

大学 英语

语法与练习

GRAMMAR AND EXERCISES (修订本)

COLLEGE
ENGLISH



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高等学校教材

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语法与练习

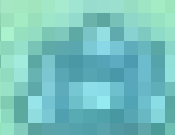
大学

英语

GRAMMAR AND EXERCISES

UNIT 1

COLLEGE
ENGLISH



大学二年级教材

第二版

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大学英语

(修订本)

College English

(Revised Edition)

语法与练习

Grammar and Exercises

第一册

杜秉正 董眉君 (主编)

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大学英语

(修订本)

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第一册

杜秉正 董眉君 (主编)

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修 订 本 前 言

《大学英语》是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听力、快速阅读、语法与练习五种教程,于1986年出版试用本,1992年出版正式本。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册,供1—6级使用;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带,泛读教程1—6级也配有教师用书。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学分工编写,复旦大学董亚芬担任总主编。前大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注。

这次修订是在广泛听取全国各地使用本系列教材的教师们的意见,并通过问卷形式对数以万计的师生征求意见的基础上进行的。大学外语教学指导委员会综合大学英语组对本教材的修订提供了多方面的指导与帮助。修订的宗旨是“面向21世纪,将大学英语教学推上一个新台阶”。修订本根据各教程的具体情况,对课文作适当调整,提高大纲词汇的覆盖率和常用词汇的重现率,进一步完善练习,突出重点词语的操练;同时加强各教程间的横向联系,做到既自成体系又相互补充,形成整体。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

《大学英语》语法与练习教程由北京大学大学英语教研室负责编写,杜秉正、董眉君任主编,安美华、孙玉、邵伯栋等参加编写。张祥保、麻乔志两位教授担任主审。美国专家 John Alton 和 Allan Brown 协助审阅。

本书为语法与练习教程修订本第一册,供大学英语一级学生使用,由杜秉正、董眉君任主编,孙玉、安美华参加修订,张祥保教授主审,澳籍专家 Tony Gallagher 协助审阅。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,给予我们很大帮助和促进,谨此一并致谢。

由于编者水平与经验有限,教材中难免还有不足之处,希望广大读者批评指正。

编 者

1997年3月

使用说明

本书为《大学英语》语法与练习教程第一册。学生在学习本册之前应该已经掌握英语的基本语法知识及 1 600 个英语单词。

本书经过多年使用,吸取了广大兄弟院校的意见,作了较多必要的修订,如重新改写了第八、九、十三单元,以使重点突出,易于掌握。

1. 本书仍分十个单元,以与精读、泛读、快速阅读教程同步。

2. 本书的目的是在复习、巩固高中已学过的英语基本语法基础上,予以加深和提高。凡中学已学过的最基本的内容不再赘述;中学已学过但尚未充分掌握的部分则予以重点复习。如第一单元的“几个容易混淆的动词”,“间接宾语后移时其前加介词 to, for, of 的情况”以及第七单元的“一致”等,都是对中学语法的进一步巩固与深化。书内标有△号的章节即要求重点掌握的部分。

3. 为了使学生能在语言实践中运用语法知识,在讲解或例句中凡必要者均注明诸如“书面语”、“口语”、“英国英语”、“美国英语”等语言层次,以提醒学生注意语言与使用环境的关系。

4. 本书练习力求多样化,并分单句、多句及语篇三个层次编列,练习的重点放在第二、三层次上,务使学生获得“在语篇水平上运用语法知识的能力”。

5. 对于许多过于简单或重复过多的练习进行了删改,并增添了中英互译练习,以提高练习难度。其中少量练习选自精读和泛读教程,以利于教学实践中的配合、巩固。

6. 对例句与练习中出现的生词加注了汉语释义,以减少学生自学时的困难。

7. 本书重在练习,教师可根据学生的情况,预先提出每个单元的重点(包括练习重点),并在学生预习的基础上,进行重点讨论与检查。

8. 本书附有参考答案,要求学生先做练习,后看答案。书末附有 130 个测试题,供复习、检查之用。

编 者

1997 年 3 月

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第一单元 基本句型

1.1 基本句型(Basic Sentence Patterns)

- 1) Miss Jones is a secretary.

SVC^①(主——动——主补)

- 2) The flowers are blooming.

SV(主——动)

- 3) Walls have ears.

SVO(主——动——宾)

- 4) The mother will buy the girl a dress.

SVOi^②Od^③(主——动——间宾——直宾)

- 5) The parents consider the child a genius (天才).

SVOC^④(主——动——宾——宾补)

英语中千变万化的句子归根到底都离不开这五个基本句型。句型的关键在谓语动词,因此掌握这五个基本句型及其谓语动词的变化应作为我们学习英语语法的出发点。

EXERCISE 1

Point out the pattern of each of the following sentences, and then translate them into Chinese:

1. Fools seldom differ (不同, 相异).
2. The early bird catches the worm (虫).
3. He assigned Jack the toughest (最艰巨的) job.
4. Policemen are the guardians (捍卫者) of the law.
5. Tom found Jim an apartment.
6. We found John a loyal friend.
7. Your phone must be out of order.
8. In the second semester the children spent much of their time on reading practice.

1.2 主语 (Subject) 和谓语 (Predicate)

一个句子必须有主语和谓语,但在有些句子中,主语或谓语或其一部分可以省略。例如:

① C 指 Subject Complement (主语补语), 或称 Predicative (表语)。

② Oi 指 Indirect Object (间接宾语)。

③ Od 指 Direct Object (直接宾语)。

④ Co 指 Object Complement (宾语补语)。

(You) Read this story. (祈使句, 主语不出现)

Who spoke? John (did). (省略谓语)

What did you buy? (I bought) Some books. (省略主语和谓语动词)

1) 名词 / 名词词组作主语

Quality matters more than quantity.

A *poor man* is not necessarily unhappy.

A *friend in need* is a friend indeed.

The tall boy with blond hair who is locking his bicycle is from Finland.

上面例句中的中心词 (Headword) 分别为 *Quality*, *man*, *friend* 和 *boy*。

除名词 / 名词词组外, 代词、数词、不定式(短语)、动词-ing 形式(短语)和名词从句等
都可在句中作主语。例如:

He has burnt his bridges behind him. (代词)

One is enough. (数词)

To know the disease is half the cure. (不定式短语)

Talking mends no holes. (动词-ing 形式)

Whether or not they will come depends on the weather. (名词从句)

“the + 形容词 / 动词-ed 形式”也可作为名词词组充当主语。例如:

The old and the handicapped (残疾人) in the village are taken good care of.

在句中, 名词 / 名词词组除作主语外, 还可作宾语、补语等。

2) 动词 / 动词词组及其后续成分作谓语

谓语动词 (Predicate Verb) 的性质决定其是否必须跟主语补语、宾语、宾语补语以及状语等后续成分。例如:

His sister is a doctor. (连系动词 + 主语补语)

The crowd cheered. (不及物动词)

The burnt child fears the fire. (及物动词 + 宾语)

The boy gave me a letter. (及物动词 + 间接宾语 + 直接宾语)

I thought this action unnecessary. (及物动词 + 宾语 + 宾语补语)

They were sitting before the fireplace. (不及物动词 + 状语)

He will have received the letter by now. (及物动词 + 宾语 + 状语)

EXERCISE 2

Write C after each complete sentence and I after each incomplete sentence:

1. This year can be very pleasant for all of us.
2. Making good grades is only one of our goals (目标).
3. Learning to express ourselves well while we are young.
4. In what ways could you best improve your manners?
5. Want to learn to get along with people.
6. Show Marie your unusual collection of butterflies (蝴蝶).
7. Every student in the school should have a part in the project (项目).

8. The brilliant morning sun reflecting in the windows of the farmhouse.

EXERCISE 3

Underline the headwords of the subjects in the following sentences once and the predicate verbs twice:

1. A sound knowledge of grammar is one aid to good writing.
2. Living without an aim is like sailing without a compass.
3. His greatest pleasure is helping others.
4. A large computing machine in constant (经常) use requires servicing every day.
5. The unusual is not always the best.
6. To the right of the entrance gate is the guest house.
7. The new gas stove (煤气炉) in the kitchen which I bought last week has a very efficient (效率高的) oven (烘箱).
8. Believe in yourself and your ability to cope with (应付) unfamiliar situations.
9. Sit where you can see and hear well.
10. The purpose of a test is to show what you have learned about a subject.

△1.3 SVC 结构

1) 主语补语

注意观察下列句子中主语补语的构成:

Necessity is *the mother of invention*. (名词词组)

Who's this? It's *me*. (代词)

One from three is *two*. (数词)

The beans are *nice*. (形容词)

Tom is not *in*. (副词)

Granny is *in good health*. (介词短语)

My intention was *to help him*. (不定式短语)

The game was *exciting*. (动词-ing 形式)

The important thing is *knowing what to do*. (动词-ing 短语)

We are all *concerned about her safety*. (动词-ed 短语)

The question under discussion now is *where they should build the factory*. (名词从句)

2) 连系动词 (Link Verb)

a) become, come, fall, get, go, grow, run, turn 等表示“变得”、“成为”的动词,如:

Tom's wish has *come* true.

The river *grows* wider.

The weather *turned* cold.

b) continue, hold, keep, lie, remain, stand, stay 等表示“保持着某一状态”的动词,如:

The milk *remained* fresh for a week.

The weather *continued* warm.

John *stood* loyal to his friend.

c) appear, look, seem 等表示“看起来”、“好像”的动词,如:

The house *appears* large.

Your sister *seemed* unwell.

d) feel, smell, sound, taste 等表示“实感”的动词,如:

Your sentence *sounds* right.

The apple *tastes* sour (酸的).

注:上面有些动词用作及物动词或不及物动词时,其词义有变化。试比较:

The child is *growing* rapidly. (不及物动词,“生长”)

Mother *grows* tomatoes for us. (及物动词,“种植”)

I am *growing* impatient. (连系动词,“渐渐变得”)

EXERCISE 4

A. Fill in the blanks with the verbs given below:

looked

remain

sounds

became

seem

appeared

1. Honestly, his story hardly _____ true to me.

2. You should dress warmly because the weather forecast says the weather will _____ cold for the next few days.

3. Hob's new neighbours _____ very pleasant.

4. Last night the colour of stars _____ red because there was a lot of humidity (湿度) in the air.

5. After he stopped working, his physical condition _____ worse.

6. The student in the back row _____ sleepy.

B. Fill in the blanks with appropriate verbs, and translate the sentences into Chinese:

1. Supplies are _____ short. (turning, running, seeming)

2. Only a few apples _____ fresh for several months. (turned, became, remained)

3. Tom _____ desperate in front of the locked door. (felt, turned, fell)

4. He _____ desperately in all his pockets for the key. (fell, grew, felt)

5. At the President's entry everyone _____ silent. (fell, felt, looked)

6. This rule _____ good at all times. (grows, looks, holds)

7. The soles (鞋底) of his shoes have _____ thin. (become, worn, stayed)

8. The road _____ north to London. (becomes, continues, gets)

9. Relations between us _____ to be strained (紧张). (feel, fall, continue)

10. You should _____ your education. (remain, keep, continue)

EXERCISE 5

Translate the following into English:

1. 他的祖父终身贫穷。

2. 昨天我母亲发高烧,今天她感到好多了。
3. 天气继续晴朗。
4. 昨晚我一躺下就睡着了。
5. 我母亲彻夜未睡。
6. 我担心这音乐不够悦耳。
7. 这孩子越长越胖。

1.4 SV 和 SVO 结构

1) 及物动词 (Transitive Verb) 和不及物动词 (Intransitive Verb)

英语有些动词只能用作及物动词,如 enjoy, ignore, complete 等;有些动词只能用作不及物动词,如 arrive, struggle, vanish 等;多数动词既可作及物动词,也可用作不及物动词,例如:

Suddenly the procession *stopped*. (SV 结构, stopped 为不及物动词)

The police *stopped* the procession. (SVO 结构, stopped 为及物动词)

2) SVA 与 SVOA 结构

在某些情况下,上述 SV 和 SVO 结构必须跟有状语,即采用 SVA^①和 SVOA 结构,意义才完整。例如:

- { The sun has set.
- { The sun sets *in the west*.
- { You go, and I'll wait.
- { Time and tide wait *for nobody*.
- { Has he taken a seat?
- { Is he taking the chair *out*?

△3) 几个词形相似容易混淆的及物动词和不及物动词

lay / lie^②, raise / rise, shine / shine 这几个动词不但原形近似,变形也容易混淆。列表比较如下:

vt.	vi.
lay (laid, laid, laying) Ann <i>laid</i> the book on the desk.	lie (lay, lain, lying) The book is <i>lying</i> on the desk.
raise (raised, raised, raising) The farmer <i>raised</i> the price of vegetables.	rise (rose, risen, rising) Prices are <i>rising</i> .
shine (shined, shined, shining) (使光亮) I <i>shined</i> my shoes yesterday.	shine (shone, shone, shining) (发光, 发亮) I polished my shoes till they <i>shone</i>

① A 指 Adverbial (状语)。

② lie (lied, lied, lying)用作规则动词时,词义为“说谎”。例如: He lied to her about his age.

EXERCISE 6

Write SVA, SVO, SVC or SVOA after each sentence:

1. Half a loaf is better than none.
2. Pride goes before a fall.
3. You will reap (收获) what you sow (播种).
4. A bad workman blames his tools.
5. Mary put the kettle on the stove.
6. Birds of a feather flock (群集) together.
7. Many hands make light work.
8. A bird in the hand is worth two in the bush (灌木丛).

EXERCISE 7

Circle the correct one of the two words in the brackets:

A.

1. The difficulty (laid, lay) in the lack of time.
2. You can sit on that big rock that is (lying, laying) on the bank over there.
3. We (lay, laid) the blame on ourselves.
4. Here the coal (lies, lays) near the surface.
5. Have they (lain, laid) enough stress on these points?
6. Joe was (lying, laying) in the sun while Jack was (lying, laying) bricks.

B.

1. If her temperature (rises, raises), call the doctor.
2. Robert (raised, rose) an important question when he (raised, rose) to speak.
3. The sun had already (raised, risen) before Tom and Jane (raised, rose) this morning.
4. No one expected the tide to (rise, raise) so high.
5. Beyond this point the road (rises, raises) sharply.
6. If the cost of living (raises, rises), the company will (raise, rise) the wages.

C.

1. The moon (shined, shone) into my room.
2. Her eyes (shined, shone) with excitement.
3. She (shined, shone) the silver long before the guests arrived for dinner.
4. The polished surface (shined, shone) in the sun.
5. He often (shines, shone) his shoes before going out.
6. Happiness (shined, shone) from her face.

△1.5 SVOiOd 结构

EXERCISE 8 — Pretest

Answer the following questions with the cues in the brackets:

1. What will Jack send to Jill? (a French novel)
Who will send Jill a French novel? (Jack)
2. What has Mary told the students? (what Tom said)
Who has told what Tom said to the students? (Mary)
3. What did the mother buy for the boy? (a coat)
Who bought the boy a coat? (the mother)
4. How much time does that save us? (two hours)
Which way saves time for us? (that new way)

1) SVOiOd 结构的语序

- a) 一般应是“S + V + Oi + Od”。间接宾语后移时, 必须在它的前面加 *to*, *for* 等介词。

例如:

Ann gave a beautiful doll *to* her daughter.

Ann made a beautiful doll *for* her daughter.

- b) 直接宾语为代词时, 必须紧跟在动词后面; 如果直接宾语和间接宾语都是代词, 直接宾语一般放在前面。例如:

The mother bought *it* for the girl. (* The mother bought the girl *it*. ①)

The mother bought *it* for her. (* The mother bought her *it*.)

- c) 少数动词只有一种语序。例如:

The repairman *charged* me ten dollars.

但可说:

The repairman *charged* ten dollars to my account.

2) 间接宾语后移时, 间接宾语前加介词的情况

- a) 加介词 *to* 表示间接宾语是动作的接受者。例如:

I will tell the news *to* the minister's secretary.

适用于这一情况的动词有: assign, award, bring, cause, deliver, deny, feed, give, grant, guarantee, hand, leave, lend, offer, owe, pass, pay, promise, read, recommend, render, rent, sell, send, serve, show, sing, take, teach, tell, throw, write 等。

- b) 加介词 *for* 表示间接宾语是动作的受益者。例如:

She cooked three meals a day *for* the whole family.

适用于这一情况的动词有: bake, boil, book, build, buy, cash(兑现), change, choose, cook, cut, do, find, fix, fry, get, grow, knit(编织), leave, make, mix, order, paint, peel, play, post, pour, prepare, reserve, save, spare 等。

注: 个别动词如 *leave* 的间接宾语前既可加 *for*, 也可加 *to*。例如:

When she died she left her property *to* her son.

Have you left any food *for* the others?

① * 表示该句是错误的, 下同。

c) 个别动词如 ask 在间接宾语后移时要在间接宾语前加介词 of。例如:

May I ask you a favour?

May I ask a favour *of* you?

EXERCISE 9

Replace the indirect object of each of the following sentences with a prepositional phrase:

A.

1. Have they paid you the money?
2. The doctor denied (拒绝不给) his wife nothing.
3. Jack doesn't owe me anything.
4. He left her everything he possessed.
5. Can you recommend me a good novel?
6. Bring me the box.

B.

1. He built them a hut.
2. He ordered himself a bottle of champagne (香槟酒).
3. We prepared them supper.
4. Will you choose me an interesting novel?
5. Will you please call me a taxi?
6. Can you spare me a few minutes of your valuable time?

EXERCISE 10

Replace the direct objects italicized in the following sentences with pronouns, and then write each sentence so that the indirect object is changed into a phrase with *to*, *for* or *of*:

1. Mrs Smith brought her children *the toys*.
2. Mrs Stone baked her son *a birthday cake*.
3. The girl showed her father *the report*.
4. We're going to find our friends *an apartment*.
5. The teacher assigned us *the task*.
6. They awarded Christina *the first prize*.

△1.6 SVOC_o 结构

注意下列句中宾语补语的构成情况:

The team chose Charlotte *captain*. (名词)

He proved her *wrong*. (形容词)

I supposed him *upstairs*. (副词)

They considered her *above others*. (介词短语)

We believe Tom *to be a fine player*. (不定式短语)

I found John *sleeping*. (动词-ing 形式)