SENTENCE COMBINING

英语句子合并80则

EXERCISES

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陕西人民出版社

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Sentence Combining: 80 Exercises

邓叔野　余　正　杨　畅　编

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（西安北大街131号）

陕西省新华书店发行　　五二三印刷厂印刷

开本 850×1168　1/32　印张 5 插页 1　字数 120,000

1985年8月第1版　1985年8月第1次印刷

印数 1—25,500

统一书号：9094·85　定价：0.90元

序

《英语句子合并八十则》供中等水平的英语学习者练习造句和合句成文。这个练习方法，国内似乎还未普遍试用。我认为它比命题作文和由汉译英主要有两个优点。命题作文往往使学习者一时感到无话可说，或者有说不完的话而感到不知用英语怎么说法。因而多费时间在构思上，就相对地减少了用在研究表达方法的时间上。至于由汉译英，又容易为了忠实于汉语原文而写成不合英语习惯的语句。两者都会造成以词害意的结果。

句子合并的练习题中的每句本身供给学习者一点或多点英语习惯用法的实例。即使不作合并练习，也可以从中学到不少浅近而有用的表达法。合并实践，就兼有造句和作文的作用。

书中所附的答案可说得是示范。但这么说并不意味着每个答案都是尽善尽美的或者是独一无二的。学习者们或他们的老师们认为某一答案中的某一句不如改作某一形式为妥，编者们当然乐于知道，慎重考虑，择善而从。

葛传槼

一九八四年六月十六日

前　言

通过何种途径较易于掌握英语的句子结构，这一直是英语教学工作者所关心的一个问题。早年的“语法分析法”和近年流行的“句型操练法”各有所长，这两者在我国英语教学中都得到普遍的运用。“句子合并法”是又一种掌握英语句子结构的有效方法。这一方法在国外已广有影响，不少学者为之著书立说，而在我国尚显得陌生。

什么是“句子合并法”呢？

让我们来看一看以下的例句：I like the *beautiful* bird *in the sky*. 句中 bird 有二个定语，要掌握它们在句中的位置，可采用“语法分析法”，也可作如下的句型操练：

I like the	beautiful lovely small yellow	bird	in the sky in the tree on the branch in the cage	.

“句子合并法”则是将以下三个句子合并成一句：

1. I like the bird.
2. It is beautiful.
3. It is in the sky. ——→

I like the *beautiful* bird *in the sky*.

如果说“句型操练法”在于使学生“熟能生巧”，突出一个“练”字；“语法分析法”在于讲清道理，突出一个“懂”字，那么“句子合并法”则是介乎二者之间的一种需

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要积极开动脑筋的“练”。如果我们按：“句型操练——句子合并——句法分析”这样一个程序来进行句法学习，即：先机械操练，再边思边练，最后的句法分析便成了画龙点睛，自然而然地完成了从感性认识到理性认识的整个过程。

本书所采用的就是这种“句子合并法”。

编写本书所用的素材多数选自英美书报杂志，共80篇。其中英式英语和美式英语的各种差异均保留不变。这些篇目包括小故事、小幽默、知识小品和趣事轶闻。本书适宜具有高中以上英语水平者自学之用，也可作在校学生的学习辅助材料，

本书练习按句法为线索编排，尽量避免使用语法术语，也不作语法讲解。我们相信本书的使用者会从语言实践中获益。练习安排成四个阶段：第一阶段练习简单句；第二阶段练习并列句；第三阶段练习复合句和动词非谓语的用法；第四阶段是综合性复习练习。书前的“使用说明”具体说明做练习的方法；“句式附表”编号列出全书练习中出现的句式，用例句或关键连词向使用者进行提示。在每项练习后又提示该段要求掌握的句式或连词的号码，便于查考。这样前后呼应，连成一气。书后的“参考答案”实际上就是练习素材的原文。这个安排既便于自学者查阅核对，又可独立作为阅读材料。

“句子合并”练习册在国内还只是一个尝试，编排设计和取材等都还粗糙。我们希望这一尝试能使“句子合并法”在我国引起广泛的注意，愿广大英语教学工作者、学习者对本书多加批评指正，使其日臻完善。

编　者

1981年1月

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HOW TO USE THE BOOK

使用说明

本书每个练习里都有若干个编了号码的句子，这些句子排成若干组，它们在结构上相对地比较简单。做练习时，可根据语义将每组句子合并成一个意义完整、结构更紧凑的句子。在做这样的练习时，就好比把信息（一系列结构上比较简单的句子）按一定的顺序输入电脑，然后由电脑进行逻辑处理，给出答案。例如，下面作为例子的 *The Jet* 一文中，1—2，3—4，5—6—7，8—9，10—11 构成了五组，也就是要求合并成五个句子。在把所有各组句子合并完成后，便成为一篇短文。其中 1—2 前的小方括号表示这二个句子合并时，要求按一定的要求进行，这个要求在最后的小方框 See:SM27 里做了提示，使用者可以翻阅句式附表，找到句子和例句。

应该指出：将一组句子合并时，由于各人思路不同，采用的句式也就不同，因此往往可能有几种答案，书后的“参考答案”并非是唯一正确的答案，而只是较好的答案。

练习可以采取多种途径进行，譬如：可以由一个人独自完成，也可以由几个人共同讨论完成，看谁把句子合并得最好；可以直接落笔，也可以先从口头练习，练到句子顺口了，再落笔。

练习举例：

The Jet

[1. The jet powered upward.
[2. Then the jet lifted into the sky.

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3. The jet was a Boeing 747.
4. The jet trailed smoke.

5. The jet had skin.
6. The skin gleamed.
7. The skin was silvery.

8. The jet had shape.
9. The shape got smaller.

10. The jet had a roar.
11. The roar faded.

See: SM 27

第一种答案：

When the jet powered upward, it lifted into the sky. The jet, a Boeing 747, trailed smoke. It had gleaming silvery skin. The shape it had got smaller. The roar it had faded.

第二种答案：

Powering upward, the jet lifted into the sky. The jet, which was a Boeing 747, trailed smoke. It had silvery skin, which gleamed. The jet had shape, which got smaller. The jet had a fading roar.

A LIST OF SENTENCE MODELS

句 式 附 表

本书每则练习都有一、二个重点要求的句式 (Sentence Model——SM)。为了明确要求，便于查阅，所有句式编号列出，并举例说明。

本表所用缩略词：

s: subject	主语	v: verb	动词
c: complement	表语	o: object	宾语
att: attribute	定语	adv: adverbial	状语
a: adjective	形容词	n: noun	名词
num: numeral	数词	ad: adverb	副词
inf: infinitive	不定式		
pp: present/past participle	现在/过去分词		
prep phrase: prepositional phrase	介词短语		

PHASE ONE

[SM 1]

John carefully searched the room.
Tom carefully searched the room. ⟶
John and Tom carefully searched the room.

There are books on the desk.
There is a clock on the desk. →
There are *books and a clock* on the desk.

$$S\ (S_1 + S_2 + \cdots + S_n)$$

[SM 2] The animal jumped over the fence.
The animal then escaped. ⟶
The animal *jumped* over the fence *and* then *escaped*.

$$V(v_1 + v_2 + \cdots + v_n)$$

[SM 3] It's getting dark.
It's getting cold. ⟶
It's getting *dark and cold*.

$$C(c_1 + c_2 + \cdots + c_n)$$

[SM 4] They offered Mary some apples.
They offered Mary some chocolate. ⟶
They offered Mary *some apples and chocolate*.

She bought a tin of coffee.
She bought a bottle of milk. ⟶
She bought *a tin of coffee and/as well as a bottle of milk*.

$$O(o_1 + o_2 + \cdots + o_n)$$

[SM 5] He often works in the library.
The library is in the school. ⟶
He often works in the *school* library.

The soldiers fought well.
The soldiers were brave. ⟶
The *brave* soldiers fought well.

I have found the key.
The key is Tom's. ⟶
I have found *Tom's* key.

A volume is missing.
It is the first volume. ⟶
The ***first*** volume is missing.

Those books were mine.
Those books were on the shelf. →
Those books *on the shelf* were mine.

Att--a / n/ num / prep phrase / ···

[SM 6] He paid for the dictionary.
He paid immediately. →
He paid for the dictionary *immediately*.

They left for Chicago.
They left on Monday./It was Monday. →
They left for Chicago *on Monday*.

They have a holiday on Sundays.
They have a holiday on Saturdays. →
They have a holiday *not only on Sundays* but (also) on Saturdays.

Adv -- ad / prep phrase

PHASE TWO

[SM 7] Mary had washed the dishes.
Jane was drying them. →
Mary had washed the dishes *and* Jane was drying them.

and

[SM 8] John is poor.
John is happy. →
John is poor *but* he is happy.

but

[SM 9] They liked the apartment.
They wouldn't have stayed so long. →
They liked the apartment *or (else)* they

wouldn't have stayed so long.

[We can go for a walk.
[We can watch TV. ⟶
We can go for a walk *or* we can watch TV.

or (else)

[SM 10] [She rarely sings.
[I don't think she will sing tonight. ⟶
She rarely sings, *so* I don't think she will sing tonight.

so

PHASE THREE

[SM 11] [I knew the fact.
[It was that he was wrong. ⟶
I knew (the fact) *that* he was wrong.

that

[SM 12] [She was still alive.
[It was a consolation. ⟶
(The fact) *That* she was still alive was a consolation.

[He is a coward.
[It is known to all. ⟶
It is known to all *that* he is a coward.

that

[SM 13] [Will it rain or be sunny?
[I don't know it. ⟶
I don't know *if/whether* it will rain or be sunny.

if/whether

[SM 14] Everybody was anxious to know.
Who had won the prize? ⟶
Everybody was anxious to know *who* had won the prize.

who

[SM 15] They asked me something.
I did not know it. ⟶
They asked me *what* I did not know.

what

[SM 16] Which (book) did he like best?
He could not say. ⟶
He could not say *which* (book) he liked best.

which

[SM 17] When was it convient to you?
I would like to know. ⟶
I would like to know *when* it was convenient to you.

when

[SM 18] Where was he staying?
We wondered. ⟶
We wondered *where* he was staying.

where

[SM 19] Why didn't you stop her?
I asked him the question. ⟶
I asked him *why* he didn't stop her.

why

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