

普通高等学校外语类专业“十三五”规划教材

简明

实用英语

语法

*A Brief Introduction
to English Grammar*



侯 昆 / 主编



西南交通大学出版社

图书在版编目 (C I P) 数据

简明实用英语语法 = A Brief Introduction to English Grammar / 侯昆主编. —成都: 西南交通大学出版社, 2016.1

ISBN 978-7-5643-4501-3

 . 简... . 侯... . 英语 - 语法 .
H314

中国版本图书馆 CIP 数据核字 (2016) 第 008955 号

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A Brief Introduction to English Grammar
侯 昆 主 编

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特邀编辑	陈梦鸽
封面设计	墨创文化
	西南交通大学出版社
出版发行	(四川省成都市二环路北一段 111 号 西南交通大学创新大厦 21 楼)
发行部电话	028-87600564 028-87600533
邮政编码	610031
网 址	http: //www.xnjdcbs.com
印 刷	成都中铁二局永经堂印务有限责任公司
成品尺寸	185 mm × 230 mm
印 张	11
字 数	261 千
版 次	2016 年 1 月第 1 版
印 次	2016 年 1 月第 1 次
书 号	ISBN 978-7-5643-4501-3
定 价	32.00 元

课件咨询电话: 028-87600533

图书如有印装质量问题 本社负责退换

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前言

Preface

作为一名喜欢上语法课的教师，每每听到学生抱怨英语语法规则难懂，参加英语专业四、六级考试靠题海战术，且连蒙带猜才能做对一些的时候，或者听到同语法课的朋友抱怨语法课枯燥难上的时候，就恨不得冲上去为语法课申冤。语法课就像傲立于寒风中的梅花，一定要不畏严寒的人，才能领略那些条条框框后的逻辑之美。笔者不敢自居精通英语语法，但自初授语法课至今已有数年，也算略有领悟。如今将自己这些年在教授语法课过程中所学知识和悟出来的教学方法汇编成书，希望能为学习者更便捷地理解英语语法尽一份绵薄之力，以笔者认为有意思的方式力图让这门课变成一门有吸引力的课程。笔者最大的愿望是希望尽己所能，和学习者分享笔者在语法课上所获得的乐趣，把自己变成一名导游，带领各位读者一站一站地领略、熟悉各个语法“景点”，最终也能与笔者一起享受语法。

笔者衷心感谢各位前辈所著语法著作作为本书提供了丰厚的理论基础，文中凡引用前辈文献之处皆已注明出处。本书以语言意识（language awareness）为理论背景，力求以启发性和解释性方法为主，从以英语为创作语言的影视作品和文学作品以及非英语文学作品的经典英文译本中选取例句，做到首先唤起学习者注意（notice）到某一语言现象的存在，然后意识（aware）到该语言现象的特点，随后理解（understand）规则，最后由教师对课后完成的作业提供反馈意见，让学习者掌握（master）该现象的运行机制，以期达到输出符合规则的英语句子（grammatical output）。

本书特点：

由于受授课时间的限制，本书虽不能面面俱到地介绍英语的所有语法点，但笔者在针对容易给学习者造成困扰的一些语法现象进行讲解的同时也兼顾了语法体系的整体性。

第一，本书的主体内容以英语句子组成成分的性质为主线，先阐述名词短语 (noun phrase)和动词短语(verb phrase)的特点，随后由短语扩展至从句(clause)，最后附加了英语中的位移 (movement) 现象。

第二，本书所选例句多数来自适合中级英语水平学习者学习的阅读材料和影视资料。目的在于激发学习者对英语国家青少年读物和英语国家文化的兴趣和好奇心，便于学习者在课后拓展知识面，扩大阅读量。

第三，练习以主观性输出为主，排除客观选择题。本书的初衷是希望帮助学习者建立英语语法的整体框架，理解语言规则，并能主动地写出符合语法的句子，而不是做选择题时被动地凭所谓的“语感”来猜测选哪个选项，或者阅读英语文章时凭翻译单词的意思，而不是分析句子成分之间的关系来理解句子。所以本书的宗旨是培养学习者学会观察语言现象，不仅仅是理解语言规则，还要最终能脱离书本主动产出，独立写出正确的英语句子。

第四，本书与传统语法书最大的不同之处在于笔者更希望加强与读者之间的互动，而不仅仅是笔者个人的独角戏，因此每个章节都配上了笔者的讲解视频(课程链接：<http://fl.gzu.edu.cn/s/64/t/385/03/29/info66345.htm>)，让使用本书的学生和同行都能真正进入笔者的课堂，与笔者一起感受英语语法。并接受各位同行专家及好友的批评指正。

全书各章节内容安排如下：

第一章：简介英语句子结构；

第二章至第三章：介绍属于名词短语组成成分的限定词和冠词；

第四章至第七章：讲解限定性动词的时、体、态和语气变化；

第八章至第十章：讲解非限定性动词的用法；

第十一章：讲解关系分句在英语句子中所起的修饰和限定作用；

第十二章：介绍名词性从句如何用作主语、宾语、同位语；

第十三章：讨论状语从句如何对句子所述的事件进行地点、方式等方面的补充；

第十四章：分析真实条件句和非真实条件句各自具有的特点；

第十五章：讲解英语的 wh- 位移这一句法特征，并演示如何进行 wh 成分的前后位移。

本书每章遵照如下框架安排课程内容：

Preview：旨在对前一章进行简要复习，并概述本章主要内容。

Main content：通过选自由本族语者撰写的文本或影视资料的例句，详细讲解语法项目的具体规则。这些例句旨在向学习者展示本章节所涉及的语法项目是如何被本族语者使用的，学习者在课后可以回到例句出现的上下文中，亲身体验本章所授语法项目出现的语境，感受本族语者使用该语法项目的原因。

In-class exercise：课内练习针对某一具体语法规则，引导学生熟悉规则，教师可以随堂了解学生对规则的理解程度，及时给予反馈，帮助学生更正错误。

Post-class exercise：课后针对每单元所授语法规则设计了课后练习，旨在引导学生综合运用本单元所授语法知识。

本书在撰写过程中得到了贵州大学英语系系主任曾贤模教授的悉心指导和建议，先生语言学知识丰厚，见解独到，一直以来都是笔者学习的榜样，对先生自笔者入行至今长期的关心和照顾表示衷心的感谢。

非常感谢多年来为笔者进行英文审稿的外籍专家 Lowell Drake 先生，Drake 先生一如既往的耐心、专业的指导为本书最终出版提供了充分的技术保障。

这本书从最初的雏形到最终完稿，离不开家人的大力支持和鼓励，感激之情无以言表。尤其感谢亲爱的儿子吴迪乐小朋友，是你阳光灿烂的笑脸让我一直保持勤奋工作的状态，随时享受着你的鼓励和陪伴。

笔者还要感谢西南交通大学出版社编辑黄庆斌先生，他让我的一个想法变成现实。

侯 昆

2016 年 1 月

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Unit 1 Introduction



Preview

In this unit, the English sentence elements, sentence structures and different categories of English phrases will be explained. The purpose of presenting the sentence elements and structures is to provide a very first impression on English syntactic structures on which the whole content of this book is designed and arranged.

1.1 Sentence elements

Subject (S): The SUBJECT of a sentence or a clause indicates what it is about or who performs the action, e.g. “my sister” in 1-1a and “she” in 1-1b. It usually precedes the other parts of the sentence in declarative sentences.

Verb (V): The VERB of a sentence indicates the action or the state of the subject e.g. “has” in 1-1a and “was elected” in 1-1b. For the convenience of describing, the word “Verb” here includes both single verbs and verb phrases.

Object (O): The OBJECT of a sentence means the recipient of an action indicated by the verb, e.g. “dinner” in 1-1a.

Complement (C): The COMPLEMENT of a sentence means a word or word group that completes the meaning of a sentence, e.g. “president of the company” in 1-1b.

Adverbial (A): The ADVERBIAL of a sentence means a word, phrase or clause that functions as an adverb which indicates time, place, manner, reason, degree, or other states, e.g. “at six o’clock” in 1-1a, “fortunately” and “in the meeting” in 1-1b.

1-1a My sister usually has dinner at six o’clock.

S A V O A

1-1b Fortunately, she was elected president of the company in the meeting.

A S V C A

In-class exercise 1: Please mark the sentence elements in the following sentences

- 1) The house has a beautiful pink roof.
- 2) My sister lives in London.
- 3) Jack and Jill went up the hill.
- 4) Mary had a little lamb.
- 5) The cake smells so delicious.
- 6) Many people consider him innocent.
- 7) She was singing merrily in the next room.

1.2 **Basic sentence types**

English grammar has the following core structures which can be applied to all English sentences including main and subordinate clauses.

1.2.1 **SV**

An SV type sentence means that the subject takes a simple action without a recipient. The verb in such sentence is an intransitive verb which can not carry an object, as “survive” in 1-2a and “scream” in 1-2b.

1-2a I survive.

1-2b You scream. I scream. We all scream for ice-cream.

1.2.2 **SVO / SVoO**

An SVO sentence means that the verb is a transitive verb, as “ate” in 1-3a and “gave” in 1-3b, which can carry the recipient(s) of an action. In such a sentence, the subject is the doer of the action, as “Betty” in 1-3a and 1-3b, and the object is the recipient, as “a big apple” in 1-3a, “me” and “a big apple” in 1-3b.

Meanwhile, some transitive verbs can take two objects, the inanimate object as “a big apple” in 1-3b, termed as **direct objects**, and animate object, as “me” in 1-3b, termed as **indirect object**.

1-3a Betty ate a big apple. (SVO)

1-3b Betty gave me a big apple. (SVoO)

1.2.3 SVC / SVOC

In an SVC sentence, technically, the complement provides supplementary information for the subject. The verb is a copular verb, which links the subject and the complement. As in 1-4a, the adjective phrase “very good” is the property of the subject. In other words, the copular verb “smells” links the subject and its supplementary information.

1-4a The cake smells very good. (SVC)

The most frequently used copular verb is “BE” in different forms. Other copular words include verbs that relate to the five senses as look, smell, feel, hear and so on.

In an SVOC sentence, the verb is usually a complex transitive verbs, as “made” in 1-4b. The component after the object is called object complement which semantically supplies information about “the attribute or identity the subjects assign to the objects or the impact the subjects’ acts have on the objects” (Chen, 2007, p. 157, in Chinese). In 1-4b, “our group leader” offers supplementary information to the object “him” in order to inform the reader what position he is proposed by the subject “we”.

1-4b We made him our group leader. (SVOC)

1.2.4 SVA / SVOA

As defined previously, an adverbial functions as an adverb which indicates time, space, manner, reason, degree, or other states. In an SVA sentence, the adverbial means the time, place or other states of the verb as “in Beijing” in 1-5a. The adverbial

in 1-5a can not be removed from the sentence because it completes its meaning. Such an adverbial is called an obligatory adverbial. On the other hand, some adverbials are optional and may be removed without damaging the completion of the sentence as in 1-5b.

1-5a I live in Beijing. (SVA)

1-5b You must take action as quickly as possible. (SVA)

In an SVOA sentence, the adverbial may be both optional and obligatory as in 1-5c and 1-5d.

1-5c John cleaned the classroom quickly. (SVOA)

1-5d Betty put the apple on the table. (SVOA)

No matter optional or obligatory adverbial, there is an object in an SVOA sentence, which means that the verb should be a transitive one, and there should be a recipient of the action.

The basic sentence types may be summarized and displayed in Table 1.1.

Table 1.1 Basic sentence types

Sentence type	S(ubject)	V(erb)	O(bject(s))	C(omplement)	A(dverbial)
SV	I	survive			
SVO	Betty	ate	an apple		
SVoO	Betty	gave	me		
			a big apple		
SVC	The cake	smells		very good	
SVOC	We	made	him	our group leader	
SVA	I	live			in Beijing
SVOA	Betty	put	the apple		on the table

1.3 Categories of phrases

Due to the differences between English and Chinese, it is essential for English grammar learners to distinguish the grammatical components of a sentence and the categories of these components. Each category is named based on the central word of the phrase.

According to the functions of different phrases, there are mainly five categories of phrases.

- Noun phrase: It is one of the most important categories because of its multiple functions. Noun phrases may be a subject, a complement, and an object, e.g. a big apple, a sudden change.
- Verb phrase: The verb phrase is another important category because it operates the V element in every type of sentence, e.g. has been, can defend.
- Adjective phrase: The adjective phrase takes the complement component in a sentence, e.g. very beautiful, exceptionally good.
- Adverb phrase: The adverb phrase is usually used as the adverbial in a sentence.
- Preposition phrase: The preposition phrases normally operate the adverbial and complement elements in a sentence, e.g. in the next room, with a pen.

The functions of the sentence elements and phrase categories may be generalized and demonstrated in the following Table 1.2.

Table 1.2 Sentence elements and phrase categories

Phrase categories	S(ubject)	V(erb)	O(bject(s))	C(omplement)	A(dverbial)
Noun phrase (NP)					
Verb phrase (VP)					
Adjective phrase (Adj. P)					
Adverb phrase (Adv. P)					
Preposition phrase (PP)					

In-class exercise 2: Sentence analyzing task

Directions: Please read the following passage, and analyze the sentence structure of each sentence. Try to identify the S, V, O, A or C of each sentence, and then make sentences according to the example passage using sentence structures as SV, SVO, SVC and SVA.

The Wise Woman

A wise woman who was traveling in the mountains found a precious stone in a stream. The next day she met another traveler who was hungry, and the wise woman opened her bag to share her food. The hungry traveler saw the precious stone and asked the woman to give it to him. She did so without hesitation.

The traveler left, rejoicing in his good fortune. He knew the stone was worthy enough to give him security for a lifetime.

But a few days later, he came back to return the stone to the wise woman. “I’ve been thinking,” he said. “I know how valuable this stone is, but I give it back in the hope that you can give me something even more precious. Give me what you have within you that enabled you to give me this stone.”

Sometimes it’s not the wealth you have but what’s inside you that others need.

Examples:

- 1) A wise woman who was traveling in the mountains found a precious stone in a stream. (SVOA)

A little girl who wore a blue skirt was reading a story book by the side of the forest.

- 2) The next day she met another traveler who was hungry. (ASVO)

After a while, she saw a lovely rabbit running to her.

- 3) The wise woman opened her bag to share her food. (SVOA)

The rabbit handed over a little mushroom to invite her to follow it.

① <http://magnificentquotes.tumblr.com/post/7222619164/wise-woman>.

- 4) But a few days later, he came back to return the stone to the wise woman. (ASVA)

So she stood up and walked with the rabbit.

- 5) The hungry traveler... asked the woman to give it to him. (SVOC)

The rabbit invited her to visit its home.

- 6) She did so without hesitation. (SVOA)

They spent some time to pick up some mushrooms in the forest too.

- 7) But a few days later, he came back to return the stone to the wise woman. (ASVA)

A few minutes later, they arrived at the rabbits' wooden house to share their harvest.

- 8) ... it is not the wealth you have... (SVC)

They were very happy.

Post-class exercise: Picture describing

*Directions: Please observe the following picture carefully. Use your imagination and then write a little story with 5~7 sentences. The sentences should involve all the sentence structures we learn in this unit. You may name the characters by yourselves. You may also add adjuncts to make long sentences but please try to make your sentence structure as clear as possible. You may **work in pairs**. Student A writes sentences and student B helps to proof-read A's sentences.*

