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SIDE by SIDE

THIRD EDITION

朗文国际英语教程

学生用书

最新版

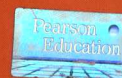
第 4 册



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上海外语教育出版社

Steven J. Molinsky
Bill Bliss



Longman 朗文

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Steven J. Molinsky
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Illustrated by
Richard E. Hill

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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、不求坚实的语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。

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:	
	Present Perfect Tense	现在完成时	
	Present Perfect Continuous Tense	现在完成进行时	
	Past Perfect Tense	过去完成时	
	Past Perfect Continuous Tense	过去完成进行时	1
	Describing Actions That Have Occurred	描述已经发生的动作行为	
	Describing Actions That Haven't Occurred Yet	描述还未发生的动作行为	
	Discussing Duration of Activity	讨论动作的持续	
	Discussing Things People Had Done	讨论人们已经做过的事情	

2	Perfect Modals:	情态动词完成式:	
	Should Have	Should Have	
	Might Have	Might Have	
	May Have	May Have	
	Could Have	Could Have	
	Must Have	Must Have	15
	Evaluating People's Activities	评价人们的动作行为	
	Job Interviews	求职面试	
	Expressing Possibility	表达可能性	
	Making Deductions	做推论	
	Expressing Concern About Others	表达对他人的关心	
	Apologizing	道歉	
	Recounting Difficult Situations	叙述不利的处境	

3	Passive Voice	被动语态	
	Relative Pronouns	关系代词	31
	Discussing Creative Works	谈论有创造性的工作	
	Describing Tasks Accomplished	描述完成的任务	
	Discussing Things That Have Happened to People	谈论已经发生的事情	
	Describing Accomplishments	描述成就	
	Securing Services	保修服务	
	Automobile Repairs	汽车维修	
	Historical Narratives	历史掌故	
	Discussing Opinions	讨论观点	

4	Embedded Questions	嵌入式问句	51
	Asking for Information	寻求信息	
	Indicating Uncertainty	表示不确定	
	Referring People to Someone Else	把某人推荐给其他人	
	Reporting a Crime	转述犯罪活动	
	Reporting a Missing Person	转述失踪者	

5	Conditional:	条件句:	
	Present Real (If ____ Will)	现在真实条件句 (If ____ Will)	
	Present Unreal (If ____ Would)	现在非真实条件句 (If ____ Would)	
	Hope-Clauses	Hope 从句	65
	Describing Plans and Intentions	描述计划和打算	
	Consequences of Actions	动作结果	
	Discussing Future Events	谈论将来的事件	
	Expressing Hopes	表达希望	
	Asking for and Giving Reasons	询问和给出原因	
	Making Deductions	做推论	
	Emergencies	紧急情况	

6	Present Unreal Conditional (continued)	现在非真实条件句(续) (continued)	
	Wish-Clauses	Wish 从句	83
	Advice	建议	
	Expressing Wishes	表达愿望	
	Job Satisfaction	对工作满意	
	Expressing Ability	表达能力	
	Asking for and Giving Reasons	询问和给出原因	
	Life in Cities and Suburbs	城市和郊区的生活	

7	Past Unreal Conditional (If ____ Would Have)	过去非真实条件句 (If ____ Would Have)	
	Wish-Clauses (continued)	Wish 从句(续)	95
	Asking for and Giving Reasons	询问和给出原因	
	Making Deductions	做推论	
	Discussing Unexpected Events	谈论意想不到的事情	
	Expressing Wishes and Hopes	表达心愿和希望	
	Consequences of Actions	动作行为的结果	
	Rumors	传闻	

8

Reported Speech
Sequence of Tenses

Reporting What People Have Said	转述别人的话
Reporting Information	转述信息
Expressing Surprise	表达惊讶
Indicating Lack of Prior Knowledge	表明事先不知道
Leaving, Taking, and Conveying Messages	留言、收到信息和传递信息
Job Interviews	求职面试
Asking for and Giving Reasons	询问和给出原因
Discussing Feelings	谈论感受
Advice	建议

间接引语
时态的呼应 109SIDE
by SIDE Gazette

公报 125

9

Tag Questions
Emphatic Sentences

Verifying	核实
Expressing Surprise	表达惊讶
Reporting Information	转述信息
Congratulating	祝贺
Initiating Topics	引起话题
Expressing Opinions	表达观点
Expressing Agreement	表示赞同
Writing a Personal Letter	如何写私人信件
Writing a Business Memo	如何写商业备忘录
Performance on the Job	工作表现

附加疑问句
强调句 129

10

Review:

Verb Tenses
Conditionals
Gerunds

Invitations	邀请
Expressing Disappointment	表达失望
Calling Attention to People's Actions	对人们的行为提请注意
Apologizing	道歉
Giving Reasons	给出原因
Decision-Making	做决定
Consequences of Actions	行为后果
Expressing Concern About People	表达对某人的关心
Asking for Assistance	寻求帮助

复习:
动词时态
条件句
动名词 145SIDE
by SIDE Gazette

公报 159

APPENDIX

Listening Scripts	听力文字	163
Irregular Verbs	不规则动词	166
Glossary	词汇表	167

附录

INDEX

索引 173

How to Say It!

(Communication Strategies) (交际策略)

Expressing Surprise	表达惊讶	9
Apologizing	道歉	27
Reacting to Good News/ Reacting to Bad News	对好消息/坏消息的反应	37
Asking for Information	寻求信息	55
Expressing Agreement	表示赞同	75
Giving a Personal Opinion	表达个人观点	86
Empathizing	表示同情	103
Expressing Surprise	表达惊讶	113
Expressing Surprise	表达惊讶	133
Invitations	邀请	147

Pronunciation

发音练习

Reduced <i>have, has, & had</i>	弱读 <i>have, has</i> 和 <i>had</i>	14
Reduced <i>have</i>	弱读 <i>have</i>	30
Reduced Auxiliary Verbs	弱读助动词	46
Reduced <i>you</i>	弱读 <i>you</i>	64
Contractions with <i>would</i>	与 <i>would</i> 连在一起的缩写	78
Reduced <i>would</i>	弱读 <i>would</i>	94
Reduced <i>have</i>	弱读 <i>have</i>	108
Reduced <i>to</i>	弱读 <i>to</i>	123
Tag Intonation	附加疑问句的语调	144
<i>Would you & Could you</i>	<i>Would you</i> 与 <i>Could you</i>	158

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1

Review:

Present Perfect Tense

Present Perfect Continuous Tense

Past Perfect Tense

Past Perfect Continuous Tense

- Describing Actions That Have Occurred
- Describing Actions That Haven't Occurred Yet
- Discussing Duration of Activity
- Discussing Things People Had Done

VOCABULARY PREVIEW

Things to Do Today



☐ take inventory



☐ write a report



☐ speak to the boss



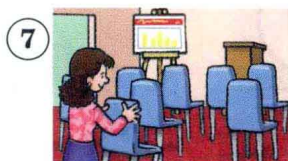
☐ go to the bank



☐ eat lunch



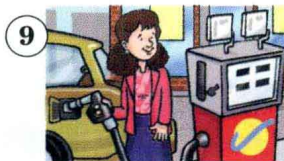
☐ give out the paychecks



☐ set up the meeting room



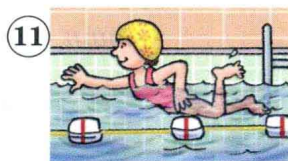
☐ see the personnel officer



☐ get gas



☐ drive to the gym



☐ swim



☐ do sit-ups

Things I've Done Today: I've ...

- ☒ 1. taken inventory
- ☒ 2. written a report
- ☒ 3. spoken to the boss
- ☒ 4. gone to the bank

- ☒ 5. eaten lunch
- ☒ 6. given out the paychecks
- ☒ 7. set up the meeting room
- ☒ 8. seen the personnel officer

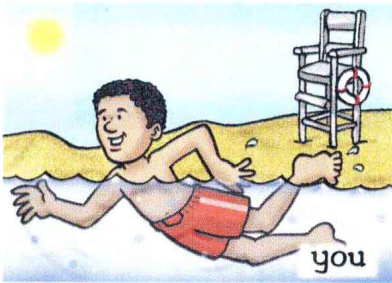
- ☒ 9. gotten gas
- ☒ 10. driven to the gym
- ☒ 11. swum
- ☒ 12. done sit-ups

I've Sung for Many Years

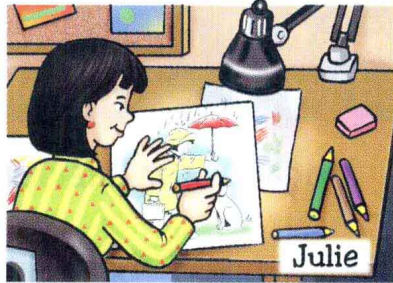


(I have)	I've	} eaten.
(We have)	We've	
(You have)	You've	
(They have)	They've	
(He has)	He's	}
(She has)	She's	
(It has)	It's	

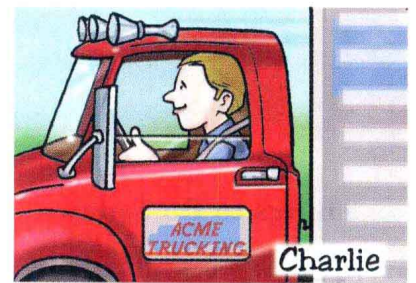
- A. Can you sing?
B. Yes. I've sung for many years.



1. swim
swum



2. draw pictures
drawn



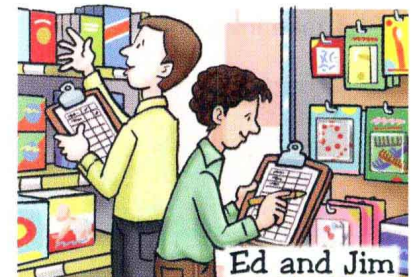
3. drive trucks
driven



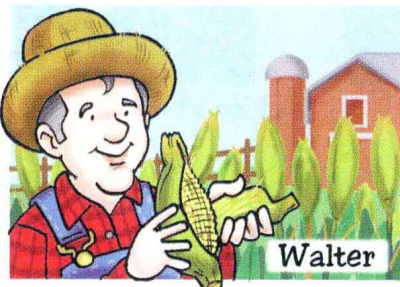
4. speak French
spoken



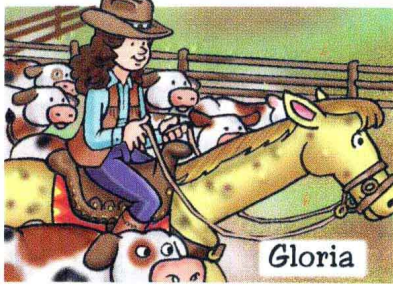
5. fly airplanes
flown



6. take inventory
taken



7. grow corn
grown



8. ride horses
ridden

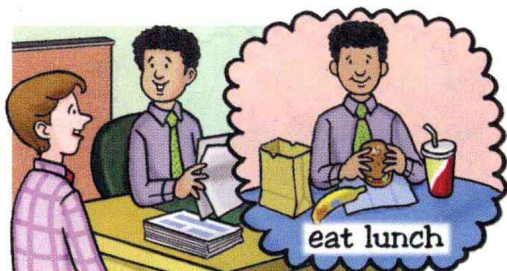


9. write speeches
written

Have You Eaten Lunch Yet?

Have	{ I we you they	} eaten?
Has	{ he she it	

	{ I we you they	} have.
Yes,	{ he she it	



eat
ate
eaten

- A. Have you **eaten** lunch yet?
- B. Yes, I have. I **ate** lunch a little while ago.



write
wrote
written

- A. Has Tina **written** her composition yet?
- B. Yes, she has. She **wrote** her composition a little while ago.



go
went
gone

1. you
go to the post office



give
gave
given

2. Dan
give out the paychecks



take
took
taken

3. you and Susan
take a break



do
did
done

4. you
do Room 24



see
saw
seen

5. the employees
see the new copy machine



feed
fed
fed

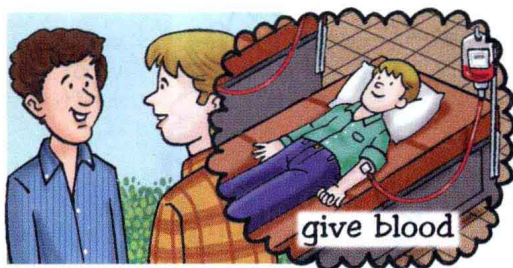
6. Michael
feed the monkeys

No, They Haven't

Have { I
we
you
they } eaten?
Has { he
she
it }

No, { I
we
you
they } haven't.
{ he
she
it } hasn't.

{ We
You
They } haven't
(have not) eaten.
{ He
She
It } hasn't
(has not)



give blood

give
gave
given

- A. Have you **given** blood recently?
B. No, I haven't. I haven't **given** blood in a long time.



go fishing

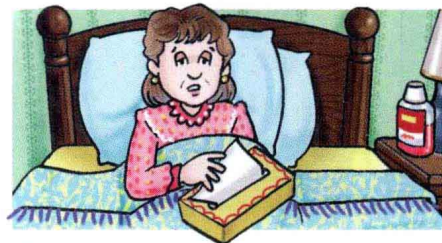
go
went
gone

- A. Has your father **gone** fishing recently?
B. No, he hasn't. He hasn't **gone** fishing in a long time.



write
wrote
written

1. you
write in your journal



be
was/were
been

2. Dorothy
be sick



get
got
gotten

3. your son
get a haircut



run
ran
ran

4. you and your wife
run in a marathon



have
had
had

5. you
have a medical checkup



wear
wore
worn

6. Anthony
wear his tuxedo

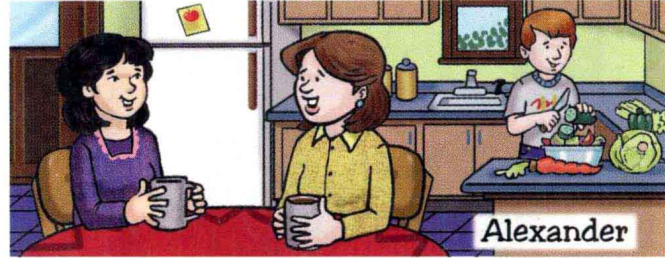
How Long?

for
five years
a week
a long time
many years

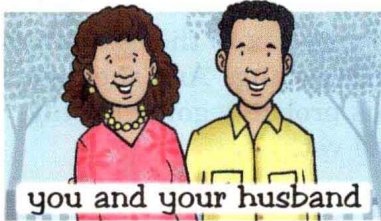
since
five o'clock
last week
2001
he started college



- A. How long have you known how to water-ski?
- B. I've known how to water-ski for many years.



- A. How long has Alexander been a vegetarian?
- B. He's been a vegetarian since he started college.



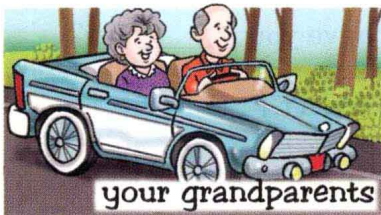
1. be married
ten years



2. have a toothache
ten o'clock this morning



3. be in the hospital
last week



4. own this car
thirty-two years



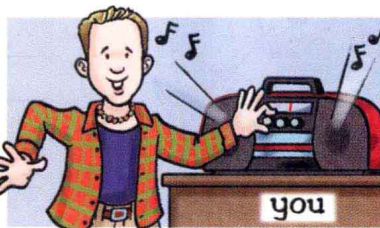
5. have a British accent
she moved to London



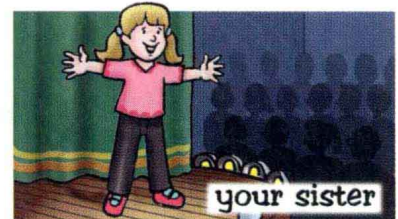
6. know each other
2001



7. play the violin
he was in first grade



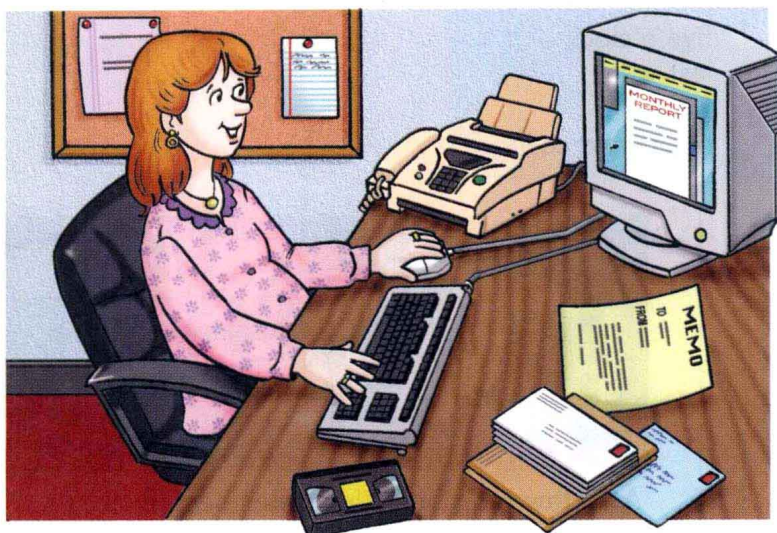
8. like hip hop music
a long time



9. want to be an actress
she was four years old

READING

A VERY BUSY DAY AT THE OFFICE



Things to Do Today

- ☒ go to the bank
- ☐ take the mail to the post office
- ☐ write my monthly report
- ☒ meet with the personnel officer about my maternity leave
- ☐ speak to the boss about my salary
- ☒ send a fax to the company's office in Tokyo
- ☐ read the office manager's memo about recycling
- ☐ see the training video about the new computer system

Allison is having a very busy day at the office. She has done some of the things she has to do today, but there are many other things she hasn't done yet. She has gone to the bank, but she hasn't taken the mail to the post office yet. She also hasn't written her monthly report. She has already met with the personnel officer about her maternity leave, but she hasn't spoken to the boss yet about her salary. She has sent a fax to the company's office in Tokyo. She hasn't read the office manager's memo about recycling. And she hasn't seen the training video about the new computer system. Allison is probably going to stay late at the office today so she can do all the things she hasn't done yet.

✓ READING CHECK-UP

Q & A

Allisons' co-workers are asking her about the things she has done today. Using this model, create dialogs based on the story.

- A. Allison, have you _____ yet?
- B. { Yes, I have. }
{ No, I haven't. }

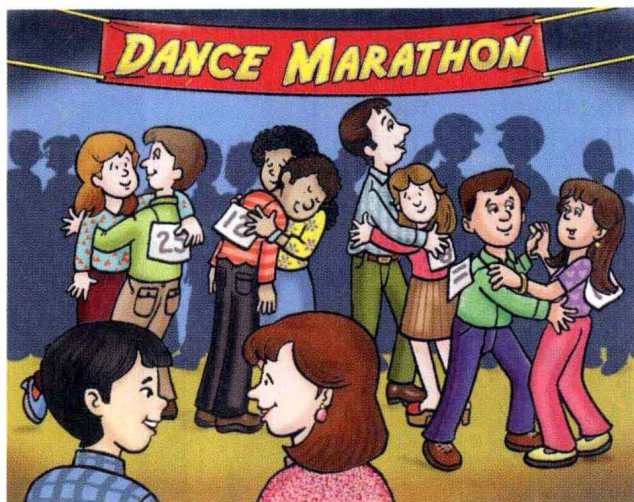
LISTENING



Carl is going to have a party at his apartment this Saturday night. This is the list of things that Carl needs to do to get ready for the party. Check the things on the list that Carl has already done.

- go to the supermarket
- clean the apartment
- get balloons at the party store
- buy some new dance music
- hang up the decorations
- make the food
- tell the neighbors about the party
- give the dog a bath

They've Been Dancing for Ten Hours

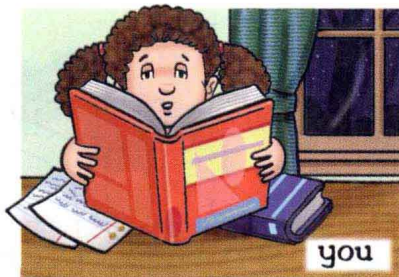


(I have)	I've	} been working.
(We have)	We've	
(You have)	You've	
(They have)	They've	
(He has)	He's	
(She has)	She's	
(It has)	It's	

- A. How long have your friends been dancing?
B. They've been dancing for ten hours.



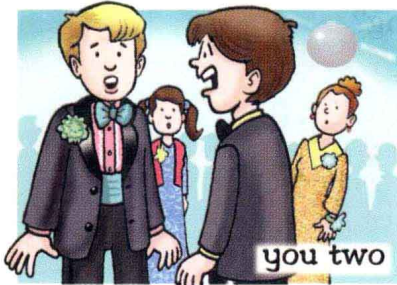
1. wait for the bus
since 8 o'clock



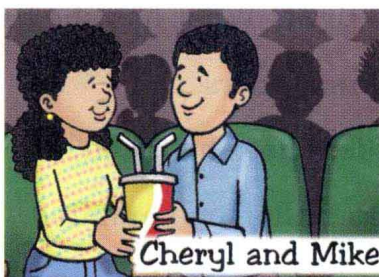
2. study
for five hours



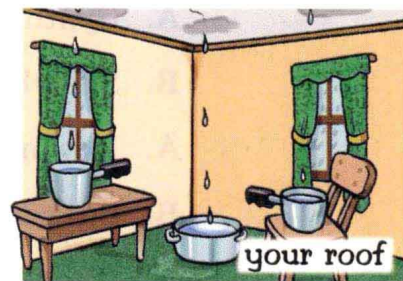
3. work here
for thirty-five years



4. argue
since we got here



5. go out
for three months



6. leak
since last week



7. live in Florida
since they retired



8. snore
all night



- 9.

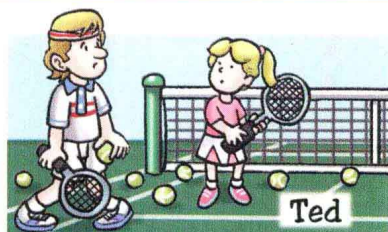
What Have They Been Doing?

(I have)	I've	} written.
(We have)	We've	
(You have)	You've	
(They have)	They've	
(He has)	He's	
(She has)	She's	
(It has)	It's	

(I have)	I've	} been writing.
(We have)	We've	
(You have)	You've	
(They have)	They've	
(He has)	He's	
(She has)	She's	
(It has)	It's	



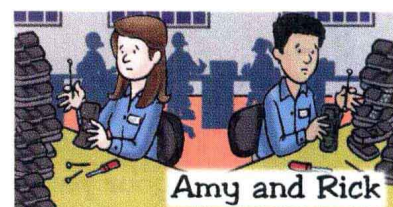
- A. Cynthia looks tired. What has she been doing?
- B. She's been taking orders.
- A. How many orders has she taken?
- B. She's taken more than one hundred.
- A. Wow! That's a lot of orders!
- B. That's right. She's never taken that many orders before.



1. give tennis lessons
more than 20



2. write memos
more than 25



3. assemble cell phones
at least 75



4. draw portraits
around 30



5. read resumes
more than 200



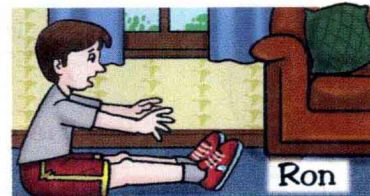
6. deliver packages
over 50



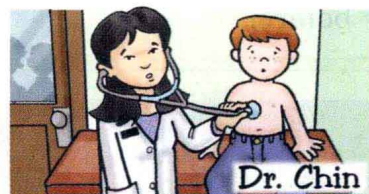
7. sing songs
at least 40



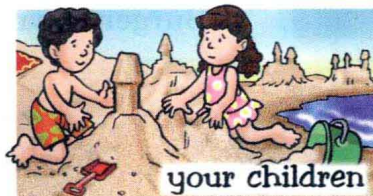
8. sell tee shirts
well over 300



9. do sit-ups
at least 90



10. see patients
around 45



11. build sandcastles
10 or 11



12. make smoothies
more than 150

How to Say It!

Expressing Surprise



Practice the conversations in this lesson again. Express surprise in different ways.

INTERVIEW How Long Have You ... ? / How Long Did You ... ?

Interview another student. Then tell the class about the student you interviewed.

Where do you live now?
How long have you lived there?
Where did you live before?
How long did you live there?

Where do you (work/go to school) now?
How long have you (worked/gone to school) there?
Where did you (work/go to school) before?
How long did you (work/go to school) there?