高等学校英语专业教材

高级英语语法教程

邓文杰 ◎ 编著

第二版

Advanced English Grammar

A Coursebook

华东师范大学出版社

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Table of Contents

Introduction 1
0.1 Purpose and approaches 1
0.2 Hierarchical structure of English grammar 3

Chapter One Composition of NP and VP 10
1.1 Two formulae 10
1.2 Composition of NP 11
1.3 Composition of VP 14

Chapter Two NP: The Determiner 23
2.1 Membership 23
2.2 Collocation 25
2.3 Simple and compound determiner 32

Chapter Three NP: The Article 37
3.1 Reference 37
3.2 Idiomatic use 42

Chapter Four NP: Number, Case and Gender 49
4.1 Number 49
4.2 Case 54
4.3 Gender 59

Chapter Five NP: Modifiers and Pronoun 65
5.1 Modifiers 65
5.2 Pronoun 70

Chapter Six VP: The Tense 79
6.1 Two tenses and no more 79
6.2 Sense of time 81
6.3 Tense and time 81

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Chapter Seven VP: The Aspect ····· 88
7.1 Progressive ····· 88
7.2 Perfective ····· 93
7.3 Perfective progressive ····· 98

Chapter Eight VP: The Passive Voice ····· 101
8.1 Form of the passive ····· 101
8.2 Condition and constraints for the use of the passive ····· 102
8.3 Expressions active in form but passive in meaning ····· 106

Chapter Nine VP: The Mood and The Means of Denoting The Future Time ····· 110
9.1 The Mood and the moods ····· 110
9.2 Mandative and formulaic ····· 111
9.3 Means of denoting the future time ····· 113

Chapter Ten VP: Modal Auxiliaries ····· 119
10.1 Orientation ····· 119
10.2 Significance of the distinction of the two orientations ····· 120
10.3 Main modals ····· 122
10.4 Comparisons ····· 125
10.5 Negation ····· 129

Chapter Eleven NP and VP: The Adjective and The Adverb (1) ····· 132
11.1 Syntactic functions of the adjective ····· 132
11.2 Syntactic classification ····· 135
11.3 Semantic classification: stative vs. dynamic, gradable vs. non-gradable ····· 138
11.4 Adverb as phrasal element ····· 139
11.5 Adverb as clausal element ····· 142

Chapter Twelve NP and VP: The Adjective and The Adverb (2), The Preposition ····· 148
12.1 Adverb "with two forms" ····· 148
12.2 Degrees of adjective and adverb ····· 149
12.3 Preposition ····· 152

Chapter Thirteen Transformation: Existential Sentence and Transformed Sentences Where *It* is Involved ····· 162
13.1 Transformation and expansion ····· 162
13.2 Existential sentence and sentence in which *it* is involved ····· 164

13.3 Transformed sentences where *it* is involved ····· 168

Chapter Fourteen Transformation: Statement, Question, Command and Exclamation ····· 173
14.1 Statement ····· 174
14.2 Question ····· 176
14.3 Command ····· 180
14.4 Exclamation ····· 181

Chapter Fifteen Transformation: Fronting and Postponement ····· 186
15.1 Fronting ····· 186
15.2 Inversion ····· 188
15.3 Postponement ····· 191
15.4 Fronting and postponement ····· 193

Chapter Sixteen Transformation: Substitution and Ellipsis ····· 197
16.1 Substitution for noun phrases and their constituents ····· 197
16.2 Substitution for predicate, predication and clauses ····· 199
16.3 Ellipsis ····· 202

Chapter Seventeen Expansion: From NP to Clause ····· 208
17.1 NP1 realized by finite and non-finite clauses ····· 208
17.2 (NP4) realized by finite and non-finite clauses ····· 211
17.3 (NP2) realized by finite and non-finite clauses ····· 214
17.4 Finite and non-finite clauses as objects of the preposition ····· 215

Chapter Eighteen Expansion: From (C) to Clause ····· 220
18.1 Clauses as (Cs) ····· 220
18.2 Clauses as (Co) ····· 223

Chapter Nineteen Expansion: From (M) to Clause ····· 231
19.1 Clauses as (M1) ····· 231
19.2 Finite clauses as (M2) ····· 233
19.3 Non-finite clauses as (M2) ····· 237

Chapter Twenty Expansion: From [A] to Clause (1) ····· 243
20.1 Semantic classification and description ····· 243

Chapter Twenty-one Expansion: From [A] to Clause (2) ····· 255
21.1 Position in sentence ····· 255
21.2 Dangling clause and its acceptability ····· 258

21.3 Syntactic classification ····· 260

Chapter Twenty-two Expansion: Coordination and Apposition ····· 266
22.1 Syndetic and asyndetic coordination ····· 266
22.2 Syntactic features and semantic implications of coordinators ····· 267
22.3 Correlatives and some other points about coordination ····· 272
22.4 Apposition ····· 274

Chapter Twenty-three Sentence Analysis: Phrase Structure Rules ····· 280
23.1 Phrase structure rules (1 - 3) ····· 280
23.2 Supplementary features provided by the phrase rules ····· 286
23.3 Practice of sentence analysis ····· 289

Chapter Twenty-four Sentence Analysis: Transformed Sentences ····· 291
24.1 Transformed sentences ····· 291
24.2 Practice of sentence analysis ····· 298

Chapter Twenty-five Sentence Analysis: Ambiguous Sentences ····· 301
25.1 Ambiguous sentences ····· 301
25.2 Practice of sentence analysis ····· 307

Key to Exercises ····· 310
Bibliography ····· 347
Index ····· 348

Introduction

0. 1 Purpose and approaches

0. 1. 1

The idea that college grammar is simply additional grammatical rules to what one has acquired in the past is a mistake. A student who majors in English is expected to become not only a good performer but an expert to some extent, competent enough to be able, for instance, to recognize the different internal structures in the following samples (25. 1. 10):

He is happy to come.

He is easy to teach.

He is slow to react.

He is considerate to help.

He is willing to stay.

He or she is expected to be capable of illustrating such ambiguity as in the following utterance (25. 1):

Visiting relatives can be tiresome.

He or she is expected to be ready to show and make best use of the relation between each of the following pairs:

Catherine appreciated her husband.

Catherine's appreciation of her husband.

It seems that he has changed his mind.

He seems to have changed his mind.

This book is meant not only to meet these expectations but to provide a systematic and comprehensive understanding of the target language in view of its **internal sentence structure**, a careful study that will enable the students not only to piece together those grammatical ideas their former teachers inculcated them with in the past but also to get a structural knowledge of how the language works.

The idea that a grammar course is dull or even boring will prove to be another mistake, for the present grammar is also an attempt to reveal the wisdom of human beings found in the use of language and to display wherever possible the harmonious beauty hidden in every single expression of English.

0.1.2

Aiming at both enlightenment and appreciation, this book takes an approach quite different from perhaps all other grammar course books.

In the first place, the organization of the present grammar is distinctive. It consists of two fields: the **morphology** where all the discussions are conducted either in terms of **NP** or **VP** or both, and the **syntax** where all the grammatical identities are treated either as **Transformation** or **Expansion**. (By syntax, in this book it refers to the study of the way the sentence is constructed and how the related parts work together, whereas by morphology we refer to the field where all the other grammatical ideas are concerned, which is somewhat different from the traditional idea about morphology or the general dictionary definition.)

Morphology

NP: the composition of NP
the Determiner
the Article
the Number, the Case, the Gender
modification of NP and pronoun

VP: the composition of VP
the Tense, the Aspect, the Voice, the Mood
the Auxiliary and the Means of Denoting the Future Time
the Adjective, the Adverb, the Preposition

Syntax

Transformation
the Existential Sentence, It-sentence
sentence types in view of communication
the Fronting, the Postponement, the Substitution, the Ellipsis

Expansion: from NP to clause
from (C) to clause
from (M) to clause
from (A) to clause

Sentence Analyses
Phrasal structure rules
transformed sentence
ambiguous sentence

Secondly, as shown above, considerable exposition is left for sentence analyses in the final parts of Syntax. The present writer believes that sentence analysis is a significant part of linguistic competence, especially for the English majors. And, noticeably, the method established by TG grammar is introduced, which seems not to be demanded by other grammar course books.

Thirdly, a diagram is presented for each chapter or topic wherever possible,

especially in the field of Morphology, which is intended as a help for the students to keep in mind where they are going and where they stand in the whole grammatical system.

This may not be something original, but we do hope that this approach will not only arouse the learner's interest but also be of some help for the realization of the systematic and comprehensive investigation.

The exercises after each chapter are arranged to serve as both reinforcement and encouragement: a reinforcement of the grammatical points stressed in each lecture; an encouragement either in the form of inspiring questions or offering some suggestions for some controversial grammatical ideas. They are intended especially for those students who may find themselves interested enough to further their studies in the linguistic field.

0.2 Hierarchical structure of English grammar

As a part of the introduction, the grammatical hierarchy diagrammed as following serves as a preparation for the lectures to come:

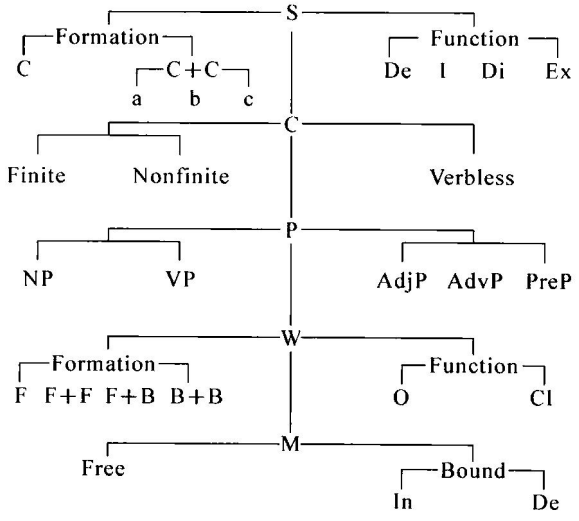

Diagram (1)

0.2.1

The sentence (S), at the highest level, can be regarded either in view of its formation or in view of its function. In terms of its formation, we have two types of sentences, realized by a single clause (C) or two or more clauses (C+C). When a sentence is made up of more than one clause, either coordination or subordination will be involved or both, hence we have **simple sentence**, **compound sentence**, **complex sentence** and **complicated sentence**:

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I know him fairly well.

He went out for a while and then he returned home.

We'll do as you indicated.

If you set an example, we may have a better understanding and then we will be able to manage it all by ourselves.

In view of its function, we are talking about the sentence fulfilling its function as a carrier of information for communication and thus we may divide sentences into the following four types: **Declaration** (De), **Interrogation** (I), **Direction** (Di) and **Exclamation** (Ex):

The criminal was bound hand and foot.

Are you ready?

Don't move until I ask you to.

Only if I had wings!

0.2.2

The clause (C) is at the level immediately below the sentence. Different types of the clause have been recognized: simply clause, subordinate clause, dependent clause, independent clause, etc. This book asks special attention be paid to the three kinds as shown in Diagram (1): the **finite clause** where only finite verbs occur, the **non-finite clause** where non-finite verbs are found, and the **verbless clause**, in which you will see no verbs of any forms at all.

Finite clause:

It **is** a lovely day.

He **stopped** suddenly and **looked** around.

Non-finite clause:

Looked at in this way, the matter is not so serious.

Time permitting, I'll stay.

Verbless clause:

Strange, he hasn't come yet.

The teacher entered the room, **some books in hand.**

The interrelation or interchangeability between the clauses in each pair is remarkable:

{**Time permitting**, I'll stay. (non-finite)
If time permits, I'll stay. (finite)

{**Looked at in this way**, the matter is not so serious. (non-finite)
When the matter is looked at in this way, the matter is not so serious. (finite)

{**Strange**, he hasn't come yet. (vebless)
It is strange that he hasn't come yet. (finite)

{The teacher entered the room, **some books in hand**. (vebless)
The teacher entered the room; **some book were in his hand**. (finite)

{The cat dropped to the ground **dead**. (verbless)
The cat dropped to the ground **and then it was found dead**. (finite)

This recognition will surely help the learner make his expressions of language more effective.

0.2.3

The phrase (P) is found immediately below the clause. For some reason that will be made clear soon, it's better to look at the morpheme first.

The morpheme is at the lowest level. It is the smallest but meaningful grammatical unit that defies further analysis: ***girl***, ***boy***, ***water***; ***-s***, ***-ing***, ***-est***; **-tion**, **-ly**, etc.

Of these illustrations, ***girl***, ***boy***, ***water*** are called **free morphemes**, for they can not be further divided but can work syntactically freely:

Water is indispensable for life.

The rest of the examples above are labeled **bound morphemes** because they are, evidently, grammatically meaningful but have to go together with other morphemes to fulfill grammatical functions:

Boy**s** are usually naught**ier** than girl**s**. (indicating the comparative form of the adjective)

He then work**ed** hard**er** than before. (denoting past tense of the verb and the comparative degree of the adverb)

Free**dom** is perhaps the most beautiful word. (as a different part of speech showing the state of being free)

-s, ***-ing***, ***-est***, etc. are different from ***-tion***, ***-ly***, etc. in that the latter ones are powerful in building words while the former ones make such contribution as realization of tense, aspect, etc. Therefore the former are sub-classified as **inflectional morpheme** while the latter **derivational morpheme**.

(There is a distinction between the **inflectional language** and the **analytical language**. To put it simply, we refer to inflectional languages as those whose syntax relies heavily on inflections, the endings of words that will identify their grammatical functions in a sentence. Latin and Russian are typical inflectional languages. Analytic languages are those that have comparatively fixed syntactic order. Very much like Chinese, the current English belongs to the analytic language. It should be pointed out, however, that English has undergone a significant change in its development. What we've seen as inflectional morphemes should be understood as the remains of its original features of an inflectional language).

Finally, it should be added here that derivational morphemes can be further divided into **prefixes** and **suffixes.**

0.2.4

Just as we have done with the sentence, we may look at the word (W) either in

view of its formation or in view of its function.

A word can be realized by a single free morpheme and the examples are really great in number. Such a word is defined as **free morpheme word** or **simple word**:

work, democracy, much, splendid, etc.

A word can also be realized by one or more derivational morphemes attached to a free morpheme and then we have a **derivational word**:

impossible, ability, production, cleverly, etc.

A free morpheme can go together with another free morpheme and then the **compound word** is identified:

background, greenhouse, granddaughter, bookstore, etc.

Rarely does it happen that a bound morpheme can make a word with another bound morpheme. Some scholars name it **primary morpheme word**, thus completing the classification of the word in view of its formation:

conduct, reduce, produce, etc.

When we look at the word in view of its function, we are concerned with the word's grammatical identity or what role it plays in a sentence.

In this sense, ten parts of speech are to be recognized: **noun**, **verb**, **adjective**, **adverb**, **determiner**, **auxiliary**, **preposition**, **pronoun**, **conjunction** and **particles**.

The first four are described as **open-class** (O) words, so called because they are indefinitely extendable with the creation of additional members. The rest are described as **closed class** (Cl) since they are limited in number. It is impossible, for instance, to add a new member to any of these six parts of speech with the exception of the preposition. The validity of this point of view is to be seen in Chapter Twelve.

The ***determiner*** as a part of speech may look new to most of the students of this course. Indeed, the determiner can be said to be a new arrival. A whole chapter will be devoted to the discussion of this part of speech, about its membership, about the collocation of the determiners with the head of the noun phrase and about the collocation of the determiners with themselves. At present, it will be enough to understand that by the determiner we are referring to the articles, some pronouns, the genitive case, all the numerals and quantifiers.

The last of the closed class, the ***particle***, is mainly made up of the interjections. This course book will not take only interjections, as the traditional grammar has done, as the members of this part of speech. We believe ***there*** in the existential sentence is also a member and so is ***to*** followed immediately by the bare infinitive.

0.2.5

As Diagram (1) shows, the phrase stands at the middle of the system. It is a crucial point, for it is here that we find the division of the two fields of the grammar. Above the phrase upward to the sentence is the field of **syntax** while below the phrase downward to the morpheme is the field of **morphology**. We come to this point as the

last part of the introduction, simply because it will be the starting point of our investigation of the grammar, as we'll see in no time.

There are five kinds of phrases in English: the **noun phrase** (NP), the phrase with the noun as the head; the **verb phrase** (VP), the phrase with the verb as the head; the **adjectival phrase** (AdjP), the head of which is the adjective; the **adverb phrase** (AdvP), the head of which is the adverb and the **prepositional phrase** (PreP), made up of the preposition and its object. The investigation in the field of Morphology is to be understood as that of NP and VP, for it is reasonable to hold that the other three phrases find themselves either in NP or VP, the AdjP as modifier in NP, the AdvP as modifier in VP while PreP as modifier in both NP and VP.

Exercises

1. Try to segment the following sentences with regard to what you've learned about the grammatical ranks.

(1) It would be dark before he could reach the village, and he heaved a heavy sigh when he thought of encountering the terrors of Dame Van Winkle.

(2) Passing from the Augusta to the prince of Wales in King's barge, over a few hundred yards of still water, Victor Henry went from America to England and from peace to war.

2. Identify the morphemes in the following words.

movement
co-existence
friendliness
driveway
notwithstanding
deduction
morning
machinery
moreover
diversity

3. Decide whether the following statements are true or false.

(1) A sentence is a grammatical unit that can be endless long and at the same time can be realized by a single morpheme.

(2) A free morpheme is different from a bound morpheme in that the former can syntactically stand by itself.

(3) In terms of word-formation, words can be divided into two main groups: open class words and closed class words.

(4) The auxiliary and the main verb are only semantically different but have the

same syntactic functions.

(5) Open class words can also be described as content words while closed class words function words.

(6) A phrase can be realized simply by a word.

(7) In the sentence ***She stood by the car, a baby in arms*** we find a single clause.

(8) The sentence ***We call her a taxi*** is ambiguous in meaning.

(9) The prepositional phrase can only be found in a verb phrase.

(10) There is generally an interchangeability between finite and non-finite clauses.

4. Read the following paragraphs and then classify each sentence in view of its formation and function.

(1) Grammar is the structure system of a language. The grammar of the English language is organized into five ranks: the sentence, the clause, the phrase, the word and the morpheme. Each rank is composed of one or more than one grammatical unit of the immediate lower rank. Thus the sentence is a grammatical unit that consists of one or more than one clause; the clause, one or more than one phrase; the phrase, one or more than one word; and the word, one or more than one morpheme. The sentence is the highest rank of grammatical unit while the morpheme is the minimum or the lowest rank. A full sentence can generally be segmented rank by rank down to its smallest constituents — the morphemes.

(3) How can time be measured? Length, volume, mass, energy — almost all the physical values of the world around us submit to our manipulations. Time is an exception. It is impossible to cut out a segment of time and compare it with another segment taken from somewhere else. To measure time, we must select some other phenomenon which we can manipulate and which recurs in identical fashion. We do not measure time itself, but its manifestation through a physical phenomenon of our choice.

(4) He's working himself up to it, maybe. Maybe Augustine is going to do it. He certainly hates him enough. I don't hate him, he thought. No, I don't hate him. He is disgusting but I don't hate him. Though that blinding business puts him in a special class. Still this is their war. But he is certainly nothing to have around for the next two days. I am going to keep away out of it, he thought. I made a fool of myself with him once tonight and I am perfectly willing to liquidate him. But I am not going to fool with him beforehand. And there are not going to be any shooting matches or monkey business in here with that dynamite around either. Pablo thought of that, of course. "And did you think of it?" he asked himself. No, you did not and neither did Augustine. You deserve whatever happens to you, he thought.

(5) Pidgin is technically distinguished from Creole by being essentially a second language used to replace a native language for restricted public (especially

commercial) purposes rather than to conduct family affairs and talk to one's children. On the other hand, Creole is a native language. It is usually more varied than a pidgin, but it tends to be restricted to local, practical, and family matters. Political, educational, and sociolinguistic thought vacillates as to whether such creolized forms of English (as in Sierra Leone or the Caribbean) should be given official status or not. Would Creole speakers benefit from the self-assurance this might give, or (since the elite in their society would still learn a more international English in addition) would the danger be that this would tend to perpetuate their underprivileged status? Here is a sample of Jamaican Creole in an orthography that already suggests partial institutionalization.

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