



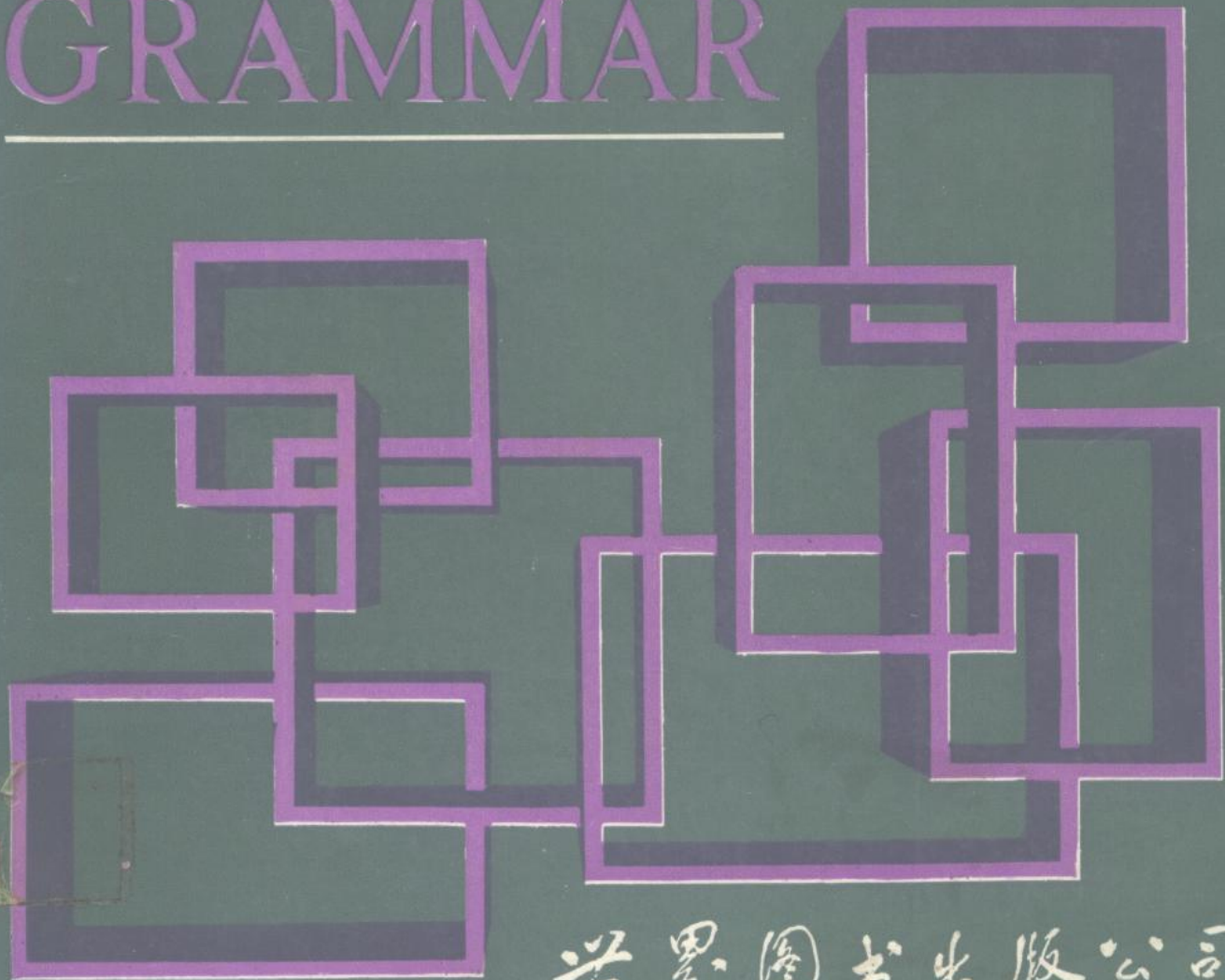
英 语

语 法

测 试

S. M. 莱因哈特 著 丁 洁 编注

TESTING
YOUR
GRAMMAR



世界图书出版公司

英语语法测试

S.M.莱茵哈特 著

丁 洁 编著

世界图书出版公司

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S.M.莱茵哈特

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代 序

经常有学英语的学生或自学者对我说，他们花费了很多时间和精力学习语法，但是效果不理想：不会开口用英语说话，听不懂，甚至阅读也不得不一字一句地抠。因为付出的劳动和取得的效果不成比例，使有些人对学习语法产生了疑问。的确，学好英语不必从抠语法入手，但是，学习一门外国语，语法还是相当重要的，是应该学习的。问题是怎么学。

现在有不少人学英语，对这门语言还没有多少接触就先把精力放在语法上。对一些人来说，所谓语法，其实是分析句子的成分，主语、宾语、状语等等。这样的分析，往往将语言的交流思想和传递信息 (Communication) 的功能放在一边，而按语法成分将它割裂得支离破碎，将学习语言的目的本末倒置了。

语法是语言规律的抽象的总结，它说明了语言现象，而不是去划出框框，规定人们应该如何说话。所以有一次我见到伦道夫·夸克 (Randolph Quirk, 《当代英语语法》(Grammar of Contemporary English) 的作者)，称他为语法家时，他纠正说他是语言学家。他和他的同事们在写这部语法书前，在说英语国家的人民中作了长期的调查研究，观察和记录了人们怎么用英语来交流思想，并注意这门语言的发展和变化，从这些语言现象中总结归纳了语法。他们的任务是客观地说明语言现象 (descriptive grammar)，这就是语法的任务，而不是指令性地规定人们应该怎么去运用语言 (prescriptive grammar)。人们对语法的这种认识，在语言学习上是进了一大步。由此可见，学习语言应从语言本身着手。语法是应该学习的，但要通过语言的实践，学习它的规律，包括很多活生生的用法 (usage)。所以，语法不是索然无味的教条，也不仅仅是句子成分的分析。

《英语语法测试》一书提供了英语学者在实践中发现的问题和自己在这方面的不足之处，以达到学习和巩固语法知识的目的。它不是一本入门的系统的语法书，而是重点地提出学者在英语中容易混淆、误解或难以掌握的语法和用法上的问题。它的体例是从预测（即发现问题）到讲解，到再一次测试；这是从实践到理论，再进一步回到实践的学习方法。本书中提出的有问题有相当的针对性，所以适合于有一定的英语基础而又苦于对某些模糊概念找不到答案的学习者使用。我相信，在接触和学习大量的英语语言材料的同时，再带着问题用本书所提供的内容来提高和巩固英语语法知识，一定会相得益彰，收到可喜的效果。

申葆青

一九八七年八月于北京

Introduction

Testing Your Grammar was written for advanced students of English as a Second Language and has two main objectives. First, it serves as a review of major grammatical structures of English, and second, it provides explanation and practice in areas of grammar that are commonly tested on English proficiency examinations. It is not meant to be a comprehensive grammar book, but rather a concise review of these selected grammar points:

nouns	gerunds and infinitives
agreement	<i>that</i> and interrogative clauses
verb tense	sentence structure
passive voice	<i>if</i> (conditional) clauses
comparisons	<i>wish</i>
modals	negative adverbs
adjectives and adverbs	<i>that</i> clauses containing the bare infinitive
word classification	<i>so</i> and <i>such</i>
adjectives ending with <i>-ing</i> and <i>-ed</i>	prepositions

Each of the first seventeen units of *Testing Your Grammar* follows the same format. First there is a *pretest* on the main points covered in the unit. The pretest helps the students assess their comprehension of the structures in the unit.

The pretest is followed by a grammar *explanation*. Some of the units have more extensive explanations, but in general the goal of this text is to summarize information as succinctly as possible, omitting details that students already know or can figure out from doing the exercises.

The *exercises* follow the explanation, and provide further practice on the points discussed in the unit. A *final test* at the end of each unit helps students evaluate their understanding of the unit.

After every two units is a *review test* that reviews material covered in the two units. This test can be assigned when students have completed the two units, or later in the course, as part of a general review.

Unit 18, "Testing Your Prepositions," contains exercises but no pretest, explanation, or final test.

Following Unit 18, there are four *examinations* for pre- and post-testing.

An *answer key* is provided at the end of the text.

There are two main item types in the text. The first is multiple choice. In some exercises, students must choose between two possible answers; in others, they must choose among four. The latter is more representative of standardized tests, but the former is included to focus on contrastive analysis of the two choices.

The second type is error recognition. In some exercises, students must decide if an italicized portion of a sentence is correct. In other exercises, students must choose from four italicized portions of a sentence the portion that is incorrect. The latter is more typical of standardized tests. However, the former allows the students to focus more specifically on the particular grammar point being taught.

Testing Your Grammar was not written to provide students with communicative situations in which to use grammatical structures, although it can provide additional classwork or homework to students enrolled in a course of this type. Instead, the text is intended to reflect current philosophies about how and what to test in order to measure a nonnative speaker's proficiency of English grammar.

前言

《英语语法测试》是为了以英语作为第二语言,并具有高级水平的学生而编写的。其目的有二:首先,它有助于学习者复习英语的主要语法结构;其次,它就英语能力测试中涉及语法范畴的共同问题进行解释并提供练习的机会。当然,它不是一本全面的语法书,而只是简明扼要地复习下列语法项目。

名词	动名词和动词不定式
一致性	以“that”和疑问代词或副词连接的从句
动词时态	句子的结构
被动语态	“if”(条件)从句
比较法	“wish”
情态动词	否定副词
形容词和副词	含有不带“to”的动词不定式的“that”从句
词的分类	“so”和“such”
以-ing和-ed 结尾的形容词	介词

除介词(第18单元)外,上述各个单元的编排体例都是相同的。每个单元的预测题覆盖了该单元语言点的主要方面,它有助于学生对是否真正掌握该语言的结构进行自我正确评价。

紧接着预测题后的是关于该单元的语法讲解。有些单元有较多篇幅的释义。但一般而言,讲解尽量简明扼要,删去了那些学生早已了解或通过练习能一目了然的说明。

安排在语法讲解后的练习,为熟记该单元所讨论的语言点提供了进一步练习的机会。而每个单元

最后的试卷则有助于学生对该单元语法的理解作出自我评价。

每两个单元后的复习试卷是该两个单元内容的复习材料。它可以作为学完这两个单元后的作业,也可成为以后总复习的一部分。

最后一个单元(介词测试)只有练习,没有预测题、语法讲解或试卷。

十八个单元后的四份试题,可以作为应考各类学校的预考或正式考试的试卷。

书后附有答案。

本书试题的主要类型有两种。第一种是多项选择题。有些练习可在两个答案中进行选择,而另一些练习则从四项答案中进行选择。后者在标准试卷中更具代表性。但前者,可使学生集中注意力对分析这两个答案的正误。

第二种题型是改错。在部分练习中,学生必须对全句斜体字部分的内容进行正误辨认。而在另一些练习中,学生则须从全句四组斜体字中找出。后者在标准试卷中更典型,但前者可使学生将注意力集中于所学过的特殊语法问题上。

《英语语法测试》没有提供交际测试法的试题。尽管我们可以为参加这类教程的学生提供补充练习,但本书倾向于当前流行的两个观点,即如何进行语言测试和测试什么内容,以便检测非英语国家的学生掌握英语语法的熟练程度。

To the Teacher

Testing Your Grammar was originally written to be used with teacher supervision. However, advanced students are often able to work through part or even all of the text on their own. For this reason an answer key is provided at the end of the book.

Although the format of *Testing Your Grammar* is not complex, teachers will find that many of the questions students ask about the material are difficult to answer on the spur of the moment. It is suggested that the teacher read the grammar explanations carefully as well as study the exercises before assigning a unit. Teachers may also wish to consult other grammar references for further information on a particular grammatical structure.

While there is no one best way to use *Testing Your Grammar*, it is suggested that the pretest be done in class, and that students check their answers along with the teacher. Many questions will arise at this point and the teacher may want to begin an informal discussion of the grammar explanation.

The grammar explanation is not meant to be read in class. The pretest is an informal vehicle for presenting this information to the class. However, teachers may wish to lecture on the material in the explanation. It is suggested, then, that the lecture be short—not more than ten to fifteen minutes—and that students be encouraged to participate by contributing examples, explaining one choice over another, asking questions, and answering others' questions. Complex grammar terminology should be avoided. The explanation can then be assigned to be read outside of class.

The exercises following the explanation provide additional practice on the grammar points in the unit. Teachers can assign the work to be done in class or as homework. Even though students can check their own answers at home, they often prefer to check them in class so that they can ask questions about areas they are having difficulty with. Students can go over their answers together with the teacher or in pairs. One advantage of pair work is that all students have the opportunity to discuss the reasons for their choices. From time to time, it is suggested that teachers grade their students' work in order to determine which students still need additional help.

Final tests can be done in class or at home. Teachers often prefer to do the tests in class in order to clear up difficulties students are still having.

Teachers may wish to ask their students to remove some or all parts of the answer key from their texts and then return them later in the course.

It should be kept in mind that a text of this type can be more interesting if there is student involvement. Students should be encouraged to participate at all stages of the lesson. However, dwelling on a particular question or comment from a student is generally not helpful and can slow down the pace of the class.

Testing Your Grammar was written to be used in an advanced grammar class, an integrated skills class, or in a test-taking class. In a test-taking class, teachers may wish to bring in additional teaching materials that cover sections of English proficiency exams. These materials are useful to students and also provide a change of pace.

写给教师们

《英语语法测试》一书，本打算在老师的监督下使用。但考虑到具有较高英语水平的学生一般能独立完成本书部分甚至全部练习，为此，在本书的最后提供了全部答案，以便自学。

尽管《英语语法测试》的体例并不复杂，但老师将会注意到学生们提出的有关问题并不是不假思索就能回答的。因此，建议老师们在布置学生做某一单元的习题和试题时提醒学生，做题前不仅应仔细阅读有关语法讲解，而且应先研究一下这些习题。老师们也可以参照其它语法书，以便对某一特定的语法结构进行补充说明。

关于如何使用这本书，尚无最佳的方法。但建议“预测”部分在课内完成，然后在老师的指导下，核对答案。学生依据做题的情况将会提出许多问题，老师可以要求他们开展关于语法解释方面的非正式讨论。

关于语法解释的内容，并不要求在课内阅读。通过预测的方式使老师了解全班学生掌握有关语法知识的概况。老师可以根据语法解释的材料进行讲解，但时间不宜过长，最多应不超过10到15分钟。应鼓励学生对有关内容举例补充说明，并解释为什么必须选择某个答案，而不是其它，最好能相互提问回答。在解释时应该避免用那些复杂的语法术语。“语法解释”的内容可以留作课外阅读作业。

继“语法解释”后的练习，就该单元的语法内容提供了补充练习题。老师可以要求学生在课内完成，或者留作家庭作业。尽管学生可以在家里核实练习答案，但他们往往还是愿意在课内做练习，以便有了问题能及时请教老师。学生可随老师核对或两人一组相互核对答案。两人小组核对答案的一个好处是，能使全体学生都有机会讨论他们选择此答案的理由，老师可以随时根据学生所做练习的情况进行分类，以便确定哪些学生需要进一步辅导。

最后的试卷可以在课内或课外完成。但老师往往愿意学生在课内答卷，目的是为了解决学生学习中仍然存在的困难。

做题前，老师可以要求学生将书后所附部分或全部答案交上来，做完后再还给他们，以便独立思考。

毫无疑问，如果学生参与生动活泼的讨论，就能使这种类型的教材变得更加有趣，因此，应该鼓励学生对每一环节的内容进行讨论。但可能有个别学生纠缠于某个具体的问题或钻牛角尖，这是有害无益的，会影响全班的进度，老师应及时纠正。

《英语语法测试》是为具有较高英语语法水平，或已获得综合语言能力，或应考的班级编写的。在应考的班级内，老师还可以介绍一些适合于英语水平考试题的教学补充材料。这些材料对学生是有益的，而且也可以调整教学的进度。

使用指南

好的练习题或试题有助于学生巩固所学的知识，总结其规律，发现知识漏洞，这对提高学习质量是十分重要的。作为一名英语教师，我乐意向大家推荐这本美国密执安大学出版社出版的《英语语法测试》。因为它确实是一本难得的好书。学习者可以用它来配合各年级教学内容的需要，选择有关单元的试题进行练习。

但是，应当指出，由于学生所持的学习方法不同，其学习效果也不尽相同。方法不当，必将事倍功半，尽管整天淹没在练习或试卷堆里，但结果是，不仅成绩上不去，反而会因为做题过多而减少了听、说、读、写的实践机会，使原有的四会能力有所减退。

什么叫学习？根据反馈原理，学习者吸收信息并输出信息，通过反馈和评价知道正确与否的整个过程，称为学习。也就是说，只有吸收和输出信息，而没有反馈信息和评价信息，并不是完整的学习过程。而根据人脑的记忆和遗忘规律，必需即时反馈，即时评价，才能提高学习效果和质量。原书的每个单元配合上述学习过程依次编排预测题—语法解释—练习题，每两个单元后有复习题，最后四份试卷则是综合考查全部语法知识。学习者在做本书某一单元的练习题前，必须首先全面复习自己过去所学的有关知识，然后才动手做预测题。做完后，逐题核对答案，如有错误，务必用红笔标出，认真对照语法讲解部分的内容进行思考或讨论，找出错误的原因，进行评价，并改正之。把看书—测验—思考—讨论—改卷—评价，紧密地结合成一个整体。接着再做下面的练习，并以同样的方法，即时反馈及评价。对于那些用红笔标出的曾经做错的题，可以在总复习时重做一次，以便再次检验自己是否真正掌握有关知识。最后，将自己尚未掌握的有关内容，尽可能地编写成一些有上下文、并便于记忆的小对话，进行熟记。

为便于我国中学生及广大读者自学《英语语法测试》，我针对中国学生学习英语时易犯的某些通病，对第1—17单元都作了一些必要的解释，并为每个单元编写了一些补充练习，其基本体例和原书一致。鉴于近年来学生的英语水平有所提高，且原书中的语法讲解部分的文字通俗易懂，因此没有译成汉语。这样也有助于提高学生的英文阅读能力。

最后附加的补充试卷是200道填空题。它用上下文对话的形式，根据交际的需要来填空。它和多项选择法一样也是容易判卷的客观测试，而且是为适应近年来强调语言交际能力培养的需要而设计的交际测试法。它在考查学生运用英语的交际能力的同时，测试其掌握和灵活运用有关语法知识的熟练程度。

丁 洁

To my mother and father

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Contents

目 次

代序	申葆青	Unit 5	
Introduction		Comparisons	
前言		比较法	35
		Unit 6	
To the Teacher		Modals	
写给教师们		情态动词	42
User's Guide		Review Test for Units 5 and 6	
使用指南		第5, 6单元复习测试	51
Unit 1		Unit 7	
Nouns		Adjectives and Adverbs	
名词	1	形容词和副词	52
Unit 2		Unit 8	
Agreement		Word Classification	
一致性	10	词的分类	57
Review Test for Units 1 and 2		Review Test for Units 7 and 8	
第1, 2单元复习测试	18	第7, 8单元复习测试	62
Unit 3		Unit 9	
Verb Tense		Adjectives Ending in -ing and -ed	
动词时态	19	以-ing 和-ed 结尾的形容词	63
Unit 4		Unit 10	
Passive Voice		Gerunds and Infinitives	
被动语态	28	动名词和动词不定式	67
Review Test for Units 3 and 4		Review Test for Units 9 and 10	
第3, 4单元复习测试	34	第9, 10单元复习测试	87

Unit 11	
That and Interrogative Clauses	
以“that”和疑问代词或副词连接的从句·····88	Review Test for Unit 17 and 18
	第17, 18单元复习测试 ·····142
Unit 12	
Sentence Structure	
句子结构·····93	Examinations
	试卷 ·····145
Review Test for Units 11 and 12	
第11, 12单元复习测试 ·····102	Answer Key
	答案 ·····161
Unit 13	
If (Conditional) Clauses	
If (条件) 从句 ·····103	Answer Key of Additional Exercises
	补充练习答案 ·····170
Unit 14	
Wish	
Wish的用法·····110	Additional Examination
	补充试卷 ·····173
Review Test for Units 13 and 14	
第13, 14单元复习测试 ·····114	Answer Key of Additional Examination
	补充试卷答案 ·····182
Unit 15	
Negative Adverbs	
具有否定意义的副词 ·····116	
Unit 16	
That Clauses Containing the Bare Infinitive	
含有不带 to 的不定式的 that 从句 ·····120	
Review Test for Units 15 and 16	
第15, 16单元复习测试 ·····124	
Unit 17	
So and Such	
“So”和“Such”的用法·····126	
Unit 18	
Testing Your Prepositions	
介词测试 ·····131	

Unit 1

Nouns

Count versus Noncount Nouns

Pretest

Circle the best answer.

1. (Less) (Fewer) people enroll in English classes during the winter.
2. (How many of) (How many) potatoes are in a pound?
3. Do teachers in the United States give (much homework) (many homeworks)?
4. Do you have (a cup of sugar) (some sugars) I could borrow?
5. I've never seen such a large (amount) (number) of money!
6. I'm sorry but we do not have (much knowledge) (many knowledges) about the new transit system.
7. I'm looking for (a little equipment) (a few equipment) for my office.
8. Excuse me. Can you give us (a little) (a few) information?
9. You're taking (much too much) (much too many) baggage on this vacation.
10. (How many) (How much) money do you need?

Explanation

In English nouns function as either *count* or *noncount* (mass). While some nouns are considered to be count and others noncount, there are many cases where a noun can be count or noncount, depending on how it is used in the sentence. Consider the following examples.

Jane went to buy *a hamburger*. (count)
Jane went to buy *some hamburger*. (noncount)

In the first sentence, *hamburger* is used as a count noun to refer to a piece of meat between bread. In the second sentence, *hamburger* refers to a kind of meat (like lamb, chicken, pork, or fish). It is possible to say: *A hamburger* (count) is made from *hamburger* (noncount).

At seventy, Aunt Katherine didn't have even *one gray hair*. (count)
A gentleman with *grey hair* entered the room. (noncount)

In the first sentence, *hair* is count because the emphasis is on the *number* of gray hairs. However, *hair* is much more commonly viewed as noncount, as in the second example.

Count nouns are thought of as more specific entities. The speaker tends to view them as individual, separate units.

Noncount or mass nouns are thought to be more nonspecific and in some cases less tangible. They are not considered easily divisible into individual units. Noncount nouns may include larger masses of things, gases, liquids, granular or powderlike substances, concepts, forces, etc.

Nouns

The following is a list of count and noncount nouns. Add your own examples.

<i>Noncount</i>	<i>Count</i>
homework	an assignment
money	1 dollar and 50 cents
gold	a gold bar (<i>bar</i> is count)
trouble	a problem
fruit	an apple, a banana
equipment	a ball and a bat
furniture	a chair, a lamp
clothing	clothes (plural)*
news	a news item (<i>item</i> is count)
luggage, baggage	a bag, a suitcase
wood	a log, a board
meat:	
pork	a pig
beef	a cow
chicken	a chicken
coffee	a cup of coffee (<i>cup</i> is count)
perfume	a bottle of perfume (<i>bottle</i> is count)
knowledge	a piece of knowledge, a fact
information	
mathematics	
	people (plural)

*Note: *Clothes* can be used with quantity expressions such as *a few clothes* but not with numbers. It is incorrect to say *two clothes*.

Notice that noncount nouns commonly represent a general class of things, such as *furniture*. Items in that class are generally count, such as *sofa*, *chair*, and *table*.

Some quantity expressions are used only with noncount nouns while others are used with count nouns. *Some* and *a lot of* can be used with both.

<i>Noncount</i>	<i>Count</i>
a little	a few
little	few
less	fewer
much (so much, very much, too much)	many (so many, very many, too many)
some	some
a lot of	a lot of
an amount of	a number of

Examples of these quantity expressions are:

Would you prefer *less coffee*? (noncount)

There are *so few people* living in the country nowadays. (count)

The first five quantity expressions in the list cannot be accompanied by *of* if a noun directly follows.

How much ~~of~~ sugar would you like?

There are too many ~~of~~ cars on the highway.

Of is used when the speaker is referring to a specific entity. In these cases, a definite article (such as *the, this*), a possessive pronoun (such as *my, his*) or any object pronoun (such as *them, us*) follow *of*.

Some *of the* sugar spilled on the floor.

John noticed the books on sale and bought a few *of them*.

A few *of my* friends are pilots.

Practice

Exercise

Circle the letter of the best answer.

- _____ has just arrived.
 - A piece of new equipments
 - A few new equipments
 - There are some new equipment which
 - A lot of new equipment
- _____ students enrolled this year than last year.
 - Less of the
 - A few of
 - A few more
 - There were a few
- You don't hear _____ news about Mr. Allen these days.
 - many
 - much
 - a lot
 - much of
- "Are you going hunting this year?"
 "I don't know. There are _____ deer in this area."
 - so few
 - so little
 - no a lot of
 - only a few of
- "Are you sure you don't want to go to the movies tonight?"
 "I can't. I have _____."
 - too many homeworks
 - much too much homework
 - much too many homework
 - too much homework assignments
- "How was your trip to Fort Knox, Kentucky?"
 "I've never seen _____ bars in one place."
 - so much gold
 - so many gold
 - more than a little gold
 - as much of gold

Nouns

7. I'm sorry I'm late. I hope I didn't cause you _____.
 - a. too much problems
 - b. problem
 - c. many more trouble
 - d. too much trouble
8. "The price of chocolate has really gone up."
"Yes, they give you _____ for your money now."
 - a. so few
 - b. so less
 - c. so little
 - d. fewer
9. "_____ do you think we need?"
"Oh, about a gallon."
 - a. How many paint
 - b. How much of paint
 - c. How much paint
 - d. How many paints
10. "I'm looking for something to eat."
"There's _____ meat in the refrigerator."
 - a. a little of
 - b. a little
 - c. a few
 - d. some few meat
11. I've never seen _____ people in one place.
 - a. so much
 - b. so many
 - c. so much of
 - d. this many of
12. "What would you like to drink?"
"I'll have _____, please."
 - a. a coffee cup
 - b. small coffee
 - c. a little coffee
 - d. a cup coffee
13. "Henry wasn't able to give us _____ information."
"That's too bad. We really needed it."
 - a. much
 - b. any of
 - c. many
 - d. a lot
14. _____ fish are there in that bowl?
 - a. How much number of
 - b. How many
 - c. Do you know how much
 - d. What is the number of
15. _____ do we need for the winter?
 - a. How many woods
 - b. How many wood
 - c. How much of wood
 - d. How much wood

Singular versus Plural

Pretest

Study the following sentences. Decide if the italicized portion of the sentence is *correct* (C) or *incorrect* (I). Circle your answer.

1. The contestants who are taking part in the 300 *meter* race come from various sections of the city. C I
2. A special license is needed to drive trucks and *bus*. C I
3. Many years ago the tribe developed *important*s methods of fishing that are still used today. C I
4. There are *other* reasons in addition to a computer failure that the rocket did not take off as *scheduled*. C I
5. *Every* people who had eaten at the new restaurant enjoyed it. C I
6. We are looking for *an* information about apartments for rent. C I
7. *Mathematics* courses are generally required in American high schools. C I
8. Usually *childrens* begin to take an interest in reading around the age of five. C I
9. Students must complete work on *each* sections of the test in order to pass. C I
10. One of the most *famous* restaurant in the world is Maxim's in Paris. C I

Explanation

Count nouns can occur in both singular and plural. It is possible to use *a* and *an* only with singular count nouns. It would, therefore, be incorrect to say:

We're having a beautiful *weather* along with a heavy *storms*.

Since *weather* is noncount and *storms* is plural, the correct statement is:

We're having *some* beautiful *weather* along with heavy *storms*.

An occurs before words beginning with a vowel sound.

There's *an* empty box and *an* apple on the table.
That was *an* honest answer.

Generally the plural in English is formed by adding *-s*, and it is incorrect not to use *-s* when expressing plurality.

A large number of plant^S_^ found in Europe originally came from the Americas.