

The key words of English and how they work
学常用词汇，通自然语法

Natural Grammar

牛津语法

关键 *100* 词

Scott Thornbury (新西兰) 著

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Introduction

(for students and teachers)

This book is about grammar, but it is organized around words. Why? Very simply, words have grammar. That is to say, when you use a word, you are obliged to choose from the particular grammar patterns associated with that word. Take a word such as *for*, for example. The phrase *for students and teachers* is an example of the common pattern: **for** + NP. (If you are unsure about these grammar terms, look at the *Glossary*, p. viii – p. x.) But there are other patterns associated with *for*. For example:

- **for** | + -ing: *You can also use a compass **for** telling the time.*
- **for** | + NP | + to-infinitive: *I'm waiting **for** him to call.*

So, if you learn the grammar of *for*, you are learning at least three important grammar patterns in English. (Notice that there are no grammar patterns such as *for* + to-infinitive, or *for* + NP + -ing. So you cannot say: ~~I went to London for to see the Queen.~~ • ~~These pills are for me helping to sleep.~~)

These three patterns with *for* are also very frequent. This is because *for* is a very high-frequency word in English. In fact, it is the ninth most frequent word in written English (according to one study). It is not surprising that the grammar associated with high-frequency words – like *for*, *to*, *the*, *you*, *as*, *that*, etc. – is very high-frequency grammar and so, of course, very useful grammar. So, as Professor John Sinclair put it: 'Learners would do well to learn the common words of the language very thoroughly, because they carry the main patterns of the language.'

This book, then, is organized around one hundred of the most common words in English. The common grammar of each word is displayed in the form of patterns. These cover all the most important grammar structures in English. (On pages vi-vii you will find a list of the common structures that are dealt with.) So, by learning these high-frequency words and their high-frequency patterns, the learner is getting traditional grammar 'for free', as it were.

For free, by the way, is a good example of a *collocation*. That is to say, *for* and *free* often go together – so often that they form a 'chunk', or 'set phrase' – such as *for example*, for example! Other collocations with *for* include the phrasal verbs *look for* and *long for*, and the 'noun + *for*' combinations: *time for*, *need for*, *room for*, ... etc. This reminds us that, as the writer Virginia Woolf said: 'It is a very obvious but always mysterious fact that a word is not a single and separate entity: it is part of other words ... words belong to each other.' So, as well as grammar information, this book displays useful collocations and set phrases derived from the hundred high-frequency words we have chosen. If nothing else, these 'chunks' may offer the learner a short-cut to the grammar of English.

The exercises that accompany each section explore the grammar and collocations of each word, with a view to helping fix these in the memory. There is a Key at the back of the book.

Some of the exercises include the use of *concordance lines*. These are examples of a word in its context, taken from a huge database (or *corpus*) of authentic texts, both spoken and written. The database we have used is the British National Corpus. Here, for example, are some concordance lines for *for*. Can you find examples of the three patterns mentioned in this introduction?

I was able to arrange **for** him to do a project.

He asked for the money **for** a cup of coffee.

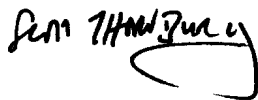
He blames himself **for** being naïve.

We hope you find this book useful, and that you will enjoy learning the grammar of English *naturally*, through its *words*.

Acknowledgements

The principles that inspired this book derive to a large extent from the insights of Michael Lewis, and of Jane and Dave Willis, and I wish to record my enormous debt and gratitude to them (without, of course, implying any direct responsibility on their part). For their hard work, professionalism, and encouragement, I am hugely grateful to the editorial, research, and design team at Oxford University Press, and, in particular, to my editor, Glynnis Chantrell.

Thanks | + to | + **you** | + all!



前言

(致学生和老师)

本书是以单词为中心编写的语法书。为什么要以单词为中心呢？道理很简单，凡是单词都有语法，也就是说，你使用一个单词时，就要选择跟那个单词相关的语法结构。我们拿for来举例说明。短语for students and teachers就是“for + 名词短语”这一常见结构的范例。（如果你对这些语法术语不太了解，可以参见第viii页至第x页的术语表。）但是，跟for相关的还有其他结构。比如：

- **for** | + -ing: You can also use a compass **for telling** the time.
- **for** | + 名词短语 | + 带to的不定式: I'm waiting **for him to call**.

所以，如果你学习for的语法，那么你至少学了英语里三种重要的语法结构。（注意：没有诸如“for + 带to的不定式”或“for + 名词短语 + -ing”这样的语法结构。所以，你不能说：I went to London for to see the Queen. These pills are for me helping to sleep.）

for的这三种结构用得也很频繁，这是因为for在英语里是一个使用频率非常高的词。事实上，一项研究表明，for在书面英语里排在使用最频繁的词的第九位。与诸如for, to, the, you, as, that等使用频率很高的词相关的语法，就自然成为使用非常频繁的语法，也就理所当然地成为非常有用的语法了。所以，正如John Sinclair教授所言：“学习者要是把一门语言中的常用词彻底弄明白了，那他（或她）就学得很棒了，因为这些常用词承载着这门语言的主要结构。”

本书就是以英语中一百个最常用的词为核心编写而成。每一个词的常见语法以句型的形式呈现给读者，涵盖了英语中所有最重要的语法结构。（第vi至vii页上列有本书讲到的常见语法结构。）所以，可以说，学习者通过学习这些使用频率非常高的词及其使用频率非常高的语法结构，即可“免费”（for free）学到传统语法。

顺便提一下，for free就是词语搭配（collocation）方面的一个极好的例子。也就是说，for和free经常一起使用，时间长了就形成“语块”（chunk）或者“固定短语”（set phrase），比如：for example。for的其他搭配包括短语动词look for和long for；“名词 + for”的组合有：time for, need for, room for等。这使我们想起作家Virginia Woolf所说的：“这是一个非常明显但又不可思议的事实，即一个词并不是单一的、孤立的个体，它是其他词的一部分……词和词是相互依存的。”所以，本书除了讲解语法知识外，还给出了从这一百个使用频率很高的词衍生出的实用的搭配和固定短语。这些“语块”至少可以说是为学习者提供了一条学习英语语法的捷径。

每个词条后面的练习都是对这个词的语法和搭配的探究，旨在帮助学习者巩固记忆。书后附有练习答案。

有些练习里使用了检索行（concordance line）。这些检索行是一个词在其使用语境中的实例，取自真实文本的大型数据库〔即语料库（corpus）〕，包括了口头语言和书面语言。我们用的数据库是英国国家语料库（British National Corpus）。比如，下面列的就是for的一些检索行。你能找出我们在这篇前言里提及的那三种结构的例子吗？

I was able to arrange **for** him to do a project.

He asked **for** the money **for** a cup of coffee.

He blames himself **for** being naïve.

我们期望本书会对你有所帮助，也期望你通过学习本书中所列的单词而愉快地、自然而然地学习英语语法。

致谢

本书的编写灵感在很大程度上是源自Michael Lewis以及Jane Willis和Dave Willis夫妇的深邃见识，铭记于此谨致谢忱（当然，本书如有不妥之处，责任全在作者）。对牛津大学出版社的编辑、研究和设计团队的辛苦工作、敬业精神，以及给予的鼓励，作者心怀感激，尤其要感谢责任编辑Glynnis Chantrell。

Thanks | + to | + **you** | + all!（谢谢你们！）



斯科特·索恩伯里

符号和体例 (Symbols & Conventions)

符号:

✱ 在固定短语部分，引号内的表达方式更具口头语言的特点，而非书面语言：

✱ ... (and)/and that sort of thing ✱

✱ how do you do? ✱

✱ 在语法结构和固定短语这两部分的结尾处，这个符号表示对语法结构用法的解释，或习惯用语的使用语境。

= 提供相同意思的短语，或给出解释性的注释。

~ 表示这部分是对话。

→ 表示参照另一个关键词 (如→ make) 以进行比较或获取更多信息。在练习部分，箭头还把例句的问题和回答连接起来 (What are you called? → *My name is Nigel*)。

语法结构里的体例:

1 sort | (+ of + 名词短语)

表示这个结构由关键词sort本身构成，或者由sort后接of和一个名词短语构成：

I don't like jasmine tea. Do you have another sort?

What sort of books do you read?

2 all/many/most | + sorts | (+ of + 名词短语)

表示这个结构由all, many或most后接sorts构成；或者由all, many或most后接sorts，后面再接of和名词短语构成：

What sort of pizzas do they do? ~ All sorts.

I like most sorts of music.

3 sort of | + [...]

表示这个结构由sort of后接任何一个词类构成，如名词、动词、介词、形容词等等：

What's Janine like? ~ She's sort of tall and pretty.

What's the weather like? ~ It's sort of raining.

语法索引 (Grammar index)

下面所列的条目供您了解传统语法的一些特点:

冠词 → a/an, → the

助动词 → am/is/are, → be, → been, → being, → did,

→ do/does, → had, → have, → was/were

比较级 → more, → than

条件句 → if; (第一条件句) → will; (第二条件句和第三条件句) → had,

→ was/were, → would

连词 → and, → but, → if, → or, → so, → then

限定词 → a/an, → all, → any, → more, → most, → much; (所有格)

→ my, → no, → one, → other, → some, → that, → the, → this

话语标记语 → and, → so, → then, → well

将来时态 → going, → will

将来进行时 → will **将来完成时** → will

不定式 → to¹

连系动词 → am/is/are, → be, → seem

情态动词 → can, → could, → may, → might, → need, → should,

→ used, → will, → would

否定 → never, → no, → not

分词 (过去分词) → been; (现在分词) → being, going

被动语态 → by

一般现在时被动语态 → am/is/are

一般过去时被动语态 → was/were

现在进行时被动语态 → being

现在完成时被动语态 → been

过去进行时 → was/were

过去完成时 → had

过去完成进行时 → had

一般过去时 → did

短语动词 → at, → back, → by, → come, → do, → for, → get, → give,

→ go, → in, → keep, → let, → look, → make, → on, → put, → see,

→ start, → stop, → take, → tell, → think, → up, → with, → work

介词 → at, → by, → for, → in, → of, → on, → than, → to², → up, → with

现在进行时 → am/is/are, → still

现在完成时 → have, → just, → never

现在完成进行时 → been, → have

一般现在时 → do/does

代词 → all, → any, → it, → more, → most, → much, → one, → other, → some, → that,

→ this, → you

问句 → am/is/are, → did, → do/does, → had, → have, → how,

→ was/were, → what, → when, → who, → why

间接问句 → how, → what, → when, → who, → why

宾语问句 → what, → who

主语问句 → what, → who

关系从句 → that, → who

间接引语 → ask, → say, → tell, → that

最高级 → most

动词时态 → am/is/are, → be, → been, → being, → did, → do/does,

→ had, → have, → was/were

术语表 (Glossary)

adjective 形容词

像short, red或exciting之类的词, 描述人、物或事件的性质。

adverb 副词

像slowly, well, there等之类的词, 描述事件发生的方式、地点或时间。

adverbial 状语

作用相当于**副词**的词或短语。状语可以是像very slowly这样的副词短语, 可以是像in the corner这样的介词短语, 或者是像yesterday afternoon这样的名词短语。

auxiliary verb 助动词

像do, had, was之类的词, 经常跟主要动词(want, play等)构成各种时态、各种问句和各种否定结构。

bare infinitive 不带to的不定式

不定式的前面没有to, 如it helped me **decide**这样的结构。

clause 分句

含有**动词**的一组词, 构成句子得以构建的主要结构: [I was working at home], [writing the report [my boss had asked for]], [when the phone rang]。

collocation 搭配

词与词之间组合的典型形式, 如take a bread, short hair或get on with。

conjunction 连词

像and, but, which, so这样的词, 连接两个**分句**、短语或单词。

countable noun 可数名词

具有单数形式和复数形式的**名词**, 可以跟不定冠词a/an和数词连用: a car, three cars。

determiner 限定词

像the, some, my, many, no等可以放在名词短语之前的词: the black taxi, my many friends。

discourse marker 话语标记语

像well, anyway, so, however之类的词, 通常放在一个**话语**或**分句**的开头, 表示新旧信息之间的衔接: It was not a very good hotel. **Still**, it was cheap.

idiom 习语

一种表达方式或**搭配**, 其意思不同于构成它的各个单词的字面意思: out of the blue (=unexpectedly出乎意外地); take after (=resemble像)。

if-clause if 分句

以if开头的分句，描述可能的或假设的条件，也叫做条件句。→ if

-ing -ing 结构

以-ing结尾的单词，如walking或seeing，可以用来（1）构成动词时态，也叫做现在分词I am **walking**，（2）像名词一样用在某些动词和介词的后面：I like **walking**. • I look forward to **seeing** you.

irregular verb 不规则动词

参见**regular verb 规则动词**。

lexical verb 实义动词

既非助动词也非情态动词的一类动词，如make, understand, arrive 等，也叫主要动词。

linking verb 连系动词

像be或seem这样的动词，连接两个概念，提供更多有关主语的信息：She is a laboratory technician. • It **seemed** like a good idea.

main verb 主要动词

=**lexical verb 实义动词**

modal verb 情态动词

像can, may, should, must 等之类的动词，用来表示可能性、提议、建议、命令等等。情态动词的作用相当于**助动词**。

noun 名词

像bus, driver, journey, fare, request 等之类的词，可以用在**限定词**之后充当句子的**主语**或**宾语**。

noun phrase (NP) 名词短语

由至少一个**名词**或**代词**构成的词或短语，其作用相当于名词：last night • your old car • I • those big red London buses.

object 宾语

名词短语，指受动词所描述的行为影响的事或人：I caught **the bus**. • I paid **the driver** (=indirect object间接宾语) **the fare** (=direct object直接宾语).

particle 小品词

跟动词结合构成**短语动词**的**副词**或**介词**：Get **up**. • I looked **for** the keys. 等等。

past participle 过去分词

用来构成现在完成时和被动语态的动词形式，如：I have **worked**. • The letter was **written**. 规则的过去分词以-(e)d结尾。

phrasal verb 短语动词

动词和**小品词**的组合，经常具有习语的意思（参见**idiom 习语**），如：I got **up** at ten. • Does he **take after** his Dad?

possessive 所有格

限定词的一种，如 my, your, their 等，表示所属关系。

preposition 介词

像 in, on, behind, in front of 这样的词或短语，经常表示地点或时间，其后须跟**名词短语**：in the garden · on Sunday · behind the times。

pronoun 代词

像 she, me, it, you 等之类的词，可以用来代替**名词**充当句子的**主语**或**宾语**。

regular verb 规则动词

像 work, live 等之类的**动词**，其过去式和**过去分词**通过在不带 to 的**不定式**后面加 -(e)d 构成：worked, lived 等等。**不规则动词**不遵循这条规则。

set phrase 固定短语

一种固定的**搭配**，当作一个整体来用，而且经常用作社交惯用语或**话语标记语**：How are you? · So, to cut a long story short,...

subject 主语

名词短语，常用于动词的前面，表示句子的施事者或话题是何人何事：I caught the bus. The bus was crowded.

that-clause that 分句

以 that 开头的分句，经常用来引导动词的**宾语**：I was told that he was busy. that 经常可以省略：I was told he was busy. → that

to-infinitive 带to的不定式

没有词尾、时态、人称等变化的动词形式，而且前面要用 to：‘To be or not to be.’ → to¹

uncountable noun 不可数名词

无法计数的**名词**，因此没有复数形式，也不能放在不定冠词 a/an 和数词的后面：some bread · a lot of noise。

utterance 话语

所说的一段话，由一个或多个词、短语、**分句**或句子构成。

verb 动词

像 worked, has, costs, takes off 这样的词，表示某人或某事做什么或是什么(参见 **subject 主语**)。

wh-clause wh- 分句

以 **wh- 词**开头的分句：I liked what I saw.

wh-word wh- 词 (特殊疑问词)

像 where, when, who 和 how 这样的疑问词。

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The key words of English and how they work
学常用词汇，通自然语法

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关键 *100* 词

Scott Thornbury (新西兰) 著
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a/an

[不定冠词] 与单数名词连用:

- (1) 在文中引出新的人物或事件: *An Englishman, a Scotsman and an Australian were on a plane...*
- (2) 表示某人或某事是某个群体的一个成员: *Fatima's a Muslim.*
- (3) 泛泛地谈论一类事物: *An octopus has eight legs.*

注意: 发音以辅音开头的单词前面用 **a**, 发音以元音开头的单词前面用 **an**。

*a plane; a Muslim; a house; a university student
an octopus; an hour; an umbrella; an MA /,em'eɪ/*

语法结构

1 名词短语 | + is/was | + **a/an** | + 分类名词

My flatmate is a Swede.

Jane Austen was an English writer.

The kangaroo is a marsupial.

▲ 对人或事加以分类, 比如说明其国籍或职业。

2 there | + is/was 等 | + **a/an** | + 名词短语 | (+ 状语)

There is a supermarket next to the station.

There was an immediate reaction.

There was a strange smell in the kitchen.

▲ (在描述时) 引出新的话题。

(→ there)

3 名词短语 | + has/'s got | + **a/an** | (+ 形容词) | + 名词短语

Milan has a Gothic cathedral.

Jan's got a nice smile.

Has Vigo got an airport?

▲ 描述地点、人物和事物。

4 名词短语 | + is/was | + **such** | + **a/an** | + 名词短语

Kevin is such a hard worker.

It's such a shame.

▲ 强调对某事或某人的感受。

搭配

有很多用 have a ... 或 take a ... 开头的“动词 + 名词”组合，例如：

have a drink, have a bite (to eat), have a laugh, have/take a look, have a go, have a talk, have a say, have a try, have a ride, have/take a walk, have/take a rest。

Can you take a look at my homework?

We stopped at a roadside café and had a bite to eat.

I had a go on Robin's new motorbike.

Everyone should have a say in the peace process.

固定短语

• **a few / a little / a lot (of) etc.** 少数 / 少量 / 许多等 → little

We had a few friends round for dinner.

There's a little salad left, if you'd like some.

How much time have we got? ~ A lot.

※ 谈论数量少数 / 少量 / 许多等。

• **a kilo / a metre / a dozen etc.** 一千克 / 一米 / 一打等

Petrol costs 3 euros a litre.

How much are the eggs? ~ £1.50 a dozen.

※ 谈论价格。

• **a coffee / a fruit juice / a Coke etc.** 一杯 / 一瓶 / 一听咖啡 / 果汁 / 可乐等

Would you like a coffee?

He bought me a tomato juice and ordered a Scotch for himself.

※ 指一杯 / 一瓶 / 一听某种饮料。

• **a hundred / a thousand / a million etc.** 一百 / 一千 / 一百万等

A hundred and twenty people attended the meeting.

There were more than a million viewers.

※ one 的非强调形式。

• **a year / a week / an hour etc.** 一年 / 一周 / 一个小时等

She checks her e-mail three or four times a day.

I go to the gym once a week.

They get paid less than ten dollars an hour.

※ 谈论事情发生的频率或速率（这里 a/an 的意思是 every, “每一个”）。

练习

1 用所给类别对下面的动物分类:

fish bird reptile mammal insect amphibian

- a A horse is a **mammal**.
- b A frog is
- c A fly is
- d A snake is
- e A duck is
- f A whale is
- g A shark is
- h An ostrich is

2 选择所列的职业完成下面的句子:

soldier lawyer mechanic architect cook
teacher waiter doctor taxi-driver

- a She designs buildings. ~ Oh, so she's
- b Alan fixes cars. ~ So he's, is he?
- c My brother works in a school. ~ Is he
- d I have my own taxi. ~ Ah, you're, are you?
- e Jessica is studying medicine. ~ Oh, so she's going to be
- f Eric works with a law firm. ~ He's, is he?
- g My cousin's in the army. ~ How long has she been
- h Jack works in a restaurant. ~ Is he or

3 提醒: a/an 与可数名词连用, 如 book, person 和 fact; 一般不与不可数名词连用, 如 air, water, information。不过, 许多名词兼有可数和不可数的意思, 主要是看我们把它当作单位名词看, 还是当作物质名词看。

根据需要, 用 **a/an** 完成下面的句子:

- a The houses made of stone survived the earthquake.
- b Hang on! I've got stone in my shoe.
- c You've got egg on your shirt.
- d Excuse me, waiter, there's hair in my soup.
- e Would you like lemon in your tea?
- f She's got long fair hair.