高等院校研究性学习英语系列教材

英语语法实用教程

陈新仁 • 主编

English Grammar: A Practical Coursebook

苏州大学出版社

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English Grammar: A Practical Coursebook

陈新仁　主编

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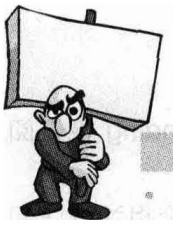

前言

人们能够使用语言进行交际，但这种能力似乎并不需要语法书的指导或依赖语法教学。也许正因为如此，对于中国学生学外语是否需要教语法、学语法，经常有些争议。学生不喜欢语法或语法课当然还有别的原因。譬如，语法给人枯燥、刻板的印象（这是一般语法书给人留下的印象），语法教学往往流于传授语法的条条框框（这是一般语法教学给人留下的印象）。我们需要改变这一切，从教材的编写开始，从教法开始。

我们的基本看法是：第一，语法是语言使用中的重要部分，是一种表达资源，合理使用语法可以帮助我们在合适的语境中取得特定的交际效果。因此，我们要为学生提供表达特定思想的语法选择，知道什么时候选择什么语法形式来表达思想。强化语法学习和使用的“选择意识”，着力发展“语法能力”，可以从根本性上提高学习效率，增强表达效果。第二，语言表达以句子为基本单位，语法讲解要关注句子的各个组成部分（主语、谓语、宾语、状语、补语等），解决学生在构筑句子过程中的困难，为学生提供各个部分的可能选择，帮助他们体会不同语法形式选择在交际效果上的差异。第三，语法教学要以学生为中心，结合语法使用实例和交际情境，开展研究性学习，通过各种讨论，激发学生的学习兴趣及发现语法规律的欲望。

＊ 本教材的主要特色 ＊

1. 注重语法讲解过程中的语言环境，确保其真实性；注重语法信息量的充足性以及信息内容的可理解性和趣味性。

2. 打造全新的语法讲解体系，以传统语法体系为蓝本，从概念出发，举例充分。又从解决何时用、怎么用的问题出发，从学生组句需要出发，讲解句子各个组成部分，同时考虑到交际中表达简洁和强调的需要，讲解相关语法选择。超越语法知识本身，培养语法能力。

3. 注重语法的交际价值，大幅度改变将语法作为抽象语言知识学习的做法。从交际角度，比较相似结构之间的差别。区分常规结构与修辞结构。

4. 突出语法的文体、体裁特征；很多语料取样于现实生活，丰富多样。

5. 关注语法与词汇作为交际手段之间的联系。

6. 以中国学生学习英语为出发点和归属，考虑到母语的积极和消极影响以及读者学习语言的经验，不讲不是很需要讲的内容，预测性地呈现中国学生可能出现的语法问题。

7. 采用研究性学习理念，设计大量讨论性、探索性、发现式问题，启发学生发现英语语法规律，培养学生的研究思维和能力。努力改变传统知识类教材的刻板方式，帮助教师克服一言堂的教学模式。本教程适合课堂教学，而不是“工具书”、“参考书”一类的教材。

8. 考虑到学习者的客观需要，关注与各种语法测试的结合。

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※ 单元模块 ※

1. Pre-Class Reading 简要介绍单元知识点，并通过 Check Your Understanding 检查阅读效果。

2. In-Class Activities 以句子、段落、短文等语法范畴出现的环境为依托，讨论相关语法问题，涉及各类语言性、文体性、修辞性问题，采用比较法、启迪法和追问法，激发学生思考。

3. Post-Class Tasks 包括各种形式的练习任务，巩固所学单元知识。

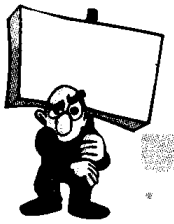
4. Project Work 让学生开展课外团队学习，学会如何收集素材、文献等，做 PPT，并在课堂上作汇报。

本书编写工作的具体分工如下：陈新仁负责设计全书的编写理念、写作思路、单元样本，具体编写了第 1—6 单元，同时负责其他单元的修订工作；李曙光编写了第 8、9、10、13、16 单元；衡仁权编写了第 7、11、12 单元；孙少华编写了第 14、15 单元。

成书之际，我们要向我国著名语法研究专家上海外国语大学英语学院张月祥教授表示敬意，他在百忙之中通读全书校样稿，提出了许多宝贵建议，并欣然为本书撰写推荐语；我们要衷心感谢河南大学外国语学院张克定教授、南开大学外国语学院张文忠教授对本书给予的关注和厚爱；对苏州科技学院外国语学院徐晓晴教授和宋更宇副教授为本书付出的辛劳表示诚挚的谢意；感谢毛延生、胡俊华等协助校对全部书稿；感谢苏州大学出版社对本书自始至终的关心。由于本书具有一定的探索性，加之编者水平有限，谬误或疏漏在所难免，敬请读者批评指正。

编　者

2008 年 10 月



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Unit 1 Preliminaries about Grammar

Pre-Class Reading

This unit addresses some basic issues concerning **grammar** and its learning. It defines grammar in various ways, exhibits a variety of knowledge about grammar, and discusses an array of abilities regarding the use of grammar.

1.1 Language and its grammar

Virtually all natural languages known to us are properly organized. Particularly, there are sets of rules for their users to follow when making **sentences**. These rules constitute what we term "grammar". Violations of the grammatical rules will result in ill-formedness or **ungrammaticality**.

When the grammar of a given language becomes the object of study for linguists, it may find itself in two distinct versions. One is basically **prescriptive**; i.e. grammarians stipulate the correct usages of the language and reject ungrammatical sentences (e.g. The sentence "There is two books on the table" is wrong). The other is basically **descriptive**; i.e. grammarians merely present an objective picture of how people actually construct sentences in the language. A further version of grammar is rather complicated; it seeks to capture the universal grammatical properties that all natural languages share and that enable children to learn their native languages with amazing facility and speed.

1.2 Grammatical knowledge

All language users seem to possess more or less knowledge about the grammar of the language(s) they know. Such knowledge can be explicit or implicit. Ordinary people generally have implicit knowledge about the grammar of their native language, while

second language learners command some amount of explicit knowledge about the foreign language. People including learners differ in the amount of **grammatical knowledge** at their disposal.

Grammatical knowledge functions in the production of grammatical sentences and the making of grammatical judgments. Good speakers of English know that in the following pair of sentences,

(1) a. *Jack the table gives.*

b. *Jack found some jokes on the Internet.*

(1a) is ungrammatical and (1b) is ambiguous (i.e. having two or more interpretations).

They also know that (2a) and (2b) communicate basically the same information:

(2) a. *Jack murdered Joan.*

b. *Joan was murdered by Jack.*

With proper grammatical knowledge of English, one can theoretically extend a sentence as long as they want to, as partly shown below.

(3) *Jack visited Joan's brother's wife's mother's father's cousin's friend's store.*

Last but not least, a grammatically competent speaker of English can construct and understand new sentences never heard or written before.

1.3 Grammatical competence

An English learner may have a large store of grammatical knowledge but is not competent enough to make use of the knowledge to effectively express themselves. By contrast, grammatically competent language users can put their grammatical knowledge to rich, varied, and vigorous use. Good advertisements often take advantage of grammar even to the point of being ungrammatical, as in McDonald's slogan "i'm lovin' it" (verbs like "love" generally do not have the progressive aspect).

Thus, we should not only acquire grammatical knowledge but also develop our **grammatical competence**, which may include the following aspects:

a. the ability to judge whether a sentence is grammatical or not;

b. the ability to judge whether the form or complexity of a sentence fits the context or situation (e.g. "Please be seated" is not appropriate to be addressed to a close friend);

c. the ability to discriminate sentences that are structurally similar on the surface but different in internal structure (e.g. "Jack is easy to please" and "Jack is eager to

please" are such a pair);

d. the ability to discriminate sentences that are similar in meaning but different in communicative effect (e.g. "I'm familiar with Jack" and "Jack is familiar to me" are such a pair);

e. the ability to communicate nuances of meaning, attitude or emotion by deploying suitable structures or categories like **inversion** or **modality** (e.g. the sentence "I wondered if you could lend me some money" conveys politeness to the addressee while serving as a form of request).

1.4 Learning English grammar

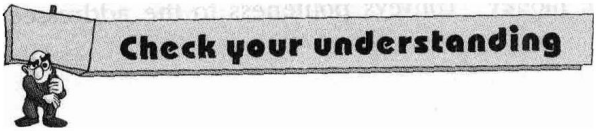
To many Chinese learners of English, grammar is boring, if not formidable. After all, learning numerous rules by heart can never be enchanting.

A more beneficial approach to the study of English grammar is perhaps to see it as a body of resources for communication rather than as an assortment of abstract rules. Take the **subjunctive mood** for example. It is boring just to memorize the related formulas. However, if we associate them with their users' intention, expectation, attitude, etc., they become more meaningful. Hence, we know a sentence like "If you had departed earlier, you could have arrived on time" is not merely a statement about the supposed situation, but also an expression of some mild criticism.

Also, it pays to learn grammar in its communicative context. Chinese students use a lot of inverted sentences when they write argumentation. However, more often than not, there is no need to do so in the context involved. There must be an increment of reasoning and force prior to the point of emphasis. Also, when we learn the **modal verbs**, it helps immensely to know some contextual factors relevant to their use, namely "who use them to whom when doing what".

There are a lot of factors that prevent Chinese students from properly learning and using English grammar. Above all, their knowledge of Chinese grammar is a constant interference. It is all too natural, though undesirable, that one fails to mark the subject-predicate agreement in number because there is no corresponding rule in Chinese. Sometimes, they borrow Chinese structures when making English sentences, resulting in **negative transfers**. A case in point is the ungrammatical pattern "THERE BE SB. DO STH." (Like "There are few people know the story"). Another factor that troubles Chinese students is that some English structures, apparently similar, are essentially

different. For instance, "TO DO STH." and "DOING STH." can both be used as the subject; however, they communicate different messages when used that way. Last but not least, quite many grammatical categories and structures are **arbitrary**, i.e. incapable of reasonable explanation. It is, for example, unknown why some modifiers (like "young") must be placed before nouns whereas some other modifiers (like "general") may or even must be placed after nouns.



Judge whether each of the following statements is TRUE or FALSE.

1. Grammarians definitely know what sentences are grammatical and what sentences are not.
2. Each language has its unique grammar that is fundamentally different from those of other languages.
3. Generally speaking, native speakers are aware of the grammatical rules operating in the language.
4. The development of grammatical competence is more difficult than the acquisition of grammatical knowledge.

In-Class Activities

1. A lot of people including English teachers deem it unnecessary to offer a course of English grammar to learners. One argument they have is that illiterate people can use their native language without having to be taught its grammar.

(1) Do you think the argument is reasonable?
(2) Suppose you are in favor of these people's opinion. What other reasons can you offer?
(3) Suppose you are against their view. What counterarguments can you give?
(4) How did your teacher(s) teach grammar? Did you enjoy their classes? What expectations do you have for this class?

2. Learning English grammar is by no means easy. Some people ascribe the difficulty involved to the fact that the English grammar employs a lot of rules that are not shared by Chinese grammar.

ASK

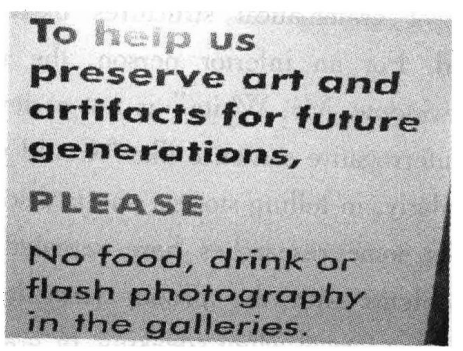
(1) Do you think it reasonable for them to think so?
(2) Are there any rules shared by English and Chinese?
(3) What other factors do you think make the study of English grammar difficult?
(4) How do you learn the English grammar? Do you have good methods to share with your classmates?

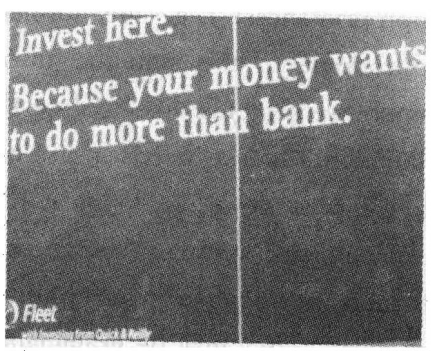
3. Grammaticality is a relative or fuzzy term. Even among native speakers, there may be disagreement on the grammaticality of some sentences. Sometimes, therefore, we use "**acceptability**" to describe the **well-formedness** of a sentence. Some sentences may be more acceptable than others; a sentence may be more acceptable to some people than to others. A case in point is the sentence "It's me" used as a response to the question "Who is it?" asked to someone knocking at the door. Some grammarians think the use of "me" is not grammatical.

ASK

(1) What do you think should be used instead of "me" according to these grammarians?
(2) Do you know of any other controversial structures in English?

4. Sentences used in public places are not always strictly correct. Look at the following public notices:





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