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高级英语语法

UNDERSTANDING
AND USING

ENGLISH

GRAMMAR



Betty Schramper Azar



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肖一辉 许顺康 译



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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。



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第一章 动词时态概述

内容

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	-ing 和 -ed 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
2. spelling of name
3. country of origin
4. present residence
5. length of time in (*this city or country*), both past and future
6. reason for coming here
7. field of study or work
8. activities in free time
9. general well-being and adjustment to living here
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.

Switch roles.

- | | |
|------------------------------------|---------------------------------------|
| 1. every day before you leave home | 6. for the past five minutes |
| 2. last night | 7. tomorrow |
| 3. at (this exact time) yesterday | 8. at (this exact time) tomorrow |
| 4. right now | 9. by the time you got here today |
| 5. since you got up this morning | 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 	(a) It snows in Alaska. (b) Tom watches 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 	(c) It snowed yesterday. (d) Tom watched 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 	(e) It will snow tomorrow. It is going to snow tomorrow. (f) Tom will watch television tonight. Tom is going to watch 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)

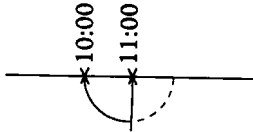
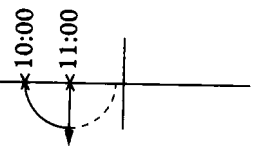
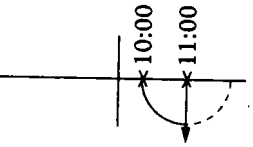
Directions: Answer the questions.

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, 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)

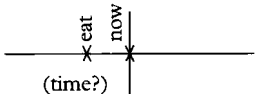


Directions: Answer the questions.

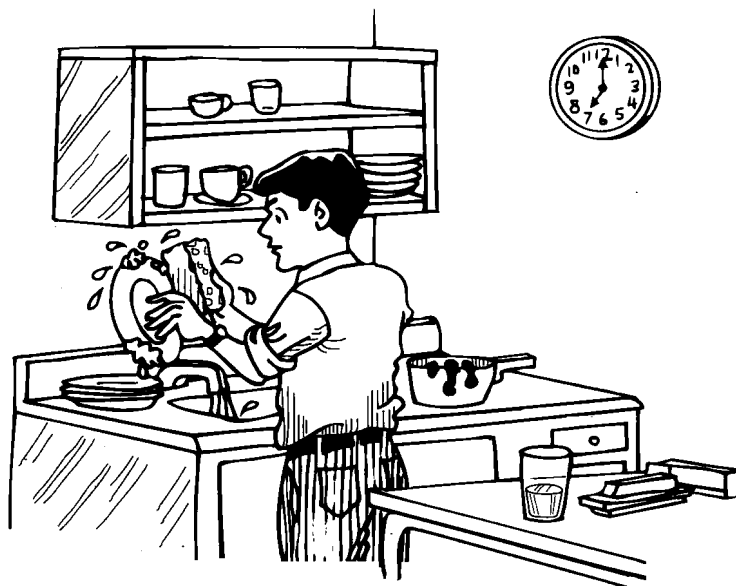
1. What are you doing right now? What are your classmates doing right now? What is happening outside the classroom right now?
2. Where were you at two o'clock this morning? What were you doing?
3. Where will you be at two o'clock tomorrow morning? What will you be doing?

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 has already eaten.</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 had already eaten 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 will already have eaten 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)

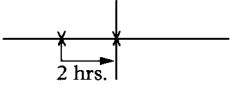

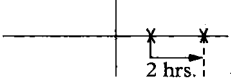
Directions: Answer the questions.

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?

1-4 完成进行时态

形式: **have + been + -ing** (现在分词)

意义: 完成进行时态用来表示在某一时间或事件之前一直在进行的动作, 它强调动作的“持续性”。

<p>现在完成进行时</p> 	<p>(a) Tom has been studying for two hours.</p>	<p>持续的动作: 学习。 从过去到现在, 持续了两个小时。</p>
<p>过去完成进行时</p> 	<p>(b) Tom had been studying for two hours before his friend came.</p>	<p>持续的动作: 学习。 在Tom的朋友来之前, 持续了两个小时。</p>
<p>将来完成进行时</p> 	<p>(c) Tom will have been studying for two hours by the time his friend arrives.</p>	<p>持续的动作: 学习。 在将来的某个时间之前, 持续了两个小时。</p>

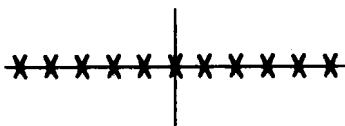
□ EXERCISE 6. The perfect progressive tenses. (Chart 1-4)

Directions: Answer the questions.

1. What are you doing right now? How long have you been (*doing that*)?
2. What were you doing last night at nine o'clock? What time did you stop (*doing that*)? Why did you stop (*doing that*)? How long had you been (*doing that*) before you stopped?
3. What are you going to be doing at nine o'clock tomorrow night? What time are you going to stop (*doing that*)? Why? How long will you have been (*doing that*) before you stop?

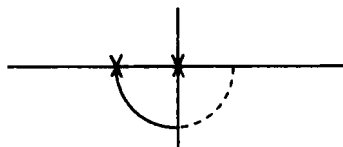
1-5 动词时态总结

一般现在时



Tom studies every day.

现在进行时



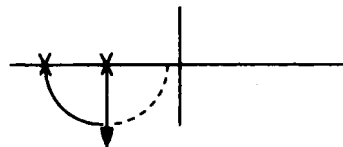
Tom is studying right now.

一般过去时



Tom studied last night.

过去进行时



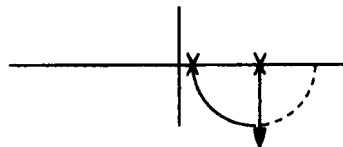
Tom was studying when they came.

一般将来时



Tom will study tomorrow.

将来进行时



Tom will be studying when you come.