



范晓云 123 英语教学法丛书

Whyshoo English

Morphology **Step**

3

怀书英语词法进阶

范晓云 编著

动词实操

Verbs



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贵州师范学院内部使用

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总序

“范晓云 123 英语教学法”中的“123”具体指：一条声韵单线（专门针对语言学习初期的“磨耳朵”拾音拼词教学）；二种匹克双线（专门针对阅读分级教学）；三段生成路线（专门针对有氧拼读、有氧泛读和有氧写作）。这些年来，我通过对“123 英语教学法”的深度思考，结合自己的教育理念和教学实践，坚持“十年一事”的实践研究态度，以“帮助孩子们走出对语言知识机械学习的沉闷”为最直接的教育目标，反思、总结教育实践过程，有效厘清了一个概念：语言教育的诉求就是引导每一位语言习得者“怀真抱素、守正出奇”，充分尊重语言习得渐进过程，有效实施“听说读写”3D 动态的实操路线图。我们在英语教学中需要验证的是：什么样的习惯将跟着孩子一辈子？因此，我通过解决以下两个问题进一步明确定位“123 英语教学法”。问题一，怎样帮助孩子们自然进入英语阅读状态？问题二，语言是相通的，能否在不同的语言之间找到共同的情感通道？任何一种广为使用的语言都可称为艺术，英语当然也不例外。无论是从内容的表意、节奏的抑扬顿挫，还是从精神沟通的层面来讲，语言都有着如音乐般的美妙艺术性。

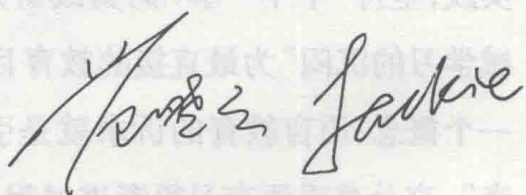
怀书英语结合国内各版本中小学课标教材和 30 多套原版国际课程教材，在持续深入研发的过程中，形成了怀书英语“五大路线”课程体系。由此，“范晓云 123 英语教学法丛书”应运而生，主要包括词法进阶、句法进阶、章法进阶等主题教程。

一位语言学家说过：“学习外文就像攻堡垒，我们要从四面八方冲击它。”希望“范晓云 123 英语教学法”架构下的怀书英语，在专注于 12 年英语整体教育教学实践研究的过程中，能帮助更多的英语学习者提高英文学习和习得能力。

词生莲花，可追根溯源，可百家争鸣；词生聚思，可虚涵数意，可群英荟萃。

怀书堂原创首套词解雅辑《怀书英语词法进阶》，以“单字拼读”“词汇拼解”“动词实操”为三进阶，专注 12 年（从英文启蒙到高考素养）英文词法 Morphology 的整体教学推进。

由于本人水平有限，书中难免有不当之处，敬请读者提出宝贵意见，以便今后不断完善。范老师的个人官网：www.fanxiaoyun.com。



于怀书堂英文图书馆

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■ [What Is a Verb?]

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A verb is about an action, a state of being, or a state of mind. Verbs are called *main verbs*.

Why has John taken English history?

John has just made English class.

I forgot that it was your birthday.

John has owned several model motorbikes.

A main verb is sometimes called a "doing word". A special group of verbs are called *auxiliary verbs*. These can be put together with main verbs.

I am thinking.

She has seen the movie already.

David can share it with you.

We might need to get help.

Main verbs

These are the verbs that we use to indicate actions and states. Most of the verbs in English are main verbs. They are also called *lexical verbs*. Main verbs are divided or classified in several ways:

♦ according to whether they refer to states

I can really taste the herbs in this chicken.

This shirt belongs to me.

He looks happy.

She always finds time and money.

I already feel that I have known you for ages.

♦ or according to whether they refer to actions

Some children were kicking a ball around in the field.

We were running across the football field.

For six hours, the door was open down.

Chapter

1

What Is a Verb?

■ [What Is a Verb?]

A **verb** tells us about an action, an activity, a process, a state of being, or a state of mind. Ordinary verbs are called **main verbs**.

Whyshoo Town is an English library.

Jackie feels much happier now.

I forgot that it was your birthday.

Shawn owned several model motorbikes.

A main verb is sometimes called a “doing word”. A special group of verbs are called **auxiliary verbs**. These can be put together with main verbs.

I am thinking.

She has seen the movie already.

David can share it with you.

We might need to get help.

Main verbs

These are the verbs that we use to indicate actions and states. Most of the verbs in English are main verbs. They are also called **lexical verbs**. Main verbs are divided or **classified** in several ways:

❖ according to whether they refer to **states**

I can really taste the herbs in this omelette.

This scarf belongs to me.

He hates losing.

She always liked boats and sailing.

I already feel that I have known you for ages.

❖ or according to whether they refer to **actions**

Some children were kicking a ball around in the field.

We were running across the football field.

For six hours, Leo drove across open desert.

❖ into **regular** and **irregular** verbs according to the spelling of their forms
regular: talk, talks, talking, talked, talked.

irregular: swim, swims, swimming, swam, swum;
go, goes, going, went, gone.

❖ according to whether or not they are followed by an object

That is, whether they are **transitive** or **intransitive**.

Everyone in Whyshoo Town **can read**.

We both **read the same newspaper**.

Don't shout in the library.

We both **ran away**.

Sue **found a pond**.

I **saw my cousin** on Wednesday.

Auxiliary verbs

These verbs are used in combination with main verbs in order to allow us to talk about different times or periods of time, different degrees of completion, and different amounts of certainty or doubt. There are several types of auxiliary verbs. The **primary** auxiliaries help express time, and the **modal** auxiliaries help to express certainty and doubt.

■ [The Verb Phrase]

Sentences consist of a number of parts, using different parts of speech. One of these is the **verb phrase** which includes the main verb and may have auxiliary verb to go with it. In a sentence, you usually put the verb phrase immediately after the subject. When a verb phrase consists of a single word, it is called a **simple** verb. Many verb phrases in English are made by combining an auxiliary verb and a main verb.

The new nurse **came in**.

Jack **uses her** skateboard quite a lot.

We **had finished**.

Andy **was reading** a new novel.

Alice **is riding** someone else's horse.

■ [Direct and Indirect Objects]

The **object** of a sentence (if there is one) normally comes after the verb phrase. Whether there is an object or not depends on the meaning of the verb. For example, if you want to talk about what someone is doing, you might say, "*She is writing*", but if you want to talk about the point of the activity, you might say, "*She is writing a book*".

She **was riding**.

She **was riding her** horse.

Erica **was writing**.

Erica **was writing a** letter.

An object that follows a verb like this is called the **direct object**.

*Rory found **a pen**.*

*Our cat doesn't like **milk**.*

Some verbs also have another sort of object called an **indirect object**. An indirect object names the person for or to whom something is done. It is usually needed with verbs like *give*, *find* and *owe*. For example, with *give*, we need to name both the thing that is given and the person it is given to.

*Millie owes **Max 15 pounds**.*

*Eva gave **me a box of chocolates**.*

*Lucy bought **her rabbit some more food**.*

■ [Transitivity]

Some verbs must always take a direct object, while some never take a direct object. Others sometimes take one and sometimes don't, depending on the meaning. When a verb has an object, it is called a **transitive** verb. They are often connected with: physical objects (*build, catch, sell, wear*); senses (*feel, hear*); feelings (*enjoy, frighten, hate, surprise*); facts or ideas (*believe, forget, include*); or people (*blame, convince, persuade, please*).

*Robin bought **a magazine**.*

*I don't like **rap music**.*

When it does not have an object, it is called an **intransitive** verb. These often refer to existence (*appear, die, live*); the human body (*ache, blush, smile*); human noises (*cough, cry, snore, speak*); light, smell, or vibration (*glow, sparkle, throb*); or position of movement (*arrive, fall, go, run, stand, wait*).

Leo fainted.

Soon, everyone was shouting.

Some verbs may be either **transitive** or **intransitive**.

*Jackie was reading (**a letter**).*

*Andy was drawing (**a picture**).*

When a verb has both an indirect and a direct object, it is called a **ditransitive** verb.

*Amy owes **Mark ten pounds**.*

*Stephen gave **me some flowers**.*

*Millie bought **her hamster a new cage**.*

Some verbs must have an adverbial as well as a direct object, for example to specify a place.

*He placed **the parcel on the chair**.*

*She put **the umbrella in a corner**.*

Chapter

2

Types of Verb

■ [Reflexive Verbs]

Transitive verbs are used with a reflexive pronoun to indicate that the object is the same as the subject.

*I hurt **myself**.*

The **reflexive pronouns**:

Person	Singular	Plural
1st	myself	ourselves
2nd	yourself	yourselves
3rd masculine	himself	themselves
3rd feminine	herself	themselves
3rd neuter	itself	themselves
general	oneself	

Reflexive pronouns are used:

- ❖ when the speaker or writer is referring to an action that he or she has caused to happen and of which he or she is also the object

*I cut **myself** with the carving knife.*

*Sometimes I just don't like **myself** very much.*

- ❖ when the direct object or prepositional object of a sentence has the same reference as the subject

*John looked at **himself**.*

*John taught **himself** to play the guitar.*

The reflexive form **oneself** can be used to refer to people in general.

*The first rule is not to take **oneself** too seriously.*

Oneself can also be used as a substitute for the 1st person singular. If it is used like this, the subject pronoun should be **one**. This is not common in normal direct speech.

*One asks **oneself** whether it is worth the bother.*

*One owes it to **oneself** to do something worthwhile.*

Some verbs take a reflexive pronoun only in particular uses of the verb.

*King introduced **himself**.*

*The cat washed **itself**.*

You can leave out the reflexive pronoun if it is obvious that the subject was performing the action of the verb on himself or herself.

*Jeremy **washed** and **dressed**, then went out.*

When a preposition is followed by a pronoun, the pronoun is normally in the object form.

*They all looked at **him** in silence.*

If that pronoun refers to the subject of the main verb, however, it must be a reflexive pronoun.

*She looked at **herself** in the mirror.*

The reflexive can be used to make something you say stronger. To make a strong point, we sometimes use a normal subject or object pronoun and a reflexive pronoun as well.

*He told me **himself** that he was leaving.*

*I'll do it **myself**.*

The reflexive can also be used with or without *by* meaning “alone” or “without help”.

*I think you should try and do it **yourself**.*

*Did she do that all by **herself**?*

■ [Reciprocal Verbs]

Some verbs are used for talking about actions that involve two people doing the same thing to each other. These verbs are sometimes called “**reciprocal**” verbs.

*We **met** in Delhi.*

*They **hugged**.*

The two people involved in the action are often mentioned as the plural subject of the verb, and the verb does not have an object. For example, “*John and Mary argued*” means that John argued with Mary and Mary argued with John.

*We **competed** in a race.*

*Their children **are always fighting**.*

When you want to show that both people are equally involved, you can use the pronouns *each other* or *one another* as the object of the verb. Verbs that are used for talking about actions in which there is physical contact between people are often used with *each other* or *one another*.

*We **chatted with each other**.*

*They **fought one another** desperately for it.*

*They **touched one another**.*

Some verbs do not take an object, so you use a preposition before *each other* or *one another*.

*They **parted from each other** after only two weeks.*

*We **talk to one another** as often as possible.*

■ [Reflexive Verbs]

With some verbs you have a choice of preposition before *each other* or *one another*. For example, you can *fight with* one another or *fight against* one another.

*Many countries are **competing with each other**.*

*Did you **compete against each other** in yesterday's race?*

*Stephen and I **parted with one another** on good terms.*

*They **parted from one another** quite suddenly.*

With some verbs, you can only use **with** before *each other* or *one another*. Note that most of these verbs are used for talking about people talking or working together.

*We do **agree with each other** sometimes.*

*Have they **communicated with each other** since then?*

*The two lorries **collided with one another** on the motorway.*

■ [Linking Verbs]

Some verbs are followed by a **complement** rather than an object. These verbs are called **linking verbs**:

appear	be	become	feel	get	go	grow	keep	look
prove	remain	seem	smell	sound	stay	taste	turn	

The subject **complement** is a word or phrase that tells us more about the subject.

*Alan is **a nice person**.*

*Rajiv is **a nurse**.*

*Alison seems **very happy**.*

*That's **it**!*

The **subject complement** is linked to the subject by a verb, and the order is:

subject + verb + subject complement.

Subject complements can be noun phrases, pronouns, adjectives, or even prepositional phrases.

Most adjectives can be used after a group of verbs that includes: *appear*, *be*, *become*, *look*, *seem*, *smell*, *taste*, etc. An adjective that is used in this position is called a **predicative adjective** and it is functioning as a **complement**.

*The tickets seemed **expensive**, but the show was **excellent**.*

*These little cakes are **delicious**.*

*Soon afterwards, Patrick became **ill**.*

*Jackie appeared **friendly enough** when I first met her.*

Less frequently, we find an **object complement**. The object complement tells us more about the direct object. It relates directly to the object and is placed after it. Verbs that can take an object complement with their direct object include *make*, *call*, and *appoint*. The word order is:

subject + verb + direct object + object complement.

*Peter's phone call made **Maureen happy**.*

*She called **me a fool**.*

*They appointed **him Director**.*

■ [Irregular Verbs]

Irregular verbs are verbs that do not form the past simple tense and the past participle by adding **-ed** to the base form.

The three main groups of irregular verbs

❖ In Group A, the base form, the past simple and the past participle are the same:

- | | | |
|---|-------------------------------|----------------|
| 1 | <i>the base form</i> | <i>put</i> |
| 2 | <i>the present simple</i> | <i>puts</i> |
| 3 | <i>the past simple</i> | <i>put</i> |
| 4 | <i>the present participle</i> | <i>putting</i> |
| 5 | <i>the past participle</i> | <i>put</i> |

Group A

bet	cut	let	shed	spread
burst	hit	put	shut	thrust
cast	hurt	set	split	upset

❖ In Group B, the past simple and the past participle have the same form:

- 1 the base form buy
- 2 the present simple buys
- 3 the past simple bought
- 4 the present participle buying
- 5 the past participle bought

Group B-1

Base Form	Past Form	Base Form	Past Form
bend	bent	hang	hung
bind	bound	have	had
bleed	bled	hear	heard
bring	brought	keep	kept
build	built	kneel	knelt
buy	bought	lay	laid
catch	caught	make	made
find	found	say	said

Some of these verbs have alternative spellings for the past participle:

Group B-2 (The past form may be either a or b.)

Base Form	Past Form (a, b)	Base Form	Past Form (a, b)
burn	burnt, burned	smell	smelt, smelled
dream	dreamt, dreamed	spell	spelt, spelled
lean	leant, leaned	spill	spilt, spilled
learn	learnt, learned	spoil	spoilt, spoiled

❖ In Group C, the base form, the past simple, and the past participle all have different forms:

- 1 the base form go
- 2 the present simple goes
- 3 the past simple went
- 4 the present participle going
- 5 the past participle gone

Group C

Base Form	Past Form		Base Form	Past Form	
arise	arose	arisen	ring	rang	rung
awake	awoke	awoken	rise	rose	risen
bear	bore	borne	saw	sawed	sawn
begin	began	begun	see	saw	seen
bite	bit	bitten	shake	shook	shaken
blow	blew	blown	show	showed	shown
break	broke	broken	shrink	shrank	shrunk
fly	flew	flown	strive	strove	striven
give	gave	given	take	took	taken
know	knew	known	throw	threw	thrown
ride	rode	ridden	write	wrote	written

■ [Auxiliary Verbs]

An **auxiliary verb** is a verb that is used together with a main verb.

Be and **have** are the **primary auxiliaries**.

❖ **Be** is used to make the present continuous and the past continuous.

*I **am** working.*

*Rob **is** using the computer.*

*We **were** all wondering about that.*

*Kevin **was** teaching in America in 1985.*

❖ **Be** is also used to make the passive.

*These books **are** sold in supermarkets.*

*Martin **was** arrested and held overnight.*

❖ **Have** is used to make the present perfect and the past perfect.

*Stephen **has** finished fixing the car.*

*George and Alice **have** seen the show already.*

*Amanda **had** already eaten when we arrived.*

*They **had** not expected to see us there.*

Do is the **supporting auxiliary**. It is used in forming negatives, questions, and emphatic statements.

*I **do** not like sausages at all.*

***Do** you like prawns?*

*You **do** like prawns, don't you?*