

英语课堂 *语境语法教程*

主编陈葆何金娥副主编周佩虹编者王广王静王荣飞





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前言

无论是显性教学理论还是隐性教学理论,都承认语法在英语教学中的重要地位。纵观我国英语教育,英语语法教学从单一的、传统的语法翻译法到交际法、任务型教学法、认知法、提高意识法等多种方法并存,在理论研究和教学实践上历经变迁,取得了一定成绩,但教学效果仍有待提高。本教材编者通过长期的理论学习与教学实践达到了一致共识:语法课堂教学语境化为语法教学提供了一条可行之路,语法须在语境中使用,学生只有在使用中习得,才能真正从形式、意义和语用等维度将其掌握。

《英语课堂语境语法教程》是一本专门介绍和探讨课堂语境下的英语语法学习的教材。 本书编者通过分析学生在语法学习中的得与失,以及当代大学生的兴趣爱好,充分吸收国内外 已有语法教材的长处,编写出以开展课堂语境语法活动教学为主,以督促学生自检、自测、自 悟、自习为导,以兴趣学生的年轻人主题交际为辅的课堂语境语法教材。本书旨在从语言功能 和意义的角度,以年轻人的生活为文化背景,为英语专业的学生创设秉承"在用中学"的英语 语法课堂语境。该书从形式到内容打破传统语法教材的编写格局,突出各类主题语境下年轻 人的语言交际和交际活动的语法运用,培养学生的语言分析能力和提高学生语言综合运用能 力。本书特点与内容如下:

1. 编写特点

- (1)理念新颖:将元认知理论与'用中学'理念结合,强调学习者在学习前期、学习过程和学习后期对语法认知和语言使用的自我监控和调节。
- (2)主题鲜明:本教材将语法知识与文化主题有效结合。编写主题上依托年轻人的交流方式、时尚潮流、娱乐或休闲方式、梦想、家庭与教育、人与自然、情感、社会责任、消费与理财、文化意识等十个渗透当代大学生在学习、工作、生活的方方面面的情景交际文化主题。
- (3)设计独特:编写设计有三个特点。第一,内容特点:主题选材内容年轻化。把语法知识与年轻人的交际主题结合起来构建课堂语法教学语境,帮助学生在自己熟悉的语境中学习语法,并在真实语境中使用语法。第二,活动特点:课堂活动设计多样化。全书设计了与情景主题有关的听、说、读、写、译各类语法活动。第三,结构特点:编写结构上分为课前、课中、课后三部分。每章课前设计有自我评价表,用以调动学生的认知潜能;课堂活动中,针对多种形式的活动有效组织学生对话、小组活动、游戏、讨论等,促使学生"在用中学";每章节后附有自我效能检测、练习与详细的附录,便于学生对所学内容进行自我监控与巩固,同时附录还为学生

提供了课堂活动中未涉及到的语法知识点,其有助于学生扩展自己的语言知识。

2. 编写框架

本教材分为五个部分,共十个章节,以语法在语言交际中所展示的功能与意义为主线,从语法的五个层面:词(word)、短语(group)、小句(clause)、句子(sentence)、语篇(discourse)围绕年轻人生活的十个平行主题:交流方式、时尚潮流、娱乐/休闲方式、梦想、家庭与教育、人与自然、情感、社会责任、消费与理财、文化意识,依次展开,由浅入深,从简单到复杂,全面系统地构建英语课堂语境语法框架。

第一部分包括第一章至第二章词和短语层面,分别以年轻人的交流方式和时尚潮流为交际背景,介绍了名词、代词、限定词、形容词、副词、量词、名词所有格的基本定义和分类,并总结出它们在指称人和物以及提供具体化信息方面的功能。

第二部分包括第三章至第四章短语和小句层面,分别通过开展以年轻人的娱乐休闲方式、梦想为主题的交流活动,详述了谓语动词、非谓语动词、情态动词和虚拟语气的种类和用法,突出强调它们在构建信息、丰富信息内容方面的基本功能。

第三部分包括第五章至第六章短语、小句、句子层面,分别以年轻人的家庭、人与自然两个 交际主题为背景,展现在表述时间概念方面时态、体态和时间状语从句的运用,以及其它类型 状语从句在提供各类信息方面的功能。

第四部分包括第七至第九章小句、句子层面,分别以年轻人的情感、社会责任、消费与理财 三个主题为交际背景,介绍并列从句、复合句、直接引语、主谓一致、间接引语、被动语态以及倒 装句的规则,呈现出它们表达信息结合以及信息结构的功能。

第五部分即第十章语篇层面以年轻人的文化意识为交际背景,介绍了篇章中的省略、替代和修辞的用法,总结出它们构建衔接关系、体现文体特征的功能。

3. 使用对象与学时安排

本教材是"十二五"应用型本科规划教材,适用于大学本科生的语法课程教学,以及英语语言学校和语言培训机构的语法课堂专业教学。本教材的建议教学学时为64学时,分两个学期使用,使用者可根据学生的实际情况进行相关课堂活动的选择。

本书在编写过程中参阅了国内外优秀语法类教材及专著,在此谨向其编者及作者表示诚挚的感谢。

由于编写工作琐细,书中难免有疏漏和错误,对此编者自当负所有责任,并敬请语法界前辈、英语界同行及广大读者斧正。

编 者

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CHAPTER ONE REFERRING TO PEOPLE AND THINGS

The referential function is often considered the most obvious function of language. It describes a situation, object or mental state. For example, the sentence "Peter is a weatherman and he is telling you that it's raining" makes reference to entities such as "Peter", "weatherman" and "you", and gives information on the event. It has been noticed that the noun, pronoun and determiner in the sentence help to implement the referential function of language in a more informative and impressive way.

When we want to refer to something that we can see or talk about, we often use naming words—nouns. Thus, a noun is considered a word that represents a person, a place, or a thing, and it can be used to refer to a physical entity or an abstract idea. It should be noted that the type of noun usually changes according to its sense or usage, therefore a noun does not always belong to the same kind.

When we wish to speak of a name several times in succession, it is clumsy and tiresome to repeat the noun. You can imagine how wearisome a long prose would be if the writer used full nouns. Therefore, the necessity for short, definite and representative words calls for the use of pronoun. To put it simple, a pronoun replaces a noun that is called the antecedent, and both of them must agree with each other in order to make the reference well-understood, less wearisome and less repetitive. Otherwise, problems would occur when you want to make a lengthy description that involves quite a few entities or event, for the uses of several nouns and pronouns that do not agree with each other may result in broken message and even ruin communication.

The great American writer, William Faulkner, is well-known for writing with multiple layers of modifiers (including determiners) in order to engage his audience. Even though you may not become as great a writer as William Faulkner, you can still have the enjoyment of using determiners when referring to things and people, for a determiner clarifies, qualifies or limits a particular word and makes the reference more impressive and vivid (only when used correctly and effectively).

It should be noted that the referential function of language is not exclusively carried out by nouns, pronouns and determiners. But these grammatical items do help to make reference more specific, brief and consistent when you want to address some interesting topics—such as the topics

presented in the following units.

Background Information: Communication Among Young People

Communication is a vital skill that all young people need to master. Making friends, building self-confidence, having relationships and starting work—these all depend on being able to communicate well with other.

Online communication is probably the most popular way of communicating among young people. It seems that you are living in the dinosaur age if you don't know how to make a post on microblog, update the Facebook timeline, or simply forward a comment. With their growing popularity, social network sites are also improving their services to cater for an increasing demand from the users. As to the influence of online communication on young people, a report shows that nearly half of European 11-16 year olds agree that they find it easier to be themselves on the internet than when they are with people face-to-face.

If a college student as you are has to pull himself out of the virtual world and land his feet on real-world communication, he may find himself among members of various associations and clubs. School associations are where people with common interest can get together and exchange views. Communication taking place here is generally more effective and efficient than other kinds of communicating forms, yet it can also be challenging as it involves complicated interpersonal relationships.

As one graduates from college and looks for any opportunities for his future development, he not only takes up new responsibilities but also enters into a new network of interpersonal relationship. The communicating task he undertakes now can be more demanding and challenging. That's what many college graduates find hard to deal with and what depresses some of them so much that even their job performance can be affected.

This chapter provides rich materials of the communicative ways availed by young people both in China and in foreign countries. Meanwhile it also discusses the understanding, usage and mastery of nouns, pronouns and modifiers in real context. You can find a self-assessment table, which is designed as a guide for you to assess your previous mastery of certain grammatical points. The self-evaluation helps you to measure your own progress concerning the key grammatical points and to discover what you need to improve.

Self-assessment

April 195	Strikhod	NAME OF TAXABLE PARTY.	
Id	ent	ify	the following statements with agreement $(\sqrt{\ })$ or disagreement $(\ \times\)$
()	1.	Nouns can only be divided into common nouns and proper nouns.
()	2.	Countable nouns have a determiner in front of them when they are used in the singular.
			For example: My grandpa left the house to go for a walk after tea.
()	3.	A plural noun indicates more than one person, place, thing, idea, or activity.
()	4.	The plural form of "stomach" is "stomaches".
()	5.	Some nouns which end in "s" and look as if they are plural are in fact uncountable nouns.
			These nouns refer mainly to subjects of study, activities games and diseases.
			For example: Martin finds physics is great fun.
()	6.	Irregular noun changes its spelling to indicate the plural.
()	7.	Object pronouns refer to the same set of people or things as the corresponding subject
			pronoun.
()	8.	In a compound noun consisting of two nouns, the headword comes first.
			For example: credit card, water level, health center, railway station, etc.
()	9.	When a pronoun matches its antecedent in number, it is called agreement.
()	10	. When you want to show that the object or indirect object of a verb is the same person or
			thing as the subject of the verb, you use a personal pronoun.
()	11	. Demonstrative pronouns can be used to introduce questions.
()	12	. Some interrogative pronouns can be relative pronouns.
()	13	. "This" and "that" are forms of possessive pronoun.
()	14	. Some general determiners are also pronouns, such as few, many, little, much, etc.
()	15	. We don't use an article with a possessive pronoun.
()	16	. Determiners denote such referential meanings as specific reference, generic reference,
			definite quantity or indefinite quantity.
)	17	. Words such as "all" and "most" can be determiners and pronouns respectively.
)	18	. Two or more determiners cannot modify the same head word.
()	19	. According to their positions, determiners fall into three subclasses: pre-determiners,
			central determiners and post-determiners.
		20	Post-determiners can only follow central determiners.

Unit 1 Nouns

A noun is the name of a thing, a place, or a person. Nouns are generally classified according

to their word formation, lexical meaning or grammatical form.

Basically, nouns can be simple noun (e. g. table), compound noun (e. g. watergate) or derivative (e. g. disability) according to their word formation respectively.

Nouns can be common nouns and proper nouns according to their lexical meaning. In naming something, you can use a general word such as "chair". This word refers to something of the same sort in the world. Such a general word is called common noun. Common nouns can be further divided into four kinds: individual noun, collective nouns, material nouns and abstract nouns.

Nouns can also be used to refer to one particular thing. For example; London Bridge, Golden Gate Bridge. We can do the same thing with people; we can call a particular person by a name, for example: Barack Obama, Bill Gates, etc. That's to say, names of particular, individual persons or their social status or jobs, the names of organization, institutions, ships, magazines, books, plays, paintings, and other unique things such as. World Trade Center, New Yorker, Lincoln Park etc. are proper nouns.

In addition to the above-mentioned division, nouns may also be viewed and classified at another angle—grammatical form. Nouns can be either countable or uncountable according to their grammatical form.

Here is the list of the types of nouns according to their word formation, lexical meaning and grammatical form.

Types of nouns			examples		
	simple noun		table, chair, bottle		
1.6	compound noun		Watergate, greenhouse		
word formation	derivative		disability, creativity, inefficiency, modernization		
	Proper noun		The Great Wall, Asia, World Trade Center, London,		
	Common noun	individual noun	teacher, family, book, bird		
lexical meaning		collective noun	crowd, family, class, mass		
		material noun	iron, paper, snow, air, water		
	abstract noun		Realization, society, hypocrisy, courage. etc		
	countable noun		lady, exercise, desk, girl,		
grammatical form	uncountable noun		bread, rice, paper, love, encouragement.		

More detailed explanation of nouns is attached to the Appendix. The following activities are sure to help you grasp the usages of nouns.



Activity 1: Crazy Facebook!

Purpose: This activity is designed to help students to get a better understanding of the rules of plural forms of nouns

Material: One article

Procedure:

- 1. Read the following article and discuss the phenomenon with your classmates;
- 2. Find out words with plural forms in the article and the result of your discussion;
- 3. Classify words with plural forms into different groups and summarize the rules;
- 4. Add more groups of words with plural forms and summarize the rules.

Task: Read the following article and summarize the rules of the plural forms.

Survey: Teens' Enthusiasm for Facebook is Waning

By Brandon Griggs, CNN May 23, 2013

(CNN) There's fresh evidence that American teenagers may be growing weary of Facebook. They don't like the fact that their parents, grandparents and other adults are also there, diluting facebook's "cool" factor. They complain about their friends' oversharing, and about too much "drama" on the site. And they're increasingly flocking to other social platforms, such as Twitter.

These are some of the findings of a new Pew Research Center survey of U. S. teens' social media use. Released Tuesday, the survey finds that teens are sharing more personal information on social media, but are also taking a variety of steps to manage their privacy online.

But it was the Facebook stuff that generated the most headlines. According to Pew, focus-group discussions with teens revealed "waning enthusiasm" for Facebook for the reasons cited, including feeling "drained by the 'drama' that they described as happening frequently" on the site.

"The stress of needing to manage their reputation on Facebook also contributes to the lack of enthusiasm," the survey said.

The Pew survey found that 24% of online teens now use Twitter, up from 16% in 2011. Other social platforms such as Tumblr, Instagram (which is owned by Facebook), YouTube and Snapchat also have seen big growth among young users in the past year.

"Those teens who used sites like Twitter and Instagram reported feeling like they could better express themselves on these platforms, where they felt freed from the social expectations and constraints of Facebook," the Pew survey said. "Nevertheless, the site is still where a large amount of socializing takes place, and teens feel they need to stay on Facebook in order to not miss out." Facebook has 1.1 billion users worldwide and remains the most popular social network among U.S. teens.

A Facebook spokesperson declined to comment specifically Wednesday on the Pew report but pointed to statements by CFO David Ebersman in a recent conference call about quarterly earnings, in which he emphasized Facebook's popularity among users under 25.

"We continue to have really high penetration rates among that age group, both in the U.S. and globally, and ... younger users remain among the most active and engaged users," Ebersman said. "Younger users are extremely active users of Instagram as well."

Facebook executives maintain that teen use of their social network has remained steady. They argue that Facebook is not losing users to other platforms—instead, they say, more users are visiting other social media sites in addition to Facebook.

"The urban legend (that Facebook is losing younger users) flows more often than not from surveys people have done of younger users that indicate that they're using other social services ... much of the concern stems from the assumption that this is a zero-sum game, and that's not how we see it," Ebersman said. "We think the overall amount of time spent on services that enable you to connect and share is growing and will continue to grow."

Jeff Hancock, a professor of communication at Cornell University and a frequent social media analyst, mostly agrees.

"Facebook's attraction to youth is based in part on being connected, but also on being an 'ingroup' and 'cool' thing. To the degree that the cool of Facebook wears off, we should see some migration of teens to other platforms," he said.

"People are unlikely to fully leave Facebook but simply to diversify their tools for accomplishing social interaction. Instead of Facebook being the Walmart of social media, it will become just one platform in a big ecology, including photo sharing with Instragram, broadcasting with Twitter, etc."

Pew's findings are based on a nationally representative phone survey, run by its Internet & American Life Project, of 802 teens ages 12-17. It was conducted between July 26 and September 30, 2012. Pew also conducted two online focus groups of teenagers ages 12-17 in June 2012.

Pew found that the typical (median) teen Facebook user has 300 friends, while the typical teen Twitter user has 79 followers.

Reflection: How much do you know the rules of plural forms of nouns?								
-								
-								
				-				
Activit	Let's work t	together.						
Activity	2 Communicat	ive Ways and Fun or	the Internet					
Purpose	: This activity is	designed to introduce	some communicative w	ays American young people				
	are interested in	and help students get t	o know some nouns or	noun phrases related to their				
	communicative v	ways and get familiar w	with compound nouns.					
Material	l: An audio progra	am from VOA special	English.					
Procedu	re:							
1. Lister	to the audio and	write down the nouns	or noun phrases related	d to the communicative ways				
			to the compound word					
		d words given below.						
C	1	O						
Task 1	Task 1 Write down the nouns or noun phrases related to the communicative ways you hear, paying							
	special attention to compound nouns.							
The	blog	Youtube	Secondlife	Fantasy sports				
web	blog	short videos	an online world	Fantasy sports				
web	sites	news	a new self	a team				

Countable compound nouns	Plural compound nouns
Reflection: What are the characteristics of compound For example, most compound nouns consist of two wo	

Exercises: Let's practice.

C	noose the most approp	riate answer.				
1.	The of the v	villas were covered with fa	aller	1		
	A. roofs, leafs	B. roofs, leaves	C.	rooves, leafs	D.	rooves, leaves
2.	All the in the	ne hospital got a rise last	mor	nth.		
	A. women doctors	B. woman doctors	C.	women doctor	D.	woman doctor
3.	Which do you prefer _	or?				
	A. potatos, tomatos		В.	potatos, tomatoes		
	C. potatoes, tomatos		D.	potatoes, tomatoe	S	
4.	They are of	f different presses. Now	the	y are having a m	eetii	ng in one of the
	office.					
	A. editor-in-chiefs, ed	litors-in-chief's	В.	editors-in-chief,	edito	or-in-chief's
	C. editors-in-chiefs, e	ditor's-in-chief's	D.	editors-in-chief,	edito	ors-in-chief's
5.	Many people don't kno	w that the ant has two				
	A. stomaches	B. stomacks	C.	stomach	D.	stomachs
6.	It's very strange my gra	andpa doesn't like		for supper.		
	A. chick	B. chicken	C.	chickens	D.	chicks
7.	My family raise a lot o	f, including tw	vo _	·		
	A. cattle, cows	B. cows, cattle	C.	cattles, cows	D.	cow, cattles
8.	Sister Carrie works in a	a factory.				
	A. shoes	B. shoses	C.	shoe	D.	shoe's
9.	knowledge	f exploring space develop	s ra	pidly.		
	A. Man's	B. Men's	C.	Mens'	D.	Person's
10	. The beautiful woman	over there is n	noth	er.		
	A. Julia and Mary		В.	Julia and Mary's		
	C. Julia's and Mary's		D.	Julia's and Mary		
11	. He was eager to make	e some extra money, since	e du	aring these years he	cot	ald hardly live or
	his					
	A. little wage	B. few wage	C.	wage	D.	wages
12	. Most of the houses in	the village were burnt to		during the	war.	
	A. an ash	B. the ash	C.	ash	D.	ashes

13.	The students at colleg	es or universities are mak	king	for the	com	ing New Year.
	A. many preparations		В.	much preparation		
	C. preparations		D.	preparation		
14.	Painting in	is one of their spare-time	e ac	tivities.		
	A. oil	B. an oil	C.	oils	D.	the oil
15.	The is just	around the corner and yo	ou w	von't miss it.		
	A. bicycle's shop	B. bicycle shop	C.	bicycles shop	D.	bicycles' shop
16.	Nearly 40 percent of	teenagers living in		who did not have	e a	strong bond with
	their mothers used dra	igs.				
	A. one-parent family		В.	one-parent familie	S	
	C. one-parent-familie	S	D.	one-parent-family		
17.	Thus normal results fr	om cannot gua	rant	tee perfect health.		
	A. health check	B. healthy check	C.	healthy checks	D.	health checks
18.	The speech was interp	oreted in for th	e he	earing-impaired (贝	力	受损者).
	A. sign languages	B. signs language	C.	sign language	D.	signs languages
19.	Carbon dioxide is the	largest contributor to the		·		
	A. greenhouse effects		В.	greenhouses effect		
	C. greenhouses effect	s	D.	greenhouse effect.		
20.	The conference held i	n Madrid last week debat	ed t	the sensitive issue	of _	
	A. race relations	B. race relation	C.	races relations	D.	races relation
21.	There are several	in this novel who	are	different in		
	A. character, charact	er	В.	characters, charac	eters	
	C. character, charact	ers	D.	characters, charac	cter	
22.	How happy they are!	Obviously, they are		*		
	A. in nice spirits	B. in nice spirit	C.	in high spirits	D.	in high spirit
23.	There are two	in our class.				
	A. Liu	B. Lius	C.	Liu's	D.	Lius'
24.	They are					
	A. mathematics stude	nt	В.	mathematic studer	nts	
	C. students in mather	matics	D.	mathematics stude	ents	
25.	25 work has been done to improve the people's living standard.					
	A. Many	B. A great many	C.	A great deal of	D.	A number of