吴 军 编著

基于语料库的功能英语语法

CORPUS-BASED FUNCTIONAL GRAMMAR OF ENGLISH

知识产权出版社

吴 军 编著

基于语料库的功能英语语法

CORPUS-BASED FUNCTIONAL GRAMMAR OF ENGLISH

知识产权出版社

内容提要：

本书是一本以功能为体系的语法书，编著本书的目的是力求使语法发挥其应有的作用，成为交际的手段和工具，帮助英语学习者提高交际能力。本书实用，例句真实，具体体现在：

(1)以功能为体系的语法书，有别于传统的以结构为体系的语法书；

(2)建立在语料库(COBUILD 语料库、LSWE 语料库、CI 语料库)的基础上，所有例句均来自以上语料库，真实、鲜活、可靠，具有杜撰句所缺乏的交际价值，此外书中还提供了相关的语料库检索结果；

(3)本书为教师提供了无确定答案的交际练习活动素材，具有实用价值和趣味性。

责任编辑：蔡　虹

图书在版编目(CIP)数据

基于语料库的功能英语语法/吴军编著. —北京：知识产权出版社，2009.6

ISBN 987-7-80247-742-1

Ⅰ. 基… Ⅱ. 吴… Ⅲ. 英语—语法 Ⅳ. H314

中国版本图书馆 CIP 数据核字(2009)第 105108 号

基于语料库的功能英语语法　JIYU YULIAOKU DE GONGNENG YINGYU YUFA

吴　军　编著

出版发行：知识产权出版社

社　　址：北京市海淀区马甸南村 1 号　　邮　　编：100088

网　　址：http://www.ipph.cn　　邮　　箱：bjb@cnipr.com

发行电话：010-82000893 82000860 转 8101　　传　　真：010-82000893

责编电话：010-82000860-8324　　责编邮箱：Ldsnk@126.com

印　　刷：北京市兴怀印刷厂　　经　　销：新华书店及相关销售网点

开　　本：787 mm×1092 mm　1/16　　印　　张：18.75

版　　次：2009 年 7 月第 1 版　　印　　次：2009 年 7 月第 1 次印刷

字　　数：450 千字　　定　　价：35.00 元

ISBN 978-7-80247-742-1/H·029

版权所有 侵权必究

如有印装质量问题，本社负责调换。

前　言

一直以来，我国的英语教学盛行“交际法教学”和“功能教学”，英语语法教学遭到冷落，其主要原因不是语法不重要，而是学习者难以将所学语法规则运用到英语交际中，语法的实用性遭到质疑。编著本书的目的便是力求使语法发挥其应有的作用，即成为交际的手段和工具，帮助英语学习者提高交际能力。本书具有以下特点：

(1)本书是一本以功能为体系的语法书：每一章都围绕英语的一项主要功能，针对每一项功能列出可以使用的语法结构，然后阐述其特征及规则。语言学习者的目的是进行交际，把语言的功能和结构联系起来体现了本书的实用性，这一点有别于我国传统的语法书。

(2)本书的编著建立在语料库的基础上，它们是国际上三个大型的语料库：COBUILD (Collins Birmingham University International Language Database) 语料库，LSWE (Longman Spoken and Written English) 语料库以及 CI (Cambridge International) 语料库。书中例句均取自以上三个语料库，真实、鲜活、可靠，具有杜撰句所缺乏的交际价值；此外书中提供了大量的与语法结构相关的语料库检索结果，如某一结构的语域分布和使用频率、某一结构常用的单词等，对一些语法结构的实际使用情况提供了较为准确、深入、全面的信息。

(3)本书为教师提供了适合语法教学的交际练习活动。语法练习类型有三种：以熟悉规则为目的的形式型练习、在理解意义基础上熟悉规则的意义型练习以及运用某一结构以交际为目的进行活动的交际型练习。我国语法书提供的多是前两种练习，缺乏具有实用价值和趣味性的交际型练习，本书提供的交际练习活动旨在填补这一空缺。

由于本人水平有限，书中错误缺点在所难免，希望读者批评指正。

吴　军

2009 年

Contents

1 Referring to people and things ····· (1)

1.1 Identifying people and things: nouns ····· (1)

1.1.1 Things that can be counted: countable nouns ····· (1)

1.1.2 Things not usually counted: uncountable nouns ····· (1)

1.1.3 Referring to groups: collective nouns ····· (1)

1.1.4 Referring to materials: material nouns ····· (2)

1.1.5 Referring to abstract concepts, states, qualities and events: abstract nouns ····· (3)

1.1.6 Referring to people and things by name: proper nouns ····· (3)

1.1.7 Nouns ending in *-s* ····· (4)

1.1.8 Sharing the same quality: adjectives as headwords ····· (5)

1.1.9 Specifying more exactly: compound nouns ····· (6)

Commuicative Practice Activities ····· (8)

1.2 Referring to people and things without naming them: pronouns ····· (9)

1.2.1 Referring to people and things: personal pronouns ····· (10)

1.2.2 Mentioning possession: possessive pronouns ····· (11)

1.2.3 Referring back to the subject: reflexive pronouns ····· (12)

1.2.4 Referring to a particular person or thing: demonstrative pronouns ····· (13)

1.2.5 Referring to people and things in a general way: indefinite pronouns ····· (14)

1.2.6 Showing that two people do the same thing: reciprocal pronouns ··· (15)

1.2.7 Joining clauses together: relative pronouns ····· (15)

1.2.8 Asking questions: interrogative pronouns ····· (17)

Commuicative Practice Activities ····· (17)

1.3 Identifying what you are talking about: determiners ····· (19)

1.3.1 Collocations between determiners and nouns ····· (19)

1.3.2 Collocations between determiners ····· (20)

1.3.3 Definite specific reference: the definite article ····· (21)

1.3.4 Indefinite specific reference: the indefinite article ····· (24)

1.3.5 Generic reference: the zero article ····· (25)

1.3.6 Indefinite determiners ····· (28)

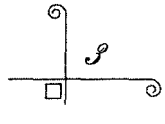
Commuicative Practice Activities ····· (31)

2 Giving information about people and things ····· (33)

此为试读，需要完整PDF请访问：www.ertongbook.com

2.1 Describing things: adjectives ····· (33)
2.1.1 One-word and compound adjectives ····· (33)
2.1.2 Central and peripheral adjectives ····· (34)
2.1.3 Dynamic and stative adjectives ····· (36)
2.1.4 Gradable and non-gradable adjectives ····· (37)
2.1.5 Participial adjectives ····· (37)
2.1.6 Descriptors and classifiers ····· (38)
2.1.7 Adjective (phrase) as modifier in noun phrases ····· (39)
2.1.8 Adjective phrases as complement ····· (41)
2.1.9 Comparison and Comparative Constructions ····· (43)
Commuicative Practice Activities ····· (48)
2.2 Indicating possession or association: genitive noun ····· (51)
2.2.1 Formation of genitive nouns ····· (51)
2.2.2 Meanings of genitive nouns ····· (52)
2.2.3 Uses of genitive nouns ····· (55)
2.2.4 The independent genitive ····· (59)
2.2.5 The double genitive ····· (60)
Commuicative Practice Activities ····· (62)
2.3 Modifying using nouns: premodifying nouns ····· (63)
2.3.1 Meaning relations expressed by noun + noun sequences ····· (63)
2.3.2 Noun + noun sequences across registers ····· (65)
2.3.3 Plural nouns as premodifiers ····· (66)
2.4 Talking about quantities and amounts: partitives ····· (69)
2.4.1 General partitives ····· (69)
2.4.2 Partitives related to the shape of things ····· (70)
2.4.3 Partitives related to volume ····· (70)
2.4.4 Partitives related to the state of action ····· (70)
2.4.5 Partitives denoting pairs, groups, flocks, etc. ····· (71)
2.4.6 Partitives denoting measures ····· (71)
2.5 Referring to an exact number of things: numerals ····· (71)
2.5.1 Referring to the number of things: cardinal numbers ····· (72)
2.5.2 Referring to things in a sequence: ordinal numbers ····· (73)
2.5.3 Types of numerical expressions ····· (75)
2.5.4 Talking about age ····· (76)
2.5.5 Approximate numbers ····· (78)
Commuicative Practice Activities ····· (79)
2.6 Expanding the noun phrase: postmodifiers ····· (82)
2.6.1 Nouns with prepositional phrases ····· (82)

2.6.2 Nouns with adjective phrases ····· (85)
2.6.3 Nouns with non-finite clauses ····· (86)
2.6.4 Nouns with appositive noun phrases ····· (89)
3 Making a message ····· (91)
3.1 Describing actions or states: verbs ····· (91)
3.1.1 Main verbs and auxiliaries ····· (91)
3.1.2 Transitive verbs, intransitive verbs and linking verbs ····· (92)
3.1.3 Dynamic verbs and stative verbs ····· (100)
3.1.4 Regular verbs and irregular verbs ····· (102)
3.1.5 Single-word verbs and phrasal verbs ····· (104)
Commuicative Practice Activities ····· (107)
3.2 Describing and identifying things: complementation ····· (108)
3.2.1 Adjective phrases as subject complements ····· (108)
3.2.2 Noun phrases as subject complements ····· (111)
3.2.3 *That*-clauses as subject complements ····· (112)
3.2.4 Infinitive clauses as subject complements ····· (113)
3.2.5 Intransitive verbs with subject complements ····· (114)
3.2.6 Describing the object of a verb: object complements ····· (115)
3.3 Talking about closely linked actions: using two verbs together ····· (117)
3.3.1 Talking about two actions done by the same person: V_1+V_2 ····· (118)
3.3.2 Talking about two actions done by different people: V_1+O+V_2 ····· (122)
3.3.3 Verbs occurring in two patterns ····· (124)
Commuicative Practice Activities ····· (124)
4 Varying the message ····· (127)
4.1 Using different kinds of sentence ····· (127)
4.1.1 Statements ····· (127)
4.1.2 Questions ····· (128)
4.1.3 Commands ····· (136)
4.1.4 Exclamations ····· (139)
Commuicative Practice Activities ····· (141)
4.2 Using negation ····· (145)
4.2.1 Negative statements ····· (145)
4.2.2 The scope of negation ····· (152)
4.2.3 Multiple negation ····· (153)
4.2.4 Negative adverbs ····· (154)
4.2.5 Means to emphasize a negative meaning ····· (156)
Commuicative Practice Activities ····· (157)



4.3 Using modals ····· (158)
4.3.1 Special features of modals ····· (159)
4.3.2 Indicating ability ····· (160)
4.3.3 Indicating permission and prohibition ····· (161)
4.3.4 Indicating possibility and likelihood ····· (163)
4.3.5 Indicating obligation ····· (166)
4.3.6 Indicating volition ····· (167)
4.3.7 Indicating suggestions and advice ····· (169)
4.3.8 Other modal meanings ····· (170)
Commuicative Practice Activities ····· (173)
5 Expressing time ····· (178)
5.1 The present ····· (178)
5.1.1 The present in general: the simple present ····· (178)
5.1.2 Accent on the present: the present progressive ····· (181)
5.1.3 Contrast between present progressive and simple present ····· (183)
Commuicative Practice Activities ····· (183)
5.2 The past ····· (187)
5.2.1 Stating a definite time in the past: the simple past ····· (187)
5.2.2 Accent on the past: the past progressive ····· (189)
5.2.3 The past in relation to the present: the present perfective ····· (190)
5.2.4 Contrast between present perfective and simple past ····· (193)
5.2.5 Events before a particular time in the past: the past perfective ··· (195)
5.2.6 Contrast between past perfective and simple past ····· (197)
Commuicative Practice Activities ····· (198)
5.3 The future ····· (205)
5.3.1 Indicating the future using "will" ····· (205)
5.3.2 Other ways of indicating the future ····· (206)
5.3.3 Ways of indicating past future ····· (209)
Commuicative Practice Activities ····· (210)
5.4 Timing by adjuncts ····· (216)
5.4.1 Adjuncts of relative time ····· (216)
5.4.2 Adjuncts emphasizing continuation, stop, occurrence, and not happening ····· (217)
5.4.3 Adjuncts of specific and non-specific times ····· (218)
5.4.4 Adjuncts of frequency ····· (221)
5.4.5 Adjuncts of duration ····· (222)
Commuicative Practice Activities ····· (223)
6 Expressing manner and place ····· (225)

6.1 Introduction to adverbials ····· (225)
6.1.1 Classes of adverbials ····· (225)
6.1.2 Position of adjuncts ····· (227)
6.2 Giving information about manner: adverbs ····· (230)
6.2.1 Syntactic roles of adverbs ····· (231)
6.2.2 Adverbs related to adjectives ····· (232)
6.2.3 Comparative and superlative adverbs ····· (234)
6.2.4 Adverbs of manner ····· (235)
Commuicative Practice Activities ····· (236)
6.3 Giving information about place: prepositions ····· (236)
6.3.1 Prepositional phrases indicating place ····· (237)
6.3.2 Adverbs indicating place ····· (237)
Commuicative Practice Activities ····· (238)
7 Reporting people's words or thoughts ····· (240)
7.1 Reporting statements and thoughts ····· (240)
7.1.1 Omission of the conjunction *that* ····· (240)
7.1.2 Reporting verbs ····· (241)
7.1.3 Changes in indirect speech ····· (242)
7.2 Reporting questions ····· (244)
7.2.1 General questions ····· (244)
7.2.2 Special questions ····· (245)
7.3 Reporting commands and exclamations ····· (245)
7.3.1 Indirect commands ····· (245)
7.3.2 Indirect exclamations ····· (246)
Commuicative Practice Activities ····· (246)
8 Combining messages ····· (248)
8.1 Nominal clauses ····· (248)
8.1.1 *That*-clauses ····· (248)
8.1.2 *Wh*-clauses ····· (249)
8.2 Relative clauses ····· (251)
8.2.1 Restrictive relative clauses ····· (251)
8.2.2 Non-restrictive relative clauses ····· (251)
8.2.3 Choice of relative words ····· (252)
8.2.4 Omission of relative words ····· (256)
8.2.5 Complex relative clauses ····· (256)
Commuicative Practice Activities ····· (257)
8.3 Adverbial clauses ····· (258)
8.3.1 Semantic categories ····· (258)

8.3.2 Positions of adverbial clauses ····· (261)
8.3.3 Subordinators with multiple semantic roles ····· (261)
Commuicative Practice Activities ····· (263)
8.4 Non-finite clauses ····· (265)
8.4.1 Syntactic function as adverbial ····· (265)
8.4.2 Subordinators and subjects with non-finite clauses ····· (267)
8.4.3 Positions of non-finite clauses ····· (268)
8.4.4 Dangling participles ····· (268)
Commuicative Practice Activities ····· (269)
8.5 Coordination ····· (270)
8.5.1 Formation of coordinate constructions ····· (270)
8.5.2 Coordinators ····· (271)
Commuicative Practice Activities ····· (272)
9 The Structure of information ····· (275)
9.1 Passive constructions ····· (275)
9.1.1 Types of passive construction ····· (275)
9.1.2 Uses of short and long passives ····· (276)
9.1.3 Lexical associations of the passive ····· (277)
Commuicative Practice Activities ····· (279)
9.2 Existential Sentence ····· (280)
9.2.1 Introductory *there* ····· (280)
9.2.2 The predicator in the existential sentence ····· (281)
9.2.3 The notional subject ····· (281)
9.2.4 Adverbial expansions ····· (282)
Commuicative Practice Activities ····· (282)
9.3 *It*-patterns ····· (283)
9.3.1 Empty *it* ····· (283)
9.3.2 Anticipatory *it* ····· (283)
9.3.3 *It* as introductory word of cleft sentences ····· (284)
9.4 Inversion ····· (285)
9.4.1 Full inversion ····· (285)
9.4.2 Partial inversion ····· (287)
9.4.3 Inversion in subordinate clauses ····· (288)

1 Referring to people and things

1.1 Identifying people and things: nouns

Nouns can be used to identify people and things.

1.1.1 Things that can be counted: countable nouns

Countable nouns refer to entities which can be counted; they have both singular and plural forms and can collocate with numbers and such determiners as *a(n)*, *many*, *few*, *these*, *those*, *several*, etc. (e. g. *a cow*, *two cows*, *many cows*, *several cows*).

1.1.2 Things not usually counted: uncountable nouns

Uncountable nouns refer to entities which cannot be counted and do not vary for number. The most typical uncountable nouns are singular, but we also find plural nouns which do not vary for number and do not combine with numerals.

1.1.3 Referring to groups: collective nouns

Collective nouns refer to groups of single entities. Some collective nouns are countable, some are not. Countable collective nouns behave just like individual nouns. An uncountable collective noun has no plural form.

(1) Collective nouns such as *people*, *police*, *staff*, *cattle*, *militia*, *poultry*, *vermin*, etc. are usually used as plural and take plural verbs when used as subject:

***People** don't belch in this house.*

***Police** are appealing for help from anyone who witnessed the incident.*

*When **staff** are absent, a class is split between other teachers.*

People combines with quantifiers with plural reference (*many people*, *ten people*), but for singular reference it is necessary to resort to related nouns: *a man/woman/person*. However, *people* can also be treated as a regular countable noun in the sense of "nation, tribe, race":

*I have known it happen among savage **peoples**.*

Police is like *people* in combining with quantifiers with plural reference (e. g. *50 police*), although *policemen* and *police officers* are the preferred choices in this case. For singular reference, it is necessary to use a related word: *a policeman/policewoman/police officer/cop*, etc. *Cattle* combines with numbers (e. g. *a group of 36 cattle*). Countable reference can be achieved by the use of a unit noun (*a herd of cattle*, *every head of cattle*), or by using a corre-

此为试读,需要完整PDF请访问: www.ertongbook.com

sponding singular noun (*a cow/bull/bullock*).

(2) Collective nouns such as *foliage*, *machinery*, *equipment*, *furniture*, *merchandise*, etc are usually used as singular and with singular verbs.

(3) There are collective nouns that can be used either as plural or as singular (*audience*, *committee*, *class*, *crew*, *family*, *government*, *public*, etc.). The choice of the verb form following such nouns depends on the exact meaning of the noun in a specific context. When the noun is used in the sense of a collective as a whole, the verb takes the singular form. If, on the other hand, the noun is used in the sense of the individuals that make the collective, the verb takes the plural form. Compare:

*Our **family** isn't poor any more.*

*My **family** are perfectly normal.*

*His arguments were confined to books which **the public** was unlikely to read.*

***The public** were deceived by the newspapers.*

***The government** has said it would wish to do this only if there was no alternative.*

***The government** have made up their minds that they're going to win.*

LSWE Corpus Findings

- Most common collective nouns prefer singular concord, although a few collective nouns commonly take plural concord.
  - Occurring over 80 % of the time with singular concord: *audience*, *board*, *committee*, *government*, *jury*, *public*.
  - Occurring over 80 % of the time with plural concord: *staff*.
  - Occurring commonly with both singular and plural concord: *crew*, *family*.

1.1.4 Referring to materials: material nouns

Material nouns are generally uncountable and have no plural forms. But there are some such items that can be used either uncountably or countably. When used to mean the material itself, they are uncountable, but when used for separate things or individual instances, they are countable. There are two cases.

(1) Many nouns which are countable in their basic meaning have uncountable uses:

*The rattling carriage was full of rucksacks and hikers, and black-dressed Greek ladies with **chickens**.* <C>

*Would you like some **chicken** for dinner?* <U>

*Tests on naturally contaminated **eggs** show multiplication cannot occur in an intact **egg**, not even in the yolk.* <C>

*She cooked me **egg** and chips and sat by me while I ate.* <U>

*There is no way to tell how old **a rock** is merely by looking at its minerals.* <C>

***Rock** is defined as the inorganic mineral material covering the earth's surface.* <U>

(2) In addition, many basically uncountable nouns have countable uses:

*Plant beverages include **tea**, coffee, wine, alcoholic drinks, intoxicants, and sweet beverages.* <U>

*Six **teas** please.* <C>

*We learned to eat brown rice and yogurt and to tolerate kasha and odd-tasting **teas**.* <C>

*It was in fact impossible to be strenuously diligent after one of Mrs Sutton's **teas**.* <C>

*I think I would like some **wine** though.* <U>

*That was only one forty nine a bottle. Which is cheap cos a lot of non-alcoholic **wines** are expensive.* <C>

The countable instances of *tea* in these examples are used in the senses "a cup of tea", "a type of tea", and "a small meal usually served in the afternoon with a cup of tea".

1.1.5 Referring to abstract concepts, states, qualities and events: abstract nouns

Abstract nouns are basically uncountable. They cannot take such determiners as *a(n)*, *one* or plural forms. But there are a few abstract nouns that also have countable uses:

*It pulls together a series of wide-ranging recommendations for business, transport and **education**.* <U>

*Although she was a girl she wanted an **education**.* <C>

*I don't think her parents gave her much — very much **freedom**.* <U>

*These are tiny **freedoms**, and if a woman enjoys being part of a couple, they should count for nothing.* <C>

*They had received **kindness**, thoughts and good wishes from total strangers.* <U>

*It would be a "cruel **kindness**" to uphold the county court order.* <C>

In these examples, the uncountable use refers to the general phenomenon, while the countable use refers to individual instances or types.

Many nouns which are basically uncountable also have countable uses with a difference in meaning. For example: *experience* (denoting something that happens to someone), *contact* (denoting a social connection, a person one knows who is in a position to help, or an electrical part), *love* (denoting an object of love or a person who is loved).

1.1.6 Referring to people and things by name: proper nouns

Proper nouns are unique in reference and therefore have no plural forms except for such proper names as *the United states, the Philipines, the Netherlands*, etc. which are themselves plural in form. In some cases, proper nouns can function as common nouns. Following are some typical uses.

(1) Person or family called X

I haven't been in touch with ***the Joneses*** *for ages.*

The last bridegroom to be married in Crathie church was also ***a Tim.***

(2) Person like X

I'm well aware that I have neither the imagination nor the intellectual capacities of ***a Jefferson.***

But a man who takes control of a state whether it be for good or ill, ***a Napoleon*** *or* ***a Genghis Khan,*** ***a Caesar*** *or* ***a Charlemagne,*** *these are remembered and remembered as great.*

(3) Product of X

I'm reading ***an Agatha Christie*** *at the moment.*

Sarah Davis's room was next door to the gallery, but her walls were covered with inexpensive Gauguin reproductions, ***a Rubens*** *("The Head of a Negro"),* ***a Modigliani*** *and* ***a Picasso.***

1.1.7 Nouns ending in *-s*

There are quite a few nouns that end in *-s* but which are not countable. These nouns do not have a singular-plural contrast and are called plural-only nouns. Some of these nouns are treated as singular, some as plural, and some either as singular or as plural.

1.1.7.1 Disease and game names ending in *-s*

Disease and game names are mostly treated as singular, but there are a few exceptions: names such as *measles* and *rickets* can be used either as singular or as plural, *cards* is usually treated as plural:

Measles *is in most cases a relatively harmless disease.*

Billiards *was gradually replaced by bridge.*

There's no ***darts*** *tomorrow.*

1.1.7.2 Subject names ending in *-ics*

Names of subjects ending in *-ics* are generally used as singular nouns, but some such nouns are treated as plural when used in other senses than subject names:

Economics *is the oldest of the social sciences.*

"With costs being significantly less than they were several years ago, the ***Economics*** *are pretty good," says George Kadane, head of the company.*

The Cockcroft Report pointed out that traditionally ***mathematics*** *in school has rarely been about anything.* ***Mathematics*** *which challenges pupils . . . is more likely to involve practical, oral and mental activities than wri-ting.*

The ***mathematics*** *are quite complex. Clinton needs 2145 delegates to win outright. . .*

In particular, the professional ***ethics*** *arises from the requirement that analysis be unbiased.*

You are at ease in USA and yet your ***ethics*** *are rooted in Indian tradition.*

***Politics** wishes to change reality, it requires power, and thus it is primarily in the service of power.*

*The oppositionist **politics** of the 1970s and early 1980s are over.*

1.1.7.3 Names for things consisting of two matching parts

Names in this group refer to tools and articles of clothing, such as *scissors*, *binoculars*, *pliers*, *tongs*, *pants*, *pyjamas*, *shorts* and *trousers*. They are usually used as plural. Countable reference can be achieved by the use of the word *pair*:

*It is likely that **a new pair of shoes** brings more happiness to a child than a new car brings to a grown-up.*

1.1.7.4 Other nouns ending in *-s*

Nouns usually taking plural endings such as *arms*, *contents*, *fireworks*, *minutes* and *goods* are generally used as plural with the exception of *whereabouts*, *dramatics*, etc. which may be treated either as plural or as singular:

*Anyone bringing in more will be asked to confirm that their **goods** are not for reselling.*

*Pressed by the men, they offered various compromises at the April 1910 negotiations of which the **minutes** have been kept.*

Nouns ending in *-ings* such as *clippings*, *diggings*, *surroundings* and *earnings* are generally used as plural with the exception of *tidings* which can be used both ways:

*The **surroundings** are beautiful and the food delicious.*

LSWE Corpus Findings

- Singular forms (including uncountable nouns) are more common overall than plural forms in all registers.
- The following selected nouns occur in the singular at least 75 % of the time: *car*, *god*, *government*, *grandmother*, *head*, *house*, *theory*.
- The following selected nouns occur in the plural at least 75 % of the time: *grandchildren*, *parents*, *socks*, *circumstances*, *eyebrows*, *onlookers*, *employees*, *perks*.

1.1.8 Sharing the same quality: adjectives as headwords

(1) Certain adjectives can be used with the definite article to talk about groups of people sharing the same quality or characteristic:

*... the help that's given to **the blind**.*

*No effort is made to cater for the needs of **the elderly**.*

*... the task of rescuing **the injured**.*

*... men and women who would join the sad ranks of **the unemployed**.*

*Working with **the young** is stimulating and full of surprises.*

*... providing care for **the sick**, **the aged**, **the workless** and **the poor**.*

These expressions have a plural meaning: *the dead* means "the dead people" or "all dead people", but not "the dead man"; *the elderly* refers to "elderly people in general". Therefore, when used as subjects, these expressions take plural verbs:

***The rich** have benefited much more than the poor.*

To make the group of people more specific, adjectives as headwords can take premodifiers such as adverbs or another adjectives:

*I think the contrast between **the very rich** and **the very poor** in this country is disgusting.*

*... **the highly educated.***

*... **the urban poor.***

When referring to two groups of people, the definite article may sometimes be omitted:

*... a study that compared the diets of **rich and poor** in several nations.*

*... to help break down the barriers between **young and old.***

A few adjectives such as *unemployed* and *dead* can be used with numerals or other determiners instead of the definite article:

*There are **3 million unemployed** in this country.*

*A policy which would require **many unemployed** either to find a fob or to accept full-time training or higher education.*

(2) Certain adjectives used with *the* refer to qualities or general abstract ideas. These expressions are singular in meaning:

*Don't you think that you're wanting **the impossible**?*

*He is still exploring the limits of **the possible.***

*This policy is a mixture of **the old** and **the new.***

(3) All adjectives of colours can be used as headwords:

*... patches of **blue.***

*... brilliant paintings in **reds** and **greens** and **blues.***

Adjectives of colours can be used to stand for clothes of certain colours:

*The men wore **grey.***

*... the fat lady in **black.***

(4) Some adjectives of nationality can be used in the same way. They are words ending in *-sh*, *-ch*, *-se* or *-ss*: *British*, *Irish*, *Welsh*, *English*, *Scotch*, *Spanish*, *Dutch*, *French*, *Japanese*, *Lebanese*, *Swiss*:

*For many years **the Japanese** have dominated the market for Chinese porcelain.*

*Britons are the biggest consumers of chocolate after **the Swiss** and **the Irish.***

*Everyone picks on **the Welsh**, don't they?*

1.1.9 Specifying more exactly: compound nouns

(1) Compound nouns can be used to specify the meaning more exactly and avoid ambigu-

ity. A compound noun is composed of two words (or sometimes more than two), which are combined to form a single noun. In English, noun compounding is a highly productive process; some major patterns are illustrated below:

- noun + noun: *bar code, database, eye-witness, fanlight, lamp post, logjam, shell-fish, spacecraft, suitcase*
- noun + noun/verb-*er*: *dressmaker, eye-opener, fire-eater, screwdriver*
- noun + verb-*ing*: *fire-fighting, housekeeping, window shopping, windsurfing*
- adj + noun: *bigwig, blackbird, easy chair, greatcoat, quicksand, real estate*
- verb + noun: *cookbook, dipstick, makeweight, swimsuit*
- verb-*ing* + noun: *filing cabinet, filling station, mockingbird, printing-press, rocking chair*
- verb + particle: *checkout, drop-out, go-between, handout, standby, write-off*
- particle + verb: *backlash, bypass, downpour, income, output, overspill*
- self + noun: *self-control, self-esteem, self-indulgence, self-help, self-pity*

As is suggested by the above lists, practice varies as to whether to represent a compound as two orthographic words, one unbroken orthographic word, or a hyphenated word. Partly this is because there is no clear dividing line between compounds and free combinations. This is especially true of the most productive class, that of noun + noun compounds.

(2) Compound nouns frequently have a meaning which is not predictable from the individual parts. For example, the compound noun *bluebird* (with primary stress on *blue*) is not the same as the phrase *a blue bird* (with primary stress on *bird*). The former refers to a particular kind of bird; the latter is a description of the colour of a bird (which is not necessarily a bluebird). *Mother-tongue* does not mean the tongue of a mother, but refers to the language that one first learned to speak as a child.

(3) Plural forms of compound nouns

Generally the plural of a compound noun is formed by making the key noun plural:

Boy-friends, letter-boxes, passers-by, hangers-on, lookers-on, runners-up, ladies-in-waiting, sisters-in-law

Compound nouns derived from phrasal verbs form their plurals by making the last word plural:

Cover-ups, show-offs, break-ins, grown-ups, stand-bys

Where *man* and *woman* is prefixed both parts are made plural:

men drivers, women teachers, men servants

LSWE Corpus Findings

- Compound nouns are much more frequent in news than in conversation: in fact just over twice as frequent.
- There are few really frequent compound nouns: about half of those that occur are in the least frequent category in news, and 63 % in conversation.

此为试读,需要完整PDF请访问: www.ertongbook.com