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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
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Student's Book

3



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Unit 1

The world of our senses

In this unit, you will

- ♦ read a story about a woman lost in the fog, an article about shark attacks and an article about pigeons
- ♦ listen to a talk about a storytelling competition
- ♦ 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

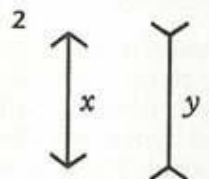
Our senses are very important in our daily lives. Read the following information from a book, and then discuss the questions below with your partner.

Five senses

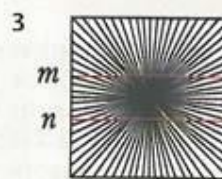
People have five senses: **sight, hearing, taste, smell and touch**. Sometimes senses affect one another. If you hold your nose when you eat, your sense of taste will not work as well as usual. Sometimes when one of the senses fails, other senses become stronger. Blind people can read by touching letters 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 the ability to use 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 Who helped Polly? _____



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 lunch, the radio forecast 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
- 5 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 before he took her fare. 'King Street,' said Polly.
- 10 'Sorry, Miss,' replied the man, 'the truth is that it is too foggy for the bus to run that far. Take the Underground 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 had a feeling that she was
- 15 being watched by a tall man in a dark overcoat. 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 empty. Outside, wherever she
- 20 looked the fog lay like a thick, grey cloud. There was no one in sight. Polly set off towards Park Street. As she walked along the narrow street, she heard the sound of footsteps approaching, but by the time she reached the corner of the street, the footsteps were gone. Suddenly Polly felt a rough hand brush her cheek, and she heard a man's voice in her ear saying 'Sorry.' The man moved
- 25 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
- 30 darkness. 'Is anybody there?' Polly hesitated. At last she answered, 'Hello, I think I'm lost.'

A few seconds later, a hand reached out and grasped her arm. Polly found herself staring up at the face of an old man with a beard.

'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,' answered Polly.

'Ah, twenty! A nice age to be. I was young once. Now we're at the crossroads. 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 shouldn't feel anxious.' He held her hand more firmly.



The grateful helper

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

50 'Thank you so much for coming to my aid,' said Polly in relief. '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

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Reading strategy: reading a story

Stories usually have the following things in common. Take the above story as an example:

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 to be solved—how she could get home

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

Learning to recognize these aspects of a story will help you better understand what 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 to Green Park? _____
- 3 What was the weather like outside the station? _____
- 4 According to Lines 23–25, 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 the Underground to Green Park. _____
- An old man took Polly's hand. _____
- A hand reached out and grasped Polly's arm. _____
- Polly thanked the blind man. _____
- A tall man in a dark overcoat was watching Polly. _____
- Polly and the old man turned left at the crossroads. _____
- Polly felt frightened when a rough hand brushed her cheek. _____
- Polly got to King Street safely. _____
- Polly left the office at four o'clock. _____
- The old man went to help others. _____

D Match these new words and phrase from the story with their meanings. Write the correct letters in the blanks.

- | | | |
|---------------------------|-------|--|
| 1 forecast (Line 3) | _____ | a a feeling of being freed from worry |
| 2 fare (Line 8) | _____ | b pay attention to; be careful about |
| 3 narrow (Line 21) | _____ | c the money you pay to travel on a bus, train, plane, etc. |
| 4 stare (Line 33) | _____ | d make a statement about what will happen in the future |
| 5 watch out for (Line 37) | _____ | e not wide |
| 6 relief (Line 50) | _____ | f look at someone or something for a long time |

E The blind man from the story is explaining what it is like to be blind. Choose the correct words from the box to complete his talk.

approaching
hesitate

wherever
observe

darkness
grasp

anxious
aid

Since I am blind, I always live in ⁽¹⁾ _____. It does not make any difference if I am in the street or at my house—⁽²⁾ _____ I am, it is like I am in a fog, because I can see nothing of the world around me. Going out is an adventure for me. I can remember where the shops are, and I can easily find my way around by counting how many steps I need to take in order to get from one place to another. However, I always ⁽³⁾ _____ when I leave the house, because there are many cars and lorries on the streets near where I live. I cannot see them when they come near, but their drivers may not know that. They may think that I will see them and stop. I am always ⁽⁴⁾ _____ when I come to a crossroads, and I have to listen very closely to hear if some car is ⁽⁵⁾ _____. As an ⁽⁶⁾ _____, I carry a stick with me when I go out. I ⁽⁷⁾ _____ it in my hand and use it to feel the pavement, so I can know if there is something in front of me. Since other people can ⁽⁸⁾ _____ that I am carrying a stick, they can usually guess that I am blind and stay out of my way. At the same time, I often run into things that are up high, such as tree branches, and sometimes hit my head on them.

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 think it would be very 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?

...

- 1 Did you ever lose 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 51)	verb	relax	My mother told me to rest.
once (Line 7)			
(Line 42)			
left (Line 2)			
(Line 43)			
still (Line 5)			
(Line 29)			

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.

answer

increase

cause

- 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, the price of food (5) _____ every year. Poor people often have to go hungry because they cannot afford the (6) _____.

Describing the weather

A British people often start a conversation by talking about the weather. Read the following conversation between two neighbours.

Richard: Good morning.

Shirley: Morning.

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

Shirley: But I heard it was going to **become cloudy** this afternoon, followed by a **storm**.

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

Shirley: No, but I heard about the **snowstorms** in America. The weather has been really terrible in recent years.

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. Then complete the weather forecast for tomorrow, using the symbols below and the pictures at the bottom of the page to help you.

TIP You can also

use these
adjectives:

cold cool
warm dry
wet hot

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



cloudy



thunder/
lightning



fine/
sunny



fog/mist



hurricane



rain



showers



snow



storm

Here is the weather forecast for tomorrow. It will be warm and (1) _____ in the morning, with a fair chance of (2) _____ weather developing before noon. It will become cooler in the afternoon. The sky will be very cloudy with heavy (3) _____. In the evening, the temperature will drop a lot and it will become a bit cold. There will be (4) _____, with a (5) _____ likely after midnight!

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.

Morning

16°C



Afternoon

12°C



Evening

7°C



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 not clear so far.

We can use *it* as a **preparatory subject**.

It was good news that everyone got back safely.

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

- **verb**

She believed that he had not told her the truth.

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 a **preparatory 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.

She had a feeling that she was being watched.

The news that he couldn't come made us upset.

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.

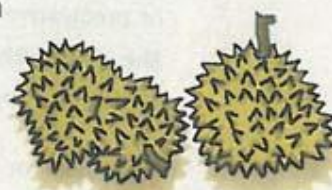
You are reading a scientific article. Underline all the noun clauses you can find.

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.



Since it is believed that strong smells can affect the senses, volunteers were required not to eat or drink for eight hours before the experiment. During the experiment, volunteers were asked to sniff various pleasant smells and unpleasant smells. At the same time, the volunteers kept their hands in hot water until they could no longer tolerate the pain.



Scientists are interested in whether the sense of smell is related to pain. They are also curious about whether it is the same for both sexes. Now, the study has proved that for women, pleasant smells reduce pain. For men, there is almost no change.

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

One explanation is that women's sense of smell is better developed than that of men, and is linked to recognizing the smell of babies. Scientists used to believe that mothers recognize their children by sight only. Now, they have become convinced that the sense of smell also helps. However, why pleasant smells do not reduce pain in men remains a puzzle for 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

The radio announced something. The mist would become a thick fog. →
The radio announced **that** the mist would become a thick fog.

- 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.
That a man came to show her the way made her happy.
- 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.
No one knows **whether or not** the fog will clear up this afternoon.

3 If one verb has two noun clauses as its objects, we must not leave out *that* or *if/whether* before the second noun clause.

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.

A You are reading an article about our senses. Circle the right words.

Staying healthy makes sense

Many people wonder ⁽¹⁾ *if / that* there is any connection between our senses and our health. Scientists observe ⁽²⁾ *that / if* making the most of our senses when we are young can keep us healthy later on in life.

Why do we feel anxious or tired? One study shows ⁽³⁾ *if / that* approximately 90% of our time is spent watching television or using computers. It is added ⁽⁴⁾ *whether / that* while our sense of sight is used too much, our senses of touch and smell have been ignored.

People often ask ⁽⁵⁾ *whether / if* or not we should develop all our senses. The answer is yes. Experts suggest ⁽⁶⁾ *that / if* we do the following things more often. While having dinner, listen to some enjoyable music rather than watch television. While relaxing at home, have some flowers next to you that smell nice. Before going to bed, turn the lights off. While sleeping, wear a nightshirt that is pleasant to touch—it will make us sleep well.

B Your friend gave you a story to read, but some words are missing. Complete the story using *that*, *whether* or *if*.

I was at the North Pole. I was wearing a warm overcoat, a cotton hat, thick gloves and heavy boots. However, I still felt

⁽¹⁾ _____ my hands and feet were cold. There was such a terrible snowstorm that I could hardly see.

I made my way back to the research camp. I had been out in the snow for three hours and I could not feel my hands. I thought ⁽²⁾ _____

I needed a hot cup of coffee to warm me up and recover some strength. It took a long time to struggle through the thick snow, but I knew ⁽³⁾ _____ I was getting close to the camp, as I could smell food. I shouted to find out ⁽⁴⁾ _____ there was anyone there, but there was no answer. As I slowly moved on, the snowstorm became worse. It became impossible to see where I was going. I almost believed ⁽⁵⁾ _____ I would never find my way.

Suddenly, I heard the sound of footsteps from behind. I turned around but there was nothing in sight. I wondered ⁽⁶⁾ _____ it was the sound of the wind. I continued walking anyway, but stopped when I heard the footsteps approaching again. My heart began to beat faster and faster. I was sweating with fear. All of a sudden, I heard a loud noise ring out through the cold air, and I felt ⁽⁷⁾ _____ my shoulder was being grasped by a hand. The fact was ⁽⁸⁾ _____ now I was frozen by fear, not by cold.



Task Telling a story

Skills building 1: plotting a story

The chain of events in a story is called the plot. A plot tells what happens to the characters in a story. It usually contains these parts:

- 1 **Start** The start of the story introduces the background of the story and the main characters. It answers these questions: Who? Where? When? Why?
- 2 **Body** The body of the story tells about the problems experienced by the characters, e.g., a problem the main character wants to solve or something he or she needs to learn from the experience.
- 3 **Ending** The ending of the story tells how the problem is solved or how the story ends.

A Your friend has written a story about a man called Captain Lee and his ship. Unfortunately, she put the story in the wrong order. Help her put the paragraphs in the correct order.

I noticed Captain Lee was looking at the sky a lot. In the distance I could hear thunder and see lightning coming. This was the first storm I had seen while at sea. It was really exciting, but Captain Lee looked a bit anxious.

a

☐

This was my first adventure after graduation. The ship had an old captain, who was called Captain Lee. As we set sail for our destination, Captain Lee and I stood at the front of the ship and looked out. There was a bird flying in the sky. The sea was mild and peaceful.

b

☐

The ship sank but we managed to get on a lifeboat. After a few days, when we were starving and very thirsty, we saw a boat coming towards us. We were so happy! We told the people on the boat what had happened. Then they told us we were in the Bermuda Triangle!

c

☐

As we stared out at the sea, the bird flew lower and cried out. It sounded like music in the air. Captain Lee told me some of his old sea stories. He had travelled around the world many times. He was outgoing and very interesting to listen to.

d

☐

The sea became very rough and the ship began to struggle in the heavy waves. I was so scared, but Captain Lee told me not to worry as he had been through worse storms. Then the ship was thrown to the left, then the right. I heard a loud noise and water started coming into the ship. What were we going to do?

e

☐

Suddenly, the lightning came very close and I could hear the thunder overhead. I was really worried. I asked Captain Lee what was happening, but he said he didn't know. Then the engine stopped working.

f

☐

B Decide which part each paragraph belongs to. Write *S* for start, *B* for body, or *E* for ending.

a _____ b _____ c _____ d _____ e _____ f _____

Step 1: completing a checklist



A You are going to enter a storytelling competition. Your teacher is giving you some help. Listen to your teacher and complete the list below to help you plot your story.

Joining the storytelling competition

- 1 The questions your teacher asks are for the _____. (tick one box)
start of the story ☐ body of the story ☐ ending of the story ☐
- 2 You need to write about the _____ of a girl.
- 3 The story must end with _____. (tick one box)
something happy ☐ something sad ☐ a surprise ☐



B Two students are talking about how to start the story. Listen to their conversation, and then answer the questions below.

- 1 Who is the main character? _____
- 2 Where did the girl go? _____
- 3 Why did the girl go there? _____
- 4 How did she get there? _____
- 5 What happened before the girl arrived at the museum? _____

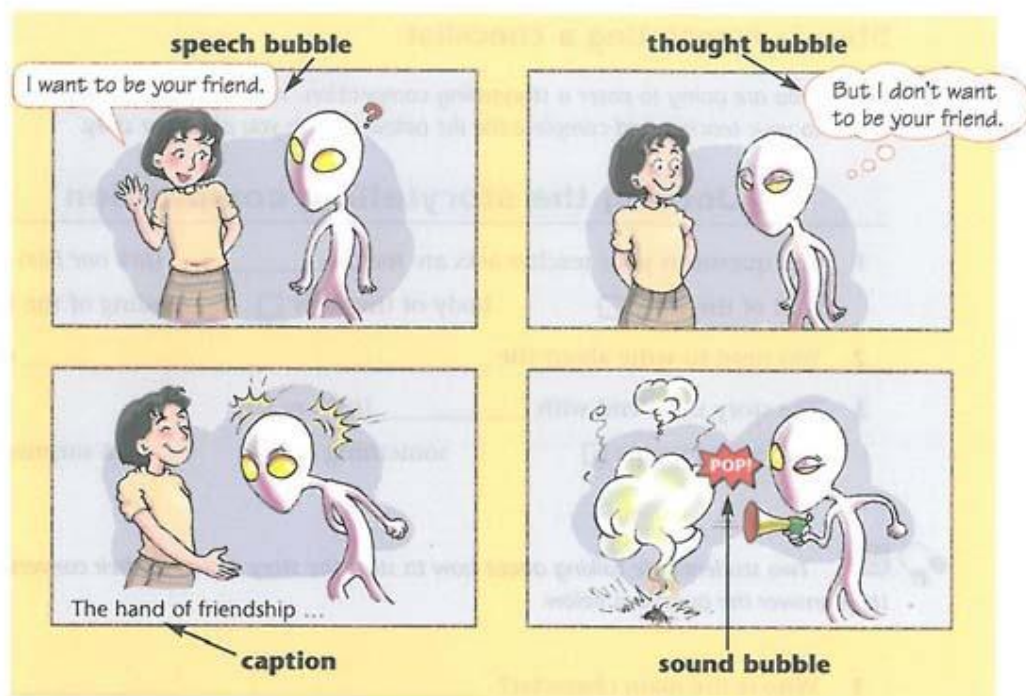
- 6 What time of the day was it? _____



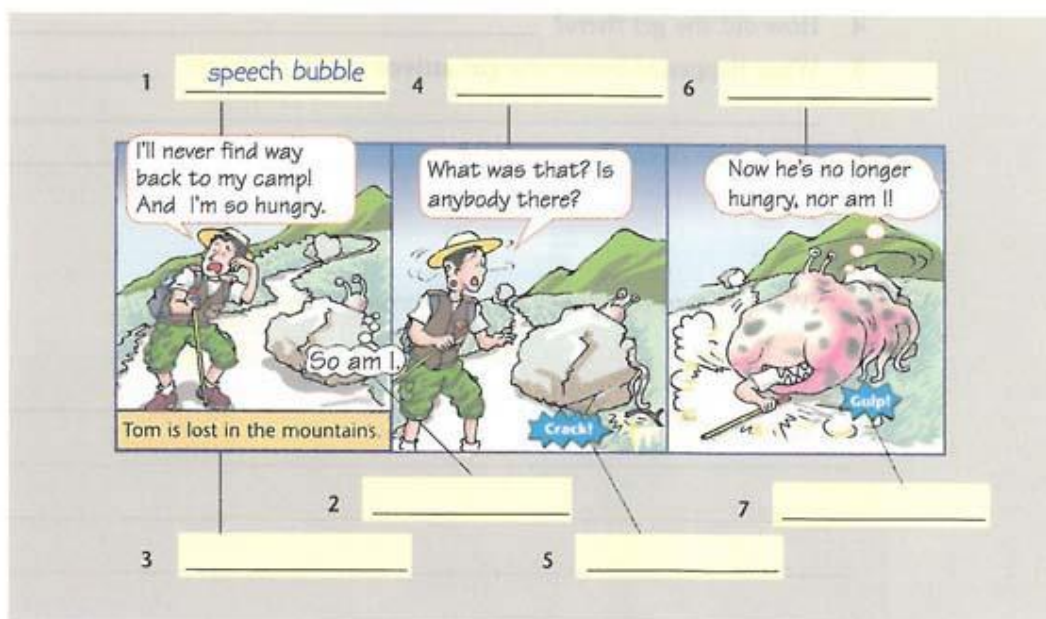
C Write the start of the story using the answers from Part B.

Skills building 2: recognizing different elements of a comic strip

We can tell a story with pictures. When we tell a story with pictures, we can add words using speech bubbles, thought bubbles, sound bubbles and captions. These four things can help us tell a story better.



Below is a comic strip about a monster. Label the different ways of adding words to pictures.



Step 2: preparing a story with a surprise ending

A The students have drawn five pictures for their story. Draw the correct bubbles around the words or actions, and complete the captions for the five pictures using the correct forms of the words in the box.

feel

hear

smell

stare

taste

1



Sandy had _____ at the painting for so long that she began to feel sleepy.

2



Suddenly, she _____ a tap on her shoulder. It was a man in a metal suit.

3



Then she _____ Mona Lisa singing.

4



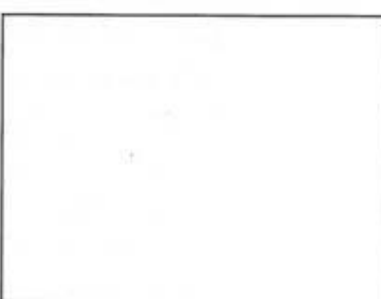
After that, she looked at a painting of some flowers. She was sure that she could _____ them.

5



The woman in the painting offered Sandy an apple. It _____ sweet.

6



B Complete the story in Part A by drawing a sixth picture. Write a caption and add thought, speech and/or sound bubbles where necessary.

Skills building 3: using adjectives and adverbs in stories

When writing stories, we always use adjectives and adverbs to make them more interesting and lively.

- 1 Adjectives are used to describe a person or thing. For example,

My mum bought some big, red apples.

Standing over there was a tall, dark man.

We use adjectives to express qualities, feelings and views.

There is a beautiful painting hanging on the wall.

If possible, I'd like to have some time to think it over.

- 2 Adverbs are used to add more information to a verb, an adjective or another adverb. They often end in *-ly*. For example,

I finished my homework quickly so I could go to the cinema with my parents.

He kindly offered to carry the bags for the old lady standing in the taxi queue.

We use adverbs to express place, time, degree, manner and point of view.

We also use adverbs to make comments, concentrate on a certain word or phrase, and link clauses or sentences.

Sandy watched carefully.

Emily works hard every day, even on Sundays.

Read the following article. Circle all the adjectives and underline all the adverbs.

Mr Liu Weihai is making good progress. Although his hand is weak, he can now feel hot and cold. The operation was done in Zhongshan Hospital and lasted for four hours. During the operation, Mr Liu had a new hand attached.

Liu Weihai was attacked by a wild animal three months ago while leading a group of tourists in the mountains, and lost his left hand. The members of Liu's group quickly took him to the nearest hospital. He was later flown to a hospital in Guangzhou for an operation.

Mr Liu's doctor has worked out a safe treatment plan for him. It will be hard for Liu Weihai, but it is expected that in the next few months his body will accept the hand as his own without any disability. During this period, various methods will be applied to help the patient's hand get strong, according to the doctor.

'I am very grateful to my doctor. I feel hopeful that I'll fully recover the use of my hand in the near future,' said Mr Liu.

Step 3: writing your story

A Make the body of your story more lively by adding adjectives and adverbs. Fill in the blanks with the words in the box below. Then complete the last paragraph using your Picture 6 from Step 2 to help you.

asleep	frightened	suddenly	delicious	loudly
back	beautiful	red	alive	tired

Sandy arrived at the museum at last. She was so ⁽¹⁾ _____ that she had to find a chair to sit on. Once she sat down, she noticed a nice painting on the wall. She stared at it for a long time—so long, that she fell ⁽²⁾ _____.

⁽³⁾ _____, she felt a tap on her shoulder. She looked up and saw a man on a horse wearing a metal suit. He was only a sculpture a moment ago, but now he was ⁽⁴⁾ _____ and talking to Sandy! She was so ⁽⁵⁾ _____ that she ran down the hall.

From around the corner she could hear someone singing. She went to see who it was but there was nobody in sight. She was confused. Then she turned to a painting on the wall. It was the *Mona Lisa*. She was interested in the painting. To her surprise, Mona Lisa was singing ⁽⁶⁾ _____. 'My goodness,' Sandy whispered, as she stepped ⁽⁷⁾ _____.

She wandered to the other side of the hall and came across another painting on the wall. There was a woman in a ⁽⁸⁾ _____ dress walking in the painting. The woman smiled at Sandy and reached out her hand towards her. Sandy was sure she could smell the flowers she was wearing. Then the woman offered Sandy a big, ⁽⁹⁾ _____ apple. Sandy hesitated about whether she should eat it. She felt very hungry. 'It looks ⁽¹⁰⁾ _____,' Sandy thought. She bit into the apple. It tasted sweet.

B Present your story with your partner using the pictures that you have prepared and the adjectives and adverbs you have chosen.

When telling your story, pay attention to these points:

- have a nice tone of voice
- speak loud enough to be heard
- keep a good pace
- use proper stress
- use proper facial expressions
- look your audience in the eye
- use hand gestures

Project Producing a TV show

Animals have developed their own unique senses over the long process of evolution. These senses help them survive their environments.



Read the following articles before you produce a TV show on an animal's senses.

Shark attacks

There are nearly 400 different types of sharks, but only about 30 types are known to have attacked human beings. Many people know
5 that the most dangerous shark is the great white shark, probably because they have seen the film *Jaws*. However, two other sharks are also rather dangerous: the
10 tiger shark and the bull shark.

Contrary to what many people might assume, evidence shows that sharks seldom attack humans. There are three types of shark
15 attacks. In the main type, the shark attacks you because it mistakes you for a fish, but when it tastes human flesh it decides to give up and swims away. In the
20 second type, the shark pushes you with its nose to find out if you are fit to be eaten, and then bites you if it thinks you are. In the third type, the shark waits for you to
25 swim by, and then attacks you suddenly. The last two types of attack more often result in the death of humans.

To reduce the risk of a shark
30 attack, you should follow these

suggestions.

- Do not swim in the dark. Sharks can still see you but you cannot see them. 35
- Do not go swimming in the ocean if you have a fresh wound. Sharks can smell blood over a long distance.
- Do not wear bright clothing or jewellery, because sharks are attracted to the flash of colours and bright objects. 40
- Stay in groups, as sharks usually avoid large numbers of people. 45

Recently, shark attacks have been increasing as water sports are becoming more popular. If a shark attacks you, follow the advice below. 50

- Keep calm. Do not panic.
- Hit the shark on the nose with your fist.
- Stick your finger in the shark's eye. 55

Don't be frightened by sharks: you are 30 times more likely to be hit by lightning than be attacked by a shark.

The wonderful world of pigeons

It is night. All is quiet. The soldiers are asleep while a guard watches for the enemy. There is a flash, and the sound of guns! They are being attacked! Hundreds of enemy soldiers rush towards them. They are all going to be killed unless they get help. What should they do?

- 5 An officer writes a short message quickly on a small piece of paper: 'Being attacked! Hurry!'

He rolls up the paper and puts it into a small case, and then reaches into a cage and gets a bird. Attaching the message to its leg, he sets the bird loose. It immediately flies into the air and disappears in the dark.

- 10 Will the bird arrive in time? Will they be saved?

Though it may seem hard to believe, the bird the officer uses is the same bird often seen in public parks—the pigeon. Pigeons have a wonderful sense of direction and can find their way home over long distances. Indeed, pigeons have been known to fly home from as far away as 1,800 kilometres. That is why pigeons have been used since ancient times to carry the news or even the mail. However, it was in war that they found their greatest use. During both World War I and II, pigeons were employed by armies to carry messages to and from the front lines, saving the lives of many soldiers and even helping win some important victories.

- 20 How do pigeons find their way? Pigeons appear to have a compass inside them that tells them which way is north. How this compass works remains a mystery. Of course, since a compass alone is not enough to find one's way, they also appear to use their sight and even their sense of smell to tell them which way they should go. Unlike humans, they never get lost and can always find their way home.

B The project for your group is to choose an animal and then produce a TV show about how the animal uses its senses. You will be able to start your project after you answer the following questions.

- 1 What animal do you want to talk about?
- 2 Which of that animal's senses will the TV show focus on?
- 3 How long will the TV show last?
- 4 What kind of information do you need to find out about the animal?
- 5 Who will do the research for the project?
- 6 Who will write the TV show?
- 7 Who will provide the pictures and photos for the show?
- 8 Who will present the TV show to the class?

Self-assessment

1
Not confident

2
Slightly confident

3
Confident

4
Quite confident

5
Very confident

A Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

175 → %

How confident are you of:

- understanding the short story about a woman lost in the fog? ☐
- reading a story? ☐
- using the new vocabulary in the story? ☐
- discussing your ideas about your five senses? ☐
- distinguishing different parts of speech of a word? ☐
- understanding vocabulary about weather? ☐
- identifying noun clauses? ☐
- using noun clauses beginning with:
 - *that*? ☐
 - *if/whether*? ☐
- plotting a story? ☐
- identifying different elements of a comic strip? ☐
- using adjectives and adverbs in writing a story? ☐
- preparing a story with a surprise ending? ☐
- understanding the articles about animal senses? ☐
- producing your TV show? ☐

B If you are not confident about some of the items above, make an action plan so you can improve on them.

Language

In this unit, you will

- ◆ read an article about the history of English, a report about how Chinese characters developed, and a story about Braille
- ◆ listen to an interview and a lecture
- ◆ talk about the way languages develop and survey your classmates
- ◆ present a report on Chinese and Western body language
- ◆ write a booklet about the development of a language or some Chinese characters

Welcome to the unit

Language, in a broad sense, is the way information is expressed. It can be spoken or seen. Look at the following pictures and talk about the various forms of language.



What are the different languages on this card?



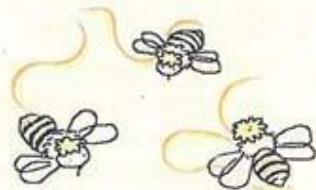
Braille, invented by a Frenchman, is a language for blind people. This word means 'hello' in English.



Emoticons make a special Internet language. This stands for a big smile.



Sign language is used all over the world. This sign means 'Good luck!' in Britain.



Bees fly in circles to inform their partners about food or danger. All creatures, including animals and insects, can 'talk'!

- 1 Can you think of other ways that information can be exchanged?
- 2 Do you think English is important? Why or why not?
- 3 What are some good methods for studying English that you can share with your classmates?

Reading



Read the article quickly and answer these questions.

- 1 What is the article about? _____
- 2 What are the three kinds of English discussed in the article? _____
- 3 In what way is English still changing? _____



The pages below are from a book about the history of different languages. Read about how English developed and why it has some strange rules.

English and its history

All through history, people from many different countries and cultures have lived together in Britain. The English language is made up of the grammar and vocabulary these people brought to Britain. That is why English has so many difficult rules that confuse people.

5 Old English

- Old English is very different from the English we speak nowadays. In fact, we would not be able to understand it if we heard it today. Before the middle of the 5th century, people in Britain all spoke a language called Celtic. Then two Germanic groups from the European mainland—the Angles and the Saxons—
 10 occupied Britain. Old English consisted of a mixture of their languages. (Both the English language and the English people are named after the Angles; the word *Angle* was spelt *Engle* in Old English.) Aside from place names such as *London*, very few Celtic words became part of Old English. At the end of the 9th century, the Vikings, people from Northern European countries such as Denmark and Norway,
 15 began to move to Britain. They brought with them their languages, which also mixed with Old English. By the 10th century, Old English had become the official language of England.

- When we speak English today, we sometimes feel puzzled about which words or phrases to use. This is because English has many words and phrases from different
 20 languages, but with similar meanings. For example, the word *sick* came from a word once used by the Angles and the Saxons, while *ill* came from a word once used by the Norwegians.

Middle English

- Middle English is the name given to the English used from around the 12th to the
 25 15th centuries. Many things played a part in the development of this new type of English. The most important contribution was from the Normans, a French-speaking people who defeated England and took control of the country in 1066. However, the Norman Conquest did not affect English as much as the Angles and

- the Saxons' victory about 600 years earlier, which led to Old English replacing Celtic. Even though the Normans spoke French for the entire 250 years they ruled England, French did not replace English as the first language. On the other hand, the English language did borrow many words from French. This resulted in even more words with similar meanings, such as *answer* (from Old English) and *reply* (from Old French). It is interesting to learn how the words for animals and meat developed. After the Norman Conquest, many English people worked as servants who raised animals. Therefore, the words we use for most animals raised for food, such as *cow*, *sheep* and *pig*, came from Old English. However, the words for the meat of these animals, which was served to the Normans, came from Old French: *beef*, *mutton*, *pork* and *bacon*.
- Old French made other contributions to Middle English as well. In Old English, the Germanic way of making words plural was used. For example, they said *housen* instead of *houses*, and *shoen* instead of *shoes*. After the Normans took control, they began using the French way of making plurals, adding an -s to *house* and *shoe*. Only a few words kept their Germanic plural forms, such as *man/men* and *child/children*.
- After the Norman Conquest, high-class people spoke French while common people spoke English. However, by the latter half of the 14th century, English had come into widespread use among all classes in England. In 1399, Henry IV became King of England. His mother tongue was English, and he used English for all official events.

Modern English

- Modern English appeared during the Renaissance in the 16th century. Because of this, Modern English includes many Latin and Greek words. Pronunciation also went through huge changes during this period. Of course, this was not the end of the changes in the English language. The question of whether English will keep on changing in the future is easy to answer. It is certain that this process will continue, and people will keep inventing new words and new ways of saying things.

Reading strategy: reading a history article

What you have read is a typical history article. When you read a history article, you will notice dates and years in the text, e.g. 'the 5th century' and '1066'. Recognizing these details will help you understand the order of events and how pieces of information relate to the rest of the text. Next time you read a history article, it is a good idea to make a time chart, listing important information, such as times, places and events in the article.

C1 Fill in the blanks with the following dates from the article.

5th century 9th century 10th century 1066 14th century 16th century

- 1 Before the middle of the _____, people in Britain did not speak English.
- 2 Modern English began to develop in the _____.
- 3 Almost everyone in England began to speak Middle English in the _____.
- 4 At the end of the _____, Norwegian words began to be used in the English language.
- 5 The Normans occupied England in _____.
- 6 By the _____, people in England used Old English as the official language.

C2 Answer the following questions using the information from the article.

- 1 Why does the English language have so many rules that confuse people?

- 2 Where did the word *English* come from?

- 3 Why can words with similar meanings be found in the English language?

- 4 Who made the greatest contribution to the development from Old English to Middle English?

- 5 Why are many of the words for animals different from those for meat in English?

D Match these new words and phrases from the article with their meanings. Write the correct letters in the blanks.

- | | | |
|-----------------------------|-------|--|
| 1 occupy (Line 10) | _____ | a whole |
| 2 consist of (Line 10) | _____ | b except |
| 3 aside from (Line 12) | _____ | c enter a place by force and begin to rule over it |
| 4 take control of (Line 27) | _____ | d take care of |
| 5 entire (Line 30) | _____ | e be made up of |
| 6 raise (Line 36) | _____ | f get power over |

E The following article explains why American English is different from British English. Complete it by filling in the blanks with words from the box.

contributions
defeated

vocabulary
replaced

therefore
tongue

process

One big difference between British and American English is in ⁽¹⁾ _____. For example, the British use the word 'autumn' while the Americans use the word 'fall'. In this case, the older word is 'autumn'. However, about four hundred years ago, the word 'autumn' was ⁽²⁾ _____ with 'fall'. Later, the British returned to 'autumn', while the Americans still use 'fall'.

Of course, people from many different countries came to America and made their ⁽³⁾ _____ to American English. Indeed, in American English there are words from every major ⁽⁴⁾ _____ spoken on Earth. Many of these words are absent in British English.

Another big distinction between American and British English is spelling. After the Americans ⁽⁵⁾ _____ the British in 1781 and gained independence, they wanted to make the spelling of English words simpler. ⁽⁶⁾ _____, Americans write 'color' instead of 'colour'.

Finally, the pronunciations and accents are different. Both countries have slowly changed the way they say the same words, but in different ways. This ⁽⁷⁾ _____ is continuing even today.

F Discuss these questions with a partner. Use the following conversation as an example.

Languages borrow words from each other. Do you know any Chinese words that came from English?

Yes, there are quite a few, for example, *katong* from cartoon and *hanbaobao* from hamburger. We have given many words and phrases to other languages too.

You are right. I know that many Japanese words came from Chinese.

And you can find some words and phrases in English that came from Chinese too, such as *typhoon*, *t'ai chi* and *lose face*. ...

- 1 Can you give some examples of Chinese words and phrases that came from other languages?
- 2 Do you think that it is possible for Chinese to become the most popular international language some day? Why or why not?

Word power

Formal English and informal English

Depending on the situation in which the language is used, English can be formal or informal. Formal English is more common in writing than in speaking. For example, it is usually found in notices and business letters. Informal English is more common in speaking than in writing. There are many situations in everyday life where informal English is allowed or even preferred, for example, while playing sports or meeting friends at a party.

Formal English	Informal English
a large amount/number of	a lot of
admire	look up to
child	kid
solve	handle
I regret to inform you ...	I'm sorry to say ...
immediately	right away
satisfy	make ... happy
prevent	stop
tough	hard
reply	answer
draw your attention to	speak to you about
appreciate it if you would do	like you to do
look forward to	wait for
take ... into consideration	think about ...

Below is a letter to Mr Smith, a park manager. Rewrite it in formal English using the words or phrases above.

Dear Mr Smith

I want to speak to you about the state of the playground. People are throwing their garbage everywhere. They leave garbage on the ground instead of using the garbage cans. This is a danger to kids. Yesterday, a six-year-old kid fell and cut his hand on a broken bottle. The boy was taken to hospital. Also, the garbage makes the playground look dirty, and no one wants to go there.

I would like you to handle this problem right away. For example, you should buy more garbage cans and stop people from littering.

Please think about my suggestions. I am waiting for your answer.

Best regards

Jerry Broker

Countries and languages

There are over 190 countries which are members of the United Nations. China, France, Russia, the United Kingdom and the United States are permanent members of the UN Security Council.

About 6,000 languages are spoken in the world today. The 10 most widely spoken languages are Chinese, Spanish, English, Hindi, Arabic, Bengali, Portuguese, Russian, Japanese and German. If second-language speakers are included, English is the most widely spoken language.

Here are some countries and their official languages.

Country	Official language(s)	Country	Official language(s)
Australia	English	Mexico	Spanish
Bangladesh	Bengali	New Zealand	English, Maori
Canada	English, French	Portugal	Portuguese
China	Chinese	Russia	Russian
Egypt	Arabic	Saudi Arabia	Arabic
France	French	Spain	Spanish
Germany	German	Brazil	Portuguese
India	Hindi, English	UK	English
Italy	Italian	USA	English

A Which country does each flag represent? Discuss with your partner and write down the name of each country and its official language(s).



Egypt

Arabic















B What do you think the official languages of the United Nations are? Do some research with your partner and write down the names.

Grammar and usage

Noun clauses introduced by question words

We can use the following question words to introduce noun clauses: *what, which, who/whom, whose, when, where, why* and *how*.

- 1 We can use a question word to introduce a noun clause. The clause can function as the subject, object or predicative of the sentence.

wh-question

Where does a person come from? This will affect his or her style of speech. →

subject

Where a person comes from will affect his or her style of speech.

wh-question

Why does English have such strange rules? You can begin to see it! →

object

You can begin to see why English has such strange rules!

wh-question

Why does English have so many difficult rules that confuse people? That is the reason. →

predicative

That is why English has so many difficult rules that confuse people.

- 2 In a noun clause that is introduced by a question word, we change the word order into that of a statement.

What are people from the north saying? People from the south find it difficult to understand. →

People from the south find it difficult to understand **what people from the north are saying**.

- 3 We cannot leave out the question words in noun clauses.

A Read the following diary entry and decide what sentence element each highlighted noun clause is in its sentence. Indicate in the boxes with S (subject), O (object) or P (predicative).

I always wondered ⁽¹⁾ when I would get the English novel my parents had promised to give me. ☐ I finally got it today. ⁽²⁾ What I always dreamt of has come true. ☐ It is really exciting! The difficulty is ⁽³⁾ how I'm going to read the book without a dictionary. ☐ Looking up every new word will certainly be a waste of time. Miss Cheng always told us to guess the meanings of new words from the context. I used to wonder ⁽⁴⁾ why we should do this. ☐ I understand now, but the question is ⁽⁵⁾ what I should do if I cannot guess the meanings. ☐ I must talk to Miss Cheng about this tomorrow.

B Read the following article and fill in the blanks with suitable question words.

'Borrowed words'—good or bad?

Languages keep borrowing words from other languages. This is one of the reasons why languages keep changing almost every day.

(1) _____ we should do about the increasing number of 'borrowed words' in our vocabulary is something that deserves careful thought. In England nowadays, there is no one to decide

(2) _____ new words should be accepted into the language. A standard was first set for the English language by King Henry VII. That is

(3) _____ we have the phrase 'the King's English'. King Henry VII was a poet who showed great concern for language. He set a standard for (4) _____ people were to speak English, but today (5) _____ can make a decision like that is anyone's guess!



However, there is an organization to make decisions like this in France.

(6) _____ French will be used is decided by a government department. At one time the department banned some 'borrowed words' from English, including 'weekend' and 'e-mail'. French people supported this because they wanted to keep their language pure and unique.



Today, the spread of 'borrowed words' is mostly due to the easily accessed Internet and television programmes from across the world. Some people are optimistic and believe that this process is good, while others worry that it may result in language pollution. (7) _____ opinion you agree with is up to you.

Preparatory subject *it*

Sometimes in English the subject of a sentence is very long, making the sentence awkward and difficult to understand. One way of making the sentence easier to understand is to use the preparatory subject *it*. With the preparatory subject *it*, the subject is moved to the end of the sentence, and *it* is used in its place at the start of the sentence.

1 We can often use *it* as a preparatory subject

- when we use a noun clause as the subject of a sentence
 - (preferable) *It is certain that we would not be able to understand Old English today.* =
 - (correct) *That we would not be able to understand Old English today is certain.*
 - (preferable) *It is not clear how English will keep on changing in the future.* =
 - (correct) *How English will keep on changing in the future is not clear.*
 - (preferable) *It depends on the weather when we can set off.* =
 - (correct) *When we can set off depends on the weather.*
- when the subject is a *to* infinitive
 - (preferable) *It is a challenging task to learn a foreign language.* =
 - (correct) *To learn a foreign language is a challenging task.*
 - (preferable) *It is important for us to gain access to the Internet.* =
 - (correct) *To gain access to the Internet is important for us.*
- when the subject is a verb-*ing* form
 - (preferable) *Wandering in the countryside is fun.* =
 - (correct) *It is fun wandering in the countryside.*
 - (preferable) *Travelling to Beijing takes up a lot of my time.* =
 - (correct) *It takes up a lot of my time travelling to Beijing.*

TIP After *it is no good/it is no use* we usually use the verb-*ing* form as the real subject of the sentence. e.g. *It is no good/use crying.*

2 *It* can also be used before *seem*, *appear*, *happen*, *turn out* and *prove* as the preparatory subject of a sentence.

- It seems* that he is enthusiastic about drawing. =
He seems to be enthusiastic about drawing.
- It happens* that my new neighbour comes from my home town. =
My new neighbour happens to come from my home town.

3 We usually use the preparatory subject *it* with a clause or *to* infinitive (preferable), but with the verb-*ing* form we prefer the real subject at the beginning.

- It is a good idea to make an official statement about the incident.*
Making an official statement about the incident is a good idea.

A Read the following dialogue and rewrite the sentences in yellow, using the preparatory subject *it*. The first one is done for you.

- A: (1) That animals and insects have their own languages has been proved. It has been proved that animals and insects have their own languages.
- B: Really? Tell me more.
- A: Well, their languages are unlike ours. They have no letters or characters.
- B: Then how do you know what the animals mean?
- A: (2) To know what they mean requires a good understanding of their behaviour. For example, bees can talk by dancing. _____
- B: I see. (3) Why my dog barks in certain ways always puzzles me. If I knew his language, I would get along with him better! _____
- A: Of course, you can. Someone in Japan has invented a machine to translate a dog's barks.
- B: Great! I've got to buy one. I hope (4) buying a machine like this won't be difficult. _____

B Read the following letter and rewrite the underlined sentences using the preparatory subject *it*.

Hi Nancy

I've just returned from Singapore. (1) Finding that there are four official languages spoken there was interesting. They are English, Chinese, Malay and Tamil. (2) Several racial groups happen to live in Singapore. This is why Singapore has four official languages. These groups are Chinese, Malays and Hindus. (3) To hear different people speaking different languages all at the same time is fun. I've brought something special from Singapore for you. (4) That I'll see you next week is certain. I'll give it to you then.

See you soon!

Jenny

- | | | | |
|---|--|---|-------|
| 1 | <u>It was interesting to find that there are four official languages spoken there.</u> | 3 | _____ |
| 2 | _____ | 4 | _____ |

Task Reporting on body language

Skills building 1: predicting an answer

Can you guess what is going to be said next while listening? If you can do this well, you will be able to better understand and remember the things you hear. What you predict will depend on what questions you ask. See the following for example:

Question	Information you expect to hear
Where do they live?	name of a place
When did this take place?	a specific time
How long have they been in this country?	a time period
Which hand do people from the Middle East eat with?	left or right hand
Why would you like to write a book about cultures?	a reason or reasons

Even if you already have an answer to the question in your mind before listening, it is still important to concentrate on that subject to make sure that your guess is correct.



Decide if the statements below are true or false, and then listen to an interview to check your answers.

- | | |
|--|-------|
| 1 In China when you are invited to dinner, the host will be upset if you do not try all of the dishes. | T / F |
| 2 It is polite to eat with your left hand in the Middle East. | T / F |
| 3 Making a noise while eating noodles in Italy is okay. | T / F |
| 4 When eating noodles in Japan, making a noise is okay. | T / F |
| 5 It is better to wear your shoes in a Japanese house. | T / F |
| 6 When you are late for a small meeting, there is no need to say 'sorry'. | T / F |
| 7 In England it is usual to talk about the weather when you start a conversation. | T / F |
| 8 This book is about how to do business in different cultures. | T / F |



Step 1: filling in a table



Before you begin your report, listen to the recording of an American university professor teaching her class about body language. Fill in the table below based on the information given.



Body language	American meaning
Shaking hands by grasping the other person's hand quite firmly.	It shows that you are a (1) _____ person and that others can (2) _____ you.
Looking another person straight in the eye.	It shows that they are (3) _____ and are (4) _____ to the other person.
Nodding your head up and down.	It means (5) '_____'.
Shaking your head from side to side.	It means (6) '_____'.
Moving your hand left to right.	This is used to say (7) '_____ ' or 'goodbye'.
Pointing to the head and moving the finger in a circle.	It means that someone or something is (8) _____.

Skills building 2: writing questions

When you write questions, you must be very clear. If you are speaking, others can ask you for more information, but when they read a question, they can only depend on the words in front of them. Remember the following advice when you write questions:

<p>1 Get to the point!</p> <p>✗ I want to go to the park after school because we get out early and the weather is really nice, so is it OK if I go and return home after I have gone out with my friends?</p> <p>✓ May I go to the park after school with my friends?</p>	<p>2 Give all necessary background information.</p> <p>✗ Do you like the new book better?</p> <p>✓ We used a different book last term. Do you like this new one better?</p>	<p>3 Use simple language.</p> <p>✗ When one goes back home from school, it often takes rather a long time. Perhaps you could tell me a way to shorten the distance.</p> <p>✓ Do you know a shorter way home from school?</p>
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Turn the situations below into questions. Check whether your questions are clear enough by writing them down and asking a partner to answer them. The first one is done for you.

- 1 You were at a restaurant with your family last night. You started eating at 6 p.m. and finished at 7.30 p.m. Your mum ordered egg and tomato, cabbage, and beef. Your father didn't like the beef. You want to know which dish your partner has tried before and which dish he/she likes best.

Last night at dinner, we had egg and tomato, cabbage, and beef. Have you eaten these dishes before? If so, which one is your favourite?

- 2 You saw a show on television last night that you really liked. It was on CCTV 8. You watched it with your cousin and grandfather. Your mum did not watch it because she was washing the dishes. Your cousin's favourite actress was in it. You want to know if your partner watched it and if he/she liked it.

- 3 You finished reading a book by J. K. Rowling at 10 p.m. last night. Now you want to read a new one. You want to know about the last book your partner read. You don't care who wrote it, and you just want to know what events occurred in the story.
