

45 Sometimes I played football with the boys. Sometimes I just relaxed under a tree or sat on the grass.

I was very lucky to experience this different way of life, and I really hope that someday I can go back and study in Manchester again.

### Reading strategy: skimming and scanning

We skim a text when we want to get a general idea of what it is about. We look at the titles and headings, the first and last sentences of paragraphs and the first and last paragraphs as well as pictures and charts to guess what the text is about.

When we want to find certain information in a text quickly, we scan the text for key words and phrases, dates, numbers, etc. We do not need to read the whole text word by word.



**C1** Read the article again carefully and answer these questions in short sentences.

- 1 What time do British schools usually begin?  
What time do they usually end? \_\_\_\_\_
- 2 On average, how many students are there  
in a class in the UK? \_\_\_\_\_
- 3 Why did Wei Hua find her homework difficult  
at the beginning of her study in the UK? \_\_\_\_\_
- 4 On Tuesdays, what did Wei Hua do  
in the evening? \_\_\_\_\_
- 5 What do British students usually eat  
after their main meal? \_\_\_\_\_
- 6 Which British city did Wei Hua go to? \_\_\_\_\_

**C2** Read the sentences below and decide which ones are true (T) and which ones are false (F) according to the article you have just read. Circle your answers.

- 1 Wei Hua likes the school hours in the UK. T / F
- 2 Chinese schools encourage students to work hard. T / F
- 3 Wei Hua's favourite teacher was Miss Burke. T / F
- 4 British students always have the same classrooms and classmates. T / F
- 5 British students can only study two languages: English and French. T / F
- 6 Wei Hua enjoyed playing football. T / F
- 7 Wei Hua is now back in Manchester again. T / F

**D** Find these new words in the article. Guess their meanings from the context. Then match them with the correct definitions.

- |                         |       |  |
|-------------------------|-------|--|
| 1 attend (line 6)       | _____ | a difficult in an interesting way<br>that tests your ability |
| 2 earn (line 9)         | _____ | b make something ready                                       |
| 3 challenging (line 21) | _____ | c give up  |
| 4 extra (line 30)       | _____ | d go to  |
| 5 prepare (line 31)     | _____ | e more than usual  |
| 6 drop (line 36)        | _____ | f sweet food eaten at the end of<br>a meal                   |
| 7 desserts (line 43)    | _____ | g get something because you have<br>done something good      |

**E** A British student has read Wei Hua's article and wants to become her penfriend. Complete his letter to Wei Hua using the words below.

Literature  
desserts

experiences  
different

headmaster  
preparing

life

Dear Wei Hua,

I am a high school student in the UK. I have just read your article about your (1) \_\_\_\_\_ in the UK. I would very much like to be your penfriend.

First of all, let me introduce myself to you. My name is Daniel Adams. I am studying at Southampton High. My favourite subject is English (2) \_\_\_\_\_. I am interested in reading novels. I've read all the Harry Potter books. At the weekend, I like playing football and surfing the Internet. Maybe you can give me your e-mail address, so next time I can e-mail you. I do like eating (3) \_\_\_\_\_ after meals as you mentioned in your article.

This morning, at assembly, our (4) \_\_\_\_\_ talked to us about Chinese history, and I thought of you immediately. I didn't realize how (5) \_\_\_\_\_ schools in the UK are from schools in China until I read your article. Students in the UK don't have many chances to learn about Chinese high schools. Would you please write and tell me more? I'm very interested in knowing what (6) \_\_\_\_\_ is like in a Chinese high school.

I am (7) \_\_\_\_\_ to travel to China with my parents next summer. Would you please be my guide if I travel to your city?

I hope the magazine will pass this letter to you soon!

Best wishes,

**Daniel Adams**

**F** Discuss your school life with a partner. Use the conversation below as an example.

What subjects do you like best and least?

I like English and Chinese best. Do you think we should learn more foreign languages?



I really enjoy Woodwork and Art classes, because I like making things, but I am not very good at History.

Perhaps we should learn ...

- 1 Should students learn more languages? Why or why not?
- 2 What subjects would you like to take if you could choose? Why?



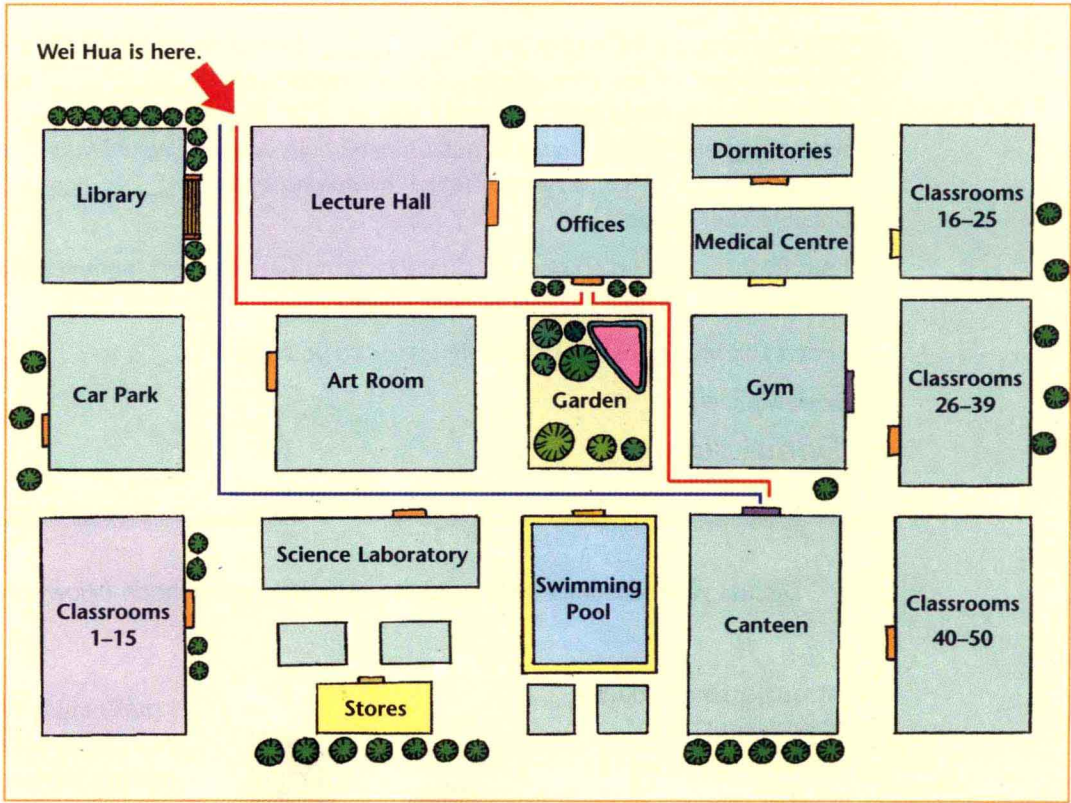
# Word power

## School facilities

**A** Wei Hua is thinking of how to get to the canteen by looking at the map of the school. Read her thoughts below.



Here I am at the school entrance. What is the quickest way to get to the canteen? If I walk towards the car park and go between the car park and the art room, I can then turn left, walk past the science laboratory and go straight on ... But, I need to see the headmaster in the office building. OK, I'll go past the lecture hall and turn left. After I leave the office building, I can walk between the gym and the garden. Then I should see the canteen next to the swimming pool. Oh! I am going to be late for my appointment with the headmaster, so I'd better hurry.



**B** After lunch, Wei Hua needs to go back to the dormitories to get a book before afternoon classes start. Look at the school map with Wei Hua. Write a description of the quickest way to get from the dormitories to Classroom 4 and read it to your partner.

---

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**C** Wei Hua has a notice from the Students' Office, but some of the names of the buildings are missing. Fill in the blanks so she can find her way around the school.

## Welcome to Central Manchester High School (CMHS)

CMHS has much more than you expect. We have a <sup>(1)</sup> \_\_\_\_\_ for both our visitors and our students who drive. We have over 50 <sup>(2)</sup> \_\_\_\_\_ for different lessons, and a <sup>(3)</sup> \_\_\_\_\_ with over 18,000 books. Twelve science <sup>(4)</sup> \_\_\_\_\_ are available for different experiments. Whether students want to exercise or just want some fun, they can use our <sup>(5)</sup> \_\_\_\_\_. The indoor <sup>(6)</sup> \_\_\_\_\_ is open all year round for students who like swimming.

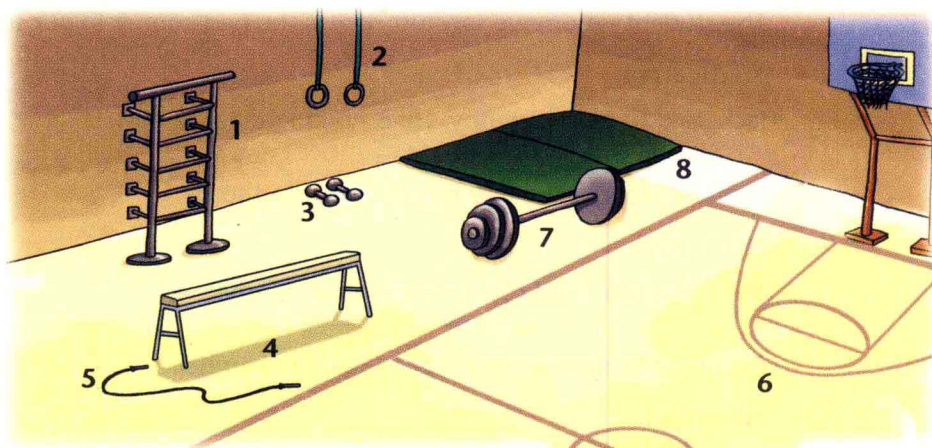
Students who live far away from home will be happy with our <sup>(7)</sup> \_\_\_\_\_. Each room comes with its own bathroom and Internet access. We have a modern <sup>(8)</sup> \_\_\_\_\_ and experienced nurses. We make sure that we take good care of students on campus.

School meals are delicious. Each day our <sup>(9)</sup> \_\_\_\_\_ serves three meals, and hamburgers and soft drinks are also available during break times.

We hope you will enjoy your life at CMHS. If you have any questions or need any help, you can call the Students' Office any time during weekdays and on Saturday mornings.

The Students' Office

**D** Most students are interested in going to the gym at CMHS. There are a lot of pieces of equipment in the gym. Below are eight of them. Write the number of each piece in the correct box.



☒ 4 beam

☐ barbell

☐ climbing bars

☐ basketball court

☐ rings

☐ mat

☐ dumb-bell

☐ skipping rope



# Grammar and usage

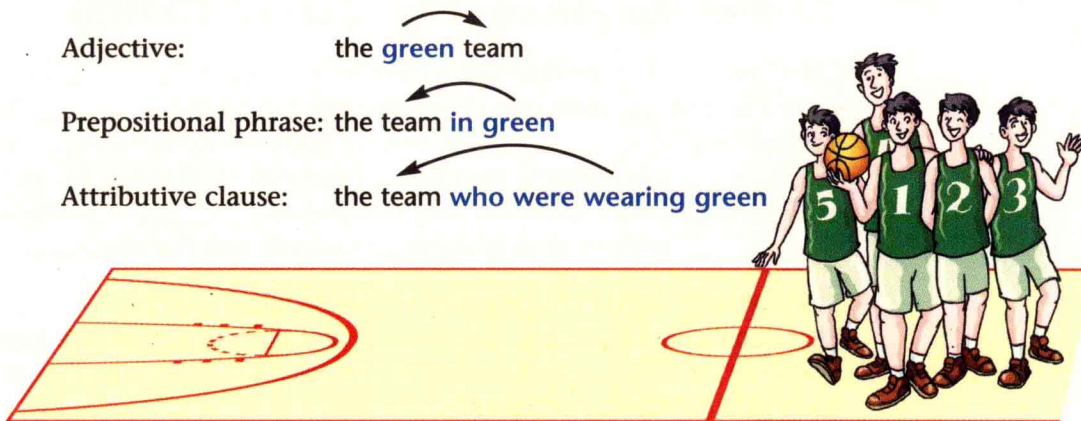
## Introduction to attributive clauses

- 1 An attributive clause modifies a noun in the same way that an adjective or prepositional phrase does. The noun it modifies is called an antecedent.

Adjective: the **green** team

Prepositional phrase: the team **in green**

Attributive clause: the team **who were wearing green**



- 2 Attributive clauses are usually introduced by relative pronouns like *which*, *that*, *who*, *whom* and *whose*, or relative adverbs like *where*, *why* and *when*. In the clause, these relative words usually function as the:

- **subject**

The **trees** are on the school campus. They have lost their leaves. →

The trees **which** are on the school campus have lost their leaves.

- **object**

We saw **the student** just now. He is the best runner in our school. →

The student **whom** we saw just now is the best runner in our school.

- **predicative**

Jack used to be **a lazy boy**. He is no longer a lazy boy. →

Jack is no longer the lazy boy **that** he used to be.

- **attribute**

She has a brother. I can't remember **his** name. →

She has a brother **whose** name I can't remember.

- **adverbial**

The school is in Shenzhen. He studied **in the school**. →

The school **where** he studied is in Shenzhen.

Read this article from a UK school newspaper. Underline the attributive clauses you find in the article.

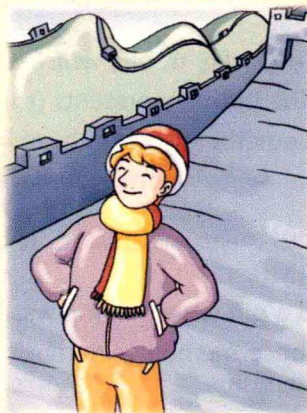
## Former student returns from China

David Holmes studied at our school from 1990 to 1998. He has recently returned from his studies in China. David was one of the most helpful students that we ever had. In 1998, he went to Oxford University where he got interested in Chinese culture.

After graduating from university, he went to China to study Chinese at Beijing Language and Culture University. Two years later, he was able to speak very good Chinese. Upon finishing his studies, he started travelling in China. Some of the cities in China which he likes most are Beijing, Shanghai, Harbin and Nanjing. In China he developed an interest in teaching English to Chinese students.

Most of the students that he taught have become his friends.

When he returned to Britain two months ago, he brought back from China many interesting books,



dictionaries, paintings and photographs. He donated most of them to our school library. Some of the books were gifts that he got from his Chinese friends and students. The paintings that David donated to the school are being displayed in the

assembly hall. Teachers and students at our school wish to thank David for his kindness.

Next month we will have our school open day. We have invited David to be one of our guest speakers. He will make a speech about his experiences in China. The speech is going to be at 3 p.m. on 9th October. At the end of his speech, there will be 30 minutes for questions and answers. So, if you are interested in knowing more about China, you mustn't miss the chance to meet David at the open day.

(Rachel Grey reports)



## Relative pronouns: *that, which, who, whom* and *whose*

- 1 In attributive clauses, *that* and *which* are used to refer to things.

This is the story **that/which** we wrote for our storytelling contest.

All my classmates enjoyed the cake **that/which** I made.

The book **that/which** I borrowed from the library is very interesting.

**TIP** *That* is more usual and less formal than *which*.

- 2 In attributive clauses, we use *who* to refer to people.

I am going to see a friend **who** has just come back from the UK.

The girl **who** is the monitor of our class lives next door to me.

She is the teacher **who** taught us English Literature.

**TIP** We can also use *that* to refer to people, but it is less usual, e.g.,  
*Do you know the man that is talking to Mike over there?*

- 3 When *who* functions as the object, it can be replaced by *whom*.

In this case, *whom* is more formal than *who*.

I don't know the name of the teacher **who/whom** I saw in the computer room the other day.

The student **who/whom** we saw at the school gate is from America.

- 4 We can leave out *who, whom, which* and *that* when they are the objects.

He likes all the birthday presents (**that/which**) his friends gave him.

I'll tell you something (**that**) I have heard.

The girl (**that/who/whom**) you have just seen is very good at English.

- 5 We use *whose* to mean possession. It usually relates to a person, but it can also relate to things.

I sat next to a girl **whose** name was Diane.

The club **whose** members are music fans meet in the school garden every Saturday afternoon.

