

亚洲地区畅销逾 800 万册

附CD版

SIDE by SIDE

THIRD EDITION

朗文国际英语教程

学生用书

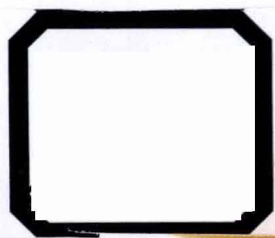
最新版

第 3 册



Steven J. Molinsky
Bill Bliss

外语教育出版社
FOREIGN LANGUAGE EDUCATION PRESS



SIDE by SIDE

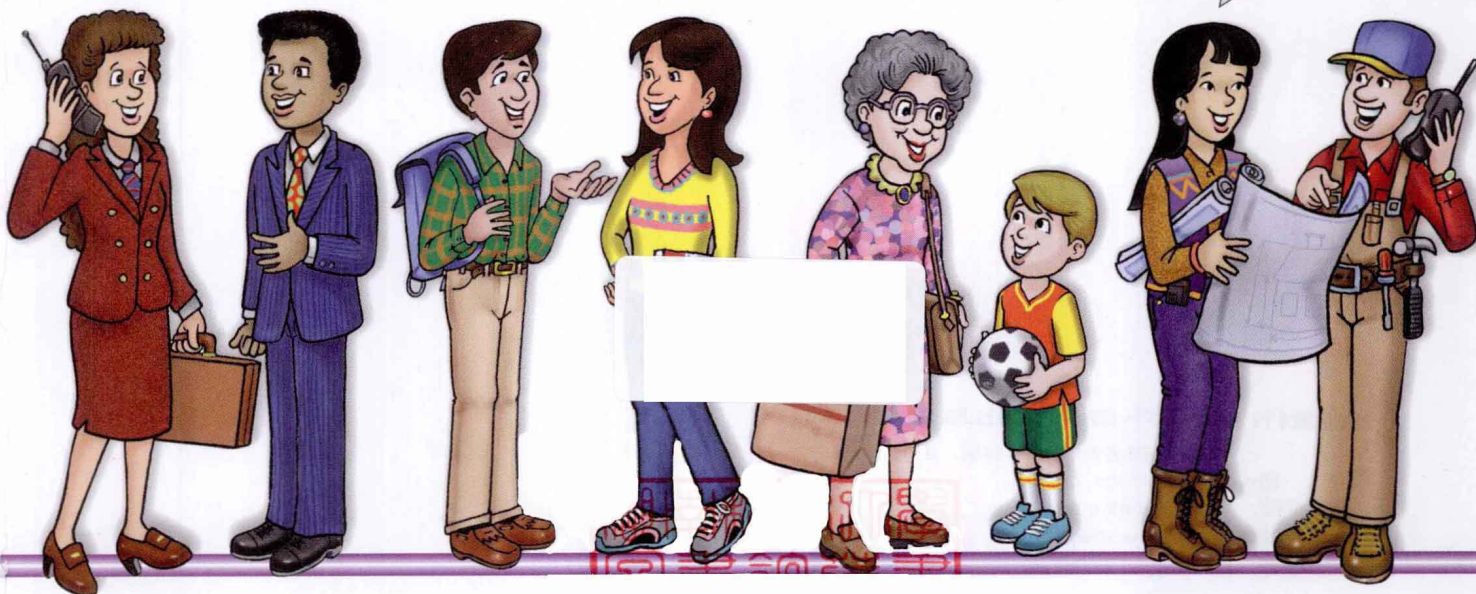
THIRD EDITION

朗文国际英语教程

学生用书

最新版

第 3 册



Steven J. Molinsky
Bill Bliss

W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

Illustrated by

Richard E. Hill



Longman 朗文

图书在版编目 (CIP) 数据

朗文国际英语教程: 最新版. 第3册 / (美) 莫林斯基 (Molinsky, S. J.),
(美) 布利斯 (Bliss, B.) 编.

—上海: 上海外语教育出版社, 2003 (2011重印)

学生用书

ISBN 978-7-81080-822-4

I. 朗… II. ①莫…②布… III. 英语课-中小学-教材 IV. G634.411

中国版本图书馆CIP数据核字 (2007) 第002289号

图字: 09-2002-679号

邵严毅 何平 译注

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 潘 敏

印 刷: 上海锦佳装璜印刷发展公司

开 本: 850×1168 1/16 印张 18.75 字数 302千字

版 次: 2003年6月第1版 2011年6月第7次印刷

印 数: 10 000 册

书 号: ISBN 978-7-81080-822-4 / G · 421

定 价: 73.00 元 (含CD)

本版图书如有印装质量问题, 可向本社调换

序 言

编写英语学习基础阶段的教材有两种主要的方式，即以语法体系为主线和以交际功能为主线。这两种方式各有其侧重，同时又各有弊端。以语法体系为主线编写的教材重视学生对语法体系的系统掌握，重视建构句子的熟练程度和准确程度，但往往忽略了对学生交际能力的培养，其极端表现是通晓语法，但不善开口；以交际功能为主线编写的教材重视学生使用语言进行交际的能力的培养，但往往忽视对语言（包括语法、用词、发音等方面）准确性的要求，其极端表现是开口大胆，但语言错误比比皆是。交际是学习外语的根本目的，学了半天只知语法规则却无法和别人沟通交流，近乎白学；反之，语言的语法（从广义上说包括语言的语法、词汇、发音）规则是语言的根本，没有一句话离得开语法，那些只图满足眼前交际需要、不求坚实的言功底的人迟早会发现自己词不达意、力不从心，并招人嗤笑。理想的教材和相应的教学方法应该寻找语法能力和交际能力之间合理的平衡，以及两者有机的结合。近年来国外和国内编写的不少教材都朝这个方向作了努力，并取得了不同程度的成功。由上海外语教育出版社从朗文出版社引进后改编出版的这套适用于中学英语教学的《朗文国际英语教程》(Side by Side) 我认为还是比较成功的一个例子。在这套教材的四册书中，每一课都有一个语法中心点，以及需要频繁使用该语法项的交际情景，于是学生刚学到的语法知识立即就能用到语言交际中去。因此可以毫不夸张地说从第一册第一课开始学生就能学会用英语进行交际了。该教材四册共五十课，几乎覆盖了英语语法的所有要点，从最基本的动词 to be 到动词 wish 后面从句中的虚拟式，而这五十个语法要点又分别和五十种常用的交际策略一一挂钩，在各种交际情景中得到操练和运用。这是本套教材最主要的优点。在抓住语法—交际这条主线的同时，编者对其他语言能力也没有忽略，每一课都有听力、阅读、发音这些组成部分，可见编者对学生语言能力的训练有较全面的考虑。每隔三课出现一期的“公报”(Gazette) 则以灵活、多样的形式为学生提供了富含文化信息的阅读材料。

一种教材能不能得到认可、能不能受到欢迎，在很大程度上取决于教师认为这套教材是否好教，是否容易上手。《朗文国际英语教程》这套教材尽管内容很丰富，但它的编排十分清晰，每一课的几个主要构成板块一目了然，十分便于教师使用，和有些进口教材过于花哨的编排相比，这应该说是它的另一优点。

目前我国大多数英语教师本身接受的英语教育比较传统，他们本身的语法能力大多高于交际能力，这或许是因为纯粹是交际法的教材在中国往往难以推广。《朗文国际英语教程》的每一课都包含语法和交际这两个板块，但同时又把它们有机地结合起来，这样的方式对大多数的教师来说是比较容易接受的，会觉得比较容易教。此外这套教材的教师用书（Teacher's Guide）内容十分详尽，为教师提供了很大的方便。

《朗文国际英语教程》虽然不是一套适用于零起点学生的教材，但它所要求的起点并不高。就目前我国大中城市的中小学英语教学水平来看，具有小学到初中的英语基础便可使用这套教材，因此这是一套适用面较广的教材。

这套教材的版面设计生动多彩，印刷精美，打开一本书就犹如打开一本儿童动画书，我想这对我们的中小学生会很有吸引力，也有利于营造一种宽松的学习气氛。

目前我国的英语热已经从大中学校扩大到小学、幼儿园，出现明显的低龄化倾向。要取得理想的教学效果，选定一种好的、适合实际需要的教材是关键，这对中小学生尤为重要。一旦选定了教材，接下来便是如何用好教好它的问题了。《朗文国际英语教程》无疑是一套好教材，我相信只要我们广大的教师能多动脑筋，多下功夫，就一定能用好这套教材，收到理想的教学效果。

何兆熊

2002年10月

CONTENTS 目录

1	Review:	复习:	
	Simple Present Tense	一般现在时	
	Present Continuous Tense	现在进行时	
	Subject & Object Pronouns	主格代词和宾格代词	
	Possessive Adjectives	物主形容词	
	Time Expressions	时间表达法	1
	Describing Habitual and Ongoing Activities	描述习惯性行为和正在进行的动作	
	Telling About Likes and Dislikes	讲述喜欢和不喜欢	
	Describing Frequency of Actions	描述动作的频率	
	Telling About Personal Background and Interests	讲述个人背景和兴趣	

2	Review:	复习:	
	Simple Past Tense (Regular and Irregular Verbs)	一般过去时(规则动词和不规则动词)	
	Past Continuous Tense	过去进行时	11
	Reporting Past Activities	转述过去的行为	
	Mishaps	灾祸	
	Difficult Experiences	痛苦的经历	
	Describing a Trip	描述一次旅行	

3	Review:	复习:	
	Future: Going to	将来时: Going to	
	Future: Will	将来时: Will	
	Future Continuous Tense	将来进行时	
	Time Expressions	时间表达法	
	Possessive Pronouns	物主代词	21
	Describing Future Plans and Intentions	描述将来的计划和打算	
	Telling About the Future	讲述将来	
	Expressing Time and Duration	表达时间和时段	
	Talking on the Telephone	电话交谈	
	Plans for the Future	将来的计划	
	Asking a Favor	寻求帮助	

SIDE by SIDE Gazette 公报 33

4	Present Perfect Tense	现在完成时	37
	Describing Actions That Have Occurred	描述已经发生的动作	
	Describing Actions That Haven't Occurred Yet	描述尚未发生的动作	
	Making Recommendations	推荐	
	Things to Do Where You Live	在你的居住地可做的事	
	Making Lists	列清单	

5	Present Perfect vs. Present Tense	现在完成时和现在时	
	Present Perfect vs. Past Tense Since / For	现在完成时和过去时 Since/For	51
	Discussing Duration of Activity	谈论动作的持续	
	Medical Symptoms and Problems	症状与病情	
	Career Advancement	职业发展	
	Telling About Family Members	谈论家庭成员	

SIDE by SIDE Gazette 公报 65

6	Present Perfect Continuous Tense	现在完成进行时	69
	Discussing Duration of Activity	谈论动作的持续	
	Reporting Household Repair Problems	转述家庭维修的问题	
	Describing Tasks Accomplished	描述完成的任务	
	Reassuring Someone	安慰某人	
	Describing Experiences	描述经历	
	Job Interviews	求职面试	

7	Gerunds Infinitives	动名词 不定式	
	Review: Present Perfect and Present Perfect Continuous Tenses	复习: 现在完成时和现在完成进行时	81
	Discussing Recreation Preferences	讨论喜爱的消遣方式	
	Discussing Things You Dislike Doing	讨论自己不喜欢做的事情	
	Habits	习惯	
	Describing Talents and Skills	描述才干和技能	
	Telling About Important Decisions	讲述重要的决定	

8	Past Perfect Tense	过去完成时	
	Past Perfect Continuous Tense	过去完成进行时	95
	Discussing Things People Had Done	讨论人们做过的事情	
	Discussing Preparations for Events	讨论为事情做准备	
	Describing Consequences of Being Late	描述迟到的后果	
	Discussing Feelings	谈论感觉	
	Describing Accomplishments	描述成就	

SIDE by SIDE Gazette 公报 111

9

Two-Word Verbs:

Separable

Inseparable

Discussing When Things Are Going to Happen

Remembering and Forgetting

Discussing Obligations

Asking for and Giving Advice

School Assignments

Making Plans by Telephone

Talking About Important People in

Your Life

Shopping for Clothing

双词短语动词:

可拆分的

不可拆分的

115

谈论事情何时发生

想起和忘记

讨论义务

寻求和提出建议

学校作业

打电话定计划

谈论你生命中的重要

人物

买衣服

10

Connectors:

And ... Too

And ... Either

So, But, Neither

Coincidences

Asking for and Giving Reasons

Describing People's Backgrounds,

Interests, and Personalities

Looking for a Job

Referring People to Someone Else

Discussing Opinions

Describing People's Similarities and

Differences

连接词:

And ... Too

And ... Either

So, But, Neither 131

巧合

询问和给出原因

描述人们的背景、兴

趣和个性

找工作

把某人推荐给其他人

讨论观点

描述人们的相似点和

不同点

SIDE by SIDE Gazette

公报

145

APPENDIX

Listening Scripts

Irregular Verbs

Glossary

附录

听力文字

不规则动词

词汇表

149

152

153

INDEX

索引

159

How to Say It!

(Communication Strategies)

(交际策略)

Asking for and Reacting to Information

Reacting to Bad News

Asking for a Favor

Expressing Satisfaction

Reacting to Information

Expressing Surprise

Expressing Appreciation

Sharing News About Someone

Remembering & Forgetting

Offering a Suggestion

寻求信息以及对信息的反应

对坏消息的反应

寻求帮助

表达满意

对信息的反应

表达惊讶

表达欣赏

交换关于某人的信息

想起和忘记

提供建议

9

15

29

48

59

75

87

105

117

141

Pronunciation

Reduced are

Did you

Going to

Contractions with is & has

Reduced have & has

Reduced for

Reduced to

Reduced had

Linking "t" Between Vowels

Contrastive Stress

发音练习

弱读are

Did you

Going to

带is 和has 的缩写形式

弱读have 和has

弱读for

弱读to

弱读had

元音间的"t"连接音

对比重音

10

20

32

50

64

80

94

110

130

144



1

Review:

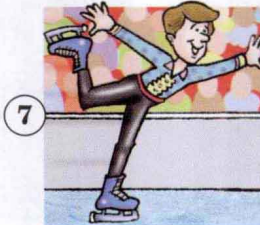
Simple Present Tense
Present Continuous Tense

Subject & Object Pronouns
Possessive Adjectives
Time Expressions

- Describing Habitual and Ongoing Activities
- Telling About Likes and Dislikes

- Describing Frequency of Actions
- Telling About Personal Background and Interests

VOCABULARY PREVIEW



1. actor
2. dancer
3. driver
4. instructor

5. player
6. singer
7. skater
8. skier

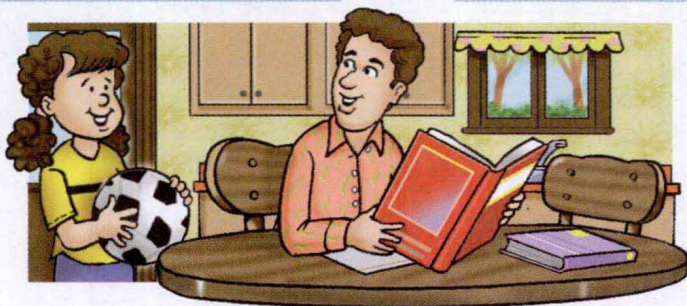
9. swimmer
10. teacher
11. typist
12. violinist

They're Busy

Am I
Is { he
she
it } eating?
Are { we
you
they }

I am.
{ he
she
it } is.
Yes, { we
you
they } are.

(I am) I'm
(He is) He's
(She is) She's
(It is) It's
(We are) We're
(You are) You're
(They are) They're } eating.



- A. Are you busy?
B. Yes, I am. I'm studying.
A. What are you studying?
B. I'm studying English.



1. Is Alan busy?
baking • cookies



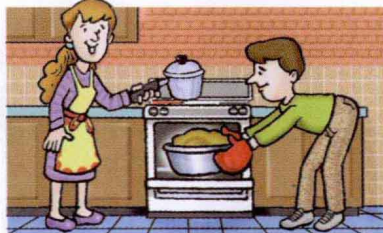
2. Is Doris busy?
reading • the newspaper



3. Are your parents busy?
painting • the kitchen



4. Are you busy?
writing • a letter



5. Are you and Tom busy?
cooking • dinner



6. Is Ann busy?
knitting • a sweater



7. Is your brother busy?
ironing • his shirts



8. Are Mr. and Mrs. Garcia busy?
cleaning • their garage



9. Is Beethoven busy?
composing • a symphony

What Are They Doing?

Do { I
we
you
they } eat?

Does { he
she
it }

Yes, { I
we
you
they } do.

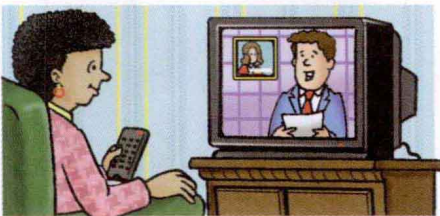
{ he
she
it } does.

{ I
We
You
They } eat.

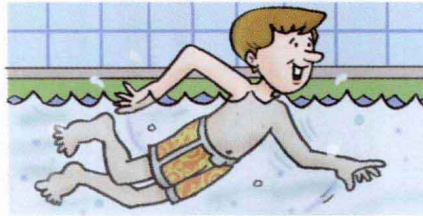
{ He
She
It } eats.



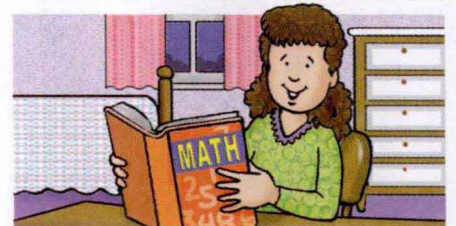
- A.** What are you doing?
- B.** I'm practicing the piano.
- A.** Do you practice the piano very often?
- B.** Yes, I do. I practice the piano whenever I can.



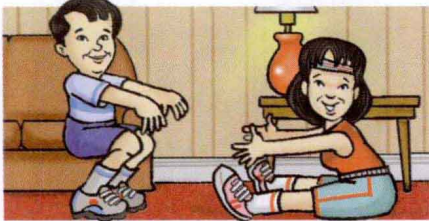
- 1.** What's Carol doing?
watch the news



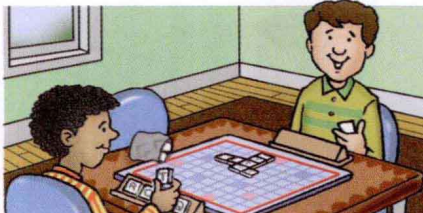
- 2.** What's Edward doing?
swim



- 3.** What are you doing?
study math



- 4.** What are Mr. and Mrs. Park doing?
exercise



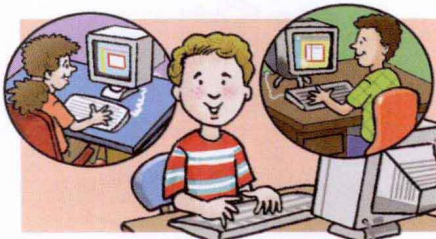
- 5.** What are you and your friend doing?
play Scrabble



- 6.** What's Mrs. Anderson doing?
read poetry



- 7.** What's Daniel doing?
play baseball with his daughter



- 8.** What are you doing?
chat online with my friends



9.

Do You Like to Ski?

No, $\left\{ \begin{array}{l} \text{I} \\ \text{we} \\ \text{you} \\ \text{they} \end{array} \right\}$ don't.
(do not)

$\left\{ \begin{array}{l} \text{he} \\ \text{she} \\ \text{it} \end{array} \right\}$ doesn't.
(does not)

I'm not ...

$\left\{ \begin{array}{l} \text{He} \\ \text{She} \\ \text{It} \end{array} \right\}$ isn't ...
(is not)

$\left\{ \begin{array}{l} \text{We} \\ \text{You} \\ \text{They} \end{array} \right\}$ aren't ...
(are not)



A. Do you like to ski?

B. No, I don't. I'm not a very good skier.



1. Does Richard like to sing?

singer



2. Does Brenda like to swim?

swimmer



3. Do Mr. and Mrs. Adams like to skate?

skaters



4. Does Arthur like to dance?

dancer



5. Do you like to type?

typist



6. Do you and your friend like to act?

actors



7. Does your grandmother like to drive?

driver



8. Do you like to play sports?

athlete



9. Does Howard like to cook?

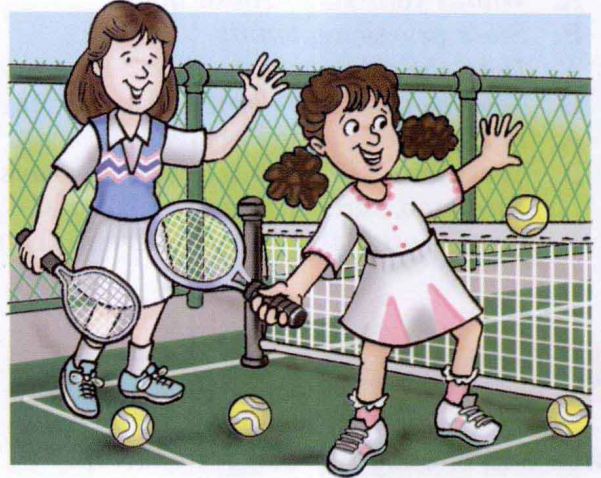
cook

PRACTICING

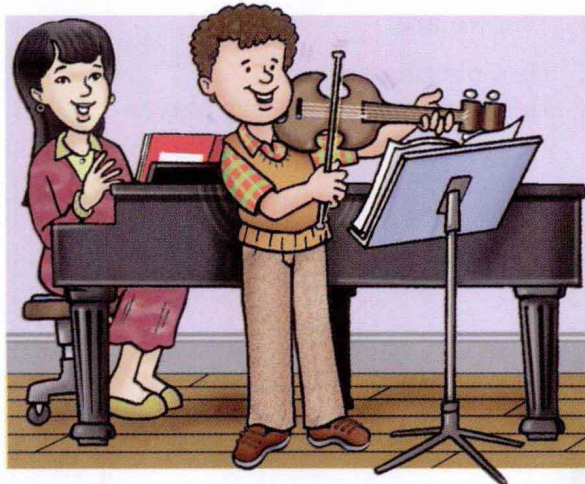
My sisters, my brother, and I are busy this afternoon. We're staying after school, and we're practicing different things.



I'm practicing soccer. I practice soccer every day after school. My soccer coach tells me I'm an excellent soccer player, and my friends tell me I play soccer better than anyone else in the school. I want to be a professional soccer player when I grow up. That's why I practice every day.



My sister Anita is practicing tennis. She practices tennis every day after school. Her tennis coach tells her she's an excellent tennis player, and her friends tell her she plays tennis better than anyone else in the school. Anita wants to be a professional tennis player when she grows up. That's why she practices every day.



My brother Hector is practicing the violin. He practices the violin every day after school. His music teacher tells him he's an excellent violinist, and his friends tell him he plays the violin better than anyone else in the school. Hector wants to be a professional violinist when he grows up. That's why he practices every day.



My sisters Jenny and Vanessa are practicing ballet. They practice ballet every day after school. Their ballet instructor tells them they're excellent ballet dancers, and their friends tell them they dance better than anyone else in the school. Jenny and Vanessa want to be professional ballet dancers when they grow up. That's why they practice every day.

✓ READING CHECK-UP

Q & A

You're talking with the person who told the story on page 5. Using this model, create dialogs based on the story.

- A. What's your sister Anita doing?
B. She's practicing tennis.
A. Does she practice very often?
B. Yes, she does. She practices every day after school.
A. Is she a good tennis player?
B. Yes, she is. Her tennis instructor says she's excellent, and her friends tell her she plays tennis better than anyone else in the school.



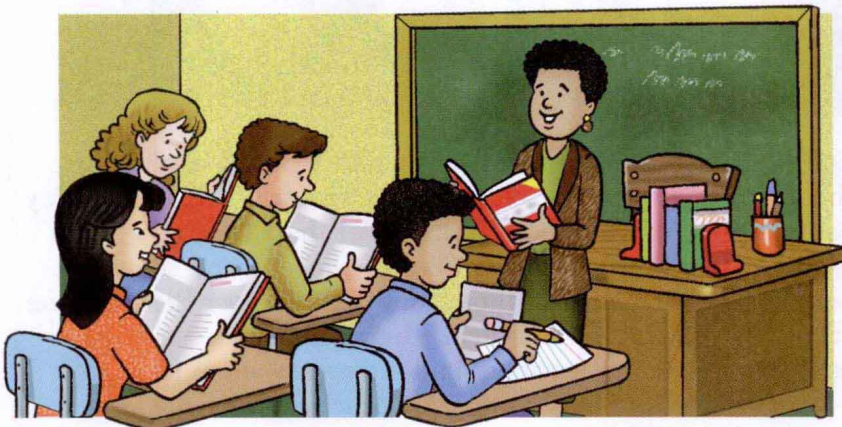
LISTENING

Listen and choose the correct answer.

1. a. I practice football.
b. I'm practicing football.
2. a. Yes, I am.
b. Yes, I do.
3. a. Yes, I am.
b. Yes, I do.
4. a. She reads the newspaper.
b. She's reading the newspaper.
5. a. My husband cooks.
b. My husband is cooking.
6. a. No, they aren't.
b. No, they don't.
7. a. Yes, when he grows up.
b. Yes, when she grows up.
8. a. Yes, we do.
b. Yes, you do.
9. a. Yes, they are.
b. Yes, we are.
10. a. He's playing soccer.
b. He wants to be a soccer player.

IN YOUR OWN WORDS

FOR WRITING AND DISCUSSION



Tell about studying English.

Do you go to English class? Where?
When do you go to class?
What's your teacher's name?

When do you practice English?
How do you practice?
Who do you practice with?

How Often?

I	my	me
he	his	him
she	her	her
it	its	it
we	our	us
you	your	you
they	their	them

Time Expressions

every day/week/weekend/month/year
every morning/afternoon/evening/night
every Sunday/Monday/Tuesday/...
every Sunday morning/afternoon/evening/night
every January/February/March/...

once a	}	day/week/month/year
twice a		
three times a		
all the time		



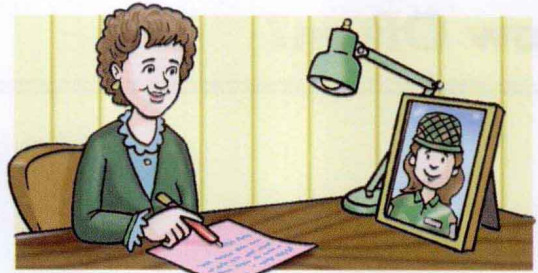
- A. Who are you calling?
B. I'm calling **my** sister in San Francisco.
A. How often do you call **her**?
B. I call **her** every Sunday evening.



- A. What are George and Herman talking about?
B. **They're** talking about **their** grandchildren.
A. How often do they talk about **them**?
B. They talk about **them** all the time.



1. Who is Mr. Tanaka calling?
son in New York



2. Who is Mrs. Kramer writing to?
daughter in the army



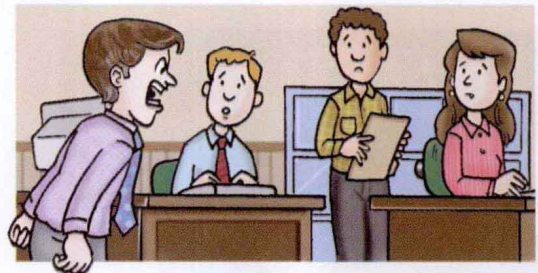
3. What are the students talking about?
teachers



4. Who is Lenny arguing with?
landlord



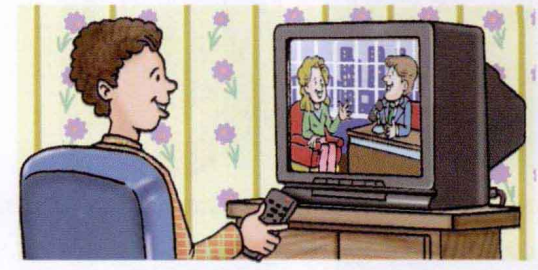
5. Who is Martha sending an e-mail to?
granddaughter in Orlando



6. Who is Mr. Crabapple shouting at?
employees



7. What are your parents complaining about?
telephone bill



8. What is George watching?
favorite TV talk show



9. Who is Little Red Riding Hood visiting?
grandmother

10.



How to Say It!

Asking for and Reacting to Information

A. Tell me, where are you from?

B. I'm from Madagascar.

A. { Oh.
Really?
Oh, really?
That's interesting.

Practice the interactions on this page, using expressions for asking for and reacting to information.



INTERACTIONS *Sharing Opinions*

Talking about yourself:



Where are you from?
Where do you live now?



What do you do?
Where do you work / study?

Talking about family:



Are you married?
Are you single?



Who are the people in your family? *
What are their names?
Where do they live?

Talking about interests:



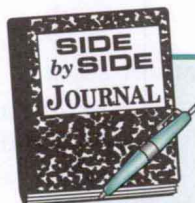
What do you like to do
in your free time?



How often do you watch TV?
Listen to music? Go to movies?
Play sports?

Practice conversations with other students. Get to know each other as you talk about yourselves, your families, and your interests.

* wife, husband, mother, father, daughter, son, sister, brother, grandmother, grandfather, granddaughter, grandson, aunt, uncle, cousin



Write in your journal
about yourself, your
family, and your
interests.



PRONUNCIATION Reduced are

Listen. Then say it.

Who **are** you calling?

What **are** they talking about?

Where **are** you from?

What **are** you doing?

Say it. Then listen.

Who **are** you writing to?

What **are** they complaining about?

Where **are** they studying?

What **are** their names?

CHAPTER SUMMARY

GRAMMAR 语法

PRESENT CONTINUOUS TENSE 现在进行时

(I am)	I'm	eating.	Am	I	eating?
(He is)	He's		Is	he	
(She is)	She's			she	
(It is)	It's			it	
(We are)	We're		Are	we	
(You are)	You're			you	
(They are)	They're			they	

TO BE: SHORT ANSWERS TO BE: 简短回答

Yes,	I	am.	No,	I'm	not.
	he			he	
	she	is.		she	isn't.
	it			it	
	we	are.		we	aren't.
	you			you	
	they			they	

SIMPLE PRESENT TENSE 一般现在时

I	eat.	Do	I	eat?	Yes,	I	do.	No,	I	don't.
We			we			we			we	
You			you			you			you	
They			they			they			they	
He	eats.	Does	he			he	does.		he	doesn't.
She			she			she			she	
It			it			it			it	

Subject Pronouns	Possessive Adjectives	Object Pronouns
I	my	me
he	his	him
she	her	her
it	its	it
we	our	us
you	your	you
they	their	them

KEY VOCABULARY 关键词汇

ACTIONS 动作行为

act	complain	exercise	play	skate	visit
argue	compose	go	practice	ski	watch
bake	cook	iron	read	study	work
call	dance	knit	send	swim	write
chat	do	live	shout	talk	
clean	drive	paint	sing	type	

AGENT NOUNS 施事名词

actor	skater
dancer	skier
driver	swimmer
instructor	teacher
player	typist
singer	violinist

FAMILY MEMBERS 家庭成员

brother	grandson
daughter	husband
father	mother
grandchildren	parents
granddaughter	sister
grandfather	son
grandmother	wife