



外语教学法丛书之八

EXPLAINING  
ENGLISH GRAMMAR  
**如何教授英语语法**

George Yule

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



# EXPLAINING ENGLISH GRAMMAR 如何教授英語語法

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# Explaining English Grammar

*George Yule*

Oxford University Press

## 总 序

近年来随着国内和国际形势的发展,我国对外语人才的需求日益增加,有志于学习外语的学生和社会群体的人数急剧上升,从而使我国外语教学事业蓬勃发展。在这种形势下,外语师资培训和自身建设的重要性与日俱增。在这两方面,当务之急是要了解当今国外外语教学的发展情况,要借鉴国外的最新经验,结合我国的具体情况,大力提高外语师资的水平,使我们的外语教学事业更上一层楼。

有鉴于此,上海外语教育出版社为广大外语教师提供了一套由国外引进的外语教学法丛书。这套丛书所涉及的方面广、种类多,包括外语教学技巧和原则、语法教学、语音教学、阅读教学、写作教学、教学管理、测试、教材选择、第一语言和第二语言习得、儿童英语教学等等。其中绝大多数专著是上世纪九十年代和本世纪所出版。它们反映了当今国外外语教学法研究及相关学科的现状。

这套丛书的最大共同特点,也是与传统教学法类专著的最大不同点在于特别强调理论与实践相结合;更是以实践为主,再以理论去分析评述各种实践活动的优缺点。我们所熟悉的传统教学法类专著,一般都是强调教学原则、教学理论,把各种方法的来龙去脉讲得很详尽;然而如何到课堂上去进行具体教学活动,如何在教学活动中去体现教学原则却不多见。这套丛书则几乎全部是从实践活动着手,以说明对理论和原则的应用。

试举两个例证:

一、斯克里温纳:《学习教学:英语教师指南》,麦克米伦海涅曼出版社,1994。(Jim Scrivener: *Learning Teaching: A Guide-book for English Language Teachers*. Macmillan Heinemann, 1994)

作者前言：“本书旨在帮助你去学习如何更有效地进行教学。它并不给你某一种正确的教学方法。实际上没有任何科学根据可以让我们去描述一种理想的教学方法。我们只能观察教师和学生进行活动的实际，并注意哪些策略和原则更有利于教学。我们没有必要去照搬那些策略和原则，但是要意识到有哪些可能性。”“因此本书并不是告诉你‘就用这种方法’，而代之以‘这几种方法似乎都可行。’主要是由你自己决定用哪一种方法。”

本书共十二章，涉及教与学的关系、教学安排、课堂活动、语言技能等方面，绝大部分章节都是先介绍该章内容，然后列出各种具体教学活动(tasks)，其后是对各项活动的分析评述。例如第六章“说的技能”共有四小节，即1)为什么要说；2)交际性活动；3)语言交际与流利；4)演戏和角色扮演，每节都提供各种相应的具体活动和作者对各项活动的评述。教师可以根据自己的实际情况选择其中某些活动进行课堂教学。

二、努南：《语言学习研究方法》，剑桥大学出版社，1992。  
(David Nunan: *Research Methods in Language Learning*. Cambridge University Press, 1992)

作者前言：“传统的语言教学研究方法是教老师怎样去进行教学的。作者主观愿望就是对教学作出种种硬性规定。这种教学科研基于逻辑推理，并要求教学人员接受采纳。上世纪八十年代以来情况有了变化，如今教学人员对自身进行科研。他们用实验方法对教学进行探索。这种科研由于教学背景不同而不同。教学人员不再依赖已有科研成果，而是对自己的课堂教学采取一种科研态度。本书目的在于1.促使教学人员认识对自身进行科研的必要性。2.帮助教学人员进行教学方面的科研。”

本书共十章，介绍科研方法的历史背景、实验性科研方法、个案研究、课堂现场观察和科研、自省方法、语言交流分析等等。试以第六章“自省方法”为例。所谓“自省”，就是不仅仅着眼于课堂上的教学实践，而要更进一步去思考教学步骤。教学人员一方面审视自己的教学，一方面回顾课堂教学的具体步骤并提出问题进行研究。这种科研的基础就是教学人员本人的日记、教学日记和其他种种有关记录，以这些资料为依据进行分析研究，得出结论。

以上两书的内容安排大体上可以概括整套丛书的全貌。换言



之,各书的最大特点就是以实践为主,而实践都来自相应的理论并与理论密切结合;其实用性强,可操作性强。有大量的实践举例,还有不少个案研究(case study),在其后多数有分析评述。这些例证分析、评述给予教师很大的空间去进行思考、探索。各种例证并不是仅仅给教师提供方便,让教师有所参考。更重要的是促使教师结合自己的具体教学情况,通过思考和探索有所发展,制订出切合自己需要并切实可行的教学方法去进行教学。

我相信这套丛书能为促进我国外语教学事业的进一步发展作出巨大的贡献。

李观仪

2002年6月

## 出版前言

随着我国改革开放的深入和进入世界贸易组织的需要,英语教学在国内有了进一步的发展,对不同层次的英语教师的需求量日益增大。为了培养一大批高素质的英语教师,必须有组织地开展师资培训工作。在职的英语教师也必须继续充电,通过种种途径进一步提高业务水平。然而,许久以来,系统介绍英语教学法的专著极为匮乏。因此,上海外语教育出版社特从国外知名出版社,如牛津大学出版社、剑桥大学出版社和麦克米伦出版社引进一批有关外语教学法和第二语言习得研究的学术专著,出版了外语教学法丛书。《如何教授英语语法》(*Explaining English Grammar*)就是其中的一本。

本书作者乔治·尤尔(George Yule)为应用语言学和外语教学方面的专家,发表过多部专著。他认为语法不是僵化的,不同的语法结构在不同的场景中可以得到不同的解释。语法是形式、意义和用法的结合体。本书重点讨论的都是教学过程中经常遇到的有争议的语法现象。因此,本书并不是常规意义上的语法工具书,而是一本以教学为主导、以解决师生提出的“为什么”为任务的专著。

本书分为十一章。第一章为概论,提出本书将要解释的英语语法领域里的主要问题,介绍了一些基本的语法术语,并对每一章的结构模式做了简要说明。第二章到第十章,作者分别详述了九个语法项目,即“冠词”、“时态与体”、“情态动词”、“条件式”、“介词和小品词”、“间接宾语”、“不定式和动名词”、“关系从句”以及“直接引语和间接引语”。每一章最后都附有讨论题和研究项目、供教师参考使用的课堂练习和课堂活动以及供进一步阅读研究的参考书目。本书中每一章都具有相对独立性,读者可根据实际需要选择任何章节或调换先后次序进行阅读。

本书从分析基本的语法形式和语法结构入手,把语法结构看做一种有内在规律的,约定俗成的表达概念意义的手段,运用语义学、语用学和语篇分析等多种理论阐述了特定语法形式所传达的意义特征,是一本指导英语语法教学的专著,适用于广大外语教师、外语专业研究生和博士生。

本社编辑部

**for Mary**

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# PREFACE

This book has its origins in my attempts at responses, over the past fifteen years, to requests from learners and teachers of English for explanations concerning English grammar. The more I was required to explain, the more I found myself reading and thinking about the questions, and the more experienced I became at offering answers. This doesn't mean that the answers are necessarily or absolutely correct. They have turned out to be, for the most part, pedagogically useful answers. By this description, I mean that learners and teachers have been able to use the information offered in the following chapters as a way of thinking and talking about how the grammar of English works and what it is for. This approach provides answers to *why*-questions. The grammar is viewed as a set of constructions in which differences in form can be explained in terms of differences in conceptual meaning or interpretation in context. The framework of analysis is one in which form, meaning, and use are seen as interconnected aspects of what it is language users know when they know a grammatical construction.

The material reflects its pedagogical origins. The topics covered are those that give rise to the most *why*-questions. They are the most problematic areas of the grammar. Consequently, this isn't a comprehensive treatment of the type to be found in a standard reference grammar of English. It is a pedagogically oriented grammar. It is organized in such a way that the chapters can be read individually or in a different sequence from the one presented. The sequence presented is the one that I have come to use and reflects the fact that certain basic concepts seem to be more easily illustrated in the early chapters and some connections seem to flow better from one topic to another in the sequence presented here.

Each chapter begins with a description and exemplification of the basic forms and structures. In describing these forms and presenting information on the frequency of one form rather than another, I have benefited a great deal from the published results of many different corpus studies of contemporary English. These studies have provided a much clearer picture of where and how often a particular grammatical form is actually used in texts and hence how likely we are to encounter it. More information on those studies can be found in the references included in the Further reading section at the end of every chapter.

Following the description of basic forms, each chapter moves on to cover basic meaning distinctions conveyed by particular forms and structures. In this type of analysis, I have been helped by published research in semantics,

the study of meaning. From a semantic perspective, each grammatical construction can be viewed as a regular and conventionally recognized means of expressing conceptual meaning. This discussion of conceptual meaning establishes connections between language structures and the representation of situations, with participants and actions, in the organization of experience. Additional information on this topic can also be found in the references in the Further reading sections.

After basic forms and basic meanings, each chapter includes a section on how meaning can be shaped by context and communicative purpose. In preparing this section of each chapter, I have included a lot of insights from studies in pragmatics and discourse analysis. For many people, pragmatics is the study of a speaker's (or writer's) meaning in context and that perspective is often invoked in the explanations of structures offered here. Work in discourse analysis has also helped us understand how structures are typically used in the presentation of information in text, both spoken and written. Throughout this book, the effects of information structure are often presented as a way of explaining choices of grammatical structures in texts. References to relevant studies in these areas are also included in the Further reading sections.

Within this general organization of each chapter, specific problem areas of different kinds are identified and explanations offered. After each major section, the main points are presented in summary boxes, followed by exercises on those points. Answers to these exercises are offered in an appendix. At the end of each chapter, there is one section containing discussion topics and projects for further investigation, and another section offering teaching ideas for classroom exercises, activities, and tasks. The Further reading section concludes each chapter.

Whether used as a coursebook, a self-study text, or supplementary reading, this material will, I hope, prove to have some value as a resource, or simply as a useful companion, for those learners and teachers who are prompted to ask why certain aspects of English grammar are the way they are. But mostly I hope they will realize that *Explaining English Grammar* isn't as difficult as it sounds.

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