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Practice and Learn

语法 下
Grammar

美国小学生课堂练习册

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天津科技翻译出版公司 出版

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美国小学生课堂练习册

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Grammar

语法(下)



(美国家长协会认证印鉴)



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编者按语

这套丛书是根据美国教师创新教材公司出版的《Practice and Learn》(学前班及1~6年级)选编的。原版书是经美国家长协会(The National Parenting Center)认证的现行课堂练习册。这套丛书全面反映了美国小学的现行教学内容和教学要求,同时也为我们展现了美国小学生生动活泼的学习场景。我们从中不仅可以了解美国小学生每天在学些什么功课,做些什么样的作业,写些什么样的作文,开展些什么样的科技活动和文体活动,以及学生们应知应会的知识内容,而且还可以从中学习和掌握各科的英语专业术语,学会用地道的英语来表述所学过的知识,掌握日常生活、学习活动的英语表达方法。鉴于我国学生目前主要是靠课本学习英语,很少联系生活和学习实践,很少同其他学科相联系现状,我们觉得,这套书的出版必将会开阔学生的眼界,丰富学生的学习内容,提高学生学英语的兴趣,促进学生英语水平的大幅度提高。

原版书是按年级分册的,不过各册也有所侧重,现改为按学科分册编排,主要是出于对两门主要学科,即语言(英语)和数学的考虑。就英语而言,它不是我们的母语,而是外语。我国的小学生在入学前一段不具备英语的语言背景,因此对应于各年级的原版书显得太深。故在选编时删去了一些难度较大和文化背景较浓的部分。就数学而言,在四则运算方面大体与我们相同,将原书内容全部收入显得有些重复和多余,因此在选编时删去了大量的计算习题。除上述两点以外,本书原汁原味地收入了原版书的全部内容。

本书适用于我国的中小学生,尤其是双语学校的学生。对于初中生来说,虽然有些内容(特别是数学)显得浅一些,但可以充分利用本书来学习英语知识,丰富英语词汇,提高英语水平。特别是那些打算到英语国家上高中、上大学的学生,学习这套丛书能把国内的学习和国外的学习很好地衔接起来,提前了解和熟悉一下国外的学习生活,无疑是大有裨益的。

这种寓学习于娱乐中的模式正是我国教育体制中所欠缺的。我们的口号是:
“英语是玩出来的,而不是学出来的。”

美国教育大揭秘——美国学生作业全真选编

英语就得天天练——与美国孩子同步学英语

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Adverbs

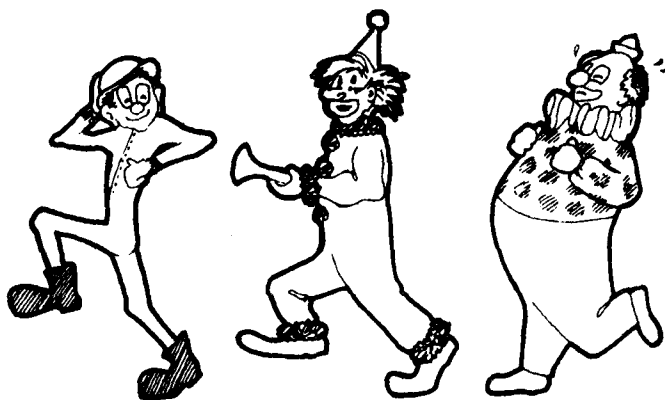
副词

Underline the words in each sentence that show when, where, or how. These are the adverbs or adverb phrases. After each sentence, write **when** if the underlined words tell about a time, **where** if it tells about a place, or **how** if it shows how something is done.

把每个句子中表示时间、地点或如何的词画线。这些是副词或副词短语。如果画线的词语说的是时间,则在句子后写上“when”;如果说的是地点,写上“where”;如果说的是如何做某事,写上“how”。

We enjoyed
the clown act
at the circus.

我们在马戏场欣赏小丑表演。



1. Joey ate an ice-cream cone (圆锥形蛋卷冰淇淋) after lunch.
2. She whispered (低语) softly (轻柔地). _____
3. The kitten (小猫) jumped into the basket (篮子). _____
4. The cowboy (牛仔) rode his horse skillfully (灵巧地). _____
5. I can read this book tomorrow. _____
6. Linda reads well. _____
7. We will bake (烤) the cookies (曲奇饼) tonight (今天晚上). _____
8. The team made a basket (投中一球) after time ran out (比赛时间刚结束). _____
9. The flowers grew quickly (很快地). _____
10. The baby slept through the afternoon (整个下午). _____

When? Where? How?

何时?何地?如何?

Adverbs tell *when*, *where*, and *how*. Before each sentence write *when* if the underlined words tell about a time, *where* if it tells about a place, or *how* if it shows how something is done. The underlined words are adverbs in the sentences below.

副词表示什么时间、什么地点和如何。如果画线词讲的是时间,在句子前写“**When**”;如果说的是地点,写“**Where**”;如果说明如何做某事,写“**how**”。句子中这些画线的词是副词。

When? Where? How?

- _____ 1. I walked quietly(悄悄地) down the hall.
- _____ 2. We will go tomorrow (明天).
- _____ 3. We can play in the park (公园).
- _____ 4. My cousins (堂兄弟) will come over (从远方来) in the morning.
- _____ 5. The cheetah growled fiercely.(猎豹凶狠地咆哮。)
- _____ 6. The waves (海浪) rolled gently (轻轻地) on the shore (岸).
- _____ 7. A new family of monkeys is moving to the zoo.
- _____ 8. After dinner I will shoot some baskets (练习篮球投篮).
- _____ 9. The team played well.
- _____ 10. He wrote his letter quickly (迅速地).

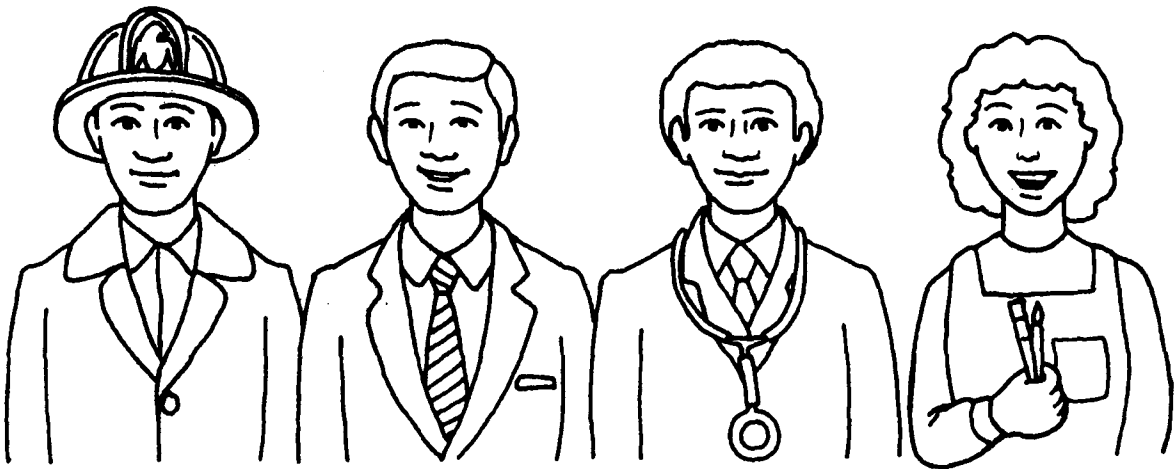
Descriptive Occupations

职业描述

Many adverbs end in *ly*. Look at the occupation statements below. Choose an adverb that fits each statement.

Example: "I work painlessly", said the dentist(牙科医生).

1. "I work _____," said the banker(银行家).
2. "I work _____," said the sea captain(船长).
3. "I work _____," said the butcher(屠夫).
4. "I work _____," said the hairdresser(理发师).
5. "I work _____," said the lawyer(律师).
6. "I work _____," said the doctor(医生).
7. "I work _____," said the teacher(教师).
8. "I work _____," said the firefighter(消防队员).
9. "I work _____," said the librarian(图书管理员).
10. "I work _____," said the astronaut(宇航员).



Adverbs

副 词

Adverbs are words that modify or describe verbs, adjectives, or other adverbs. They answer the questions *how*, *when*, *where*, and *to what extent*. Many adverbs are formed by adding *ly* to adjectives: loud + *ly* = loudly. Other common adverbs include such words as *now*, *later*, *tomorrow*, *first*, *here*, *there*, *away*, *nearby*, *very*, *mostly*, *quite*, *ever*, *never*, *too*, *not*, *well*, *worse*, *worst*, *much*, *more*, *little*, *less*, *least*.

Directions: In each sentence below draw a line under each adverb. Then circle the word that it modifies or describes.

Example: The bird (flew) swiftly across the sky.

1. Penicillin (青霉素) was discovered accidentally by Alexander Fleming.
2. This medicine is usually prescribed to treat illnesses caused by bacteria.
3. Porcupine (豪猪) quills are really slender bunches of hair that have grown together.
4. Poplar (白杨) trees grow best in moist places.
5. Alexander Pope was one of the greatest English poets.
6. Young pony express riders rode swiftly from Missouri to California.
7. These riders always delivered the mail, rain or snow.
8. The promoters of the pony express were ruined financially when the telegraph connections were completed from coast to coast.

Directions: Draw a line under each adverb in the sentence. On the line to the right, write whether the adverb tells *how*, *when*, *where*, or *to what extent*.

9. The pagodas (宝塔) of India are elaborately (精心) designed houses of worship. _____
10. Japanese pagodas are usually built of wood. _____
11. The paint was applied thickly to the canvas. _____
12. Often, parsley is used to decorate meat dishes. _____

Adverb Comparisons

副词比较级

Like adjectives, *adverbs* also have degrees of comparison. The *positive degree* is used when only one thing is being described. The *comparative degree* is used when two actions are being compared. The *superlative degree* is used when comparing three or more things.

The comparative and superlative are formed in three ways. Most one-syllable and a few two-syllable words add *er* and *est* to the positive form. Most adverbs that end in *ly* or have two or more syllables usually add *more* or *most*, *less* or *least*. A few adverbs change completely.

Positive	Comparative	Superlative
soon	sooner	soonest
fast	faster	fastest
early	earlier	earliest
quickly	more quickly	most quickly
carefully	more carefully	most carefully
swiftly	less swiftly	least swiftly
little	less	least
much	more	most
well	better	best
badly	worse	worst

Directions: In each sentence below, underline the adverb that is being used in the comparison. On the line identify the form by writing **P** for *positive*, **C** for *comparative*, or **S** for *superlative*.

- _____ 1. The front tires are firmer than the rear tires.
- _____ 2. Which type of fish swims the fastest?
- _____ 3. Hurricanes (飓风) usually form over warm, tropical waters.
- _____ 4. In the eye of the hurricane, the winds are less severe.
- _____ 5. Hurricanes develop most often of the summer or early fall.

Directions: In the sentences below underline the correct form of the adverb in parentheses.

6. The rain fell (steadily, more steadily, most steadily) for the entire day.
7. The Jets quarterback throws (far, farther, farthest) than the Giants quarterback.
8. Our basketball team ranks (high, higher, highest) than any other team in the league.
9. Which tennis player hits the ball the (hard, hardest, most hard)?
10. The New York Rangers hockey team plays the (skillfulliest, more skillfully, most skillfully) of all the American teams.

Adverbs and Adjectives

副词和形容词

Adjectives describe nouns and pronouns.

Adverbs modify verbs, adjectives, and other adverbs.

A. Cross out the word on the right that **cannot** be used to describe the word on the left.

- | | |
|--------------|---------------------------------------|
| 1. sing | joyfully, beautiful, well, loudly |
| 2. train | fast, yellow, electric, slowly |
| 3. Ms. Woods | thinly, jumpy, comical, kindly |
| 4. freedom | more powerful, limited, very, desired |

B. Circle the adjectives.

- | | |
|-----------------|-------------------|
| 1. pretty glass | 6. round ball |
| 2. big dog | 7. wet towel |
| 3. green door | 8. excellent work |
| 4. happy boy | 9. broken pencil |
| 5. thin cookie | 10. smelly shoe |

C. Circle the adverbs.

- | | |
|---------------------|---------------------|
| 1. running slowly | 6. writing sloppily |
| 2. turning quickly | 7. watching closely |
| 3. quickly hit | 8. sipping loudly |
| 4. falling down | 9. driving badly |
| 5. joyfully leaping | 10. throwing wildly |

D. Think of three nouns and write them below. Write an adjective to go with each noun on the line next to it.

- | Noun | Adjective |
|----------|-----------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

E. Think of three verbs and write them below. Think of an adverb. Write the adverb on the line next to each verb.

- | Verb | Adverb |
|----------|--------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

Adverbs and Adjectives

副词和形容词

Knowing whether to use an adjective or an adverb can be very confusing since at times the words look very much alike. In addition, some words can be used as adjectives or as adverbs, depending upon their placement in a sentence. To know when to use an adjective or an adverb, decide which word is being modified.

A n **adjective** *modifies a noun or pronoun*. It tells which one, what kind, or how many. An **adverb** *modifies a verb, adjective, or another adverb* (or sometimes an entire sentence). It tells *how, when, where, or to what extent*.

Directions: In the sentences below, identify the underlined words as adjectives or adverbs. Circle the word that is being modified.

- _____ 1. The patient teacher explained the lesson again.
- _____ 2. The conductor waited patiently to begin the concert.
- _____ 3. The department store sale ended today.
- _____ 4. In the restaurants, the customers ordered their favorite desserts.
- _____ 5. The young artist paints beautifully in oils and watercolors.

Directions: In the sentences below, circle the correct modifiers in parentheses.

6. The first airplane flew (slow, slowly) and (steady, steadily) across the sky.
7. Today jets speed (smoothly, smooth) and (quick, quickly) through the air.
8. The sheep were (terrible, terribly) frightened during the (fierce, fiercely) hurricane.
9. The dog turned (sudden, suddenly) and growled (ferociously, ferocious) at the cat.
10. Harry Houdini became (famous, famously) for his (amazing, amazingly) escapes.

Directions: In the sentences below, underline the errors in the use of modifiers. Write the correct modifier on the line.

- _____ 11. The colors in a rainbow look so beautifully.
- _____ 12. Babe Ruth is sure remembered as an outstanding baseball player.
- _____ 13. The audience listened attentive to the guest speaker.
- _____ 14. The Boston Marathon was a real close race this year.

Adverbs and Adjectives

副词和形容词

The words *good* and *well*, *bad* and *badly* used incorrectly many times. *Good* and *bad* are adjectives that tell what kind. They follow linking verbs. The words *well* and *badly* are adverbs that tell how something is done. They follow action words. *Well* is also an adjective when it modifies a noun or pronoun meaning “healthy.”

Examples: The cake looks *good*. (adjective)

Joe skates *well*. (adverb)

Joan does not feel *well* today. (adjective)

I feel *bad* about the accident. (adjective)

Dan acted *badly* at the show. (adverb)

Directions: In the sentences below circle the correct word in parentheses.

1. James looked (good, well) in the Halloween costume.
2. My tennis instructor serves really (good, well).
3. Homeless children need food and clothing (bad, badly).
4. Everyone at the party had a (good, well) time.
5. The patient feels (good, well) today.

Negatives are words that are used to say “not.” The appearance of two negatives in one sentence is called *a double negative*. Double negatives should be avoided when speaking or writing. Examples of negatives include *no*, *no one*, *none*, *nobody*, *not*, *nowhere*, *never*, *nothing*, and *contractions* with *n't*.

- The lost puppy didn't have no food to eat. *Incorrect*
- The lost puppy didn't have any food to eat. *Correct*
- The lost puppy had no food to eat. *Correct*

Directions: In the sentences below circle the correct word in parentheses.

6. The thieves searched the house for the jewelry, but couldn't find (any, none).
7. I have not (ever, never) traveled to Europe.
8. The owner of the pet store doesn't know (anything, nothing) about turtles.
9. Never go (anywhere, nowhere) without telling your parents.
10. The fire engines arrived, even though there wasn't (no, any) fire.

Conjunctions and Interjections

连词与感叹词

Conjunctions are words that are used to join parts of sentences or whole sentences.

Following are frequently used conjunctions:

and for or but nor yet so

Example: Tina and Toni went to the store.

(The word *and* connects two subjects.)

Tina can talk on the phone. Tina can glance at the newspaper.

Tina can talk on the phone and glance at the newspaper.

(The word *and* connects the two sentences by joining the predicates with the word *and*.)

Directions: Use a conjunction to join each of the following sentences. Write the new sentence on the line below.

1. I enjoy going to the theater. I enjoy going ice skating.

2. I eat lunch with Mary in the school cafeteria(自助食堂). I eat lunch with Brian in school.

3. Debra can swim faster than Henry. Henry won the race.

4. I don't like to go mountain climbing. I don't enjoy building things.

Interjections are words that express surprise or strong emotions. If strong emotion is expressed, an exclamation point usually follows it, but mild emotion is usually followed by a comma. Some commonly used interjections are these:

oh my wow hey gosh yeah yes

Example: Oh! This is an unexpected surprise.

Yes, it was wonderful.

Directions: Underline each interjection and punctuate each sentence.

1. oh said Sylvia as she suddenly fell forward

6. ah I see what you mean

2. ouch the hammer hit my finger

7. ssh be quiet so he doesn't hear you

3. hey wait for me

8. ugh what an ugly shirt

4. oh no what did I do with my homework

9. wow I've never seen a bug like that before

5. well that might just work

Who and What

谁和什么

Who

Circle the subject in each sentence.

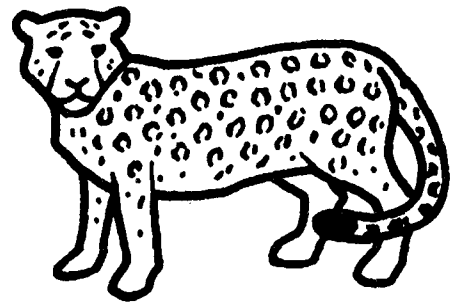
把每一句的主语圈出来。

The leopard ran toward
the bushes (灌木丛).

What

Underline the word or verb that shows what the
subject of each sentence does.

在说明句子中主语在做什么的词或动词下画线。



1. The doctor checked (检查) the patient (病人).
2. My sister ate a bag of chips (薯条).
3. The actor (演员) read his part (台词) in the play (剧本).
4. The neighbors mowed (割) their lawn (草坪).
5. The hiker (徒步旅行者) climbed (爬上) the hill.
6. The child brushed his teeth.
7. The family swam (游泳) in the ocean (海洋).
8. The singer (歌手) stepped (登上) on stage (舞台).
9. The poet (诗人) wrote a poem (诗).
10. The grandmother visited (看望) her grandchildren (孙子).

Who?

Who?

What?

What?

Complete the Sentence

补全句子

The **subject** of a sentence is **who** or **what** the sentence is about.

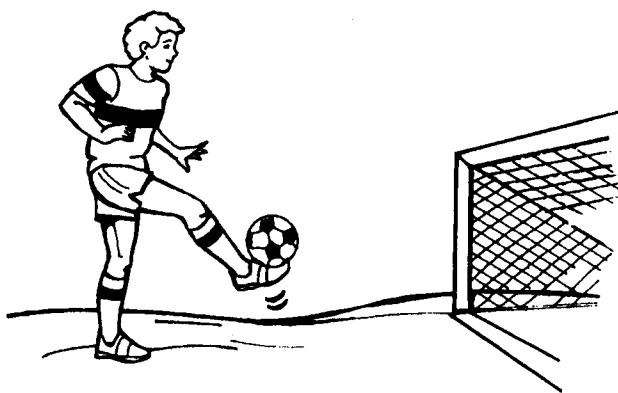
句子的主语是指该句话是有关谁或什么的。

The **predicate** is what the subject **does, has, or is**.

谓语句是指主语做什么,有什么,或是什么。

The soccer player kicked the ball toward the goal.

(subject) **(predicate)**



Fill in a subject for each sentence below.

给下列每个句子填上主语。

1. _____ exploded (爆炸).
2. _____ is beautiful (美丽的).
3. _____ tripped over (被……绊了一下) my foot.
4. _____ laughed loudly.
5. _____ should have gone to class (上课).

Fill in a predicate for each sentence below.

给下列每个句子填上谓语。

1. Our teacher _____
2. This movie _____
3. The gray cat _____
4. My grandmother _____
5. The table _____

Complete Sentences

完整句子

Before you can write a good story, you must be able to write good sentences. Remember, a sentence has a subject and a predicate. When the two parts are written together, all the words make sense. In each sentence found below, circle the complete subject and underline the complete predicate.

Example: Mom and dad took us to the beach.

1. Uncle Tony invited us to the baseball game.
2. His truck carried us to the field.
3. The parking lot was crowded.
4. We finally found our seats.
5. Uncle Tony bought popcorn and peanuts.
6. Two batters hit home runs.
7. Our team won the game.
8. People pushed to get out of the stadium.
9. We drove home late at night.
10. My sister was very tired.

