

*There is no substitute*

朗文



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UNDERSTANDING  
AND USING

ENGLISH  
GRAMMAR



Betty Schramper Azar



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肖一辉 许顺康 译



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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)

《朗文高级英语语法》(*Understanding and Using of English Grammar*) 是一本专门为中高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。



The second edition of *UUEG* was thoroughly reviewed by twenty-five ESL/EFL professionals. Their reviews were outstandingly helpful in their insights and suggestions. I studied the reviews with great care, and they greatly influenced the revision in matters large and small. I could not, unfortunately, make every change and addition that every reviewer sought (not without writing a 1000-page book—which my publisher would definitely frown upon!). I wish to express my heartfelt thanks for the care and thought these colleagues put into their reviews. They are Catherine Sajna, Hawaii Pacific University, English Foundations Program; Brian White, Lakeview Learning Center/ALSP; Anne Albarelli-Siegfried, North Harris Community College; Akabi Danielan, Glendale Career College; M. Cristina Parsons, Pueblo High School; Peter Jarvis, Pace University; Cheri Boyer, University of Arizona, CESL; Molly Burns, Wisconsin ESL Language Institute; Molly McGrath, Hunter College, IELI; James Burke, El Paso Community College; Deborah Healey, Oregon State University, ELI; Dan Manolescu, Adelphi University, Berlitz on Campus Language Institute for English; Gerald Lee Boyd, Northern Virginia Community College; Karen Richelli-Kolbert, Manhattanville College, School of Education; Marjorie Friedman, Eckerd College, ELS Language Center; Natalie Gast, Customized Language Skills Training; Anna Krauthammer, Touro College; Russell Hirsch, Touro College; Stacy Hagen, Edmonds Community College, Intensive ESL; Lida Baker, University of California, Los-Angeles; Susan Kash-Brown, Southeast Community College.

I have a topnotch professional support team. They allow me to do what I do with enjoyment and ease. Chief among them are Shelley Hartle, my managing editor, whose wide-ranging skills make her my indispensable right hand in all matters; Janet Johnston, publishing and wordsmithery expert par excellence, who cheerfully holds me to account for every dot and letter; Barbara Matthies, the teacher's guide co-author, who is my most splendid (i.e., toughest) critic; and our publisher, Mary Jane Peluso, who smooths our paths in myriad, much appreciated ways. In addition I wish to thank Robin Baliszewski, who as the new president of Prentice Hall Regents has brought a breath of fresh air and renewed dedication to quality in ESL/EFL publication; Stella Reilly, especially for the superb job she did in collating the reviews; Christine Mann, who transformed our disk into a beautifully and precisely formatted text; her colleague, Rachel Baumann; and also Julie Alexander, Aliza Greenblatt, Dom Mosco, Merle Krumper, and Eric Dawson.

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.

I wish to express special acknowledgment of the contributing writers for the *Understanding and Using English Grammar Workbook*, Second Edition: Rachel Spack Koch, Susan Jamieson, Barbara Andrews, and Jeanie Francis. Some of the exercise material originally created for the 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.

In addition, my thanks go to Tina Carver, Stacy Hagen, Mary Barratt, Ayse Stromsdorfer, Bonnie Arndt, Chelsea Azar, Rachel Flaherty, Nick Harris, Joy Edwards, Carolyn Cliff, Sue Van Etten, Patti Gullede-White, R.T. Steltz, Buffy Cribbs, Bruce Morrow, and in loving memory, Holly Turner. And finally, very special thanks to Larry Harris for his support, his strength, his *joie de vivre* — and for opening doors.

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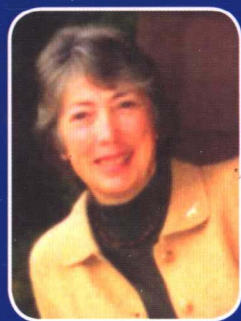
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年，对英语语法体系及语  
法教学有深入的研究和独  
到的见解，出版过多部经  
典语法教材。

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.

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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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### E单元: 介词搭配 (Preposition Combinations)

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# 第一章 动词时态概述

## 内容

- |          |                                    |
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| 1-1 一般时态 | 1-4 完成进行时态                         |
| 1-2 进行时态 | 1-5 时态用法总结                         |
| 1-3 完成时态 | 1-6 <b>-ing</b> 和 <b>-ed</b> 形式的拼写 |

注意：本章是对英文时态的概述，时态用法的细节参见第二至五章。

### □ EXERCISE 1. Introductions and interviews.

*Directions:* Do one or more of the following activities.

**ACTIVITY A.** Interview another student in your class. Take notes during the interview, and then introduce this student to the rest of the class or to a small group of classmates. Possible topics for the interview follow. What questions might you ask to elicit this information?

- |                                                                            |                                                     |
|----------------------------------------------------------------------------|-----------------------------------------------------|
| 1. name                                                                    | 6. reason for coming here                           |
| 2. spelling of name                                                        | 7. field of study or work                           |
| 3. country of origin                                                       | 8. activities in free time                          |
| 4. present residence                                                       | 9. general well-being and adjustment to living here |
| 5. length of time in ( <i>this city or country</i> ), both past and future | 10. comments on living here                         |

**ACTIVITY B.** Write a brief autobiographical paragraph telling who you are, what you have done in the past two years, and what your plans are for the next two years. Then exchange your paper with a classmate. Ask each other questions to clarify your understanding and elicit further information.

Next, join two other students to form a group of four. Tell the others in the group about the classmate whose paragraph you read.

**ACTIVITY C.** Interview a classmate outside of class and write a biography of his/her life.

**ACTIVITY D.** Interview a native speaker of English and write a biography of his/her life.

**ACTIVITY E.** With a classmate, take a trip to a particular place, such as a museum, a theater, or a restaurant. Write a report of your excursion, or give an oral report to your classmates.

## □ EXERCISE 2. Overview of verb tenses. (Chapters 1 → 5)

*Directions:* Pair up with a classmate.

Speaker A: Your book is open. Ask a classmate a question using **what + a form of do** (e.g., *What are you doing? What did you do? What have you done?*). Use the given time expressions.

Speaker B: Your book is closed. Answer Speaker A's questions in complete sentences.

*Example:* every morning

SPEAKER A (*book open*): What do you do every morning?

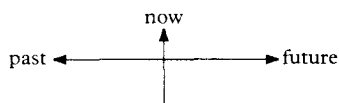
SPEAKER B (*book closed*): I (go to classes / eat breakfast / etc.) every morning.

1. every day before you leave home
2. last night
3. at (this exact time) yesterday
4. right now
5. since you got up this morning

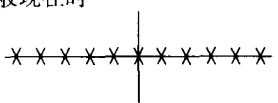
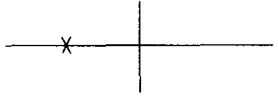
*Switch roles.*

6. for the past five minutes
7. tomorrow
8. at (this exact time) tomorrow
9. by the time you got here today
10. by the time you go to bed tonight

下图用于说明时态:



### 1-1 一般时态

| 时 态                                                                                          | 例 句                                                                                                                                                                            | 意 义                                            |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 一般现在时<br> | (a) It <b>snows</b> in Alaska.<br>(b) Tom <b>watches</b> television every day.                                                                                                 | 一般现在时描述始终、经常或习惯性的动作，这些动作现在和过去都存在，并且将来也有可能继续存在。 |
| 一般过去时<br> | (c) It <b>snowed</b> yesterday.<br>(d) Tom <b>watched</b> television last night.                                                                                               | 事件发生于过去的某一特定时间，它始于过去并且结束于过去。                   |
| 一般将来时<br> | (e) It <b>will snow</b> tomorrow.<br>It <b>is going to snow</b> tomorrow.<br>(f) Tom <b>will watch</b> television tonight.<br>Tom <b>is going to watch</b> television tonight. | 事件将发生于未来的某一特定时间。                               |

□ EXERCISE 3. The simple tenses. (Chart 1-1)

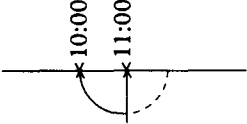
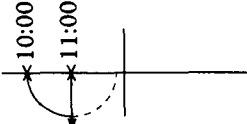
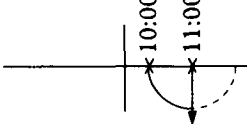
Directions: Answer the questions.

1. Can you think of a "general truth"? What are some other general truths?
2. What are some of the things you do every day or almost every day? Name three activities.
3. What did you do yesterday? Name three separate activities.
4. What are you going to do tomorrow?

## 1-2 进行时态

形式: **be + -ing** (现在分词)

意义: 进行时态表示在一段特定的时间里, 一个动作正在进行。这些时态说明一个动作开始于某一时间或动作之前, 随之同时进行, 并在另一时间或动作之后继续进行。

|                                                                                                  |                                                        |                                                                                |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------|
| <p>现在进行时</p>    | <p>(a) Tom <i>is sleeping</i> right now.</p>           | <p>现在是11点。Tom从今晚10点开始睡觉, 现在他仍然在睡觉。他的这个动作始于过去, 现在正在进行, 而且可能会继续下去。</p>           |
| <p>过去进行时</p>   | <p>(b) Tom <i>was sleeping</i> when I arrived.</p>     | <p>Tom昨晚10点睡的觉, 我11点到达时他还在睡觉。他的这个动作始于过去, 在过去某一特定时间正在进行, 并在我到达之后继续进行。</p>       |
| <p>将来进行时</p>  | <p>(c) Tom <i>will be sleeping</i> when we arrive.</p> | <p>Tom将在明晚10点睡觉。我们将会于11点到达。“睡觉”这一动作将会在我们到达之前开始, 在将来的某一特定时间正在进行, 并且可能会继续下去。</p> |

□ EXERCISE 4. The progressive tenses. (Chart 1-2)

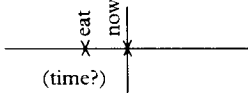
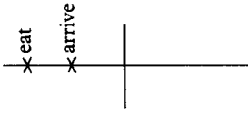
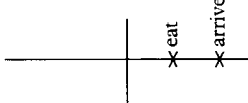
Directions: Answer the questions.

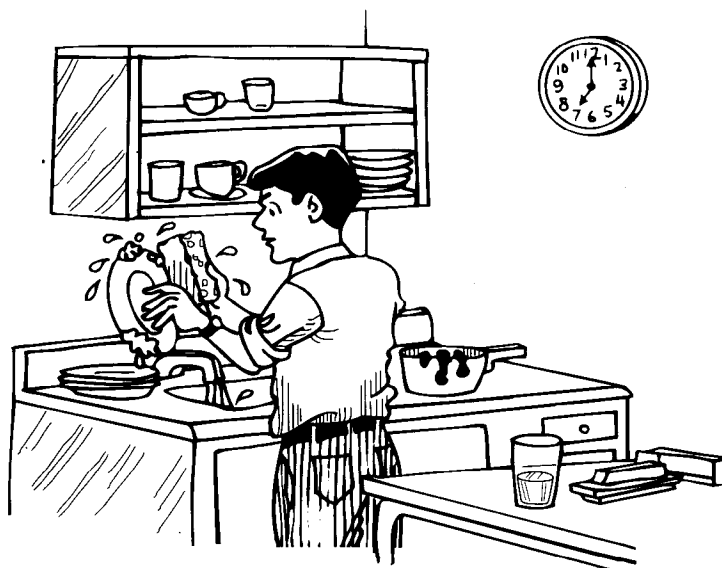
1. What are you doing right now? What are your classmates doing right now? What is happening outside the classroom right now?
2. Where were you at two o'clock this morning? What were you doing?
3. Where will you be at two o'clock tomorrow morning? What will you be doing?

## 1-3 完成时态

形式: **have + 过去分词**

意义: 完成时态表示在某一特定时间或事件之前已经发生的动作。

|                                                                                                |                                                                               |                                                          |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------|
| <p>现在完成时</p>  | <p>(a) Tom <b>has</b> already <b>eaten</b>.</p>                               | <p>Tom在“现在”之前的某一时间完成了“吃”这一动作。其确切时间并不重要。</p>              |
| <p>过去完成时</p>  | <p>(b) Tom <b>had</b> already <b>eaten</b> when his friend arrived.</p>       | <p>Tom先完成了“吃”这一动作, 然后他的朋友才到达。“吃”这一动作在过去的某个时间之前就完成了。</p>  |
| <p>将来完成时</p>  | <p>(c) Tom <b>will</b> already <b>have eaten</b> when his friend arrives.</p> | <p>Tom先完成了“吃”这一动作, 之后他的朋友将会到达。“吃”这一动作将会在未来的某个时间之前完成。</p> |



Tom has already eaten.

### □ EXERCISE 5. The perfect tenses. (Chart 1-3)

Directions: Answer the questions.

1. Have you eaten today? When did you eat?
2. Had you eaten before you went to bed last night?
3. Will you have eaten by the time you go to bed tonight?