



高等学校教材

• 全国高等学校第二届优秀教材特等奖  
• 国家教委高等学校第二届优秀教材一等奖

# 大学英语

语法与练习



COLLEGE  
ENGLISH

GRAMMAR  
AND  
EXERCISES



上海外语教育出版社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

# 大学英语

## 语法与练习

### 第一册

杜秉正 董眉昌(主编)

孙 玉 郭如松(女)等

上海外语教育出版社

## 《大学英语》系列教材

总主编：董亚芬

责任编辑名单

(以姓氏笔划为序)

李 佩 (中国科学院研究生院)

陈祖芳 (武汉大学)

杨治中 (南京大学)

吴依佛 (厦门大学)

吴增生 (中山大学)

周献桃 (北京外国语学院)

张砚秋 (北京大学)

夏 申 (华东师范大学)

麻乔志 (北京大学)

董亚芬 (复旦大学)

高等学校教材

大 学 英 语

语法与练习

第一册

杜秉正 董眉君 主编

---

上海外语教育出版社出版发行

(上海外国语大学内)

江苏常熟市印刷二厂印刷

---

开本 787×1092 1/16 8.5印张 204千字

1990年6月第1版 1996年11月第14次印刷

印数:2 112 001~2 512 000册

ISBN 7-81009-367-3

H·212 定价:6.40元

# *College English*

## *Grammar and Exercises*

### *Book One*

*By*

*Du Bingzheng*

*Dong Meijun*

*with the assistance of*

*Sun Yu*

*Shao Bodong*

*An Meihua*

*Shanghai Foreign Language Education Press*

# 前 言

《大学英语》是根据国家教育委员会审定批准的《大学英语教学大纲(文科本科用)》编写的一套系列教材,分精读、泛读、听力、快速阅读、语法与练习五种教程。本系列教材于1986年出版试用本,经反复修订,于1992年出版正式本。

本教材重视英语语言基础,从各方面保证文、理科的通用性,适用于大学英语基础阶段的教学。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。

上述五种教程根据各自的课程特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力。”全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学合作编写,董亚芬教授担任总主编。

大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注,分工审阅了全套教材并提出宝贵意见。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,给予我们很大的帮助和促进。

《大学英语》语法与练习教程由北京大学英语系公共英语教研室负责编写,由杜秉正教授、董眉君副教授主编,参加本册编写的有孙玉、邵伯栋、安美华等同志。

麻乔志副教授担任本教程主审。美籍专家 John Alton 对修改稿的英语部分进行了审阅与定稿。

张祥保教授与张月祥教授对本教程提出了十分宝贵的意见,我们谨在此表示感谢。

大学英语系列教材

责任编辑暨编委

1992年6月

# 使 用 说 明

本书为《大学英语》语法与练习教程第一册,教学对象为大学英语一级的学生。学生在学习本册之前应该已经掌握英语的基本语法知识及 1,600 个英语单词。

本书业经两轮试用,吸取了广大兄弟院校的意见,作了较多必要的修订。

1. 本书共十个单元,与精读、泛读、快速阅读教程同步。

2. 本书的目的是在复习、巩固高中已学过的英语基本语法基础上,予以加深和提高。凡中学已学过的最基本的内容不再赘述;中学已学过但尚未充分掌握的部分则予以重点复习。如第一单元的“几个容易混淆的动词”,“间接宾语后移时其前加介词 *to, for, of* 的情况”以及第七单元的“一致”等,都是对中学语法的进一步巩固与深化。书内标有△号的章节即要求重点掌握的部分。

3. 为了使学生在语言实践中运用语法知识,在讲解或例句中凡必要者均注明诸如“书面语”、“口语”、“英国英语”、“美国英语”等语言层次,以提醒学生注意语言与使用环境的关系。

4. 本书练习力求多样化,并分单句、多句及语篇三个层次编列,练习的重点放在第二、三层次上,务使学生获得“在语篇水平上运用语法知识的能力”。

5. 对于试用本中许多过于简单或重复过多的练习进行了删改,并增补了部分必要的例句与练习。其中少量练习选自精读和泛读教程,以利教学实践中的配合、巩固作用。

6. 对例句与练习中出现的生词加注了汉语释义,以减少学生自学时的困难。

7. 本书重在练习,教师可根据学生的情况,预先提出每个单元的重点(包括练习重点),并在学生预习的基础上,进行重点讨论与检查。

8. 本书附有参考答案,要求学生先做练习,后看答案。书末附有 100 个测试题,供复习、检查之用。

编 者

# 目 录

|  |    |
|--|----|
| 第一单元 基本句型  | 1  |
| 1.1 基本句型   | 1  |
| 1.2 主语和谓语  | 1  |
| 1.3 SVC 结构   | 3  |
| 1.4 SV 和 SVO 结构  | 4  |
| 1.5 SVOiOd 结构  | 6  |
| 1.6 SVOC <sub>o</sub> 结构                                 | 8  |
| 第二单元 名词  | 10 |
| 2.1 可数名词和不可数名词   | 10 |
| 2.2 单位名词   | 12 |
| 2.3 名词复数   | 13 |
| 2.4 复合名词   | 16 |
| 2.5 名词属格   | 17 |
| 第三单元 代词  | 21 |
| 3.1 人称代词   | 21 |
| 3.2 反身代词   | 23 |
| 3.3 疑问代词   | 25 |
| 3.4 不定代词   | 25 |
| 第四单元 限定词(一)  | 28 |
| 4.1 冠词的位置  | 28 |
| 4.2 不定冠词   | 28 |
| 4.3 定冠词  | 30 |
| 第五单元 限定词(二)  | 37 |
| 5.1 a lot of, plenty of, many, much, (a) few, (a) little | 37 |
| 5.2 some, any, no  | 38 |
| 5.3 some, any, no 组成的复合词                                 | 39 |
| 5.4 another, other                                       | 42 |
| 5.5 both, all  | 43 |
| 5.6 each, every  | 45 |
| 第六单元 数词  | 47 |
| 6.1 整数的表示法和读法  | 47 |
| 6.2 阿拉伯数字和数词在句子中的用法                                      | 47 |
| 6.3 罗马数字的意义和用法   | 48 |
| 6.4 分数的读法  | 49 |

|   |     |
|---|-----|
| 6.5 小数和百分数的读法 .....                         | 50  |
| 6.6 加减乘除的读法 .....                           | 51  |
| 6.7 时间的表示法和读法 .....                         | 51  |
| 6.8 年、月、日的表示法和读法 .....                      | 52  |
| 6.9 不定数目的表示法 .....                          | 53  |
| 6.10 倍数增减的表示法 .....                         | 54  |
| 6.11 数词的特殊用法 .....                          | 55  |
| 第七单元 一致 .....                               | 57  |
| 7.1 主谓一致 .....                              | 57  |
| 7.2 代词一致 .....                              | 64  |
| 第八单元 动词的时和体(一) .....                        | 68  |
| 8.1 一般现在时 .....                             | 68  |
| 8.2 一般过去时 .....                             | 69  |
| 8.3 现在进行体和过去进行体 .....                       | 69  |
| 8.4 现在完成体和一般过去时 .....                       | 73  |
| 8.5 现在完成体和现在完成进行体 .....                     | 76  |
| 8.6 过去完成体和一般过去时 .....                       | 77  |
| 第九单元 动词的时和体(二) .....                        | 80  |
| 9.1 将来时间 .....                              | 80  |
| 9.2 将来进行体 .....                             | 81  |
| 9.3 将来完成体 .....                             | 81  |
| 9.4 过去将来时间 .....                            | 81  |
| 第十单元 被动语态 .....                             | 87  |
| 10.1 不同时、体的被动语态 .....                       | 87  |
| 10.2 SVOiOd 和 SVOC <sub>o</sub> 的被动语态 ..... | 89  |
| 10.3 短语动词和“get+ -ed 分词”的被动语态 .....          | 89  |
| 10.4 关于被动语态的几点特殊情况 .....                    | 92  |
| 附录 I 参考答案 .....                             | 95  |
| 附录 II 复习测试题 .....                           | 119 |



# 第一单元 基本句型

## 1.1 基本句型 (Basic Sentence Patterns)

- 1) Miss Jones is a secretary.  
SVC<sup>1</sup> (主——动——主补)
- 2) The flowers are blooming.  
SV (主——动)
- 3) Walls have ears.  
SVO (主——动——宾)
- 4) The mother will buy the girl a dress.  
SVOi<sup>2</sup> Od<sup>3</sup> (主——动——间宾——直宾)
- 5) The parents consider the child a genius (天才).  
SVOC<sup>1</sup> (主——动——宾——宾补)

英语中千变万化的句子归根到底都离不开这五个基本句型,因此这五个基本句型应作为我们学习英语语法的出发点。

## EXERCISE 1

Point out the *pattern* of each of the following sentences :

1. Fools seldom differ.
2. The early bird catches the worm (虫).
3. He assigned Jack the toughest (最艰巨的) job.
4. Policemen are the guardians (捍卫者) of the law.
5. Tom found Jim an apartment (公寓).
6. We found John a loyal (忠诚的) friend.
7. Your phone must have been out of order.
8. In the second semester the children spent much of their time on reading practice.

## 1.2 主语 (Subject)和谓语 (Predicate)

一个句子必须有主语和谓语,但在有些句子中,主语或谓语或其一部分可以省略。例如:

- 
- 1 此结构中的 C 指 Subject Complement (主语补语),或称 predicative (表语)。
  - 2 Oi 为 Indirect Object (间接宾语)。
  - 3 Od 为 Direct Object (直接宾语)。
  - 1 此结构中的 Co 指 Object Complement (宾语补语)。

(You) Read this story. (省略主语)

Who spoke? *John (did)*. (省略谓语)

What did you buy? (*I bought*) *Some books*. (省略主语和谓语动词)

1) 名词 / 名词词组作主语

*Quality* matters more than quantity.

*A poor man* is not necessarily unhappy.

*A friend* in need is a friend indeed.

*The tall boy with blond hair who is locking his bicycle* is from Finland.

上面例句中斜体加划线的为中心词(Headwork)。

除名词 / 名词词组外, 代词、数词、不定式(短语)、动词-ing 形式(短语)和名词从句都可在句中作主语。例如:

*He* has burnt his bridges behind him. (代词)

*One* is enough. (数词)

*To know the disease* is half the cure. (不定式短语)

*Talking* mends no holes. (动词-ing 形式)

*Whether or not they will come* depends on the weather. (名词从句)

“the + 形容词 / ed 分词”也可作为名词词组充当主语用。例如:

*The old and the handicapped* are taken good care of in the village.

在句中, 名词 / 名词词组除作主语外, 还可作宾语、补语等。

2) 动词 / 动词词组及其后续成分作谓语

谓语动词 (Predicate Verb) 的性质决定其是否必须跟主语补语、宾语、宾语补语以及状语等后续成分。例如:

His sister *is* a doctor. (连系动词 + 主语补语)

The crowd *cheered*. (不及物动词)

The burnt child *fears* the fire. (及物动词 + 宾语)

The boy *gave* me a letter. (及物动词 + 间接宾语 + 直接宾语)

I *thought* this action unnecessary. (及物动词 + 宾语 + 宾语补语)

They *were sitting* before the fireplace. (不及物动词 + 状语)

He *will have received* the letter by now. (及物动词 + 宾语 + 状语)

## EXERCISE 2

Write *C* after each complete sentence and *I* after each incomplete sentence:

1. This year can be very pleasant for all of us.
2. Making good grades is only one of our goals (目标).
3. Learning to express ourselves well while we are young.
4. In what ways could you best improve your manners?
5. Want to learn to get along with people.
6. Show Marie your unusual collection of butterflies (蝴蝶).
7. Every student in the school should have a part in the project (项目).

8. The brilliant morning sun reflecting in the windows of the farmhouse.

### EXERCISE 3

Underline the *headwords* of the subjects in the following sentences once and the predicate verbs twice:

1. A sound knowledge of **grammar** **is** **one** aid to good writing.
2. Living without an aim is like sailing without a compass (指南针).
3. His greatest **pleasure** **is** **helping** **others**.
4. A large computing machine in constant (经常) use requires servicing every day.
5. The unusual is not always the best.
6. To the right of the entrance gate is the guest house.
7. The new gas stove (煤气炉) in the kitchen which I bought last week has a very efficient (效率高的) oven (烘箱).
8. Believe in yourself and your ability to cope with (应付) unfamiliar situations.
9. Sit where you can see and hear well.
10. The purpose of a test is to show what you have learned about a subject.

### 1.3 SVC 结构

#### 1) 主语补语

注意观察下列句子中主语补语的构成:

Necessity is *the mother of invention*. (名词词组)

Who's this? It's *me*. (代词)

One from three is *two*. (数词)

The food is *sweet*. (形容词)

Tom is not *in*. (副词)

Granny is *in good health*. (介词短语)

My intention was *to help him*. (不定式短语)

The game was *exciting*. (动词-ing形式)

The important thing is *knowing what to do*. (动词-ing短语)

We are all *concerned about her safety*. (-ed分词短语)

The question under discussion now is *where they should build the factory*. (名词从句)

#### 2) 连系动词 (Link Verb)

- a) become, come, fall, get, go, grow, run, turn 等表示“变得”、“成为”的动词

Tom's wish has *come* true.

The river *grows* wider.

The weather *turned* cold.

- b) continue, hold, keep, lie, remain, stand, stay 等表示“保持着某一状态”的动词

The milk *remained* fresh for a week.

John *stood* loyal to his friend.

- c) appear, look, seem 等表示“看起来”、“好象”的动词

The house *appears* large.

Your sister *seemed* to have caught a cold.

- d) feel, smell, sound, taste 等表示“实感”的动词

Your sentence *sounds* right.

The apple *tastes* sour (酸的).

注: 上面有些动词用作及物动词或不及物动词时, 其词义有变化。试比较:

The child is *growing* rapidly. (不及物动词, “生长”)

Mother *grows* tomatoes for us. (及物动词, “种植”)

I am *growing* dissatisfied. (连系动词, “渐渐变得”)

## EXERCISE 4

- A. Fill in the blanks with the appropriate verbs given :

looking    remain    sounds    became    seem    appeared

1. When you listen carefully, his story \_\_\_\_\_ true.
2. You should dress warmly because the weather will \_\_\_\_\_ cold for the next few days.
3. John thinks his new neighbours \_\_\_\_\_ very pleasant.
4. Last night the colour of stars \_\_\_\_\_ red because there was a lot of humidity (湿度) in the air.
5. After he stopped working, his physical condition \_\_\_\_\_ worse.
6. The student in the back row was \_\_\_\_\_ sleepy.

- B. Fill in the blanks with appropriate verbs:

1. Supplies are \_\_\_\_\_ short. (turning, running, seeming)
2. A few apples' \_\_\_\_\_ fresh for several months. (turned, became, remained)
3. Tom \_\_\_\_\_ desperate in front of the locked door. (felt, turned, fell)
4. He \_\_\_\_\_ desperately in all his pockets for the key. (fell, grew, felt)
5. At the President's entry everyone \_\_\_\_\_ silent. (fell, felt, looked)
6. This rule \_\_\_\_\_ good at all times. (grows, looks, holds)
7. The soles (鞋底) of his shoes have \_\_\_\_\_ thin. (become, worn, stayed)
8. The road \_\_\_\_\_ north to London. (becomes, continues, gets)
9. Relations between us \_\_\_\_\_ to be strained (紧张). (feel, fall, continue)
10. You should \_\_\_\_\_ your education. (remain, keep, continue)

## 1.4 SV 和 SVO 结构

- 1) 及物动词 (Transitive Verb) 和不及物动词 (Intransitive Verb)

英语有些动词只能用作及物动词, 如 *enjoy*, *ignore*, *complete* 等; 有些动词只能用作不及物动词, 如 *arrive*, *struggle*, *vanish* 等; 多数动词既可作及物动词, 也可用作不及物动

词。例如:

Suddenly the procession *stopped*. (SV 结构, *stopped* 为不及物动词。)

The police *stopped* the procession. (SVO 结构, *stopped* 为及物动词。)

## 2) SVA 与 SVOA 结构

在某些情况下, 上述 SV 和 SVO 结构必须跟有状语, 即采用 SVA 和 SVOA 结构意义才完整。例如:

- { The sun has set.
- { The sun set *in the west*.
- { You go, and I'll wait.
- { Time and tide wait *for nobody*.
- { Has he taken a seat?
- { Is he taking the chair *out*?

## △3) 几个词形相似容易混淆的及物动词和不及物动词

lay / lie / raise / rise / shine (使光亮) / shine (照耀) 这几个动词不但原形近似, 变形也容易混淆。列表比较如下:

| vt  | vi  |
|---|---|
| lay (laid, laid, laying)<br>Ann laid the book on the desk.                    | lie (lay, lain, lying)<br>The book is lying on the desk.              |
| raise (raised, raised, raising)<br>The farmer raised the price of vegetables. | rise (rose, risen, rising)<br>Prices are rising.                      |
| shine (shined, shined, shining)<br>I shined my shoes yesterday.               | shine (shone, shone, shining)<br>I polished my shoes till they shone. |

注: lie (lied, lied, lying) 用作规则动词时, 词义为“说谎”。例如:

He lied to her about his age.

## EXERCISE 5

Write *SVA*, *SVO*, *SVC* or *SVOA* after each sentence :

1. Half a loaf is better than none.
2. Pride goes before a fall.
3. You will reap (收获) what you sow (播种).
4. A bad workman blames his tools.
5. Mary put the kettle on the stove.
6. Birds of a feather flock (群集) together.
7. Many hands make light work.
8. A bird in the hand is worth two in the bush (灌木丛).

## EXERCISE 6

Circle the correct one of the two words in the brackets:

A.

1. The difficulty (laid, lay) in the lack of time.
2. You can sit on that big rock that is (lying, laying) on the bank over there.
3. We (lay, laid) the blame on ourselves.
4. Here the coal (lies, lays) near the surface.
5. Have they (lain, laid) enough stress on the points?
6. Joe was (lying, laying) in the sun while Jack was (lying, laying) bricks.

B.

1. If her temperature (rises, raises), call the doctor.
2. Robert (raised, rose) an important question when he (raised, rose) to speak.
3. The sun had already (raised, risen) before Tom and Jane (raised, rose) this morning.
4. No one expected the tide to (rise, raise) so high.
5. Beyond this point the road (rises, raises) sharply.
6. If the cost of living (raises, rises), the company will (raise, rise) the wages.

C.

1. The moon (shined, shone) into my room.
2. Her eyes (shined, shone) with excitement.
3. She (shined, shone) the silver long before the guests arrived.
4. The polished surface (shined, shone) in the sun.
5. He often (shines, shone) his shoes before going out.
6. Happiness (shined, shone) from her face.

## 1.5 SVOiOd 结构

### EXERCISE 7 — Pretest

Answer the following questions with the cues in the brackets:

1. What will Jack *send to Jill*? (A French novel)  
Who will *send* Jill a French novel? (Jack)
2. What has Mary *told the students*? (what Tom said)  
Who has *told* what Tom said *to the students*? (Mary)
3. What did the mother *buy for the boy*? (a coat)  
Who *bought the boy* a coat? (the mother)
4. How much time does that *save us*? (two hours)  
Which way *saves time for us*? (that new way)

1) SVOiOd 结构的语序

a) 一般应是“S + V + Oi + Od”。间接宾语后移时, 必须在它的前面加 to, for 等介

词。例如:

Ann gave a beautiful doll *to* her daughter.

Ann made a beautiful doll *for* her daughter.

b) 直接宾语为代词时, 必须紧跟在动词后面; 如果直接宾语和间接宾语都是代词, 直接宾语一般放在前面。例如:

The mother bought *it* for the girl. ( \* The mother bought the girl *it* )

The mother bought *it* for her. ( \* The mother bought her *it* )

c) 少数动词只有一种语序。例如:

The repairman *charged* me ten dollars.

但也可说:

The repairman *charged* ten dollars to my account.

2) 间接宾语后移时, 间接宾语前加介词的情况

a) 加介词 *to* 表示间接宾语是动作的接受者。例如:

I will tell the news *to* the minister's secretary.

适用于这一情况的动词有: assign, award, bring, cause, deliver, deny, feed, give, grant, guarantee, hand, leave, lend, offer, owe, pass, pay, promise, read, recommend, render, rent, sell, send, serve, show, sing, take, teach, tell, throw, write 等。

b) 加介词 *for* 表示间接宾语是动作的受益者。例如:

She cooked three meals a day *for* the whole family.

适用于这一情况的动词有: bake, boil, book, build, buy, cash, change, choose, cook, cut, do, find, fix, fry, gather, get, grow, knit, leave, make, mix, order, paint, peel, play, post, pour, prepare, reserve, save, spare 等

注: 个别动词如 *leave* 的间接宾语前既可加 *for*, 也可加 *to*。例如:

When she died she left her property *to* her son.

Have you left any food *for* the others?

c) 个别动词如 *ask* 在间接宾语后移时要在间接宾语前加介词 *of*。例如:

May I ask you a favour?

May I ask a favour *of* you?

## EXERCISE 8

Replace the *indirect object* of each of the following sentences with a *prepositional phrase*:

A.

1. Have they paid you the money?

2. The doctor denied (拒绝不给) his wife nothing.

3. Jack doesn't owe me anything.

4. He left her everything he possessed.

---

① \* 表示该句是错误的、下同。

5. Can you recommend me a good novel?
6. Bring me the box.
- B.
1. He built them a hut.
2. He ordered himself a bottle of champagne (香槟酒).
3. We prepared them supper.
4. Will you choose me an interesting novel?
5. Will you please call me a taxi?
6. Can you spare me a few minutes of your valuable time?

## EXERCISE 9

Replace the direct objects italicized in the following sentences with *pronouns*, and then change each sentence so that the indirect object is changed into a phrase with *to, for* or *of*:

1. Mrs Smith brought her children *the toys*.
2. Mrs Stone baked her son *a birthday cake*.
3. The girl took her father *the report*.
4. We're going to find our friends *an apartment*.
5. The teacher assigned us *the task*.
6. May I ask you *a question*?
7. They awarded (授予) Christina *the first prize*.

## 1.6 SVOCo 结构

注意下列句中宾语补语的构成情况:

The team chose Charlotte *captain*. (名词)

He proved her *wrong*. (形容词)

I supposed him *upstairs*. (副词)

They considered her *above others*. (介词短语)

We believe Tom *to be a fine player*. (不定式短语)

I found John *sleeping*. (动词-ing 形式)

She thought the house *deserted*. (-ed 分词)

上面各句的宾语后面有些可加 *to be*, 句子的含义基本不变。例如:

We supposed him (*to be*) upstairs.

有些宾语补语可用 *as* 引入。例如:

The team chose Charlotte *as* captain.

有些宾语及补语可变为名词从句。例如:

They considered *that she was above others*. (用于正式语体)

常用于 SVOCo 结构中的动词有: appoint, believe, call, catch, choose, consider, declare, elect, fancy, feel, find, hear, imagine, judge, keep, know, leave, make, name, need



nominate, prefer, prove, see, select, suppose, think, vote 等。

## EXERCISE 10

Fill in each blank with an appropriate word or phrase given below :

medium

over

free

attentive

speechless

a capable man

to be reliable

on the point of death

(as) economic adviser

repaired immediately

smoking in the playground

mild

1. Dick set the caged animals \_\_\_\_\_.
2. The group has appointed Mr Jones \_\_\_\_\_.
3. I prefer my steak (牛排) \_\_\_\_\_.
4. The chairman has declared the meeting \_\_\_\_\_.
5. Mr Barker's skill on the platform (讲台) can keep any audience \_\_\_\_\_.
6. I know Jane \_\_\_\_\_.
7. Because he often failed to complete his assignments, none of us thought lack \_\_\_\_\_.
8. Lying in bed with a severe stomach ache, David imagined himself \_\_\_\_\_.
9. The boy's sharp remark left the teacher \_\_\_\_\_.
10. A teacher caught them \_\_\_\_\_.
11. I want this watch \_\_\_\_\_.
12. I find the climate here \_\_\_\_\_.