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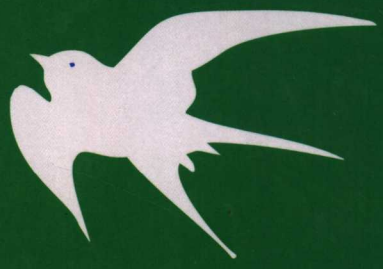

朗文中级英语语法

FUNDAMENTALS OF ENGLISH GRAMMAR

PEARSON Longman

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Betty Schrampfer Azar

西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

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FUNDAMENTALS OF ENGLISH GRAMMAR

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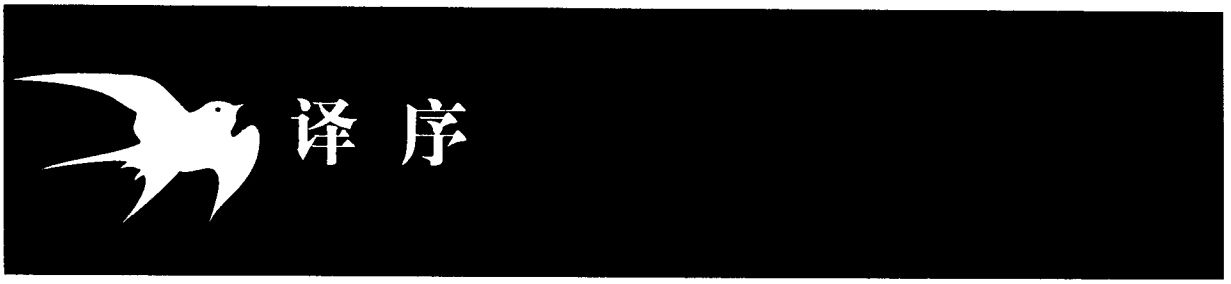


译序

作为世界上最畅销的英语语法教材之一，《朗文英语语法》系列教材在培养中国学生的英语实际应用能力方面，开创了一个全新的视野和学习思路。

许多在国外畅销的语法教材，来到国内都面临着叫好不叫座的尴尬。究其原因，主要是因为国内的英语课堂教学模式使大部分学生对语法的认识停留在课堂笔记中，对语法的应用止步于单项选择题。随之而来的是，语法既是学生的强项，同时又成了一大弊病——太多的条条框框成为阻碍学生自由表达的桎梏，缺乏输出方面的引导和有效的训练使得英语语法的诸多细则无法被"盘活"。久而久之，学生的英语思维越来越僵化，在以交流为导向的国外主流语言教材面前变得无所适从。所以，一套好的语法教材，不仅应该能够简单扼要、提纲挈领地讲解语法规则，而且要能够将语法知识与其在真实语言环境中的实际应用紧密地结合起来，让学生真正体会到语法学习的成就感和趣味性，就这一点来说，《朗文英语语法》系列带给我们许多有益的启示。

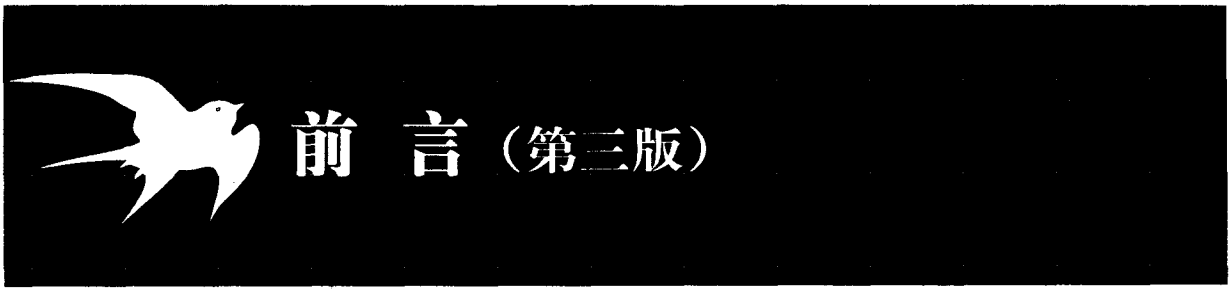
首先，这套教材根据不同级别的学生的水平和需求，对纷繁复杂的英语语法点进行了合理的梳理和编排，使学生可以结合自己的实际情况循序渐进地轻松掌握语法知识。其次，对语法规则的叙述和讲解可读性极强，通俗易懂，学起来不会让人感到枯燥乏味。再次，每个语法点都配备了形式多样的练习，这些练习均源自一个朴素的教学理念，即"应用和沟通是语言学习的最终目的"。通过这些基于真实语境的练习，学生可以在实际应用中不断加深对语法规则的记忆和理解，学习效率也会随之大大提高。

另外，这套教材的每个级别都配有对应的强化训练册。建议大家对练习的内容要力争做到熟读、口头复述甚至改写，这种看似单调的训练方法却是最直接有效的，可以帮助大家从认知到模仿，直至最后能够诠释自己的生活，在有效重复中逐渐完成从量变到质变，最终体会语言应用的最高境界，即语感（linguistic intuition）。

美国人说："Use the word three times, and it's yours."我们始终坚信，英语语法不是"学"出来的，而是"用"出来的。希望大家在语法学习中也能化被动接受为主动表达，在反复的练习中体会把枯燥的语言规则转化为自如交流的快乐！

译者

于北京新东方学校



前 言（第三版）

《朗文中级英语语法》（*Fundamentals of English Grammar*）是一本专门为中级水平的英语学习者提高语法技能而量身定做的教材。本书以语法为核心，同时通过各种方法帮助学习者全面提升各项语言技能。本书既可以用作课堂教材，也可以作为参考资料供学生自学。

和以往的版本相比，第三版不仅保留了折衷教学法（*eclectic approach*）和大量多样的练习，而且在多个方面进行了充实：

- 进一步扩充了交流方面的内容，且表述得更加清晰、明确。教材中有大量“真实交流”的机会供教师利用。这些内容以学生的生活经历为语言环境，从中选取有趣的话题，激励学生通过有组织的开放式讨论来自由地表达自己的观点。设置这种活动主要是基于很多经验丰富的教师们的观点，即以语法为基础的学习与通过口语交流来学习不是相互排斥的，而是相互促进的，这两种方式可以在同一个语言教程中、同一个班上，甚至同一节课上一起使用并且能够相互促进。
- 更加注重互动性。第三版教材将许多以前标有“口语”或“口语（合上书）”的内容，重新编排成更容易操作的两人练习或小组练习。当然，在教师的带领下也可以进行全班练习。第三版教材鼓励互动，同时也给使用者留出了足够的空间，让其自行决定什么程度的互动最适合他们的需要。
- 练习的种类更加丰富。第三版教材增加了自由回答练习和开放式交流任务，依旧提供大量控制性练习题，以加深学生对要学习的语法结构的形式、意义和用法的最初理解。同时，还包括了更多的写作话题、口语活动、错误分析练习和情景扩展练习。
- 篇幅较长的章节已经被拆分成了较短的章节，某些语法单元也进行了重新编排。

第三版教材封面上有一只展翅高飞的燕子。在世界各地都能看到燕子的身影，它们是快乐、顽皮、生机勃勃的鸟儿，它们的来去往往预示着季节的转换。这只燕子标志着新的开始——学生、教师和教材的编者携手并进，踏上新的语言学习之路。

此为试读，需要完整PDF请访问：www.ertongbook.com

致 谢

The third edition of *FEG* was reviewed by nine ESL/EFL professionals. I wish to express my thanks to these colleagues for their exceedingly helpful insights and suggestions. They are Stephanie La Qua, International Center for American English; Diane Mahin, University of Miami; Amy Parker, Embassy CES Intensive English Program; Gary Pietsch, Green River Community College; Thomas Pinkerton, North Miami Senior High School; Haydée Alvarado Santos, University of Puerto Rico; Hye-Young Um, Myongji University, Seoul, Korea; Lyn Waldie, Helenic-American Union, Athens, Greece; Aida Zic, Montgomery College.

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A special thank you is reserved for Production Editor Robert Ruvo, who stayed on top of everything and remained unflappable.

I'd like to thank Carlisle Communications, Ltd., whose staff so excellently turned our disks into print pages. Without a doubt, they are the most skilled and reliable compositors I've worked with in twenty years.

I also once again thank Don Martinetti, the illustrator, whose touches of whimsy are so delightful. My appreciation also goes to graphic designer Christine Shrader, creator of the swallow that heralds this third edition.

My great appreciation goes to Stacy Hagen, an experienced ESL author,* who created new materials for the revised *Fundamentals of English Grammar Workbook,* bringing fresh approaches and ideas. Working with her was a very good experience.

I wish to express special acknowledgment of the contributing writers for the previous edition of the *Workbook:* Rachel Spack Koch, Susan Jamieson, Barbara Andrews, and Jeanie Francis. Some of the exercise material originally created for that workbook has been woven into this third edition of the student book, and I thank them for the ways in which this material has enriched the text. I am additionally very grateful to Rachel Spack Koch for her devotion and expertise in answering grammar and usage questions from teachers on the current Azar Companion Web Site.

I am indebted especially and always to my many students through the years; I learned so much from them. I also am indebted to my fellow ESL/EFL materials writers, past and present; we learn much from each other. I would like to make special mention of Thomas Crowell and Irene Schoenberg.

In addition, my thanks go to Donna Cowan, University of Washington, Patti Gulledge-White, Sue Van Etten, Joy Edwards, my great girls Chelsea and Rachel, and my wonderfully supportive husband, Larry Harris.

**Sound Advice: A Basis for Listening,* 2000, Pearson Education; *Better Writing through Editing,* 1999, McGraw-Hill (co-author Jan Peterson); and *Sound Advantage: A Pronunciation Book,* 1992, Pearson Education (co-author Pat Grogan).

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Betty Schrampfer Azar 从事英语语言教学研究和语法教材编写工作四十余年，对英语语法体系及语法教学有深入的研究和独到的见解，出版过多部经典语法教材。

When I started teaching in the 1960s, I more often than not went to class with purple ditto ink on my chin or nose.

Those days have changed, and so has the teaching of grammar.

With this new edition, I have sought to strike a healthy balance between tried-and-true grammar teaching and communicative language-learning activities. The new edition makes use of valuable aspects of the communicative approach—such as meaning-focused tasks and interactive pair and group work—and yet maintains the classic features that have kept the Azar series the leader in the grammar-based developmental skills approach for so many years.

Betty Azar

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☐ EXERCISE 1. Introductions.

Directions: You and your classmates are going to interview each other and then introduce each other to the rest of the class.

PART I. Read and discuss the dialogue.

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.
MARIE: Where are you living now?
KUNIO: On Fifth Avenue in an apartment. And you?
MARIA: I'm living in a dorm.
KUNIO: How long have you been in (this city)?
MARIA: Three days.
KUNIO: Why did you come here?
MARIA: To study English at this school before I go to another school to study computer programming. How about you?
KUNIO: I came here two months ago. Right now I'm studying English. Later, I'm going to study engineering at this school.
MARIA: What do you do in your free time?
KUNIO: I read a lot. How about you?
MARIA: I like to get on the Internet.
KUNIO: Really? What do you do when you're online?
MARIA: I visit many different Web sites. It's a good way to practice my English.
KUNIO: That's interesting. I like to get on the Internet, too.

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

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. And what is your name again?

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

KUNIO: Thanks. It's been nice talking with you.

MARIA: I enjoyed it, too.

PART II. Use the information in the dialogue to complete Kunio's introduction of Maria to the class.

KUNIO: I would like to introduce Maria Lopez. Maria, would you please stand up?

Thank you. Maria is from Mexico. Right now, she's living _____. She has been here _____.

She came here to _____ before she _____ _____. In her free time, she _____ _____.

PART III. Now it is Maria's turn to introduce Kunio to the class. What is she going to say? Create an introduction. Begin with *"I would like to introduce Kunio . . . ."*

PART IV. Pair up with another student in the class. Interview each other. Then introduce each other to the rest of the class. In your conversation, find out your classmate's:

name
native country or hometown
residence
length of time in this city
reason for being here
free-time activities or hobbies

Take notes during the interview.

PART V. Write the names of your classmates on a sheet of paper as they are introduced in class.

EXERCISE 2. Introducing yourself in writing.

Directions: Write answers to the questions. Use your own paper. With your teacher, decide what to do with your writing.

Suggestions:

a. Give it to a classmate to read. Your classmate can then summarize the information in a spoken report to a small group.
b. Pair up with a classmate and correct errors in each other's writing.
c. Read your composition aloud in a small group and answer any questions about it.
d. Hand it in to the teacher, who will correct the errors and return it to you.
e. Hand it in to the teacher, who will keep it and return it at the end of the term, when your English has progressed, for you to correct your own errors.

QUESTIONS:

1. What is your name?
2. Where are you from?
3. Where are you living?
4. Why are you here (in this city)?
   a. Are you a student? If so, what are you studying?
   b. Do you work? If so, what is your job?
   c. Do you have another reason for being here?
5. What do you like to do in your free time?
6. What is your favorite season of the year? Why?
7. What are your three favorite books? Why do you like them?
8. Describe your first day in this class.

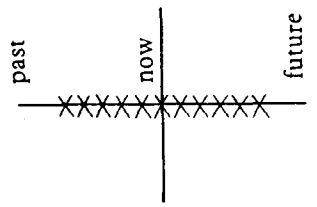
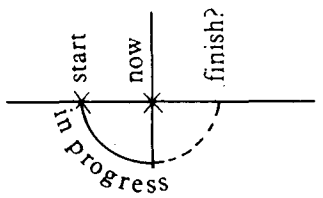
☐ EXERCISE 3. Pretest (error analysis): present verbs. (Charts 1-1 - 1-6)

Directions: All the sentences contain mistakes. Find and correct the mistakes.

Example: I no like cold weather.
→ *I don't like cold weather.*

1. Student at this school.
2. I no living at home right now.
3. I be living in this city.
4. I am study English.
5. I am not knowing my teacher's name.
6. *(supply name)* teach our English class.
7. She/He expect us to be in class on time.
8. We always are coming to class on time.
9. Omar does he going to school?
10. Tom no go to school.
11. My sister don't have a job.
12. Does Anna has a job?

1-1 一般现在时与现在进行时

一般现在时  	(a) Ann ***takes*** a shower *every day*. (b) I *usually* ***read*** the newspaper in the morning. (c) Babies ***cry***. Birds ***fly***. (d) 否定句： It ***doesn't snow*** in Bangkok. (e) 疑问句： ***Does*** the teacher ***speak*** slowly?	一般现在时表示日常习惯或通常的活动，如(a)和(b)。 一般现在时表示一般事实，如(c)。 总之，一般现在时用于在过去、现在和将来永远、经常或习惯性存在的事情或者情况。
现在进行时  	(f) Ann can't come to the phone *right now* because she ***is taking*** a shower. (g) I ***am reading*** my grammar book *right now*. (h) Jimmy and Susie are babies. They ***are crying***. I can hear them *right now*. Maybe they are hungry. (i) 否定句： It ***isn't snowing*** *right now*. (j) 疑问句： ***Is*** the teacher ***speaking*** *right now*?	现在进行时表示此时此刻正在进行或发生的活动。说话人说话时事情正在进行。事情开始于过去，目前在进行当中，并且很可能持续到将来。 形式：***am, is, are + -ing***

1-2 一般现在时与现在进行时的形式

	一般现在时	现在进行时
陈述句	I-You-We-They ***work*** He-She-It ***works***.	***am*** ***working***. You-We-They ***are*** ***working***. He-She-It ***is*** ***working***.
否定句	I-You-We-They ***do*** ***not*** ***work***. He-She-It ***does*** ***not*** ***work***.	I ***am*** ***not*** ***working***. You-We-They ***are*** ***not*** ***working***. He-She-It ***is*** ***not*** ***working***.
疑问句	***Do*** I-you-we-they ***work?*** ***Does*** he-she-it ***work?***	***Am*** I ***working?*** ***Are*** you-we-they ***working?*** ***Is*** he-she-it ***working?***
缩写形式 **代词 + be**	*I* + *am* = ***I'm*** working. *you, we, they* + *are* = ***You're, We're, They're*** working. *he, she, it* + *is* = ***He's, She's, It's*** working.	
do + not	*does* + *not* = ***doesn't*** *She* ***doesn't*** *work.* *do* + *not* = ***don't*** *I* ***don't*** *work.*	
be + not	*is* + *not* = ***isn't*** *He* ***isn't*** *working.* *are* + *not* = ***aren't*** *They* ***aren't*** *working.* *(am* + *not* = *am not** *I am not working.)*	

*注意：am与not不缩写。

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