

FOURTH EDITION (第四版)

GRAMMAR *in* CONTEXT

英语语境语法

2A



SANDRA N. ELBAUM



北京大学出版社
PEKING UNIVERSITY PRESS

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导 言

北京大学英语系教授 王逢鑫

—

语言由语音、词汇和语法三个要素组成。学习一门外语,必须掌握这三个要素,缺一不可。有人认为只要记住单词,能读出音来,就行了,而语法可有可无。其实这是一种误解。语法是组词造句的法则,十分重要。传统英语语法细分为词法(morphology)和句法(syntax)。词法解释词分为哪些种类,即词类;告诉人们每个词类有什么特点,即词性;说明一个词与别的什么词可以联系在一起使用,即在句子里起什么作用。英语词汇形态与汉语有很大的区别。例如,名词有单、复数之分,还有可数与不可数之分。人称代词有主格、宾格和所有格之分。动词有现在式、过去式和过去分词三种不同形式;还有不定式、现在分词、过去分词和动名词等非谓语动词形式。形容词有原级、比较级和最高级三种形式。数词有基数词和序数词之分。以上词类大都是规则变化,但是也有很多不规则变化的例外情况。例如英语有一百来个不规则动词,其中多数是常用动词。介词后面跟人称代词要用宾格,跟动词要用动名词形式。英语的冠词更是难学。有人学了多年英语,还是弄不清楚什么时候用定冠词,什么时候用不定冠词,什么时候不用任何冠词。虽然不定冠词仅有 a 和 an 两种形式,但是有人把 an hour 写成 a hour,把 a university 写成 an university。这些繁杂的内容都是初学者必须掌握的,使用不当就要犯错误。

英语句法分析句子的种类、结构和功能。英语句法比汉语复杂。英语有各种各样的时态,每种时态有自己固定的形式,不能用错。句法规则繁多,几乎没有什么道理可讲。例如,在一般现在时里,单数第三人称的动词要加-s。情态动词和助动词后面要跟原形动词。英语句子讲究人称和时态前后呼应,左右照顾。诸如此类的条条框框都是初学者的“拦路虎”。

国内外的语言学家和英语教师,曾经尝试使用各种各样的方法来教英语语法。时代不同,学习目的不同,教学对象不同,教材不同,学习方法不同,使得人们很难找到学习英语语法的一个最佳方案。但是,我们了解一下国内外英语语法教学的来龙去脉,或许有助于我们吸取教训,总结经验,寻找有效的学习英语语法的途径。

传统法(traditional method)强调以语法为纲,以语法为教学中心。学生按部就班学习语法规则,先是死记硬背条条框框,然后做大量的机械性(mechanical)练习,基本上是没有上下文的单句翻译、语法填空和造句练习。追求的是语法形式正确无误,而不管在什么情况下使用语言。学习语法,不是为了交际,而是为了阅读内容艰深的文章,分析复杂的句法结构。我国解放前和解放初期的英语专业大学生,是通过传统法学习英语语法的,虽然有一些弊端,例如引导学生重视阅读和笔译,而忽视口头表达能力的培养。但是这种方法也并非一无是处。学生中不乏精通英语的成功者。传统法强调阅读小说、诗歌、戏剧和散文等文学作品,认为文学语言是最好的语言。通过对语句和篇章细致的句法分析,学生获得对语句和篇章

结构,尤其是繁杂结构的精确理解。今天我们强调学习语言是为了交流思想,重视口头表达能力,传统法是难当此任的。

听说法(audio-visual method)将英语分成许多基本句型(sentence pattern),将语法教学与句型教学结合在一起。要求学生熟练掌握句型,反复口头练习,达到不假思索,脱口而出的程度。掌握了句型,就等于掌握了语法。20世纪60年代初,听说法引入我国,在当时的英语专业大学生中间曾经奏效。学生反复练习没有上下文的基本句型,虽然枯燥无味,但是在当时的历史环境下,多数学生能够不厌其烦地做大量的机械性口头练习,而取得较好的学习效果。现在的学生要求在学习过程中有更多的独立自主,对死记硬背基本句型不太感兴趣。利用听说法学习英语语法似乎不太合乎时宜了。

语言学家和英语教师总是想方设法改进语法教学。他们先是将以单句练习为主的机械性句型练习,扩充为共有两句话的二人对话,构成一个简单的情景,使所练习的句型变得有意义。再往后,进一步将二人对话扩大为围绕一个主题的、有上下文的情景会话(situational conversation)。这样,学生可以在一定的语境(context)之中通过句型学习英语语法。最初的语境是为了练习某个语言点,或为了掌握某种意念功能而编造的,具有人为的成分。20世纪80年代初,国内外兴起交际法(communicative method)。这种教学法的目标是让学生不仅学会听、说、读、写的语言能力(linguistic competence),还要掌握交际能力(communicative competence)。交际法从交流的目的出发,既要求语法正确(correct in grammar),更要求语用得体的(appropriate in use)。因而在教学中引进了社会与文化因素。学习内容不再是干巴巴的基本句型,而是人们关注的社会问题和文化现象。学生不再为学习语法而学习语法,而是为了交际来学习语法。他们希望能够使用语法正确、语用得体的语言,就人们关注的社会问题和文化现象进行交流。这样就需要在一定的社会环境和文化语境里学习语言,包括学习语法。在学习语言的同时,必须了解英语国家的文化背景,以及中外文化差异。只有学习了相关的文化背景知识,才能更好地掌握语言。这套名为Grammar in Context (《英语语境语法》)的教材,在上述背景下应运而生。

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这套《英语语境语法》的编者 Sandra N. Elbaum 女士,是美国的一位英语教师,专门教授从世界各地到美国的移民,他们是以英语为第二语言的学生。Elbaum 女士幼年随父母由波兰移民到美国,语言差异和文化差异经常使她的父母感到困惑。Elbaum 女士在移民聚居的社区中成长,深知一个外国移民在美国生存,不仅要逾越语言障碍,更要克服文化差异。她有一个信念,就是通过语境学习语法。她不但在教学中身体力行,通过语境教英语语法,而且亲自编写教材,体现这一理念。

这套英语教材名曰《英语语境语法》,实际上是教给学生通过语境学习英语语言。这套教材的宗旨是:让学习者在语境中学习语法,以便学到更多东西,记住更多东西,更加有效地运用语言。

这套教材有如下突出特点:

1. 教给学生进行口头交流和书面交流所必需的语法知识。按照循序渐进原则安排语法点,讲解后面的语法内容都联系和复习前面的语法内容,使整个语法系统构成一个有机的整体。解释每个语法点,都使用形象的语法图表(grammar chart),一目了然。每个语法图表提供有语境的精选例句,并给出清晰的解释,还配以语言提示(language note),增强学习者对所学语法结构的理解。每个语法点还以图表方式解释其形式、用途、语序、主语、相关结构、描述与定义、所需介词搭配、肯

定句、否定句和疑问句及回答等项目。每个项目都配有大量的口头和笔头练习。

2. 不是为教语法而教语法,而是通过语法教学,给学习者提供有用的(usable)、有意义的(meaningful)技能和基本文化知识。在课堂上,教师不是局限于让学生做机械性练习,而是让他们通过二人对话、小组活动、游戏、讨论等多种形式的扩展活动(expansion activity),互相启发,互相帮助,学以致用。通过阅读、作文、独立思考的练习等方式,学习者拓展自己的语言知识和交际能力,最终达到既能有效使用语言,又有信心正确使用语言进行交流的双重目的。
3. 教材将英语语法学习和美国文化语境结合起来。全套教材分为1、2、3三级,每级又分为两个分册,共有1A、1B、2A、2B、3A、3B等6个分册。1级和2级各有14课;3级有10课。每课内容,包括语法讲解和练习、阅读课文和扩展活动,都围绕美国社会的一个热门话题,构成一个语境。从语言学习角度,涉及一个语法点;从文化学习角度,涉及一个话题。二者巧妙结合。1级有学校生活、美国政府、美国节日、美国人及其住宅、家庭与姓名、美国人生活方式、婚礼、飞行、购物、营养与健康、伟大女性、美国地理、约会与婚姻、实习等14个话题。2级有宠物、老年生活、改善生活、婚礼、感恩节与印第安人、健康、移民、租房、上网搜索、找工作、交友、体育、法律、货币等14个话题。3级有工作、好莱坞、灾难与悲剧、消费者警告、肯尼迪家族、计算机与互联网、帮助他人、来到美国、关爱儿童、科学与科幻小说等10个话题。这些语境概括了美国社会的方方面面,是了解美国文化和在美国生存所必需的基本知识。这些语境有助于学习者掌握必需的文化背景知识,使他们懂得美国文化在语言、信仰和日常生活情景等方面的重要作用。

这是一套通过语境学习英语的好教材。使用这套教材,学习者不仅可以熟练掌握英语语法,运用英语语言;而且可以学习美国文化背景知识,在语境中学习英语,在语境中使用英语。希望学习者喜欢这套教材,并通过学习这套教材学好英语。

*In loving memory of
Roberto Garrido Alfaro*

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And many thanks to my students at Truman College, who have increased my understanding of my own language and taught me to see life from another point of view. By sharing their observations, questions, and life stories, they have enriched my life enormously—*Sandra N. Elbaum*

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A word from the author

It seems that I was born to be an ESL teacher. My parents immigrated to the U.S. from Poland as adults and were confused not only by the English language but by American culture as well. Born in the U.S., I often had the task as a child to explain the intricacies of the language and allay my parents' fears about the culture. It is no wonder to me that I became an ESL teacher, and later, an ESL writer who focuses on explanations of American culture in order to illustrate grammar. My life growing up in an immigrant neighborhood was very similar to the lives of my students, so I have a feel for what confuses them and what they need to know about American life.



ESL teachers often find themselves explaining confusing customs and providing practical information about life in the U.S. Often, teachers are a student's only source of information about American life. With **Grammar in Context, Fourth Edition**, I enjoy sharing my experiences with you.

Grammar in Context, Fourth Edition connects grammar with American cultural context, providing learners of English with a useful and meaningful skill and knowledge base. Students learn the grammar necessary to communicate verbally and in writing, and learn how American culture plays a role in language, beliefs, and everyday situations.

Enjoy the new edition of **Grammar in Context!**

Sandra N. Elbaum

Grammar in Context

Students learn more, remember more, and use language more effectively when they learn grammar in context.

Learning a language through meaningful themes and practicing it in a contextualized setting promote both linguistic and cognitive development. In **Grammar in Context**, grammar is presented in interesting and culturally informative readings, and the language and context are subsequently practiced throughout the chapter.

New to this edition:

- New and updated readings on current American topics such as Instant Messaging and eBay.
- Updated grammar charts that now include essential language notes.
- Updated exercises and activities that provide contextualized practice using a variety of exercise types, as well as additional practice for more difficult structures.
- New lower-level *Grammar in Context Basic* for beginning level students.
- New wrap-around Teacher's Annotated Edition with page-by-page, point-of-use teaching suggestions.
- Expanded Assessment CD-ROM with ExamView® Pro Test Generator now contains more questions types and assessment options to easily allow teachers to create tests and quizzes.

Distinctive Features of *Grammar in Context*:

Students prepare for academic assignments and everyday language tasks.

Discussions, readings, compositions, and exercises involving higherlevel critical thinking skills develop overall language and communication skills.

Students expand their knowledge of American topics and culture.

The readings in **Grammar in Context** help students gain insight into and enrich their knowledge of American culture and history. Students gain ample exposure to the practicalities of American life, such as writing a résumé, dealing with telemarketers, and junk mail, and getting student internships. Their new knowledge helps them adapt to everyday life in the U.S.

Students learn to use their new skills to communicate.

The exercises and Expansion Activities in **Grammar in Context** help students learn English while practicing their writing and speaking skills. Students work together in pairs and groups to find more information about topics, to make presentations, to play games, and to role-play. Their confidence in using English increases, as does their ability to communicate effectively.

Welcome to Grammar in Context, Fourth Edition

Students learn more, remember more, and use language more effectively when they learn grammar in context.

Grammar in Context, Fourth Edition connects grammar with rich, American cultural context, providing learners of English with a useful and meaningful skill and knowledge base.


An Audio Program allows students to hear the readings and dialogs, and provides an opportunity to practice their listening skills.

Readings on American topics such as Google, Internet Matchmaking, and Jury Duty present and illustrate the grammatical structure in an informative and meaningful context.

A TRADITIONAL AMERICAN WEDDING

Before You Read

1. What kind of clothes do a bride and groom wear in your native culture?
2. At what age do people usually get married in your native culture?



Read the following article. Pay special attention to object pronouns and possessive forms.

Did You Know?

- Most American weddings (85%) take place in a church or synagogue.
- The average number of guests is 190.
- Hawaii is the favorite honeymoon destination.
- August is the most popular month for weddings.
- Money is the most desired wedding gift.
- About 50 percent of marriages end in divorce.

Many young couples consider **their** wedding to be one of the most important days of **their** life. They save for it and often spend a year planning for it: finding a place, selecting a menu and cake, buying a wedding dress, ordering invitations and sending **them** to friends and relatives, selecting musicians, and much more. The bride chooses **her** maid of honor and bridesmaids, and the groom chooses **his** best man¹ and groomsmen. The bride and groom want to make this day special for themselves and for their guests.

When the day arrives, the groom doesn't usually see the bride before the wedding. It is considered bad luck for **him** to see **her** ahead of time. The guests wait with excitement to see **her** too. When the wedding begins, the groom and groomsmen enter first. Then the bridesmaids enter. When the bride finally enters in **her** white dress, everyone turns around to look at **her**. Sometimes guests stand up when the bride enters. Often the **bride's** father or both of **her** parents walk **her** down the aisle to the groom's side.

During the ceremony, the bride and groom take vows². They promise to love and respect each other for the rest of their lives. The groom's best man holds the rings for **them** until they are ready to place **them** on each **other's** fingers. At the end of the ceremony, the groom lifts the **bride's** veil and kisses **her**.

¹The best man is the man who stands beside the groom and helps him.
²A vow is a promise.

1.1 Be—Forms and Uses

Forms			Explanation
Examples	Form of Be	Complement	
Subject			
I	am	home a lot.	Use <i>am</i> with <i>I</i> .
My father	is	patient.	Use <i>is</i> with <i>he, she, it, this, that</i> , and singular subjects (for example, <i>cat</i>).
He		intelligent.	
She		lonely.	
The cat		happy.	
That	are	a friendly cat.	Use <i>are</i> with <i>we, you, they, these, those</i> , and plural subjects (for example, <i>pets, cats, etc.</i>).
We		responsible.	
You		home a lot.	
Pets		fun.	
Those		cute kittens.	

Uses	
Examples	Uses
I am patient.	With a description (adjective)
The pet shop is located on the corner.	Note: Some words that end in <i>-ed</i> are adjectives: <i>tired, married, worried, interested, bored, excited, crowded, located</i>
The children are excited about the puppy.	
This is a Labrador.	With a classification or definition of the subject
A Labrador is a big dog.	
My dog is in the yard.	With a location
My husband is from Guatemala.	With a place of origin
It is cold outside.	With weather and physical reaction to the weather (<i>hot, cold, warm</i>)
The dog is cold.	
My dog is three (years old).	With age
The cat is hungry.	With physical states: <i>hungry, thirsty, afraid</i>
I am afraid of dogs.	
There are toys for dogs.	With <i>there</i>
There is a dog restaurant near my house.	
It is ten o'clock now.	With time
It is warm today.	
Language Notes:	
<i>Be cold</i> means to feel a low temperature. <i>Have a cold</i> shows an illness.	
Please bring me my sweater. I'm cold. I'm sick. I have a cold.	

Grammar charts offer clear explanations and provide contextualized examples of the structure.

Language Notes refine students' understanding of the target structure.

EXERCISE 15 ABOUT YOU! Check (✓) the things you did this past week. Exchange books with another student. Ask the other student about the items he or she checked.

EXAMPLE _____ I made a long-distance phone call.

A: I made a long-distance phone call.

B: Who (m) did you call?

A: I called my father in Mexico.

B: How long did you talk?

A: We talked for about 15 minutes.

1. _____ I made a long-distance phone call. 7. _____ I went to the bank.

2. _____ I shopped for groceries. 8. _____ I read something interesting (a book, an article).

3. _____ I met someone new. 9. _____ I went to the post office.

4. _____ I got together with a friend. 10. _____ I did exercises.

5. _____ I wrote a letter. 11. _____ I received a letter.

6. _____ I bought some new clothes. 12. _____ I went to an interesting place.

EXERCISE 16 Decide which is better: the simple past tense or used to + base form. Fill in the blanks.

EXAMPLES Martin Luther King, Jr. _____ *went* to Alabama in 1955.
(go)

Oprah Winfrey _____ *used to be* poor.
(be)

1. There _____ *was* a lot more discrimination in the past than there is today.
(be)

2. President Lincoln _____ *ended* slavery in 1865.
(end)

3. African-Americans _____ *had* a hard time getting into certain professions.
(have)

4. Black children _____ *were* to separate schools in the South.
(go)

5. In 1964, Congress _____ *passed* a law that gave equality to all.
(pass)

6. Colin Powell _____ *became* secretary of state in 2001.
(become)

Habitual Past with *Used To*, The Simple Past Tense 105

A variety of contextualized activities keeps the classroom lively and targets different learning styles.

A Summary provides the lesson's essential grammar in an easy-to-reference format.

SUMMARY OF LESSON 4

1. Pronouns and Possessive Forms

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	—	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves
who	whom	whose	whose	—

EXAMPLES Robert and Lisa are my friends. **Who** has a new car?
They come from Canada. With **whom** do you live?
I like **them**. (FORMAL)
Their wedding was beautiful. **Who** do you live with?
My wedding was small. (INFORMAL)
Theirs was big. **Whose** book is that?
They paid for the wedding **themselves**. This is my dictionary.
Whose is that?

2. Possessive Form of Nouns

Singular Nouns

the **bride's** dress
my **father's** house
the **child's** toy
the **man's** hat
Charles' wife / Charles's wife

Plural Nouns

the **bridesmaids'** dresses
my **parents'** house
the **children's** toys
the **men's** hats

3. Say and Tell

He **said** his name.

He **told** me his name.

He **said** good-bye to his friends.

He **told** them to write often.

4. Questions About the Subject

Simple Present:

Who has the rings?
How many bridesmaids have a pink dress?
Which bridesmaid has a red dress?
Which bridesmaids have pink flowers?

Simple Past:

Who kissed the bride?
Which man kissed the bride?
What happened next?

Editing Advice gives students pre-writing practice by alerting them to common errors.

EDITING ADVICE

1. Some plural forms are irregular and don't take -s.
She has two childrens.
2. Use a singular noun and verb after *every*.
Every children need love.
3. Use the plural form of the noun after *one of*.
One of my sister is a lawyer.
4. Don't use *a* or *an* before a plural noun.
She bought a new socks.
5. Don't put *a* or *an* before a noncount noun.
some OR a piece of
Give me an advice.

Test/Review at the end of each lesson provides a chance to review and/or assess the grammar from the lesson.

LESSON 4 TEST/REVIEW

PART 2 Find the mistakes with the underlined words, and correct them. Not every sentence has a mistake. If the sentence is correct, write *C*.

EXAMPLES The bride's the parents are very proud.
They are going to get married in their parents' house. C

1. Do you like the bridesmaid's dresses?
2. The groom puts the ring on the brides' left hand.
3. The bride throws his bouquet to the single women.
4. The groom dances with her new wife.
5. When will they open their friends gifts?
6. They're car has a sign that says "Just Married."
7. The groom's friend's often have a party for him before the wedding.
8. Your wedding was very beautiful.
9. She married his best friend's brother.
10. Her husband's mother's friend is wearing a beautiful dress.
11. The womens' dresses are very elegant.
12. My sister's the wedding will be in March.
13. Your name is different from your husband's name.
14. She visits hers parents once a week.
15. The groom graduated from college. His an accountant now.
16. Our friends invited my wife and me to their wedding.
17. My wife and me went to a beautiful wedding.
18. Who did get married in a church?
19. Whose mother is that? I think it's mother the bride.
20. How many people brought gifts to the wedding?
21. Please describe me the painting.
22. Who throw the bouquet at an American wedding? The bride does.
23. Theirs dresses are green. Mine is black.
24. The your wedding was lovely.
25. What was happened after the wedding?
26. Show me the wedding pictures.



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EXPANSION ACTIVITIES

Classroom Activities

1. Form a small group. The group should have people from different cultures and countries, if possible. Talk about weddings and marriages in your native cultures and countries.
 - a. Who chooses a husband for a woman?
 - b. Who pays for the wedding?
 - c. What happens at the wedding?
 - d. What happens after the wedding?
 - e. Do the guests bring gifts to the wedding? What kind of gifts do they give? Where do the bride and groom open the gifts?
 - f. How many people attend a wedding?
 - g. Where do people get married?
 - h. Do people dance at a wedding?
 - i. Who takes pictures?
 - j. What color dress does the bride wear?
 - k. At what age do people usually get married?
2. In a small group, interview one person who is married. Ask this person questions about his or her wedding.

EXAMPLES Where did you get married?
How many people did you invite?
How many people came?
Where did you go on your honeymoon?

As to an American tradition, the bride should wear:

Expansion Activities provide opportunities for students to interact with one another and further develop their speaking and writing skills.

Possessive Forms; Object Pronouns; Reflexive Pronouns; Questions 143

Outside Activity

Interview an American-born person. Ask this person to tell you about changes he or she sees in American society. Ask this person to compare how he or she used to live with how he or she lives now. Report some interesting information to the class.

Internet Activities

1. Find information about one of the people below. Tell the class why this person was (or is) famous.

Jesse Jackson	James Earl Ray
Malcolm X	Jesse Owens
John Wilkes Booth	Nat Turner
Mahatma Gandhi	
2. At a search engine, type in *I Have a Dream* to find Martin Luther King, Jr.'s most famous speech. Summarize his dream.
3. Find a description of George Dawson's book *Life Is So Good*. (Try using amazon.com or barnesandnoble.com.) Print it and bring it to class.



Additional Activities at <http://elt.thomson.com/gic>

Internet Activities encourage students to use technology to explore a wealth of online resources.

Grammar in Context Student Book Supplements

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- Audio CDs and Audio Tapes allow students to listen to every reading in the book as well as selected dialogs.

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- Can be used with *Grammar in Context* or any skills text to learn and review the essential grammar.
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- Includes practice on all grammar points in *Grammar in Context*.

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- New component offers page-by-page answers and teaching suggestions.

Assessment CD-ROM with ExamView® Pro Test Generator

- Test Generator allows teachers to create tests and quizzes quickly and easily.

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- A WebTutor™ Toolbox available on WebCT™ or Blackboard® provides chapter-by-chapter quizzes and support.

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