

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

（模块三·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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# The world of our senses

In this unit, you will

- ♦ read a story about a woman lost in the fog and an article about shark attacks
- ♦ listen to a talk about a storytelling contest
- ♦ discuss the five senses and tell a story
- ♦ write a story with a surprise ending
- ♦ develop a TV show about an animal's senses

## Welcome to the unit

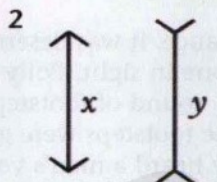
Our senses are very important in our daily lives. Read the following information from a book, and then discuss the questions below with your partner.

### Five senses

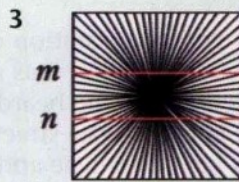
People have five senses: **sight**, **hearing**, **taste**, **smell** and **touch**. Sometimes senses affect one another. If you hold your nose when you eat, your sense of taste will not work as well. When one of the senses fails, other senses become stronger. Blind people can read by touching letters in raised dots called **Braille**. People with hearing problems can understand each other using **sign language**. However, even if we have good senses, they can still confuse us. Look at the pictures below and try to answer the questions.



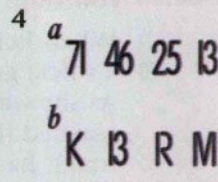
Do you see a vase or two faces?



Which is longer, line x or line y?



Are lines m and n straight?



How do you read line b?

- 1 Do you use one of your senses more than the others? Give an example.
- 2 Some people cannot remember something until they have seen it. Other people only need to hear something once or twice before they can remember it. Which sense helps you learn best? How does it help you?
- 3 Do you know of any people who have made great achievements even if they have lost one of their senses? What did they achieve?



Reading

**A** Read the story quickly and answer these questions.

- 1 What is the story about? \_\_\_\_\_
- 2 Where did Polly live? \_\_\_\_\_
- 3 How did she usually get home? \_\_\_\_\_
- 4 What was the old man carrying? \_\_\_\_\_



**B** Have you ever been in a fog? Read this story about a young woman lost in the fog and guess what will happen before you reach the end.

Fog

by Bill Lowe

Fog warning

When Polly left home that morning, the city was already covered in a grey mist. At lunchtime, the radio weatherman reported that the mist would become a thick fog in the afternoon. At four o'clock, Polly left work and stepped out into the fog. She wondered if the buses would still be running.

No buses to King Street

Once out in the street, she walked quickly towards her usual bus stop. 'How far are you going?' the bus conductor asked her. 'King Street,' said Polly.

'Sorry, Miss,' replied the man, 'the truth is that the fog is too thick for the bus to run that far. Take an Underground train to Green Park. The weather might be better there and you might be able to get a taxi.'

A tall man

As Polly observed the passengers on the train, she sensed that she was being watched by a tall man in a dark coat. At last the train arrived at Green Park station. While the rest of the passengers were getting out, she glanced at the faces around her. The tall man was nowhere to be seen.

Footsteps

When Polly got to the station entrance, it was deserted. Outside, the fog lay like a thick, grey cloud. There was no one in sight. Polly set off towards Park Street. As she walked along, she heard the sound of footsteps, but by the time she reached the corner of the street, the footsteps were gone. Suddenly Polly felt a rough hand brush her face and she heard a man's voice in her ear saying 'Sorry.' The man moved away. She could feel her heart beating with fear.

The helpful stranger

Then she heard the sound again—soft footsteps behind her. A minute before, she had wished for someone to come along. Now she wanted to run, but fear held her still. The footsteps seemed close now. Then a man's voice came out of the darkness. 'Is anybody there?' Polly waited. At last she spoke. 'Hello. I think I'm lost.' A few seconds later, a hand reached out and touched her arm. Polly found



herself staring up at a man standing with his hand resting on her arm. The face that she saw was that of an old man.

'Maybe I can help you. Which road do you want?' he asked.

35 'I live at 86 King Street,' Polly replied.

'Just take my hand,' said the man. 'Come with me. You'll be all right.' He took Polly's hand. 'Watch out for the step here.'

In his other hand the man carried a stick. Polly heard it hit the step. 'I can remember some terrible fogs, but maybe that was before your time. I can't see

40 your face, but you sound young. How old are you?'

'Just twenty,' said Polly.

'Ah, twenty! A nice age to be. I was young once. Now we're at the corner. Turn left here.'

'I'm quite lost now. Are you sure you know the way?'

45 Polly was beginning to feel frightened again.

'Of course. You really mustn't worry.' He held her hand more firmly.



### The grateful helper

'Here we are. King Street.' He stopped.

50 'Thank you so much,' said Polly. 'Would you like to come in and rest for a while?'

'It's very nice of you,' said the man, 'but I'll be off. There may be more people lost today, and I'd like to help them. You see, a fog this bad is rare. It gives me the chance to pay back the help that people give me when it's sunny. A blind

55 person like me can't get across the road without help, except in a fog like this.'

(Adapted from *Fog and Other Stories*, Oxford Progressive English Readers

© Oxford University Press 1992.)

### Reading strategy: reading a story

There are different types of stories. Stories usually have the following elements in common. Take the story you just read:

**a plot**—a woman lost in the fog was helped by an old man

**main characters**—a woman and an old man

**a certain time period**—one afternoon

**a place**—a foggy city

**a problem or an issue to be solved**—how she should get home

**a climax or a surprise ending**—the old man was blind

Learning to identify these elements will help you better understand the stories you read.



**C1** Read the story again carefully and then answer these questions.

- 1 Why did Polly leave work early? \_\_\_\_\_
- 2 Why did Polly take the Underground train to Green Park? \_\_\_\_\_
- 3 What was the weather like outside the train station? \_\_\_\_\_
- 4 According to lines 22–24, what made Polly afraid? \_\_\_\_\_
- 5 According to line 33, what did the man look like? \_\_\_\_\_
- 6 How could the old man tell that Polly was young? \_\_\_\_\_

**C2** Put these events in the correct order by writing 1 to 10 in the blanks.

- Polly took an Underground train to Green Park. \_\_\_\_\_
- An old man took Polly's hand. \_\_\_\_\_
- A hand reached out and touched Polly's arm. \_\_\_\_\_
- Polly thanked the blind man. \_\_\_\_\_
- A tall man in a dark coat was watching Polly. \_\_\_\_\_
- Polly and the old man turned left at the corner. \_\_\_\_\_
- Polly felt frightened when a rough hand brushed her face. \_\_\_\_\_
- Polly got to King Street safely. \_\_\_\_\_
- Polly left the office at four o'clock. \_\_\_\_\_
- The old man went to help others. \_\_\_\_\_

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

- |                       |       |                                    |
|-----------------------|-------|------------------------------------|
| 1 observed (line 14)  | _____ | a with no people in it             |
| 2 sensed (line 14)    | _____ | b within the area that you can see |
| 3 glanced (line 16)   | _____ | c felt                             |
| 4 deserted (line 19)  | _____ | d watched carefully                |
| 5 in sight (line 20)  | _____ | e took a quick look                |
| 6 still (line 28)     | _____ | f not happening often              |
| 7 watch out (line 37) | _____ | g not moving                       |
| 8 rare (line 53)      | _____ | h be careful                       |

**E** Polly wrote a letter to the newspaper to thank the old man for his help. Choose the correct words from the box to complete her letter.

conductor	rough	express	footsteps	deserted	rare
frightened	fog	blind	fear	lost	taxi

To the man in the fog,

I'd like to thank you for your kind help in the terrible <sup>(1)</sup> \_\_\_\_\_ last week. I was so <sup>(2)</sup> \_\_\_\_\_—I could hear my heart beating very fast, but you made me feel safe with your kindness.

That Monday, I tried to take my usual bus home before the fog got too thick, but the bus <sup>(3)</sup> \_\_\_\_\_ told me to go to Green Park by Underground and find a taxi there. I followed his advice. When I arrived at Green Park and got to the station entrance, it was <sup>(4)</sup> \_\_\_\_\_. The fog lay like a thick grey cloud. Weather that bad is really <sup>(5)</sup> \_\_\_\_\_ these days. It was impossible to find a <sup>(6)</sup> \_\_\_\_\_.

I had to walk in the fog. I became frightened as I could hear <sup>(7)</sup> \_\_\_\_\_ but couldn't see anyone. You spoke to me and offered help. I was frozen with <sup>(8)</sup> \_\_\_\_\_ for a moment, but then I decided you had a kind voice, so I answered you.

It was the best decision I ever made. You took my hand and led me confidently through the foggy streets to my house. Your hand was <sup>(9)</sup> \_\_\_\_\_ but strong and warm. Imagine my surprise when you told me you were <sup>(10)</sup> \_\_\_\_\_! I wanted to invite you to my home to rest for a while, but you left so quickly to help other people who were <sup>(11)</sup> \_\_\_\_\_ in the fog. I regret that I didn't have the chance to <sup>(12)</sup> \_\_\_\_\_ my thanks to you. If anyone knows this kind man, please contact me through the newspaper so I can thank him personally.

Polly Townsend

**F** What do you know about our senses? In pairs, have a discussion like the one below.

Which sense do you think would be the worst to lose?

I agree. But I don't think it would be too hard to lose my sense of taste.

I think it would be hardest to be blind. Then I could never see my friends and family. What about you?

I disagree, because ...



- 1 Have you ever lost your sense of taste or smell when you were ill? How did you feel?
- 2 Some people talk about a 'sixth sense'. They say it helps people know about things before they happen. Do you believe in a 'sixth sense'? Why or why not?



Word power

Parts of speech

He met me in Park Street and walked me the **rest** of the way home.

I did, but he wanted to go and find more people to help.



That was nice of him. Why didn't you invite him to come in and **rest**?

Like 'rest' in the dialogue, many words in English can have more than one part of speech. In some cases, different parts of speech (usually a noun and a verb) have the same spelling but different meanings.

**A** Find the words listed below in the story and complete the table. Use a dictionary to help you if necessary.

	Part of speech	Meaning	Example
rest (line 16)	noun	the remaining part	He wants to see the rest of the world.
(line 50)	verb	relax	My mother told me to rest.
once (line 7)			
(line 42)			
left (line 2)			
(line 43)			
still (line 5)			
(line 28)			

**B** Polly is listening to a radio report on problems around the world but she cannot hear some words clearly. Use the words below and the correct part of speech to complete the report clearly.

house                      cause                      increase                      answer

The air sometimes smells very bad. Do you know what (1) \_\_\_\_\_ this? One (2) \_\_\_\_\_ is traffic. Does anyone have an (3) \_\_\_\_\_ to the problem of global warming? So far even scientists can't (4) \_\_\_\_\_ this question. In some countries you can see people without (5) \_\_\_\_\_ sleeping on the streets. It's difficult to (6) \_\_\_\_\_ all the people who need homes. In some other countries, the price of food (7) \_\_\_\_\_ every year. Poor people often have to go hungry because they cannot afford the (8) \_\_\_\_\_.



## Describing the weather

**A** British people often start a conversation by talking about the weather. Read the following conversation between two neighbours. Look up any words that you do not know in the dictionary.

**Richard:** Good morning.

**Shirley:** Morning.

**Richard:** It's a perfect day today, don't you think?

**Shirley:** But I heard it was going to **rain** this afternoon, followed by a **thunderstorm**.

**Richard:** Oh, well, I'd better go home and fetch my umbrella. Did you read about the **floods** in India?

**Shirley:** No, but I heard about the **tornadoes** in America, and the **snowstorms** in Russia. The weather is certainly unpredictable lately.

**Richard:** Yes, strange! Oh look, here's your bus. Have a good day.

**B** Look at the weather report for today and see if you understand the words in blue. The symbols will help you. Then complete the weather forecast for tomorrow.

**TIP** You can also use these adjectives:

cold      humid  
cool      warm  
dry      wet  
hot

Here is today's weather report. It will be **overcast** and **drizzly** in the morning, with heavy **showers** around lunchtime. The afternoon will be mostly **fine**, with occasional **cloudy** periods. A thin **mist** will develop over the city centre in the early evening, later turning to **fog**.



cloudy



fog/mist



thunder/  
lightning



drizzly



overcast



snow



fine/  
sunny



rain



storm



tornado  
showers

Here is the weather forecast for tomorrow. It will be (1) \_\_\_\_\_, (2) \_\_\_\_\_ and (3) \_\_\_\_\_ in the morning, with a fair chance of (4) \_\_\_\_\_ weather developing before midday. It will become (5) \_\_\_\_\_ in the afternoon. The sky will be (6) \_\_\_\_\_ with heavy (7) \_\_\_\_\_. In the evening, the temperature will drop a lot and it will become very (8) \_\_\_\_\_. There will be (9) \_\_\_\_\_ and (10) \_\_\_\_\_, with a (11) \_\_\_\_\_ likely after midnight!

**Morning**

16°C



**Afternoon**

12°C



**Evening**

-1°C



**TIP** In China and most Asian countries, the Celsius/centigrade (°C) scale is used. In some Western countries, the Fahrenheit (°F) scale is used. 0°C is 32°F. 100°C is 212°F.

# Grammar and usage

## Introduction to noun clauses

Noun clauses have the same functions in a sentence as those of nouns or noun phrases.

- 1 We can use a noun clause as the **subject** of a sentence.

**That I can pay back the help people give me** makes me happy.

**Whether he'll be able to come** is not yet known.

**Why they have not left yet** is unclear.

We can use *it* as an **empty subject**.

**It** was good news **that everyone got back safely**.

- 2 We can use a noun clause as the **object** of a:

- **verb**

She **sensed that she was being watched**.

I **wonder if/whether that's a good idea**.

Polly didn't **know which way she should go**.

- **preposition**

I'm interested **in who that tall man is**.

There was a discussion **about whether Polly had found the blind man**.

We can use *it* as an **empty object**.

We all thought **it** good news **that the fog had finally gone**.

The conductor has made **it** clear **that no buses will be running**.

- 3 We can use a noun clause as the **predicative** of *be*.

The truth is **that the fog is too thick for the bus to run that far**.

My question is **whether Polly can find her way home**.

The problem is **how Polly is going to find us in the crowd**.

- 4 We can use a noun clause in **apposition** to a noun.

The fact **that Polly didn't ask for the man's name** is a pity.

The news **that the plane had crashed** made us sad.

Whatever gave you the idea **that I can sing?**

- 5 We use *that*, *if/whether* or a question word to begin a noun clause.

I hope **that** Polly will be OK.

No one knew **if/whether** he lost his sight because of an accident.

She couldn't imagine **how** the blind man had found her.



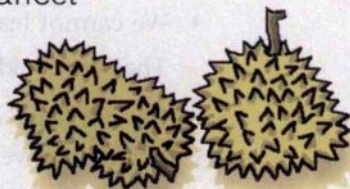
You are reading a scientific article. Underline all the noun clauses you can find.

## Pleasant smells reduce pain

The possibility that pleasant smells might reduce pain has recently been suggested by new research. In a scientific study, doctors asked 20 men and 20 women to keep their hands in very hot water for as long as possible while breathing in different smells.



As people believe that strong smells can affect the senses, volunteers were asked not to eat or drink for eight hours before the experiment began. During the experiment, volunteers were asked to sniff pleasant smells such as vanilla, and unpleasant smells such as durians. The volunteers kept their hands in the water until it became too hot for them. When they could not take the pain any more, they took their hands out of the water.

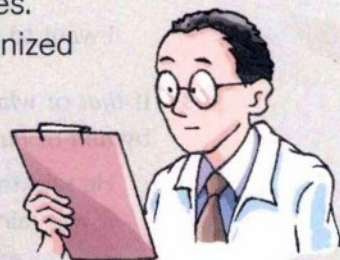


Scientists are interested in whether the sense of smell is related to pain and whether men and women have the same senses. Now, the study has proved that for women, pleasant smells reduce pain. For men, there is no change.

Dr Finkelstein has been studying smells since 1999. He says that scientists already have data from 40 volunteers. He adds that this year, scientists will test another 60 volunteers and will be in a better position to explain the results.

One explanation is that women's sense of smell developed long ago, and is linked to recognizing the smell of babies.

Scientists used to believe that mothers recognized their children by sight only. Now, they have started to believe that the sense of smell also helps, but why pleasant smells do not reduce pain in men is a question still to be answered by scientists.





## Noun clauses beginning with *that* or *if/whether*

### 1 We can use *that* to introduce a noun clause.

- We use *that* to introduce a noun clause when the clause is a **statement**.

statement

She sensed something. A tall man in a dark coat was staring at her. →  
 She sensed **that** she was being watched by a tall man in a dark coat.

- In most cases, we cannot use *that* to begin a noun clause after a preposition. However, we can use *that* to begin a noun clause after *in* or *except*.

The problem lies **in that** the mist may become a thick fog.

I didn't tell him anything **except that** I wasn't able to find my way back.

- We cannot leave out *that* when the noun clause is the subject of a sentence.  
**That** we couldn't find our way out was really bad news.
- We can leave out *that* in informal English when the noun clause is the object or predicative of a sentence.  
 She wished (**that**) someone would come along to help her.  
 The truth is (**that**) the buses will not be running.

### 2 We can use *if* or *whether* to introduce a noun clause.

- We use *if* or *whether* to introduce a noun clause when the clause is a **yes/no question**. We change the word order in a clause after *if* or *whether* into that of a statement.

yes/no question

She wondered. Would the buses still be running? →  
 She wondered **if/whether** the buses would still be running.

- We can only use *whether*, but not *if*, after a preposition.  
 She is not certain **about whether** she has done anything wrong.
- We can only use *whether*, but not *if*, when the clause as the subject is at the beginning of the sentence.  
**Whether** it is going to clear up keeps me wondering.
- We use *whether or not*, but not *if or not*.  
 I want to know **whether or not** the train goes to King Street.

### 3 If *that* or *whether/if* introduces a noun clause that has two sentences connected by *and* or *but*, we add another *that* or *whether/if* after *and* or *but*.

He said **that** he liked rain very much and **that** he wouldn't use an umbrella when it was raining.

No one knows **whether** it will be fine tomorrow and **whether** he will come to work.