

高等学校试用教材

大学英语

(文理科本科用)

语法与练习

GRAMMAR AND EXERCISES

1

上海外语教育出版社

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高等学校试用教材

大 学 英 语

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第 一 册

杜秉正 董眉君 主编

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语法与练习 第一册 (修订本)

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前 言

《大学英语（文理科本科用）》试用教材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。

本教材重视英语语言基础教学，从各方面保证文、理科的通用性，适合于综合大学、师范院校和文科院校。

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；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。

上述五种教程根据各自的课型特点自成体系，但又相互配合，形成整体，以贯彻大纲所提出的三个层次的要求：“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力。”全套教材由复旦大学、北京大学、华东师范大学和中国人民大学合作编写，复旦大学董亚芬教授审订，同时还聘请两名专职外籍专家参加编写和审订文字的工作。

《大学英语（文理科本科用）》语法与练习教程由北京大学英语系公共英语教研室负责编写，由杜秉正教授、董眉君副教授主编，安美华、孙玉、邵柏栋等同志参加编写，麻乔志副教授担任主审。

本教程为语法与练习第一册，供大学英语一级学生使用。

北京大学英语系张祥保教授对本教程提出了十分宝贵的意见，我们谨在此表示感谢。

本书为试用本第二次印刷本。在重印之前，作了必要的删改。由于水平有限，书中难免仍有不妥之处，希望读者提出宝贵意见。

编 者

一九八七年十一月

使用说明

本教程按以下指导思想编写：

1. 本书为《大学英语(文理科本科用)》语法与练习教程第一册。教学对象是大学英语一级的学生。他们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。
2. 本书的目的是为了复习、巩固、加深和提高中学已学过的英语基本语法。凡中学已学过而又不难掌握的语法项目，如形容词和副词的级，本书不予重复，有的语法现象如时态等，虽已学过，但难度较大，本书予以深入阐述，并要求学生反复练习，以便加深理解和提高熟巧。
3. 本书力求重点突出，并顾及英语语法本身的体系。本书四册，共三十章。教师可以根据具体情况灵活掌握进度，既可顺序使用，也可挑选使用。
4. 本书的重点放在练习上。学生应在课外进行预习和练习，并把练习过程中遇到的问题，带到课内，在教师指导下讨论解决。
5. 本书练习力求做到方式多样，并分单句、多句及语篇三个层次进行。练习的重点放在第二、第三层次上，以便使学生获得“在语篇水平上运用语法知识的能力”。
6. 本书的例句和练习大都选自原文。第四册书末附有主要参考书目。
7. 为了指导全书练习，我们编写了答案。要求学生先做练习，后看答案。

编 者

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第一章 基本句型

1.1. 基本句型 (Basic Sentence Patterns)

- 1) My brother is a doctor.
- 2) The flowers are blooming.
- 3) Tom has written five poems.
- 4) The mother will buy the girl a dress.
- 5) They elected him chairman.

上述例句可归纳为五个基本句型:

- 1) SVC¹ (主—动—主补)
- 2) SV (主—动)
- 3) SVO (主—动—宾)
- 4) SVOi²Od³ (主—动—间宾—直宾)
- 5) SVOC⁴ (主—动—宾—宾补)

这些基本句型可转换为千变万化的句子, 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:

1. In the second semester the children spent much of their time in reading practice.
2. It has been raining steadily for two hours.
3. The dean made an important announcement.
4. He assigned Jack the toughest job.

1. 此结构中的 c 指 Subject Complement (主语补语), 有时也称为 Predicative (表语)。
2. Oi 为 Indirect Object (间接宾语)。
3. Od 为 Direct Object (直接宾语)。
4. 此结构中的 c 指 Object Complement (宾语补语)。

5. Policemen are the guardians of the law.
6. The librarian found me the pamphlet.
7. We thought her overworked.
8. Your phone must have been out of order.

1.2 主语和谓语 (Subject and Predicate)

表达完整思想的句子必须有主语和谓语。但在省略句中，主语和谓语可以省略。

(You) Read this story. (省略主语)

Who spoke? John (spoke/did). (省略谓语)

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

EXERCISE 2

Write S in the brackets after each complete sentence
and F (fragment 断句) 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. ()
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. ()
7. Every student in the school should have a part in the project. ()
8. A friend of mine has several interesting hobbies. ()
9. Water sparkling in the moonlight. ()
10. The courteous student considerate of others. ()

1.2.1 用作主语的名词词组

- 1) A wheel is a part of a car.

- 2) A poor man is not necessarily unhappy.
- 3) The coats over there aren't ours.
- 4) These foreign students in the front row, who you know very well, all speak Chinese fluently.

上述例句说明:

a) 名词词组以名词为中心词(Headword), 例句中划双线的词均为中心词。

b) 除名词外, 代词、数词、不定式、动词-ing 形式和名词从句等都可起名词词组的作用, 在句中作主语。例如:

He complained about the weather forecast. (代词)

Two is company, but three is none. (数词)

To err is human; to forgive, divine. (不定式)

Seeing is believing. (动词-ing 形式)

Whether they will come or not depends on the weather.

(名词从句)

"the + adj /-ed 分词" 也可作名词词组:

The old and the handicapped are taken good care of
in the village.

名词词组除作主语外, 在句中还可作宾语、补语等。

1.2.2 用作谓语的动词词组

动词词组以动词为中心词。

- 1) She is a student (连系动词+主语补语)
- 2) The crowd cheered. (不及物动词)
- 3) I met your sister. (及物动词+宾语)
- 4) The boy gave me a letter. (及物动词+间接宾语+直接宾语)

5) You made her angry. (及物动词+宾语+宾语补语)

6) They were sitting before the fireplace.

(不及物动词+状语)

7) He will have received the letter by that time.

(及物动词+宾语+状语)

上述例句说明:

a) 动词词组通常由“动词中心词+其他成分”构成。动词中心词即“谓语动词”(Predicate Verb)。

b) 动词中心词的性质决定其是否必须有宾语、状语及其它后续成分。

EXERCISE 3

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

A.

1. A sound knowledge of grammar is one aid to good writing.
2. One day in that depressing office was enough for me.
3. Eating without washing your hands first is a bad habit.
4. His greatest pleasure is helping others.
5. A large computing machine in constant use requires servicing every day.
6. The unusual is not always the best.
7. To the right of the entrance gate is the guest house.
8. The new gas stove in the kitchen which I bought last week has a very efficient oven.
9. Believe in yourself and your ability to cope with unfamiliar situations.
10. What he said on the subject was full of wisdom.

B.

¹We visited our school library yesterday. ²The librarian explained the library system to us. ³We can now make better use of its collection of books.

⁴Mr Brown first showed us the card catalog files.

⁵The drawers in the cabinet contain alphabetized (按字母顺序排列的) cards. ⁶They include an author card and a title card for every book in the library. ⁷They also contain subject cards for almost every informatinal book in the library.

⁸Each nonfiction in the library has a number on it. ⁹We found this same number on all three cards for each book. ¹⁰Melvil Dewey created this systme of numbering books. ¹¹He divided books into ten main classes. ¹²We call this number system the Dewey Decimal Classification (分类法). ¹³The number on the book determines its location on the shelves. ¹⁴Books of fiction are arranged on the shelves in alphabetical order by the author's last name. ¹⁵We can now find books for ourselves.

1.3 SVC 结构

1.3.1 主语补语

观察下列句中主语补语的构成:

- 1) Mr Brown is an engineer. (名词词组)
- 2) It's me. (代词)
- 3) One from three is two. (数词)
- 4) The food is poisonous. (形容词)
- 5) He is not in. (副词)
- 6) She is in good health. (介词短语)
- 7) My intention was to help him. (不定式短语)
- 8) The game was exciting. (起形容词作用的动词 -ing 形式)

The important thing is knowing what to do. (起名词作用的动词-ing短语)

9) We are all concerned about her safety. (-ed分词短语)

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

EXERCISE 4

Underline the subject complement in each of the following sentences:

1. The problem was how to increase the supply of water as quickly as possible.
2. Swimming is an excellent form of exercise.
3. She was as pale as a sheet.
4. A reliable worker she always was.
5. What I hate most is making a great fuss about nothing.
6. Are vitamins important for sudden bursts of energy?

1.3.2 连系动词 (Link Verb)

在 SVC 结构中, 除最常用的连系动词 be 外, 下列动词也常用作连系动词:

appear, become, continue, fall, feel, get, go, grow, keep, lie, look, prove, remain, run, seem, smell, sound, stand, stay, taste, turn, work 等。例如:

This sounds like fiction.

She seems a nice girl.

They stood firm.

请指出下列句子中哪个为 SVC 结构? 哪个为 SV 结构?

1) The boy grew sleepy.

2) The boy grew rapidly in knowledge.

句 1) 为 SVC 结构, 因为能用 be, become 或 seem 取代 grew, 又如:

He looked (was) pleased.

Everyone in the stadium felt (seemed) happy.

EXERCISE 5

Write SVC or SV in the brackets after each sentence to indicate its pattern:

1. The driver appears weary. ()
2. A policeman appeared quickly on the scene. ()
3. The milk remained fresh for a week. ()
4. The newcomer remained quietly in her room. ()
5. He felt desperately in all his pockets for the key.
()
6. He felt desperate in front of the locked door. ()
7. The table stood near the desk. ()
8. John stood loyal to his friend. ()

1.4 SV 与 SVO 结构

1.4.1 及物动词和不及物动词 (Transitive and Intransitive Verbs)

1) Suddenly the procession stopped.

2) The police stopped the procession.

句1)属于SV 结构,动词stopped为不及物动词。句2)属于SVO 结构,动词 stopped 为及物动词。

英语的某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;多数动词既可用作及物动词,也可用作不及物动词。

EXERCISE 6

Write SV or SVO in the brackets after each sentence:

1. She sang beautifully.()
2. She sang a beautiful folk song. ()
3. The audience clapped loudly. ()
4. The audience clapped their hands. ()
5. They were drinking quietly at the table.()
6. They were drinking coffee. ()
7. She always paid for her rooms promptly. ()

8. He paid the rent on the first of the month. ()

1.4.2 SVA 与 SVOA 结构

请比较下列各组句子:

1) The sun has set.

The sun sets in the west.

2) No one came.

July comes after June.

3) You go, and I'll wait.

Time and tide wait for nobody.

4) Has he taken a seat?

Is he taking the chair out?

5) Will you pour another cup of tea?

Now pour some more rice into the pot.

上述例句中的划线部分为状语(Adverbial)。这些例句说明:在某些情况下,不及物动词和及物动词必须有状语,句子的意义才完整。我们称这种结构为SVA 和 SVOA 结构。

1.4.3 几个容易混淆的动词

EXERCISE 7 --- Pretest

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

1. He spent the summer just (lying, laying) around home.
2. She had (lain, laid) a magazine on the table.
3. Our hopes (rose, raised) and fell in the same instance.
4. Prices have been (risen, raised) by 10%.
5. I have (shined, shone) my shoes.
6. The sun (shined, shone) through the window.

现将这些容易混淆的动词列表如下:

vt	vi
lay, laid, laid, laying Someone laid the dictionary on the desk.	lie ¹ , lay, lain, lying The dictionary is lying on the desk.
raise, raised, raised, raising The farmer raised the price of vegetables.	rise rose, risen, rising Prices are rising.
shine, shined, shined, shining I shined my shoes.	shine, shone, shone, shining I polished my shoes till they shone.

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

EXERCISE 8

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 the 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 that points?
6. Joe was (lying, laying) in the sun all day while Jack was (lying, laying) bricks.

B.

1. The river has been (rising, raising) all night.
2. If her temperature (rises, raises), call the doctor.
3. Robert (raised, rose) an important question when he (raised, rose) to speak.