

经全国中小学教材审定委员会 2005 年初审通过

普通高中课程标准实验教科书（任意选修）

初级英语语法与修辞

ENGLISH GRAMMAR AND RHETORIC

主 编 杨晓钰

主 审 Gina Sebastian

Words are bricks of a language building,
and grammar makes it stand up.

Figures of speech decorate the building
and make it beautiful and lively.



重庆大学出版社
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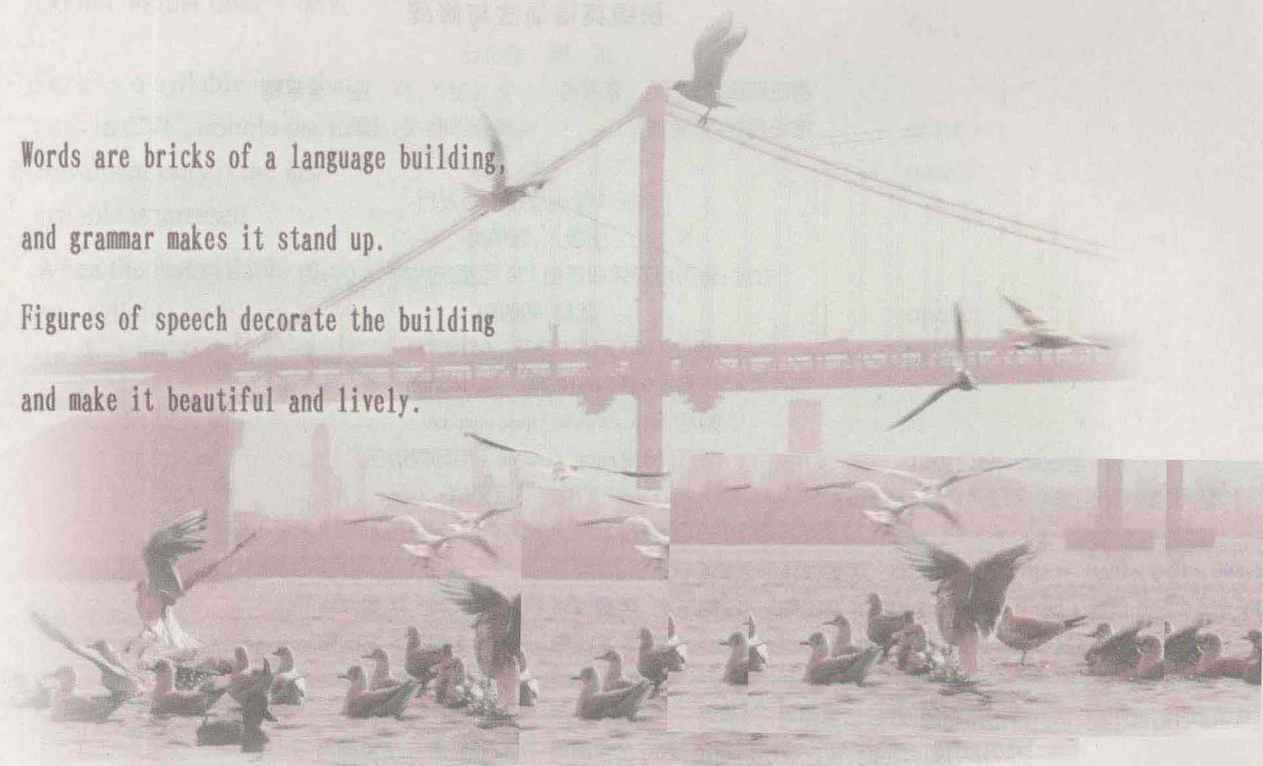
初级英语语法与修辞

ENGLISH GRAMMAR AND RHETORIC

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To the Student

To the Student

Words are bricks of a language building, and grammar makes it stand up.
Figures of speech decorate the building and make it beautiful and lively.

亲爱的同学,新学期又到了,你的英语学习又进入了一个新的阶段,《初级英语语法与修辞》将陪伴你度过一个紧张、兴奋和激动的学期。我们希望你能喜欢本书所提供的学习材料、活动形式和学习方法。

从学习英语的第一天起,你就开始接触语法了。学了多少年的英语,你就和英语语法打了多少年的交道。现在你将通过《初级英语语法与修辞》这门课的学习,把已有的有关英语语法的零星的感性认识梳理成系统的和比较完整的知识体系,以便能更加自觉地、熟练地、准确地和有效地使用这些规则为日常交际服务。与此同时,本书还将为你提供有关英语修辞方面的知识和训练。正如本书开篇所说,“词语因语法而站立,言语因修辞而鲜活生动”。我们相信,通过对语法与修辞方面的系统训练,你的英语交际能力必将达到一个新的水平。

作为语言类的选修教材,《初级英语语法与修辞》在编写理念和形式上与《普通高中英语课程标准》保持一致,内容上与英语必修课相辅相成,是必修课的归纳、补充与提高。通过各种形式的语法和修辞练习,你可以巩固所学语法知识,加深对语法的理解和记忆;而修辞的学习则会帮助你更好地欣赏英语,更生动、有效地用英语进行交流,从而使自己综合运用语言的能力得以逐步提高。

“知己知彼,百战不殆。”了解本教材的基本框架结构和各板块的目的和内容,是有效地使用教材的基本保障。本书包括语法、修辞和自我评价三个板块;以语法为主,修辞为辅。具体学习建议如下:

1. 上课前,请仔细阅读 Looking Ahead 和 Terms Used in This Unit 两部分,以便更好地了解该单元的学习目标和主要学习内容,并熟悉相关术语,做到心中有数,这样就能在整个单元的学习过程中处于主动地位,发挥主体作用,更好地领会教师的教学意图,取得最佳的学习效果。

2. Approaching the Topic 这一板块的设计,是为了最大限度地激活你已有的背景知识,激发你的学习兴趣和欲望。通过一些参与性的活动,对该单元将要学习的语法内容进行感知性的接触和认识,为探索和发现语法规则做准备。

3. Discovering Grammar 是一个重要的学习环节。在这一环节里,既有教师的讲解,又有各种有趣的活动,还有对语法能力的测试。在对所提供的语言材料和对语法现象感知的基础上,通过独立思考、合作学习和师生互动的方式,你将尝试把该单元所涉及的语法规律总结出来,为下一步操练和运用这些语法规则做好充分的准备。

4. “理论是灰色的,实践之树常青。”只有把语法规则运用于具体的语言实践之中,学习语法的目的才算真正达到。为此目的,我们在 Applying Grammar 部分为你提供了内容丰富、题材各异、难易适度、形式多样、活泼直观、便于操作的练习材料。积极参与并认真做好这些练习,能加深你对英语语法的认识,逐渐形成良好的语言习惯。

5. Further Development 板块提供了一些补充材料,是该课所讲语法内容的适当延伸,所涉及语法现象的难度较前有所提升。如果你有进一步探索的兴趣,这不失为一次积极的挑战,通过思考和练习,相信你一定会有不小的收获。

句子语法正确,说话和写文章符合语言规范,这是言语交际得以正常进行的基本条件。但是要使我们的交际达到预期的效果,还应辅以各种修辞手段的运用,这样我们的语言才会生动活泼、充满活力、感人至深。除了第一单元外,每一单元都介绍了一种修辞格,并形成一個独立的板块,与语法有机地结合。在学习这一部分的内容时,首先辨认和熟悉该修辞格的语言表达形式和它所隐含的真实意义;然后通过各种练习活动,学会欣赏和在各种具体的语境中使用修辞格。

要想在英语学习中时时有收获,天天有进步,那么,不断地对自己的学习方法和学习效果进行反思是非常必要的。为此目的,我们在每课后都附有“自我评价表”,请在完成每单元的学习后,认真填写此表,找出差距,及时弥补。请相信,不断的反思会帮助你不断地进步,不断地走向成熟。另外,为了自主学习之便,我们在每单元后附有语法和修辞术语表,以便于查找。建议在开始学习每单元前先熟悉这些术语,这样就能给学习带来方便。

希望通过本教材的学习,你能更好地了解、把握和应用英语语法和修辞,掌握一种更加有效的学习方法和途径,从而更好地为交际服务。

学习的道路不会是一帆风顺的,因此,请记住永远对自己说:“I can do it!”

愿你快乐地度过该阶段的英语学习,享受克服困难的快乐,享受创新的快乐,享受成功的快乐!

编者

2005年6月

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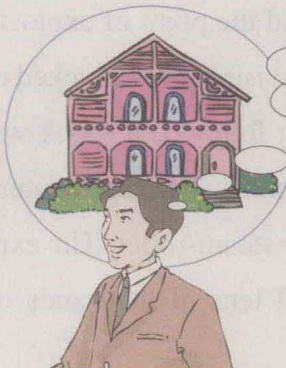
Unit 1

English Sentences

Words are bricks of a language building, and grammar makes it stand up.



Figures of speech decorate the building and make it beautiful and lively.



Looking Ahead

- Learn the basic sentence patterns.
- Learn the different types of sentences.
- Get a general view of figures of speech.



Approaching the Topic

1. Match the sentences with the pictures. Pay attention to different sentence patterns.



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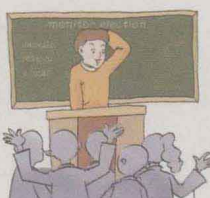
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A. We elected Jack our monitor.

B. Pass me the salt.

C. Tom is listening to music.

D. The train leaves at six.

E. I am going to put the books on the desk.

F. The man is a doctor.

G. She is coughing.

2. Read the passage below carefully, paying attention to the different sentence patterns.

On August 6, 1945, an American aircraft stole into the sky of Japan. When it came over the town of **Hiroshima**, the aircraft dropped a bomb. The bomb exploded.

Within less than a second, the bomb changed from a piece of metal into a huge mass of expanding gas, millions of degrees hot. The air itself around the point of explosion began to burn. A shower of **penetrating invisible** rays attacked every living and dead thing in the town. Then followed a **shock-wave** which made the whole town a site of ruins. The city center looked as if it had been **razed** by a monster **steam-roller**. The explosion killed at least 140,000 people and left tens of thousands of others disabled or **disfigured** for life.

Three days later, another bomb of the same kind gave the town of **Nagasaki** the same fatal blow. It killed 54,000 people and brought almost all the buildings in the city down to the ground.



Hiroshima *n.*

[ˌhɪrəˈʃɪ:mə] 广岛

penetrating *adj.*

['penɪtreɪtɪŋ] 穿透的

invisible *adj.*

[ɪnˈvɪzəbl] 不可见的

shock-wave *n.*

冲击波

raze *vt.*

[reɪz] 削为平地

steam-roller *n.*

蒸汽压路机

disfigured *adj.*

[dɪsˈfɪɡəd] 毁容的

Nagasaki *n.*

[ˌnæɡəˈsɑːki] 长崎



Discovering Grammar

1. Find sentences from the passage above to complete the following table.

Sentence patterns

Example sentences

SV

SVO

SVC

SVOC

SVoO

SVA

SVOA

Note: S = subject, V = predicate verb, O = object, A = adverbial, C = complement, o = indirect object.

2. Indicate in the brackets whether each of the following sentences is a case of SV, SVA, SVOC, SVoO or SVOA.

- 1) He laughs excitedly. ()
- 2) Mary lent me her bike. ()
- 3) My family live in a mountain village. ()
- 4) We made him headmaster of the school. ()
- 5) The teacher put the books in front of the pupils. ()

1 Types of sentences

TIPS

Structurally speaking, English sentences may be grouped into **simple**, **compound** and **complex** sentences.

► Simple sentences

- 1) He is a good student.
- 2) We have five subjects to learn this term.
- 3) The class decided at the meeting to visit the city museum on Sunday.

► Compound sentences

- 1) Hurry up, or we'll miss the train.
- 2) As a good student, he gets up early every day and is never late for class.
- 3) The sentence may be correct grammatically, but native speakers never say it that way.

► Complex sentences

- 1) If he always listened to teachers carefully, he would be a good student.
- 2) The old man did not go out for a walk as usual, because it was wet that day.

Write **simple**, **compound** or **complex** in the brackets to indicate the sentence types.

- () 1) The teacher came in and the students stood up at once.
- () 2) He got up early but he was still late for class.
- () 3) He lives simply in the countryside.
- () 4) The earth goes around the sun.
- () 5) Liverpool lost the game because its two best players were absent.
- () 6) If you work hard you will surely make great achievements.

Challenge yourself

2 Functions of sentences

TIPS

Functionally speaking, English sentences may be grouped into **declarative**, **interrogative**, **imperative** and **exclamatory** sentences.

Indicate in the brackets whether each of the following sentences is a declarative, interrogative, imperative or exclamatory sentence.

- 1) A famous film star visited our school yesterday. ()
- 2) What are you going to do this morning? ()

- 3) Is there anybody who is willing to go with me? ()
- 4) Don't forget to post me the letter, for it is extremely important. ()
- 5) Jane had been to China three times by the year 2000. ()
- 6) What a fine day it is today! ()
- 7) Shirley, open the door for the guests as soon as they turn up. ()

3 Affirmative and negative sentences

Each sentence type may be either affirmative or negative. Observe the following negative sentences and find out how they are formed. Write three negative sentences of your own.

- 1) Freda did not come to school yesterday because she was ill.
- 2) You'd better not do it.
- 3) Don't you want to go to Lijiang again? It is so wonderful.
- 4) I don't think Mr. Wang will come to join us.
- 5) Mother told the child not to play with fire, for it was dangerous.
- 6) _____
- 7) _____
- 8) _____



Applying Grammar

1. Imitate each sentence pattern in the following table and write two more example sentences.

Sentence patterns	Example sentences
SV	1) The sun rises.
	2) _____
	3) _____
SVO	1) He opened the door.
	2) _____
	3) _____
SVC	1) He looks fine and energetic.
	2) _____
	3) _____
SVOC	1) We elected him chairman.
	2) _____
	3) _____
SVoO	1) Father bought me a bicycle.
	2) _____
	3) _____

SVA

1) He lives in a small town.

2) _____

3) _____

SVOA

1) I put the book on the table.

2) _____

3) _____

2. Combine the two sentences in each pair into one sentence, making one subordinate to the other.

1) I got a letter yesterday from my uncle. My uncle is now living in Japan.

2) He studied very hard. He still failed in the examination.

3) One of his best friends died of cancer last Sunday. The news made him very sad.

4) This is the small village. In this small village the famous music star was born.

5) He didn't go to school yesterday. He was ill.

3. Change each of the following first into a negative sentence, and then a yes/no or wh-question.

1) Father is going to see his uncle in the hospital the day after tomorrow.

2) There have been five traffic accidents this year already in this part of the highway.

3) Li Xin thinks she will receive 20 more Christmas cards this year than she did last year.

4) Tom used to go to school by bike.

4. Change the following into exclamatory sentences, making use of **how**, **what** or both. The first sentence has been done for you.

1) The lady is very beautiful.

How beautiful the lady is! / What a beautiful lady she is!

2) It is a fine day today.

3) Andy Liu and Yao Ming have each done a wonderful job this year.

4) My brother saw a very exciting film last night.



Further Development

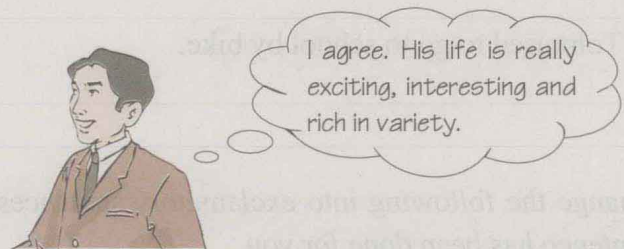
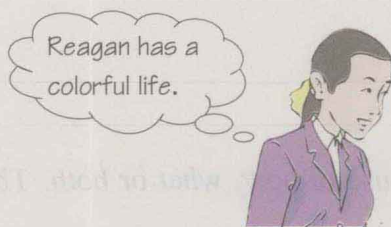
1. Observe and learn how tag questions are formed.

- 1) I don't believe he will succeed, will he?
- 2) Let's go out for a walk, shall we?
- 3) He could hardly walk without a stick, could he?
- 4) You used to sleep with the windows open, didn't you?
- 5) Tom has finished his homework, hasn't he?
- 6) There is a TV set on the table, isn't there?
- 7) What you need is more water, isn't it?
- 8) Mr. Smith must be in the reading-room, isn't he?

2. Complete the following tag questions.

- 1) Jenny dislikes playing tennis, _____?
- 2) Alice, you feed the bird today, _____?
- 3) Let us go home now, _____?
- 4) Mike and his parents must have arrived in Shanghai already, _____?
- 5) There used to be an old building here, _____?
- 6) Few people could understand him then, _____?
- 7) She looked unhappy, _____?
- 8) I don't think they will come to see you off, _____?

Figures of Speech



1 Study it

Words may be used in their dictionary meaning or in extended meaning. In "His life is really exciting, interesting, and rich in variety." every word is used in its dictionary meaning, but in "a colorful life", the word **colorful** is used in an extended or figurative meaning. Words used in this way are called figures of speech, which are devices to make language more lively, vivid and emphatic.

Study and appreciate the following examples of figures of speech.

- 1) The society was his university.
- 2) The teacher's words were drowned in the shouts of the students.

3) Many hands make light work.

4) ... Age and Youth

Cannot live together:

Youth is full of pleasure,

Age is full of care;

Youth like summer morn,

Age like winter weather.

— Shakespeare

2 Practice it

1. Find out the phrases that are cases of figurative language on page 2, and then complete the table with your partner. The first one has been done for you.

Figurative language

... stole into the sky of Japan

Literal meaning

... flew into the sky of Japan unnoticed

2. Which sentence expresses literal meaning and which figurative meaning? “F” stands for figurative and “L” for literal meaning. Provide two more examples. The first one has been done for you.

1) (F) Action speaks louder than words.

(L) People should do something practical instead of talking only.

2) () A young idler, an old beggar.

() If you don't work hard when young, you will suffer from cold and starvation when old.

3) () Every family has its own troubles and problems.

() There is a skeleton in the cupboard.

4) () Making mistakes is unavoidable for all human beings.

() To err is human.

5) (F)

(L)

6) (F)

(L)

3. Write a short passage of about five sentences containing at least two cases of figures of speech.

Self-assessment

1 Talk about your work

Answer the following questions and see how well you have done in this unit.

- 1) How well do you understand this unit?
- 2) Which section do you like best? Why?
- 3) What do you find difficult/easy/useful/interesting?
- 4) Which part do you think requires you to spend more time on?
- 5) What can you do to improve it?
- 6) What else do you want to know about sentences and figures of speech?
- 7) What suggestions do you have for things to do in class?

2 Can I...

Put a “√” in the box.

Can I...	Yes	No
• use sentences of different types?		
• do all the exercises in this unit?		
• understand the characteristics and expressive effect of figures of speech?		
• write sentences containing figures of speech?		

3 Tips for you

If you tick “No”, you may

- go back over your work until you can tick “Yes”.
- talk to your teacher about your difficulties.
- ask your classmates for help.
- do something you think necessary to improve your work.

Terms Used in This Unit

adverbial	状语	imperative sentence	祈使句
affirmative	肯定的	indirect object	间接宾语
complement	补语	interrogative sentence	疑问句
complex sentence	主从复合句	negative	否定的
compound sentence	并列复合句	predicate	谓语
declarative sentence	陈述句	subordinate	从属的
exclamatory sentence	感叹句	tag question	反意疑问句
figure of speech	修辞格		

Unit 2

Nouns and Pronouns



Do you want a chocolate? My momma always said, "Life is like a box of chocolates. You never know what you're going to get."

Looking Ahead

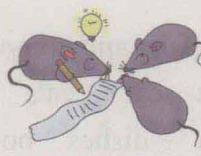
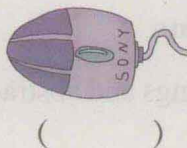
- Learn to use nouns correctly.
- Learn to use pronouns properly.
- Learn to recognize and use simile.



Approaching the Topic

1. Fill in the blanks with the correct forms of **mouse** and then match the following sentences with the corresponding pictures below.

- 1) I think we've got a _____ in the kitchen.
- 2) Three _____ are discussing how to get rid of the cat.
- 3) Have you bought a new _____ for your computer?
- 4) The field _____ whiskers are used to measure the hole.
- 5) In the world of Disney, Mickey _____ is one of the most popular cartoon characters.





2. Read the following passage and underline the nouns and pronouns in it.

What Do Kids Want?

Working parents often feel that they are not giving their kids enough attention. They think that their kids feel unhappy and want to spend more time with them.

According to scientists in some institutes, working parents make assumptions about their children, but no one had ever asked kids what they thought. So researchers interviewed over 1,000 kids of working mothers or fathers to find out what they wanted. They asked the kids whether or not they wanted their parents to stay home. Surprisingly, only 10 percent of the children in their study said that they wanted more time with their parents. However, the kids interviewed said that they wanted their parents to pay more attention to them. They said that their parents were as busy as a bee. When being asked about what they needed most, the majority of the kids said that they wanted to feel important and loved.



institute n.
[ˈɪnstɪtju:t]
机构, 单位

assumption n.
[əˈsʌmpʃən]
假定, 设想

Discovering Grammar



Complete the following table with words taken from the passage above.

Categories	Words
Countable nouns	
Uncountable nouns	
Pronouns	

1 Nouns

▶ Countable and uncountable nouns

Nouns are names for persons, places, things and abstract ideas. In number, nouns can be countable or uncountable.

1. Observe the following word pairs and complete the table below.

- 1) girl — girls dog — dogs cat — cats shop — shops river — rivers boy — boys
- 2) church — churches dish — dishes box — boxes class — classes quiz — quizzes
- 3) fly — flies family — families baby — babies factory — factories