

英语

第四册

son

irst

Good morning, Mr Gray!

Good morning! Are you

I am

ENGLISH

上海外语教育出版社

This Is My Friend

Hello, Mary. How are you?

I'm fine, thank you. And you?

Fine, thanks. This is my friend

Mary. She's in Class T

o, Mary. Nice to see you

Nice to see you



高级中学课本

英 语

第 四 册

上海中小学课程教材改革委员会

上海外语教育出版社

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前 言

新编中小学英语教材是我国沿海开放城市和发达地区中小学英语系列教材。全套教材包括学生用书 20 册、教师用书 20 册,附配套录音、录像磁带和教学挂图等,供小学三年级至高中三年级教学使用。

本书为高中英语的第四册,根据《高级中学英语学科课程标准》编写,采用“结构——功能”的编写体系。教学原则是在继续重视听说能力的同时,加强读写能力的培养,增加阅读量,适当深化语言知识,提高学生的语言交际能力和自学能力。

本书有十四个单元,每个单元安排一篇课文。每两个单元中间隔安排引出语法结构的对话、介绍语言功能的对话、写作指导及听力理解各一篇,并配有适量的练习,书末附有七篇补充阅读材料供教师选择使用。课文和对话题材新颖,结合学生生活实际,富于思想性、科学性,语言规范。全书配有录音磁带,由上海外语音像出版社录制出版。录音版权属该社所有。

本书为实验本,希望广大师生提出批评和修改建议,以便进一步改进。

编者

一九九二年四月

英 语 音 标*

元音和双元音

i:	beat	ɪ	pit	eɪ	bay
ɑ:	barn	e	let	aɪ	buy
ɔ:	born	æ	pat	ɔɪ	boy
u:	moon	ʌ	putt	əʊ	go
ɜ:	burn	ɒ	hot	aʊ	now
		ʊ	put	ɪə	peer
		ə	another	eə	pair
				ʊə	poor

辅 音

p	pen	f	fall	h	how
b	bad	v	voice	m	man
t	tea	θ	thin	n	no
d	did	ð	then	ŋ	long
k	cat	s	so	l	leg
g	game	z	zoo	r	red
tʃ	chain	ʃ	ship	j	yes
dʒ	Jane	ʒ	measure	w	wet

* 本书采用的音标根据1989年8月上海译文出版社出版的《英汉大词典》第一版所使用的音标。其中少数音标与以往教材所用的音标有所不同。希请注意。

说 明

本教材根据上海中小学课程教材改革委员会制订的《高级中学英语学科课程标准》(草案)编写,供二年级第二学期试用。

本教材由上海外国语大学、上海市教育局教研室组织编写,经上海中小学教材编审委员会审查通过。

主编 戴炜栋 副主编 李珮莹

参加本册教材编写的还有陈锡麟、潘和德、袁锦华、徐文文等。

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UNIT ONE

Dialogue

Language Structure: Modal Verbs Plus the Perfect Infinitive 带有情态动词的完成形式

A: Peggy hasn't arrived yet.

B: She may / might have missed her train.

A: No, she can't / couldn't have missed it because she is always early.

B: If so, she must have made a mistake about the time of our meeting.

A: Anyhow, we must wait a little longer.

She	<u>may / might have missed</u>	the train.
	<u>can't / couldn't have missed</u>	it.
	<u>must have made</u>	a mistake about...

说明: 1. 情态动词+动词的完成形式表示说话人对过去发生的事情的推测。

2. 这里的may与might, can't与couldn't在时间上无甚差别, 只是后者在语气上比前者婉转, 但需注意下面句中的用法。

He said that she might have missed the train. (主句中, 动词said是过去时, 从句中只能用 might.)

He thought that she couldn't have missed it. (主句中, 动词thought是过去时, 从句中只能用 couldn't have.)

3. must表示“一定, 必定”, 用于肯定句, may / might表示“可能”用于肯定句; can't / couldn't表示“不可能”用于否定句或疑问句。

Text

A Bottle of Aspirins



“What’s happened to the bottle of aspirins?” He couldn’t find it in its usual place. “What have you done with it?” he asked his wife. She said she hadn’t seen it.

He went into their son’s bedroom to read him his bedtime story. On the floor there lay a bottle, the one he’d been looking for; but it was empty. Oh, no, the kid couldn’t have taken “David, what have you done with those sweeties which were in that bottle? Did you eat them?” David nodded reluctantly. “How many did you eat?” No reply. He called his wife. She came, realized what had happened and went very white. “There must have been twenty-five or thirty tablets left in the bottle. He can’t have taken them all.” But there were no aspirins on the floor or in David’s bed.

“Call an ambulance, quick!” The ambulance arrived in five minutes, and David, wrapped in a blanket, and his mother and father were rushed to the emergency ward at the nearest hospital. “Put the boy on the stomach pump at once,” said the doctor, as soon as he heard the facts. They could hear David screaming as they sat in the waiting room, powerless to do anything except wait. Then the screaming stopped and the doctor came back. “Lucky you brought him quickly.

The tablets didn't have time to dissolve in his stomach, so we got them all out.
He's going to be all right."

New Words and Expressions

- aspirin / 'æspərin / *n.* 阿司匹林药片
bedtime / 'bedtaɪm / *adj.* 适用于临睡前的
kid / kɪd / *n.* 小孩
sweetie / 'swi:tɪ / *n.* 糖果; 甜食
tablet / 'tæblɪt / *n.* 药片
wrap / ræp / *vt.* 包; 裹
blanket / 'blæŋkɪt / *n.* 毯子
emergency / ɪ'mɜ:dʒənsɪ / *n.* 急诊
ward / wɔ:d / *n.* 病房
stomach / 'stʌmək / *n.* 胃
pump / pʌmp / *n.* 泵;
vt. 用泵抽吸(水、气)
scream / skri:m / *vi.* (因恐惧、痛苦等而)尖声喊叫
powerless / 'paʊəls / *adj.* 无能为力的
lucky / 'lʌki / *adj.* 幸运的
dissolve / dɪ'zɒlv / *vi.* 溶解

Notes to the Text

1. He went into their son's bedroom to read him his bedtime story.
他走进儿子的卧室,为他临睡前念一个故事。
to read him his bedtime story = to read a story to him before he fell asleep
2. Oh, no, the kid couldn't have taken....
噢,不,这孩子不可能吃掉(这些药片的)。
3. She came, realized what had happened and went very white.
她(指母亲)走进来,意识到发生的事情后,脸色发白了。
go white 脸色发白
She went white. = Her face went white.
她的脸色转白了。
4. There must have been twenty-five or thirty tablets left in the bottle.
瓶子里一定有二十五至三十片药留着。

5. He can't have taken them all.

他不可能全吃掉的。

can't have been / done是must have been / done的否定形式。

6. powerless to do anything except wait

除了等待以外,什么事情也没有能力做

在except之后接动词原形。

do anything except wait也可改用do anything but wait.

Questions for Comprehension

1. Why did the father ask the mother about the bottle of aspirins?
2. Did he think at that time that the boy had taken the tablets?
3. What did he find when he went into the kid's bedroom?
4. How did the parents send the kid to the hospital?
5. Why did the doctor say that the boy was lucky?

Topic for Discussion

Whose fault was it that the boy ate the tablets?

What should be done to avoid things like that?

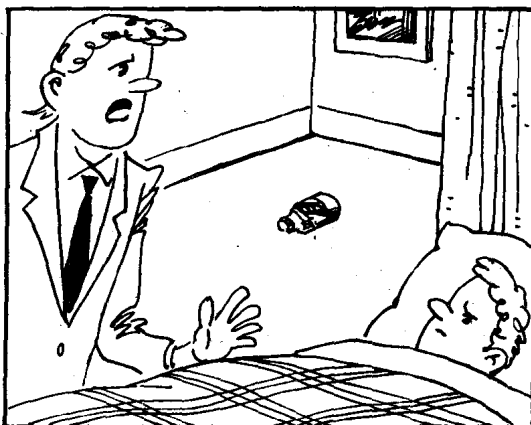
Picture Talk

1.



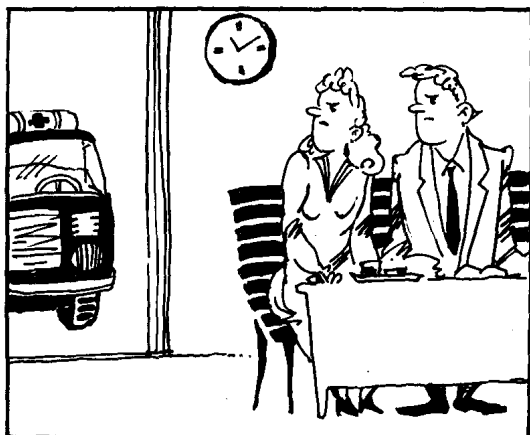
looked for
not in its usual place
must have taken

2.



lay on the floor
taken all the tablets
went white

3.



ambulance
to the hospital
could do nothing except

4.



lucky
be all right
learn this lesson

Guided Writing

Sentence Combination

Combine each of the following pairs of sentences by using the connective for, but, so, though or or.

Examples:

1. Margaret might have gone home.

We can not find her anywhere.

Margaret might have gone home, for we can not find her anywhere.

2. David must have taken all the aspirins.

He did not look sick.

David must have taken all the aspirins, but he did not look sick.

3. People want to save money.

They ask for rides (搭车).

People want to save money, so they ask for rides.

Practice

1. Many young hitchhikers may have come from good families.

Evidently their parents have not taught them anything about the world.

2. The tablets have been in the stomach for some time.

Fortunately they have not dissolved.

3. In our country, people often help others.

They like to do this.

4. The parents sent David to the hospital in time.

He was saved.

5. The children couldn't have returned last night.

The house wouldn't be so quiet.

Note Writing

Arrange the following words / expressions / sentences in scrambled order into a note making an appointment. Use the connective as or so that to combine some of the sentences:

Example:

Can you come at 9 a.m.?

He has another appointment at ten.

15 February, 199—

Minnie White

Dr. Bush will be free tomorrow.

Bring your paper.

Dear Ms Lee,

He will be waiting in his office.

Please be on time.

The questions can be discussed.

15 February, 199—

Dear Ms Lee,

Dr. Bush will be free tomorrow. Can you come at 9 a.m.? He will be waiting in his office. Bring your paper so that the questions can be discussed. Please be on time as he has another appointment at ten.

Minnie White

Practice

Lilian Lynd

The book that you want is returned.

There is a long waiting list for this book.

28 February, 199—

Please be on time.

Bring your Student's Card.

Will you come to the Reading Room at 2 p.m.?

No delay will be caused.

Ms Boynton will have the book ready for you.

Dear Mr Bellow,

Exercises

I. For each word in Column A find a phrase of similar meaning in Column B.

A	B
1. kid ()	a. warm covering made of wool, etc.
2. tablet ()	b. child or young person
3. blanket ()	c. very unsafe and likely to be a cause of harm
4. emergency ()	d. room with beds for patients in a hospital
5. ward ()	e. dangerous happening which must be dealt with at once
6. scream ()	f. cry out in a loud high voice
7. powerless ()	g. change into vapour
8. dissolve ()	h. lacking in strength or ability
	i. make a solid become liquid
	j. small solid piece of medicine

II. Fill in each blank with a proper modal verb plus the perfect infinitive of the given verb.

1. A: I can't imagine why he is late.

B: He _____ (have) an accident.

2. A: The windows in the room look bright and clean today.

B: Someone _____ (clean) them.

3. A: Linda hasn't come yet. I wonder whether she has received our invitation.

B: She _____ (not receive) it because I didn't write her address clearly enough.

4. A: It is quiet outside.

B: The children _____ (go) home.

5. A: I didn't see John yesterday.

B: He was absent. He _____ (be) ill.

6. A: Where is my dictionary?

B: Your mother _____ (put) it on the bookshelf.

7. A: The road is wet.

B: It _____ (rain) last night.

8. A: Has John left?

B: No, he _____ (not leave) because his umbrella is still over there.

III. Complete each of the following sentences by translating the Chinese expression in brackets into English.

1. We _____ (赶往) where the noise came from.

2. _____ (您怎样处置) that watch you found?

3. A bad accident _____ (发生在) the family.

4. If you find anything you don't like, will you tell me _____ (立刻)?

5. The baby _____ (被裹在) wool clothes and was far too hot on such a sunny day.

6. The doctor managed _____ (把这颗牙拔出来).

IV. Translate the following into English.

1. 一定有人把我的自行车拿走了,我找不到了。(must have taken)

2. 男孩们不停地吃,直到盘子里什么都不剩为止。(nothing left)

3. 她不可能读完昨天从图书馆借来的那本小说。(can't have finished)

4. 你昨天下午来的时候听到她在电话里跟别人交谈吗?(hear her talking)

5. 孩子没有开门的钥匙,除了等妈妈以外什么也干不了。(do nothing except)

V. Fill in each blank with a suitable preposition.

1. What are you laughing _____ ?

2. Walk _____ this street and you will come _____ a hospital.

3. She always knows what I'm thinking _____ .