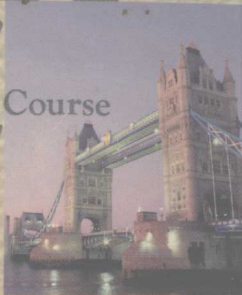


An Advanced English Grammar Course
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高级英语
语法教程

Workbook 练习册

何桂金 周开鑫 编著

重庆出版社

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(Workbook)

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前 言

“语言是人类借以表达思想感情的一套习惯”(叶斯柏森语),而语法则是对人类语言习惯的总结和描绘。把英语作为外语来学习的人们学习英语语法就是寻求精通英语的捷径。要学好英语语法,必须注意三点:1)掌握基本的语法概念和语法规则;2)熟记说明概念和规则的各种例子和语言材料;3)通过大量的练习和语言实践培养良好的语言习惯和语感,从而达到精通英语的目的。我们这本《练习册》正是根据这样的思路编写的。它的主要特点是:

- 1、紧扣《教程》的正文,促进对各章节内容的消化和吸收。
- 2、既有少量有助于掌握语法概念和规则的练习,又有大量提供语言材料、训练语言能力、培养语言习惯的练习。
- 3、练习形式丰富多样,生动活泼,力避单调和枯燥。
- 4、以一章为单位编排练习,学习一章后即用练习加以检查和巩固,便于操作。

我们希望《练习册》能实实在在地提高我国学生学习英语的效果,为他们精通英语打下坚实的基础,我们也期待同行专家和广大读者对本书的不足提出宝贵的批评意见,以利进一步修改。

编 者

2000年5月

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Chapter 1 Words, Phrases and Sentences

I . Classify the following words into (1) Noun, (2) Pronoun, (3) Determiner, (4) Adjective, (5) Verb, (6) Adverb, (7) Preposition, (8) Conjunction, (9) Structure Word, and (10) Interjection.

Asia ()	themselves ()
first ()	beautiful ()
any ()	manage ()
this ()	alas ()
gratitude ()	where ()
throughout ()	oh ()
if ()	just ()
than ()	not ()
very ()	anybody ()
the ()	lovely ()
carelessness ()	alive ()
devote ()	his ()
could ()	him ()
young ()	shall ()
always ()	whenever ()
among ()	to (infinitive sign) ()

II . Classify the following phrases into (1) Noun Phrase, (2) Pronominal Phrase, (3) Verb Phrase, (4) Adjective Phrase, (5) Adverb Phrase, and (6) Prepositional Phrase.

the whole world ()	between six and seven ()
can have a look ()	incapable of repair ()
on the campus ()	very kind of you ()
edited by C. P. Snow ()	rather politely ()
is busy enough ()	difficult to say ()

across the river () none of us ()
 to fly over the bridge () seldom or never ()
 learning to speak () with their support ()
 working in the field () from behind the tree ()
 the car he bought () one by one ()
 done to a good turn () to study English well ()

III . Arrange the following words or word groups into correct sentences.

1. do, this, hat, old, wife, wants, my, to, me, nice, with , away
2. to, that, thing, of, what, he, fellow, a, is, stupid, have, sort, done
3. you, how, do, can, it, without, my, getting, help
4. the, with, away, thief
5. direction, they, immediately, round, and, turn, will, go, opposite, in , the
6. me, you, could, know, everything, tell, you
7. does, like, to, doesn't, he, seem, he, it
8. don't, difficulty, you, in, think, old, it, man, silly, an , at, to, laugh
9. one, pit, more, the, step, into, fall, forward, will, and, you
10. an, leaves, animal, are, a, to, plant, to, what, the, are,

lungs

11. your father, or anyone else, which one, your mother, do you like better
12. which is, in China, the Spring Festival, is an old tradition, throughout the country, jubilantly celebrated
13. do you think, a blind man, is capable of, like him, what on earth
14. many college graduates, you will be, where, in the country town, than, there are, more useful, already
15. openly ignores, so that, every year, nearly everyone, die of, about 40000 people, traffic accidents, traffic regulations

IV. Identify the following sentences as (1) Simple Sentence, (2) Compound Sentence, (3) Complex Sentence, or (4) Compound Complex Sentence.

1. When you see Mr Smith, please give him my best regards. ()
2. Skilful farming enables them to support a big population. ()
3. Hot metal contracts as it grows cooler. ()
4. You can fly to London this evening provided you don't mind changing planes in Paris. ()
5. He came into the room and shut the windows while we were still in bed and I saw he looked ill. ()
6. The weather was not as bad as we had expected. ()
7. We saw so many mummies at the museum. ()

8. They all went out but I didn't. ()
9. We must hurry, or we will miss the last bus. ()
10. I'm in the trade and there's not a man in it who won't tell you that what I say about pearls goes. ()

V. Identify the italicized clauses in the following sentences as (1) Subject Clause, (2) Predicative Clause, (3) Object Clause, (4) Complement Clause, (5) Appositive Clause, (6) Attributive Clause, or (7) Adverbial Clause.

1. It was raining, *which was a pity*. ()
2. I got up so early *that I was able to catch the first bus*. ()
3. There was something in her manner that prepared us for *what was coming*. ()
4. Those *who think* govern those who toil. ()
5. I am going to find out *which one is better*. ()
6. *What he told us yesterday* has turned out to be true. ()
7. This is just *where our basic interest lies*. ()
8. *When they will be free* hasn't been made known to us. ()
9. My suggestion is *that you stick to the original plan*. ()
10. Isn't it strange *that she should have left without telling us?*
()
11. He expressed the hope *that he could come and visit China again*. ()
12. We'll go *wherever the people need us*. ()
13. They have made greater progress *than we expected*. ()
14. I had no idea *that you were here*. ()
15. Life has made him *what he is* - an eccentric man. ()

VI. Combine each group of sentences into a single sentence by means of coordination, subordination or both, making necessary changes, additions or omissions.

1. The pain can no longer be satisfactorily alleviated.

To begin with a familiar type of situation, a patient is in terrible pain.

The patient is dying of incurable cancer of the throat.

2. According to educator-counselor Joanne Bernstein, such stories may provide insights.

They may promote self-examination.

They may lead to changes in attitude and behavior. Some stories confront life's problems with frankness and credibility.

3. The merchandise constantly fulfils the demand.

The demand is created.

It is a demand.

The demand almost invariably did not exist. The advertisement appeared.

4. The men were suddenly turned loose onto the street of a capital.

The capital is seething with unrest. The men were unemployed.

The men were perhaps disgruntled at their abrupt dismissal.

The men of the disbanded royal bodyguard were a potentially dangerous element.

5. The man thought for a moment.

The man had never liked the words "booky" and "booky-hatch".

The man liked these words even less on a shining morning.

On such a morning there was a unicorn (独角兽) in the garden.

6. They were subduing her.

They had a hard time.

They finally subdued her.

She put up a terrific struggle.

7. Many more visitors pour into the little town.

They pour off the regular steamers.

They pour off chartered motor-boats.

They pour off yachts.

The little town cannot hold so many visitors.

All day these visitors amble up the tow-path.

They are looking for something fascinating.

8. They have brought food with them.

They take food into the vineyard.

They leave the devil of a mess behind them.

I am sorry.

9. We have often thought.

That reclining posture is so inspiring.

We could do our work in that reclining posture.

How pleasant it would be to have a pallet spread out there.

10. Very few persons have received the Order of Merit (功勋奖章).

They have also received the Nobel Prize for literature.

Bertrand Russell was one of the very few persons.

The British government conferred the Order of Merit on Bertrand Russell.

It was conferred in 1949.

The Nobel Prize for literature was conferred on him in Norway.

It was conferred in 1950.

Chapter 2 Sentence Structures

I . Supply the subject of each of the following sentences according to the requirement.

1. _____ (pronoun) is obvious that the money should be spent on more important things.
2. _____ (numeral phrase) leaves ten.
3. _____ (noun phrase) is a weapon in the struggle of life.
4. Hello, _____ (pronoun) is John speaking.
5. _____ (numeral phrase) of the population live in the country-

side.

6. _____ (nominalized adjective) lead a very hard life.
7. There is no _____ (-ing participle) whether he will be here or not.
8. _____ (noun clause) loves him.
9. Do _____ (nominalized adjective) drink a lot of beer?
10. _____ (nominalized -en participle) are over a thousand.
11. _____ (-ing participle phrase) is not an easy thing to do.
12. _____ (possessive case of the noun) is at the east end of the street.
13. _____ (noun clause) is very strange.
14. _____ (infinitive phrase) makes one healthy, happy and wise.
15. _____ (infinitive phrase) needs the concerted efforts of all the workers.

II . Underline the predicates in the following sentences and point out what kind of predicate each is: (1) Simple Predicate, or (2) Compound Predicate.

1. We could hardly move a step forward. ()
2. Do you speak Chinese or English? ()
3. All the students have to sit for the examination. ()
4. They have been very busy these days. ()
5. He is going to translate this book into Chinese. ()
6. The teacher was then in his office. ()
7. I don't feel like eating. ()
8. His main job is cleaning the corridor. ()
9. She has been to London twice. ()
10. Trees are turning yellow at this time of the year. ()

III . Underline the complements in the following sentences and say which kind each is: (1) Predicative, (2) Object Complement, or (3) Subject Complement.

1. The office looks clean and tidy. ()
2. His words made me think a lot. ()
3. The work seemed easy but it turned out very difficult. ()
4. I am going to get my hair cut. ()
5. They were born poor, lived poor, and poor they died. ()
6. It was considered a privilege to be able to enter the hall. ()
7. He was looked upon as a capable man. ()
8. They parted the best of friends. ()
9. We elected George captain of the team. ()
10. Laurence was found honest and trustworthy. ()
11. Time hung heavy on our hands. ()
12. Everything is found in good order. ()
13. Thus the country has been made what it is. ()
14. I heard him singing in the next room. ()
15. She had left the village a merry little child, but she returned a full-grown woman. ()

IV. Supply proper objects to complete the sentences.

1. In those days, they lived _____.
2. Sing us _____, please.
3. I have read _____ this week.
4. He died _____.
5. _____ did you say about it?
6. They are running _____.
7. Mr Love bought _____ a lovely toy car as a birthday present.
8. The old man breathed _____ yesterday.
9. We found _____ very diligent.
10. She told us _____.
11. She regarded _____ as a pleasure to help others.
12. I heard _____ sigh _____.

V. Identify the italicized parts in the following passage with the

sentence elements: (1) Subject, (2) Predicate Verb, (3) Predicative, (4) Direct Object, (5) Indirect Object, (6) Prepositional Object, (7) Object Complement, (8) Attribute, (9) Adverbial, (10) Appositive, or (11) Independent Element.

You send *your children* () off to school and *put* () them in *the teacher's hands* (). Did you () ever wonder what goes through a teacher's mind *as he or she tries to teach your kids* ()? Did you ever wonder what *the teacher* () expects from you *the parents*? ()

Parents can be *supportive or suspicious* (). They can be of help *to the teacher* (), or be in need of help *themselves* (). *Some* () teachers think parents are *too hard* () on their children. Here's *how one teacher puts it* ():

"I usually have the problem of *parents coming in and telling me* () how they really treat the kids. They tell *me* () they stand over them *when they do their homework* (). They check *their* () work and make *a big fuss* () over grades. They criticize the kids over everything *having to do with school* (). My response usually is 'Well, *you know* (), he's really a good kid. He's fine in my class. Maybe you should not be so strict with him.'"

Teachers want parents *to realize* () that they are professional at working with children. They have observed many children, and parents. *Because of this* (), and because of their *specialized* () training, teachers can be realistic about children. Teachers know that parents want their children to do well and to behave well. The teachers want this, too. But they know what children should *be able to do* () at different ages and stages. They expect 8-year-old work and behavior *from 8-year-olds* (), and 12-year-old work and behavior from 12-year-olds.

One teacher told a story of a father *who came to school for a parents' meeting* (). "One of my kids wrote four-letter words in all his compositions. On back-to-school night the folders were there on the desks *for the parents to read* (). Even though I'd taken most of them out, there were still some of these four-letter words in this kid's compositions." The parent got mad — really charged up, ready to go back and kill his kid. I said, *Oh* (), this is nothing; this is a phase. Every kid in the room has done this now and then." The father just *stared* () at me. So I said, "When I read these compositions I just tell them *that it's boring to have all those words in* ()." So the parent calmed down. I always end up telling parents *to take it easy on the kids* ().

Chapter 3 Declarative Sentences

I . Supply examples for each of the following sentence patterns.

1. SVP

2. SV

3. SVA

4. SVO

5. SVOA

6. SVOO

7. SVOC

II . Change the following sentence patterns from SVOO into SVOA.

1. Sitting beside his bed, she read him the newspaper.
2. Could you fetch me some chalk?
3. I'd like to ask you a favour.
4. He bears me no personal grudge.
5. Mr Washington is teaching foreign students English.
6. I'll return you the book tomorrow.
7. I am going to play him a game of chess.
8. He owes me five dollars.
9. Would you please sing us a song.
10. Remember to write us a note when you get there.

III. Fill in the blanks with appropriate words to make correct existential sentences.

1. Is _____ anything wrong with the machine?
2. There _____ a lot of people in the street.
3. There are a _____ women on the team.
4. _____ can be no doubt about it.
5. There has _____ no rain since last month.
6. Let's go to the party. There will _____ a lot of fun for us.
7. There once _____ a very rich man in the village.
8. It is said that _____ is going to be a strike in the mine.