

# A Proficiency Course in English

with key



英语熟巧  
训练教程

[英汉对照本]

F. V. Bywater

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**F. V. Bywater M.A.**

## **英语熟巧训练教程**

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唐述宗 童传富 译

韦振雄 校订

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## Introduction

This book has a very specific purpose. Between the Cambridge First Certificate and Cambridge Proficiency Examinations, students have to build up a far greater knowledge of idiomatic English and they have to learn to eliminate grammatical and stylistic mistakes. This involves a systematic revision of all the most important aspects of grammar and construction, and this book is designed to help in this task. In compiling it, I have had only one criterion: I have considered what, in the light of some years' experience of teaching English to foreign students, seem to be the things that advanced students still have difficulty with, and I have given most of my attention to these things. The Cambridge Examiners themselves have pointed out the vast number of mistakes with constructions after verbs (which I have called government of verbs) and so I have dealt with these in considerable detail, partly by giving lists for reference of the commonest expressions followed by a particular construction and, above all, by setting a large number of exercises to give students practice in using these constructions.

Apart from the government of verbs the following seem to me the most usual sources of mistakes: uncountable nouns, phrasal verbs (which I have usually called compound verbs), tenses, articles and word order. These are therefore the things that have been gone into most fully.

This book, however, is not meant to be a comprehensive grammar book, and on many other aspects of grammar—such as the Passive, Relative Pronouns, Indirect Speech and Auxiliary Verbs—it assumes that the students have already studied the subject and merely draws attention to some salient points that may have been overlooked or not properly grasped.

I may, with some justification, be accused of over-simplification in grammatical expositions. This is at least partly deliberate. As I have no wish to bog the student down in a mass of minor intricacies, everything not essential has been omitted. My aim throughout has been to present the grammar simply enough for the student to be able to get a clear, overall picture of it. Where teachers think the over-simplification too scandalous, there is nothing to stop them filling in further details. Everyone has his hobby-horse and no book completely suits anyone except its writer. Books are aids to teachers, not tyrants over them. Allowing for such filling-in, however, I do intend the book to be worked through systematically.

Here, perhaps, a little advice about how to use it in class may not come amiss. It is obviously impossible for the teacher to read through the grammar sections with the pupils in class: nothing could be more sleep-inducing. It is suggested, therefore, that the teacher (with his book open) should do his best to elicit the information required by questioning the pupils (with their books closed). Thus, for example, in section 1 the teacher would point out the first principle mentioned and then ask members of the class to give some examples of it. Then he would ask one student to make up a sentence using 'advise'. Another student would be asked to make up another one using a different construction, then a third student, and so on. Subsequently, the grammar of the section can be given to read for homework as a preface to the students' writing the exercise(s) on it. Similarly in sections 2 and 3 questions will be put about the use of the Present Simple and Continuous, Present Perfect and Simple Past etc. so that, as far as possible, the information contained in those sections can be gleaned from the pupils themselves. Afterwards the teacher can fill in this method of class participation and it can be applied to all sections, except 14 (on the gerund) and 15 (on the infinitive), where the lists are most-obviously for reference. Here the teacher will probably limit himself to making sure that the students understand the meaning of the less common words. Throughout the book, this may be necessary, as the vocabulary used is quite extensive and in no way specially selected as simple. In short, the grammar sections will be mainly useful for reference after the essential contents have been taught in the way suggested. This method will ensure that the teacher is teaching, not merely acting as a kind of 'medium' to transmit messages from me—a disembodied spirit to all except my own pupils—to the class.

Because the book is meant to be worked through systematically I have not grouped all the grammar and exercises on a particular subject together. It looks neat, but is, for practical purposes, absurd to have a whole lot of exercises on one point together and then never another mention of the point. Even the grammar on the government of verbs, tenses and phrasal verbs has been split up into a number of sections in an attempt to avoid mental indigestion. All the exercises on grammar follow the expositions and so are prepared beforehand, but revision exercises are found throughout the book. Exercises on vocabulary and comprehension, however, are inserted and have not been prepared beforehand. I do not see how they can be prepared without giving away all the answers.

A number of the points dealt with in this book do not seem to have been tackled in other books that I have seen for foreign students. I have therefore had little precedent to guide me and have indeed been

driven to writing this by the very real gaps that I have noticed in grammar books for advanced students. I hope, therefore, that the shortcomings here will not be as severely censured as they would be if I were covering only well-known ground.

Finally, a word on grammar rules. There is no justice in this life and all examiners are on the look-out for lapses of grammar. When Dickens wrote: 'The clerk's fire was so very much smaller that it looked like one coal', he, in common with every Englishman who has not taught English to foreigners, had never heard of an uncountable noun. The unfortunate foreigner writing the same sentence would have marks deducted for not knowing his grammar. Grammar rules, therefore, serve only to help the student to play safe. They are empirical, not absolute. Only a vast amount of reading of English literature will give the student a 'feel for the language' that will enable him to snap his fingers at the rules. If he has already reached that stage, this book has nothing to teach him. If not, I hope it may help him to reach it.

F. V. Bywater

## 引 言

本书的目的是很明确的。在通过“剑桥第一证书考试”之后准备参加“剑桥熟练证书考试”期间，考生必须积累更多的英语惯用法知识，必须学会消除语法及文体方面的错误。这就涉及到对所有最重要的语法及结构方面作一次系统的复习，本书也就是为了帮助完成这一任务而编写的。在编写过程中，我只有一条标准：我已考虑到那些（根据我教授外国学生学英语的若干年经验）好象高水平的学生们仍然感到困难的问题，并且把大部的注意力都放在这些问题上。剑桥的主考官们自己已经指出了大量的动词后的结构错误（我称之为“动词支配关系”），我对这些错误作了相当详细的处理，部分地是在给出某一特定的结构之前将最常用的表达方式都列出来，以供参考，尤其是通过配备大量的练习，让学生用这些结构进行实践。

除了动词的支配关系以外，在本人看来还有以下这些属于最常见的错误根源：不可数名词，短语动词（我通常把它们称为“复合动词”），时态，冠词及词序。因此，这些都是得到最充分地研究的问题。

但是，本书无意成为一本综合性的语法书，并且在语法的其他许多方面，诸如被动语态、关系代词、间接引语及助动词，都假定学生已经研究过这个问题，因而仅仅引导学生注意一些可能被忽视或没有完全掌握的突出方面。

人们可能会指责我在语法讲解上过于简单，这是情有可原的。这种过于简单至少有一部分是故意的。由于本人无意使学习者陷入大量的复杂的

枝节问题中,凡并非不可缺少的内容都已从略。我的目的始终是简明扼要地陈述语法,使学生能够清楚地掌握它的全貌。在教师们认为这种过简太使人反感的方面,并没有阻止他们加注更多的细节。人各有所好,任何一本书,除了适合它的作者的要求之外,无法对任何人都完全适合。书籍是教师的辅助物,不能支配教师。然而,由于考虑到了这种从中加注的问题,我深切地希望读者系统地将本书学完。

也许,在此就如何在课堂上使用本书提一点建议是不会出差错的。要教师与学生一道在课堂上通读语法章节显然是不可能的:那是再枯燥不过的事了。因此,有人建议:教师(开着书)应当尽量通过提问学生(合着书)来引出必要的知识。这样,譬如在第一节里,教师可以指出书中提到的第一条原则,然后请学生们加以例证。接着,他请一个学生用“advise”造个句子,再请另一个学生采用不同的结构另造一个句子;接下来是第三个学生,依此类推。随后,可以把这一节的语法作为家庭作业布置给学生去阅读,算是学生们书写这方面练习的准备工作。与此相似,可以在第二节和第三节里提出一些有关一般现在时和现在进行时、现在完成时和一般过去时等的使用问题,以便使包含在这几节中的知识能够尽可能地使学生自己中间汇集起来。之后,教师就可以充实这种由学生参加课堂活动的方法,并能将它用于除了第14节(关于动名词)和第15节(关于不定式)以外的所有各节;在那两节中所列项目很显然是供参考用的。这里,教师大概会约束自己务必让学生理解那些不很常用的词的意思。这种方法可能是全书自始至终都不可少的,因为本书所用的词汇是相当广泛而决非专门选用简单词汇的。总而言之,要在按照所建议的方法教完基本内容之后,语法各节才能对参考有主要的作用。这种方法将保证教师是在进行教学,而不只是充当一种把信息从我(除了我自己的学生之外,我在所有人的眼里都是一个出窍幽灵)传给班级的“媒介”。

因为本书是供系统学习而编写的,所以我没有将所有有关某个特别问题的语法和练习都集中在一起。把某一方面的所有练习都集中在一起,以后再也不提这个问题,看起来条理清楚,但实际上是很荒谬的。为了不至于费解,就连有关词支配关系、时态和短语动词方面的语法也被分解成许多节。所有的语法练习都是附在讲解之后的,因而是事先作了准备的;但是,复习练习是贯穿全书的。不过,词汇与理解练习却是穿插进去的,是没有经过事先准备的。我不明白怎样才能在不给出全部答案的情况下将这些练习准备好。

本书中所论述的许多问题,似乎都是我所见过的其他为外国学生们编写的书中所没有解决的。因而,我鲜有先例可循,并且实在是迫不得已才根据我在一些为高水平的学生们编写的语法书中发现的真正欠缺来编写本书的。所以我希望,本书的缺点不会受到象我在论述一个众所周知的问题时所受到的那样严厉的指责。

最后,提一下语法规则。我们这个世界上是没有公正可言的,所有的主考官都在密切地注意语法错误。当狄更斯写下“那个小职员的火要小得多了,宛若只是一块煤(one coal)”的时候,他和每一个不曾教授过外国

人学英语的英国人一样，从来就没有听说过有什么不可数名词。可那个不幸的写出同样句子的外国人却要因为不懂语法而扣分。所以，语法规则只能促使学生变得谨小慎微。它们是以经验为根据的，但并非绝对如此。只有大量阅读英语文学，才能使学生获得一种可以使他忽视规则的“语感”。如果他已经达到了那个阶段，那他就无需求教于本书了。如果还没有，我希望本书能帮助他达到那个阶段。

F · V · 拜沃特



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# 1: The constructions with basic verbs A—C

## 基本动词 A—C 的句法结构

An important principle of English construction is that most verbs are followed by the same preposition before an ordinary noun and before a gerundive noun. (For a detailed study of the gerund construction see Section 14, page 74.) \*

*He insists on that course of action.* (ordinary noun)

*He insists on behaving so outrageously.* (gerundive noun)

*I praised the boy for his courage.*

*I praised the boy for acting so courageously.*

*She is quite used to English life.*

*She is quite used to living in England.*

*A lot of children are fond of music.*

*A lot of children are fond of singing and dancing.*

*That man saved me from an unpleasant death.*

*That man saved me from drowning.*

英语句法结构的一条重要原则是：多数动词在后接的普通名词和动名词前使用同样的介词。（关于动名词句法结构的详细研究，参见第14节128页）

他执意要那样行事。（普通名词）

他执意要那样粗暴地行事。（动名词）

我赞扬那个男孩有勇气。

我赞扬那个男孩那样敢作敢为。

她很习惯英国的生活。

她很习惯在英国生活。

许多孩子爱好音乐。

许多孩子喜欢唱歌跳舞。

那个人把我从讨厌的死神手中救了出来。

那个人在我溺水时救了我的命。

If there is no preposition before an ordinary noun, there is no preposition before a gerundive noun either.

*He denied all knowledge of it.*

*He denied stealing the money.*

*Hampton Court is well worth a visit.*

*Hampton Court is well worth taking the trouble to visit.*

*I hope you do not mind a salad for lunch.*

*I hope you do not mind having just a salad for lunch.*

A number of very common verbs, however, have a lot of different

\* 此处为原版所注页码，在改编英汉对照本后，由于篇幅增加，所在页码以中译文为准。

（以下全书同）

prepositions and constructions after them, and this section (which is divided up to make it easier to digest) deals with some fifty of these basic verbs in alphabetical order. This basic principle of construction will be noticed in studying most of these verbs.

如果普通名词前没有介词, 动名词前也没有介词:

他否认知道此事。

他否认偷了钱。

汉普顿宫很值得一游。

汉普顿宫很值得费点事去参观一下。

午餐吃凉拌菜, 我希望你不要介意。

午餐只吃凉拌菜, 我希望你不要介意。

不过, 许多很常用的动词后面, 都能接各种各样的介词和结构。本节(为了更容易领会而被划分为若干小节)按照字母顺序讨论了大约50个这些基本动词。在研究大多数这些动词时, 将会注意到这条句法结构的基本原则。

### **Advise** 劝告、建议

1. *I wouldn't advise that course of action.* (No preposition before an ordinary noun.)

2. *I wouldn't advise taking that course of action.* (No preposition before a gerundive noun.)

3. *I wouldn't advise you to take that course of action.* (If a personal object is inserted the gerund is replaced by the infinitive. As will be noted, *advise* is not the only verb with which this happens.)

4. *I wouldn't advise your taking that course of action.* (This is an alternative to 3, but less common. The possessive adjective is always used with the gerund when the person doing the gerund is different from the subject of the sentence. See Section 14, page 74.)

5. *I advised them against that course of action.* (Note the preposition. The meaning is: *I advised them not to do it.*)

6. *I advised them against taking that course of action.* (The same meaning and preposition as in 5.)

1. 我不会建议那个行动步骤。(在普通名词前没有介词)

2. 我不会建议采取那个行动步骤。(在动名词前没有介词)

3. 我不会建议你采取那个行动步骤。(如果插入一个人称宾语, 动名词就要换成不定式。就象将要注意到的那样, *advise* 并不是唯一的出现这种情况的动词)

4. 我不会建议你采取那个行动步骤。(这是句3的替换形式, 但较少见。当动名词动作的发出者与句子的主语不同时, 所有格形容词总是和动名词连用。参见第14节128页。)

5. 我劝他们不要采取那个行动步骤。(注意介词。句意: 我劝他们不要那

样做。)

6. 我劝他们不要采取那个行动步骤。(意思和介词都与句5相同。)

**Agree** 同意、赞成、意见相合

1. *I agreed to that suggestion.* (Note the preposition.)
2. *I agreed with him on/about politics.* (Note the prepositions.)
3. *They agree in their tastes.* (Note the preposition.)
4. *They agreed to doing that.* (The same preposition as in 1 before a gerundive noun. *To* with the gerund is as common as any other preposition. For other expressions see pages 86 and 87.)
5. *They agreed to do that.* (This is an alternative to 4. In this case usage breaks the usual rule.)
6. *I agreed to his doing that.* (A different person is doing the gerund from the subject of the sentence.)
7. *Do you agree with allowing children to do as they like?* (The same preposition as in 2 before a gerund. The meaning is: *Do you approve of the principle of allowing children to do as they like?*)
8. *They failed to agree on/about going to Corsica for their holiday.* (The same preposition as in 2 before a gerund.)
9. *They failed to agree on how to do it.* (The same preposition as in 2, plus an infinitive phrase. Infinitive phrases can also be introduced by: *when, whom, what, where, whether* and *which*.  
*They failed to agree on when to do it/whom to choose/what to say/where to emigrate to/whether or not to do it/which colour to choose.* For a list of verbs followed by these see Section 15, pages 92 and 93.)
10. *They agreed in wanting a change of government.* (The same preposition as in 3 before a gerund.)
11. *I agreed that he should do it.* (The clause is an alternative to 6.)
  1. 我赞成那条建议。(注意介词)
  2. 我和他政见相同。(注意介词)
  3. 他们志趣相投。(注意介词)
  4. 他们答应做那件事。(在动名词前的介词与句1中的介词相同。 *to* 与动名词连用, 是和其他任何介词一样常见的。对于其他的表达方式, 参见153和154页。)
  5. 他们答应做那件事。(这是句4的替换形式。在该例中, 惯用法打破了常规。)
  6. 我同意他做那件事。(动名词动作的发出者和句子的主语不同。)
  7. 你赞成让孩子们高兴怎么办就怎么办吗?(在动名词前, 和句2中的介词相同。句意: 你赞成对孩子放任自流的原则吗?)
  8. 他们没能就去科西嘉度假一事取得一致的意见。(在动名词前, 和句2中的介词相同。)

9. 他们没能就如何做这件事取得一致意见。(和句2中的介词相同, 后加不定式短语。不定式短语也可以由 *when*, *whom*, *what*, *where*, *whether* 和 *which* 引导。

他们没能就什么时候做/要选举谁/要说什么/要迁往何处/要不要做/要挑选哪种颜色取得一致意见。关于这些形式后接的动词一览表, 参见第15节 166 和 167 页。)

10. 他们一致希望更换一个政府。(在动名词前, 和句3中的介词相同。)

11. 我同意他来做这件事。(接从句, 是句6的替换形式。)

### **Allow** 允许、考虑、津贴、酌情增(减)

1. *I don't allow argument in here.* (No preposition before an ordinary noun.)

2. *I don't allow arguing in here.* (No preposition before a gerundive noun.)

3. *I don't allow anyone to argue in here.* (If a personal object is inserted the gerund is replaced by the infinitive, as with *advise* 3.)

4. *They allowed me £5 on my old radio.* (Note the preposition. The meaning is: *They took £5 off the price of the new radio in return for my handing them my old one.*)

5. *I didn't allow for a delay.* (Note the preposition. The meaning is: *I didn't think of a possible delay when I made my plans.*)

6. *I didn't allow for being delayed.* (The same preposition as in 5 used before a gerund, and the same meaning.)

7. *I made allowances for his being very young.* (The same preposition is used before a gerund after the noun *allowances*. The meaning is: *I took his extreme youth into consideration in judging him.*)

8. *His father makes him an allowance of £70 a week* (A different meaning of *allowance* and a different preposition after it. The meaning is: *His father sends him £70 a week to live on.*)

1. 我不允许在这儿争论。(在普通名词前, 没有介词。)

2. 我不允许在这儿争论。(在动名词前, 没有介词。)

3. 我不允许任何人在这儿争论。(如果插进一个人称宾语, 动名词就要换成不定式, 和 *advise* 中句3的情况相同。)

4. 他们因我的旧收音机而酌情少收了5镑。(注意介词。句意: 他们酌情将(新收音机的)价格减少了5英镑, 作为我把旧收音机给他们的交换条件。)

5. 我没有考虑到会有耽搁。(注意介词。句意: 在制定计划时, 我没有考虑到可能出现耽搁的情况。)

6. 我没有考虑到会被耽搁。(在动名词前, 和句5中的介词相同, 意思也相同。)

7. 我体谅他年纪很轻。(在名词 *allowances* 后面, 动名词前使用的介词同上。句意: 在对他进行评价时, 我考虑到了他极其年轻。)

8. 他父亲每星期给他70英镑的津贴。( *allowance* 的另一层意思, 其后的介词也不一样。句意: 他父亲每星期寄给他70英镑作生活费。)

### Apologise 道歉、赔罪

1. *I apologised (to her) for my lateness.* (Note the prepositions.)
2. *I apologised (to her) for being late.* (The same preposition before a gerundive noun.)

1. 我因迟到而(向她)道歉。(注意介词)
2. 我因迟到而(向他)道歉。(在动名词前, 介词同上。)

### Ask 问、请求、要求、索取

1. *She asked him a searching question.* (Note the absence of prepositions.)
2. *She asked to leave early* (*To* is only a sign of the infinitive and is not a real preposition in this sentence.)
3. *She asked if she could leave early.* (The clause is an alternative to 2.)
4. *She asked me to leave early.* (The object and the infinitive.)
5. *She asked me if I would leave early.* (The clause is an alternative to 4, but is, in fact, ambiguous. It could mean the same as 4: *She requested me to leave early*, or it could mean: *She wanted to know if I intended to leave early*. Unless the context makes the meaning clear, this ambiguity should be avoided.)
6. *He asked the waiter for the bill.* (Note the preposition.)
7. *That job is yours for the asking.* (An idiom, using the same preposition as in 6 before a gerund. The meaning is: *All you have to do is to apply for the job and you will automatically get it.*)
8. *That is asking a lot of me.* (Another idiom. The meaning is: *It is almost too much to expect of me because I don't think I am clever or virtuous enough to do it.*)
9. *Stop to ask yourself a simple question.* (The reflexive use of *ask*.)
10. *I asked how to get there, etc.* (*How* plus an infinitive phrase. See agree 9 for other introductory words to infinitive phrases.)

1. 她向他提了一个试探性的问题。(注意没有介词。)
2. 她请求早点离去。(在本句中, *to* 只是一个不定式符号, 而不是真正的介词。)
3. 她问是否可以早点离去。(跟从句, 是句2的替换形式。)
4. 她要求我早点离去。(宾语加不定式)
5. 她问我是否要早点离去。(跟从句, 是句4的替换形式, 但实际上是模



棱两可的。它可能和句4的意思相同：她要求我早点离去；抑或意为：她想知道我是否打算早点离去。应该避免这种模棱两可的情况，除非根据上下文能够明确句意。）

6. 他向服务员索取账单。（注意介词）

7. 只要你提出申请，那件工作就是你的。（成语，动名词前使用的介词和句6中的相同。句意：你所要做的只是申请一下那件工作；你将自然而然地得到它。）

8. 那对我是要求太高了。（另一条成语，意思是：那几乎是对我期望过高了，因为我觉得我没有那么聪明能干，做不了那件工作。）

9. 还是问问你自己吧！（直译：停下来向你自己提个简单的问题吧。）(ask的反身用法)

10. 我问怎样才能到达那里，等等。（how加不定式短语。关于其他引导不定式短语的词，参见 agree 条中的句9。）

### **Believe** 相信、信任、信仰、赞成、认为

1. *She believes in her husband.* (Note the preposition.)

2. *She believes in telling her husband the truth.* (The same preposition before a gerundive noun.)

3. *She believes that her husband is intelligent.* (A clause.)

4. *She believes her husband (to be) intelligent.* (This is an alternative to 3. It is the Latin accusative and infinitive construction and is rather literary in English. As in Latin, the infinitive can be omitted.)

5. *I believe so. (i.e. that it is true.) I believe not. (i.e. that it is not true.)* (See also Section 17, page 103.)

1. 他信任她的丈夫。（注意介词）

2. 她赞成对她的丈夫讲真话。（在动名词前，介词同上。）

3. 她相信她丈夫很聪明。（跟从句）

4. 她相信她丈夫是个聪明人。（这是句3的替换形式。它是拉丁语的直接宾格加不定式结构，在英语中是相当文气的。如在拉丁语中一样，不定式可以省略。）

5. 我想是这样的。（即……这是真的）我认为并非如此。（即……这不是真实的）

（还请参见第17节188页）

### **Concentrate** 集中、专心

1. *You must concentrate on your work.* (Note the preposition.)

2. *You must concentrate on doing your work.* (The same preposition before a gerund.)