

BWPC—PH 英语学习丛书

(附中文注释)



FUNDAMENTALS OF ENGLISH GRAMMAR

Second Edition

基础英语语法

B. S. 阿扎 著 李努尔 译注

世界图书出版公司

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GRAMMAR
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B. S. Azar

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B. S. 阿扎 著

李努尔 译注

胡桂麟 校

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To my sister,
JO

第二版序言

《基础英语语法》是一部为英语作为第二语言或外语的具有中等以上程度的学生进一步发展语言技能而编写的教科书。书中围绕关键性的结构训练，通过丰富多采的练习为读者提供了广泛的实践机会，使学习者不但能够提高英语语法的应用能力，而且有助于培养全面的语言技能。

第二版与第一版的主要区别在于扩展了中级英语水平以上的重要语法项目，包括人称代词、other 的形式、并列和主从连词(包括标点符号)的用法以及比较等语法概念。此外，还有一些微小的改进，如使用 must 进行逻辑推理，使用 be about to 表达最近将来时，特指与非特指代词(如，May I have one 与 May I have it 的区别)，不完全不定式以及动名词在介词后的使用等。新版《基础英语语法》旨在填补中级语法教学大纲这块空白。

书中备有详尽的语法项目的目录并将所有的语法结构用表格的形式列出，一目了然，使用十分方便；书中的练习题也有较大的改进。

第二版的另一个特点是增加了《习题集》和《教师指南》等辅助材料。

《习题集》以“自学实践”的形式(附有答案)为学习者提供了独立研习的机会，同时还以“有指导实践”的形式提供课堂、课后补充练习，教师可根据需要对学生进行单独操练。

《教师指南》包括课堂讲授的建议，处理各种类型练习的专门技巧，语法背景说明，文化知识、词汇和结构用法的说明，难点预测，以学生为中心的口、笔语活动的建议以及练习答案。



Preface to the Second Edition

Fundamentals of English Grammar remains a developmental skills text for mid-level students of English as a second or foreign language. It focuses on key structures and provides ample opportunities for practice through extensive and varied exercises. While focusing on grammar, it promotes the development of all language skills.

The chief difference in the second edition of *Fundamentals of English Grammar* is the inclusion of additional grammar areas that are important at the intermediate level. The principal additions deal with personal pronouns; forms of *other*; connecting ideas with coordinating and subordinating conjunctions, including the use of commas and periods; and comparisons. Other short units have also been included: for example, the use of *must* to make logical conclusions; expressing immediate future with *be about to*; nonspecific vs. specific pronouns (e.g., *May I have one* vs. *May I have it*); uncompleted infinitives; and using a gerund after a preposition. This edition seeks to fill in gaps in an intermediate grammar syllabus. Not every class will cover every unit, but the second edition makes a broad table of contents available. Other changes in the second edition are directed toward clarifying the structure presentations in the charts and improving the exercises.

Another significant difference in the second edition lies in the support material: a workbook and a teacher's guide.

The workbook provides independent study opportunities in the form of Selfstudy Practices (with the answers given). It also provides Guided Study Practices (no answers given) for additional classwork, homework, and individualized instruction as the teacher sees the need.

The teacher's guide contains presentation suggestions; specific techniques for handling the varied types of exercises; background grammar notes; item notes on cultural content, vocabulary, and structure usage; problems to anticipate; suggestions for oral and written student-centered activities; and answers to the exercises.



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Last, I want to thank my amazing parents. Both are retired educators in their late 80s. My father wrote reams of ideas for exercise entries, for this revision and for the workbook. My mother input the entire text of the first edition so that I had it available for revision on disk. How can I thank them enough? Maybe by saying it in print—Thanks, Mom and Dad. Thank you very, very much.



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CHAPTER 1

Present Time

- **EXERCISE 1—ORAL:** Pair up with another student in the class. Interview each other. Then introduce each other to the rest of the class. In your conversation with the other person, find out this person's *name, native country, residence, field of study or place of work, and free-time activities or hobbies*. Take notes during the interview.

1. Below is an example of a possible conversation.

- A: Hi. My name is Kunio.
B: Hi. My name is Maria. I'm glad to meet you.
KUNIO: I'm glad to meet you, too. Where are you from?
MARIA: I'm from Mexico. Where are you from?
KUNIO: I'm from Japan.
MARIA: Where are you living now?
KUNIO: On Fifth Avenue in an apartment. And you?
MARIA: I'm living in a dorm.
KUNIO: What is your field of study?
MARIA: Business. After I study English, I'm going to attend the School of Business Administration. How about you? What's your major?
KUNIO: Chemistry.
MARIA: What do you like to do in your free time? Do you have any hobbies?
KUNIO: I like to swim. How about you?
MARIA: I read a lot, and I collect stamps from all over the world.
KUNIO: Really? Would you like some stamps from Japan?
MARIA: Sure! That would be great. Thanks.

KUNIO: I have to write your full name on the board when I introduce you to the class. How do you spell your name?

MARIA: My first name is Maria: M-A-R-I-A. My last name is Lopez.

KUNIO: My first name is Kunio: K-U-N-I-O. My family name is Akiwa.

MARIA: Kunio Akiwa. Is that right?

KUNIO: Yes, it is. It's been nice talking with you.

MARIA: I enjoyed it, too.

2. Later Kunio stands up, writes Maria's full name on the board, and says:

I would like to introduce you to Maria Lopez. Maria, would you please stand up? Thank you. Maria is from Mexico. She's living in a dorm. Her field of study is business administration. She likes to read a lot, and her hobby is collecting stamps from all over the world.

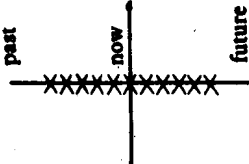
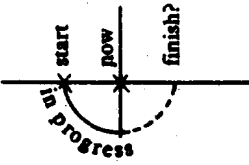
3. Next, Maria introduces Kunio to the class. What is Maria going to say?

4. Write the names of your classmates in your book as they are introduced in class.

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91 1 And no.

1-1 THE SIMPLE PRESENT AND THE PRESENT PROGRESSIVE

<p>THE SIMPLE PRESENT</p> 	<p>(a) Ann <i>takes</i> a shower every day. (b) I usually <i>eat</i> lunch at the cafeteria. (c) Babies <i>cry</i>. (d) The earth <i>revolves</i> around the sun. (e) A square <i>has</i> four equal sides. (f) The sky <i>is</i> blue.</p>	<p>The simple present expresses <i>daily habits or usual activities</i>, as in (a) and (b). The simple present expresses <i>general statements of fact</i>, as in (c) and (d). In sum, the simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future.</p>
<p>THE PRESENT PROGRESSIVE</p> 	<p>(g) Ann can't come to the phone right now because she <i>is taking</i> a shower. (h) It's noon. I <i>am eating</i> lunch at the cafeteria right now. (i) Jimmy and Susie are babies. They <i>are crying</i>. I can hear them right now. Maybe they are hungry.</p>	<p>The present progressive expresses <i>an activity that is in progress (is occurring, is happening) right now</i>. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future. FORM: <i>am, is, are + -ing.</i></p>

1-2 FORMS OF THE SIMPLE PRESENT AND PRESENT PROGRESSIVE

	SIMPLE PRESENT	PRESENT PROGRESSIVE
STATEMENT:	{I-You-We-They} <i>work</i> . {He-She-It} <i>works</i> .	I <i>am working</i> . {You-We-They} <i>are working</i> . {He-She-It} <i>is working</i> .
NEGATIVE:	{I-You-We-They} <i>do not work</i> . {He-She-It} <i>does not work</i> .	I <i>am not working</i> . {You-We-They} <i>are not working</i> . {He-She-It} <i>is not working</i> .
QUESTION:	<i>Do</i> {I-you-we-they} <i>work</i> ? <i>Does</i> {he-she-it} <i>work</i> ?	<i>Am</i> I <i>working</i> ? <i>Are</i> {you-we-they} <i>working</i> ? <i>Is</i> {he-she-it} <i>working</i> ?

* Contractions of pronouns with *be*: *I'm, you're, we're, they're, he's, she's, it's*.

** Contractions of verbs with *not*: *don't, doesn't, aren't, isn't*. (Note: *am* and *not* are not contracted.)