

英语专业专科专用语法教材

英语语法

Grammar in Real Life

牛健 (葡) Madalena Cruz-Ferreira 著



中央广播电视大学出版社
Central Radio & TV University Press

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本教材专为普通高校、各类高职高专以及成人院校英语专业专科英语语法课程编写设计，供英语专业专科学生或具有同等水平的自学者使用。

本教材的特点如下：

- | | |
|--------|---------------------|
| * 回顾语法 | 回顾基本语法，突出重点与难点。 |
| * 归纳语法 | 归纳语法要点，言简意赅。 |
| * 白话语法 | 避免使用语法术语，追求通俗易懂。 |
| * 发现语法 | 练习设计引导学生自己发现语法规则。 |
| * 情景语法 | 练习置于语言情境之中，避免单句练习。 |
| * 技能语法 | 视语法为技能，结合听说读写，同步提高。 |
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| * 生活语法 | 练习素材取自日常生活，真材实料。 |
| * 自学语法 | 旁注、附录引领学生自学自检。 |
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Grammar in Real Life by

牛健, (葡) Madalena Cruz-Ferreira

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英语语法 Grammar in Real Life

牛健 (葡) Madalena Cruz-Ferreira 著

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1. 教学对象

本教材的教学对象为英语专业专科层次的学生或具有同等水平的自学者,他们应具有高中起点的英语基础,了解基本的英语语法知识,并具有听、说、读、写的初步技能。

2. 教学目标

本教材旨在帮助学生将所学过的语法知识条理化,加深对语法知识的理解,明确重点与难点,尤其是能够将语法知识与实践紧密地结合起来,学会在听、说、读、写活动中有效地应用语法。

3. 教学内容

本教材基本上采用了传统英语语法的体系,内容包括词法与句法。在内容选取上,遵循“必需”与“够用”的原则,不追求面面俱到,强调实用。内容的编排顺序注意前后的有机联系。

4. 教材构成

本教材含文字教材、录音 CD 和 CAI 课件三种媒体。录音 CD 配合文字教材中的听力练习,提供相关的录音内容。CAI 课件为文字教材的延伸与扩展,同时增强语法学习的趣味性。

5. 文字教材内容结构

文字教材在内容结构上由 30 个单元构成,其中第 10、20、30 单元为复习单元。附录包括练习答案 (Answer Key) 与听力录音文本 (Tapescript)。

6. 教学安排

本教材的教学安排为一个学期,15 个教学周,每周 4 学时。每单元的学习时间为 2 学时,一周学习两个单元。

7. 教学方法

本教材将“英语语法”课程视为一门专业技能课程,而不是专业知识课程,强调语法规则在口语及书面语中的应用与实践。教材的内容与练习设计体现“做中得学”(Learning by doing)与“错中得学”(Learning from mistakes)的教学思想,将语法的讲解与练习同分析学生容易犯的语法错误有机地结合起来,使学生通过实践掌握语法,并通过分析常见的错误反思语法。

8. 教材特色

本教材的特点如下:

- **回顾语法** 回顾基本英语语法,突出重点与难点。
- **归纳语法** 归纳语法要点,言简意赅。
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- **自学语法** 旁注、附录引领学生自学自检。
- **趣味语法** CAI 课件使语法学习趣味横生。

本教材由中国中央广播电视大学牛健博士与新加坡国立大学 Madalena Cruz-Ferreira 博士合作编写,北京第二外国语学院马登阁教授参与了定稿工作,北京外国语大学部分学生参与了翻译工作。

参加本教材(含样章)审定工作的专家有:中央广播电视大学刘黛琳教授、北京第二外国语学院马登阁教授、对外经济贸易大学黄震华教授、北京理工大学吴树敬教授、首都师范大学杨阳与林立教授。我们对这些审定专家付出的辛勤劳动以及提出的宝贵意见深表谢意。

本教材由中国中央广播电视大学出版社与汤姆森学习出版集团(Thomson Learning)合作出版。在此,我们十分感谢两家出版社的通力合作,他们的专业配合令本书完美地呈现在读者面前。

本教材从策划、完成写作到出版,历经三年多的时间,得到了中央广播电视大学外语部各位老师的大力支持与协助。可以说,本教材凝聚了集体的智慧与努力。

由于编者水平有限,书中难免存在不足或疏漏之处,恳请使用者不吝指正,以便再版时予以更正。

编者
2006年6月

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UNIT 1

The basics: words

Aims

This unit will help you to:

- Identify the main word classes in English;
- Use the word classes to form correct sentences.

本单元学习目标:

辨别英语中的主要词类;
用各种词类组成正确的句子。

Getting started

Activity 1

What do you already know about word classes? Follow the example to match the word and the word class by writing the correct letters in the brackets.

Word	Word class
a. quickly	Noun ()
b. think	Article ()
c. in	Adverb (<i>a</i>)
d. office	Pronoun ()
e. the	Adjective ()
f. and	Verb ()
g. beautiful	Preposition ()
h. her	Conjunction ()

word class 词类

noun 名词

article 冠词

adverb 副词

pronoun 代词

adjective 形容词

verb 动词

preposition 介词

conjunction 连词

Reminding yourself

我们学习语法从词开始，因为词是构成语法结构的基石，有了词我们才能组成句子。词归属于不同的类别，我们称其为词类 (word classes 或 parts of speech)。每一类词都有不同的功能。例如，名词表示人或事物的名称，而形容词则用来描述人或事物的特征。

英语中主要的词类有 8 种，通常又分为两大类：主要词类 (major class words) 与次要词类 (minor class words)。

Major class words		
Word class (abbreviation)	Function	Examples
Noun (n.)	Names people, things and concepts.	<i>Katie, chair, hope, group</i>
Adjective (a. or adj.)	Tells us about nouns.	<i>good, beautiful, ready, afraid</i>
Verb (v.)	Describes actions, states and processes.	<i>do, be, have, learn, go, feel, become</i>
Adverb (ad. or adv.)	Tells us about verbs, adjectives and other adverbs.	<i>quickly, yesterday, there, usually, very, when, how</i>

abbreviation 缩写

concept 概念

词在句子中可以单独使用，也可以与其他词构成短语 (phrase)。例如：在下面的句子中，第一个粗体部分构成名词短语，因为主要词为名词 *man*；第二个粗体部分则构成形容词短语，因为其主要词是形容词 *polite*。

*This young **man** is really **polite**.*

Minor class words		
Word class (abbreviation)	Function	Examples
Pronoun (<i>pron.</i>)	Stands for a noun or a noun phrase.	<i>What a day – it's beautiful!</i>
Preposition (<i>prep.</i>)	Links one word or phrase with a following noun phrase.	<i>He puts the glass on the table.</i>
Conjunction (<i>conj.</i>)	Links single words, phrases or sentences together.	<i>He puts the glass on the table and the paper on the chair.</i>
Article (<i>art.</i>)	Shows if a noun has or has not been mentioned before.	<i>He puts the paper on a chair.</i>

stand for 代表

link 连接

proper noun 专有名词
common noun 普通名词
abstract noun 抽象名词
collective noun 集体名词
band 乐队

advice 建议

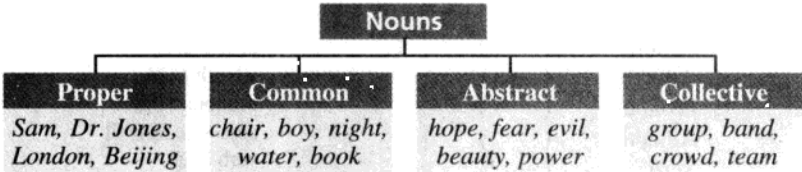
furniture 家具

handwriting 笔迹；书写体

liner 邮轮；大客轮
crew 全体船员

Major class words: Nouns

名词是为了识别人、物、地点、概念等而给予它们的名称，主要分4种：



名词按其可数性分为可数名词 (countable noun) 与不可数名词 (uncountable noun)。可数名词可以计数，因此有复数形式。大多数普通名词与集体名词为可数名词，如：chairs, boys, groups 等。

不可数名词表示不可以计数，因此没有复数形式。专有名词与抽象名词一般均为不可数名词。一些常见的普通名词也不可数，如 rice, bread, water, coffee, milk, beer, information, equipment, advice, baggage, luggage 等。

Activity 2

Write in the brackets *P* (for proper noun), *C* (for common noun), *A* (for abstract noun) or *Coll* (for collective noun) to identify the types of nouns in the sentences.

- The chair () is an important item of furniture ().
- Milk () is a popular drink in Western countries.
- Katie () says that hope () can be a false friend ().
- Dr. Brown () has very special handwriting (): nobody understands it.
- The Queen Elizabeth 2 () liner has people with higher education () among its crew ().

Major class words: Adjectives

形容词用来描述名词。多数形容词可以放在被描述的名词之前，作定语；也可以放在被描述的名词之后，作主语补语。例如：

*The **beautiful** lady is crying.*
*The lady is **beautiful**.*

有些形容词只能作定语，放在被描述的名词之前，如 *main* (the *main* point)。而有些形容词只能作主语补语，放在被描述的名词之后，如 *ready* (He is *ready*).，类似的形容词还有 *afraid*, *asleep*, *well* 等。

Grammar in reading

Activity 3

Read the letter below. Underline the adjectives that go before the noun and put brackets round those that follow the noun. Two examples have been done for you.

Dear Mum and Dad,

How are you? Both (healthy) and happy, I hope. I'm fine and it's hard to believe I've been in New York for nearly three months already. Time just flies!

I'm learning a lot about Americans. They're very friendly and I've made a group of good friends. I've visited some of their homes! They don't eat in restaurants very often – eating out is quite expensive here – so I often eat with their families. It's great!

My studies are going well. I think I'm a more active and engaged learner now. Another good thing is that I'm sure my English is improving.

Please write soon and tell me all about the family – I miss you all very much. Can you do something for me? Send me some packets of my favourite noodles and some Chinese medicine for colds and flu. Thanks!

Love,

Meiling

underline 在……下面划线

healthy 健康的

active 积极的

packet 小包
cold 感冒
flu 流感

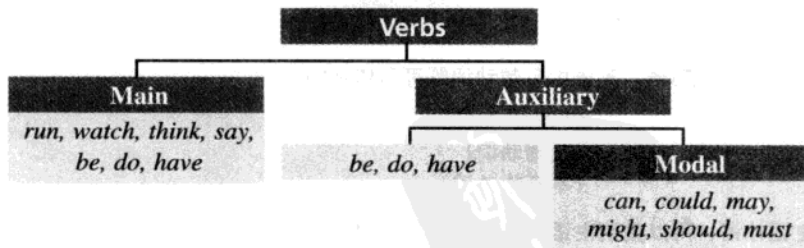
Major class words: Verbs

动词用来表示：

- 动作 (*She drives a powerful car.*)
- 状态 (*She lives in Shanghai.*)
- 过程 (*She became company president.*)

powerful 马力强劲的
company 公司
president 总裁

动词可以分为两类：主要动词 (main verb) 与助动词 (auxiliary verb)。主要动词如 *run*, *walk*, *think*, *say* 等，词义完整，在句中可以独立作谓语。助动词如 *be*, *do*, *have*, *can*, *may* 等，本身无词义或意义不完整，在句中不能单独作谓语，它们须与主要动词连用，构成各种时态、语态、语气以及否定和疑问结构。



modal verb 情态动词

由上图可见，动词 *be*, *do*, *have* 既可用作主要动词，也可用作助动词。例如：

*Their children **do** their homework every day.* (主要动词)

*Their children **do** not watch a lot of TV.* (助动词)

Grammar in listening

Activity 4

Listen and fill in each blank with a verb from the recording. After listening, write in the brackets **Main** (for main verb), **Aux** (for auxiliary verb) or **Mod** (for modal verb) to show the type of the verbs.

Which sports _____ () no longer included in the Olympic Games? Well, one such sport is the tug-of-war, which is _____ () by two teams pulling on a rope. It was on the Olympic programme until 1920, although the 1913 Games _____ () not feature the sport. Another sport that is no longer included in the Olympic Games is golf. Golf had _____ () featured on the Olympic programme twice, in 1900 and 1904, before it was taken off in 1905. Two golf events were _____ () in 1900 – one for gentlemen and one for ladies. The event for ladies _____ () a very large crowd because it was unusual for women to be seen playing any kind of sport. Golf has a long history and its origins can be traced back several centuries. Now golf authorities _____ () that the sport _____ () be included in future Olympic programmes.

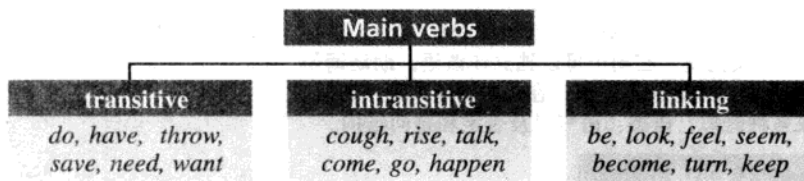
the Olympic Games 奥运会
tug-of-war 拔河

golf 高尔夫球
feature 包含……作为主要部分或特点
take off 取消

origin 起源
trace back 回溯
authorities (复数) 权威机构或人士

Types of main verbs

根据其在句中的功能，我们可将主要动词分为三种：及物动词 (transitive verb)、不及物动词 (intransitive verb) 和系动词 (linking verb)。



及物动词后接宾语，不及物动词后不接宾语。英语中多数动词既可用作及物动词，又可用作不及物动词。例如：

*The children **play** football every day.* (及物动词)
*Children **play** a lot.* (不及物动词)

系动词置于主语后面，后接主语补语，用以说明主语的特征或状态。例如：

*He **is** clever.*

Grammar in speaking

Activity 5

Practise the dialogue in pairs. Then put the verbs in bold in the correct sections of the table below. One example has been done for you.

in bold 粗体



Mary: I **saw** Katie and Sam yesterday.

Paula: Really?

Mary: They **looked** really happy.

Paula: They're getting married, did you know?

Mary: I'm surprised about that. Katie **was** always afraid of marriage.

Paula: Well, her fears **disappeared** when she **met** Sam!

Mary: Do you think they'll **invite** us to the wedding?

Paula: I hope so! And we'll both **go**, won't we?

Verb types	Examples from the dialogue
Transitive verbs	<i>saw</i>
Intransitive verbs	
Linking verbs	

Major class words: Adverbs

副词用来修饰动词、形容词及其他副词，表示方式、时间、地点、程度等概念。常见的副词形式有：

- 方式副词 (adverb of manner): *quickly, badly, fast*
- 时间副词 (adverb of time): *late, early, yesterday*
- 地点副词 (adverb of place): *there, here, back, up*
- 频度副词 (adverb of frequency): *usually, often, never*
- 程度副词 (adverb of degree): *rather, quite, very, too*
- 疑问副词 (interrogative adverbs): *when, where, why, how*

疑问副词是一种十分常用的副词，用于提问。例如：

Where do you live?

How old are you?

Grammar in writing

Activity 6

1. Suppose that yesterday started very badly for you. You woke up late. You missed your bus and had to walk all the way to school. You forgot to bring your assignment and all your friends kept talking about how terrible you looked. Describe what happened to you. Use the words and phrases below in the given order.

a. alarm clock, broke, yesterday, naturally, woke up, late

b. unfortunately, bus-stop, usual bus, already gone

c. decided, walk, to school, and, got out of breath, really fast, because, never walk anywhere

d. finally, got there, everyone, What happened?, Why, so sweaty?

e. teacher, very angry, stupidly, left, homework, at home

suppose 假设

assignment 作业

given 指定的

alarm clock 闹钟
naturally 自然地

unfortunately 不幸地

sweaty 汗湿的

stupidly 愚蠢地

2. Now underline all the adverbs in your sentences, and identify their type by writing **M** (for manner), **T** (for time), **P** (for place), **F** (for frequency), **D** (for degree) and **I** (for interrogative) above the adverbs.

Minor class words

次要词类包括代词、介词、连词及冠词。尽管我们把这类词称为次要词类，但在句子表意的过程中它们起着非常重要的作用。一旦缺失这些词，句子结构将不再完整，语言将处于无序状态，我们也将无法有效地进行交际了。

Activity 7

Read the letter below. Fill in the blanks with words from the box. Each word can be used only once. Write the word class in the brackets: **pronoun** (*pron.*), **preposition** (*prep.*), **conjunction** (*conj.*) or **article** (*art.*). One example has been done for you.

on but from this as a to the or

Go-Easy Notebooks Inc.
Greenway IT Park #17
Suzhou Road
Shanghai 201819

Shanghai Management University
School of Economics
105 Nanjing Road
Shanghai 200312

25/03/06

Dear Sir/Madam,

Notebook computer

I am writing to complain about the (*art.*) notebook computer I bought _____ () your firm. I have to write, _____ () your phones are always engaged. I have tried ringing at least ten times, _____ () the line has never been free.

Last week, I tried to do my work report _____ () the notebook. After about two hours of work, the low battery warning signal appeared on the screen. Then, without further warning, the whole notebook went dead within _____ () minute. This meant that two hours of hard work went wasted, and _____ () has now happened to me three times.

I am sure you appreciate my annoyance and frustration due to a faulty notebook. I look forward _____ () receiving a replacement for it, _____ () a refund as soon as possible.

Yours faithfully,
Andrew Xu

fill in the blank 填空

notebook computer 笔记本
电脑

complain about 抱怨
firm 公司
engaged (电话) 占线的

work report 工作报告
battery 电池
warning 警告
signal 信号
appear 出现
screen 屏幕

appreciate 意识到
annoyance 烦恼
frustration 失望
faulty 有问题的
replacement 调换
refund 退款
faithfully 忠诚地

Error recognition

Activity 8

Read the text below and underline the correct minor class word from the three choices provided. One example has been done for you.

The / A / An teaching style in secondary schools is very different from **this** / **those** / **that** found in universities. Teachers **in** / **from** / **to** secondary schools are more conservative in **his** / **her** / **their** styles of teaching. **Those** / **This** / **They** supply all the information **but** / **and** / **because** expect students to accept the information and memorize **those** / **it** / **them** without asking questions.

Teachers in universities stimulate students' thinking **from** / **by** / **with** encouraging them to ask questions and discuss ideas **to** / **with** / **among** each other; in other words, to be critical and communicative thinkers. In secondary education, teachers are responsible for what, when, how and where students learn **but** / **nevertheless** / **and** in tertiary education the students make decisions about why, what, how and where they learn.

provided 提供的

style 风格

conservative 保守的

supply 提供

memorize 记住

stimulate 激发

encourage 鼓励

critical 有判断力的; 具有批判力的

communicative 善交流的
secondary education 中等教育

responsible 负责的

tertiary education 高等教育
make decisions 做决定

Putting it together

Activity 9

Read the text and in the right-hand column write the names of the word classes of the underlined words. One example has been done for you.

The electronic revolution is here to stay. Nowadays, few people would be able to run their professional or private lives without access to a cell phone, a computer and the Internet.

without prep.

electronic revolution 电子革命

Naturally, it is the younger users who feel most comfortable with the new technology. They quickly become experts at using cell phones and computers, but there is a risk. Many youths get extremely addicted to their machines and spend their days messaging, surfing the net, exchanging video and sound files or playing electronic games.

users _____

cell phone 手机

but _____

extremely _____

addicted 入了迷的

the _____

The current innovation in the IT age is the mobile revolution. This trend appears to be strongest in Asia, where a tradition of producing, marketing and using IT is well established. Mobile phones, palmtops and laptops are now part of our everyday life. These portable gadgets can serve our needs faster and better, because they pack the same processing power as large PCs.

current _____

appears _____

a _____

IT 信息技术

palmtop 掌上电脑

can _____

gadget 精巧小机件

they _____

PC 个人电脑

UNIT 2

The basics: sentences

Katie met her boss yesterday.

My cat has very sharp claws.

These sums are wrong.

We always drink piping hot coffee.

My friends gave a farewell present to me.

Aims

This unit will help you to:

- Identify the main parts of a sentence;
- Understand simple, compound and complex sentences;
- Use different types of sentences in communication.

本单元学习目标：
辨别句子的主要成分；
区分简单句、并列句、复
合句；
掌握交流中不同类型的句
子。

Getting started

Activity 1

What is a sentence? Let's find out what you already know about sentences.

Tick the structures below that are sentences.

Sentences?	
1. Companies need young people with energy and talent.	
2. Are you working hard?	
3. Stop smoking now!	
4. Providing students with knowledge and skills.	
5. What a lovely day it is today!	

tick 打勾

energy 精力
talent 才华

Reminding yourself

Main parts of a sentence

一个句子可以表达一个完整的意思。句子通常由一个主语和一个谓语组成，有时也包括其他成分。请看下面的表格：

Sentence part	Function	Examples
Subject	<ul style="list-style-type: none"> Tells us who or what is responsible for an action, feeling, state or process. Usually appears at the beginning of a sentence. 	<i>Lisa is kicking a ball.</i> <i>Lisa loves football.</i> <i>Lovers of football are usually young.</i> <i>Football has become very popular worldwide.</i>
Predicate	<ul style="list-style-type: none"> Tells us about actions, feelings, states and processes. Usually appears after the subject. 	<i>Football attracts large crowds. (action)</i> <i>The crowd enjoys a challenging match. (feeling)</i> <i>Football is a very popular sport. (state)</i> <i>Football grows more popular every year. (process)</i>
Object	<ul style="list-style-type: none"> Tells us about the goal or the recipient of the action expressed by the predicate. Usually appears after the predicate. 	<i>Lisa kicked the ball. (goal)</i> <i>The crowd gave Lisa a loud cheer. (recipient)</i>
Subject complement	<ul style="list-style-type: none"> Tells us about the subject. Usually appears after linking verbs. 	<i>Lisa is the new team captain.</i> <i>The team felt proud after their victory.</i>
Object complement	<ul style="list-style-type: none"> Tells us about the object. Usually appears after the object. 	<i>Her playing made the team happy.</i> <i>The team elected her captain.</i>
Attribute	<ul style="list-style-type: none"> Tells us about a noun. Usually appears before the noun that it modifies. 	<i>The national team won the League.</i> <i>Our team has famous football players.</i>
Adverbial	<ul style="list-style-type: none"> Tells us about the manner, place and time of actions expressed by the predicate. Usually appears at the end of a sentence. 	<i>Lisa plays football expertly. (manner)</i> <i>Lisa plays football on the beach. (place)</i> <i>Lisa practises every week. (time)</i>

subject 主语

attract 吸引

challenging 有挑战性的
predicate 谓语

recipient 接受者

object 宾语

subject complement 主语补语

object complement 宾语补语
elect 选举

attribute 定语

expertly 熟练地

adverbial 状语

