



“十二五”普通高等教育本科国家级规划教材



APPLIED COLLEGE
ENGLISH

应用型大学英语

综合教程

1

提高篇 (第四版)

顾问 王守仁
总主审 孔庆炎
总主编 王志
主编 杨昆
审校 [美] Sean Patrick Mulhern

 大连理工大学出版社



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图书在版编目(CIP)数据

应用型大学英语综合教程. 提高篇. 1 / 杨昆主编
— 4版. — 大连: 大连理工大学出版社, 2018.8
新思维本科公共英语类课程规划教材
ISBN 978-7-5685-1595-5

I. ①应… II. ①杨… III. ①英语—高等学校—教材
IV. ①H319.39

中国版本图书馆CIP数据核字(2018)第147548号

大连理工大学出版社出版

地址:大连市软件园路80号 邮政编码:116023

发行:0411-84708842 邮购:0411-84708943 传真:0411-84701466

E-mail: dutp@dutp.cn

URL: http://dutp.dlut.edu.cn

大连美跃彩色印刷有限公司印刷

大连理工大学出版社发行

幅面尺寸:210mm×285mm

印张:10.75

字数:291千字

2010年8月第1版

2018年8月第4版

2018年8月第1次印刷

责任编辑:王赫男

责任校对:周 锦

封面设计:对岸书影

ISBN 978-7-5685-1595-5

定价:43.00元

本书如有印装质量问题,请与我社发行部联系更换。

前言

PREFACE

《应用型大学英语》系列教材是“十二五”普通高等教育本科国家级规划教材，是针对以应用型人才培养为目标的院校学生实际情况和学习需求而设计的一套复合型、立体化教材。

我们广泛听取全国各地英语教师的使用反馈意见及建议，深入调研大学英语教学现状，以《大学英语教学指南》为指导，对上一版教材进行了全面修订。本次修订除了保持和发扬本系列教材原有特色和亮点之外，重新选取了大部分素材，使教材内容更加新颖和实用，既注重知识性和科学性，又兼顾多样性和趣味性。新版教材在体例安排、练习设计等方面都有所创新。整套教材更加注重适应以应用型人才培养为目标的院校实际教学需要，突出教学内容的实用性和针对性，激发学生学习潜能，培养学生实际运用语言的能力。

编写 原则

新版《应用型大学英语》在设计与编写中坚持以下原则：

一、立足国情，体现多样化和个性化

新版教材的编写立足大学英语教学现状，充分考虑与高中英语教学的衔接，循序渐进地安排教学内容。配合大学英语教学目标将教材体系分为“基础”“提高”“发展”三个等级。每个等级在选材、生词、练习、训练目标等方面逐层递进，学校可灵活根据学生入学水平、人才培养规格及目标等选择合适等级的教材，自主确定起始层次，更好地适应个性化教学的实际需求。

二、注重提高英语应用能力，体现工具性和人文性

新版教材的编写以应用型人才培养为目标，遵循语言教学和学习规律，以提高学生的英语应用能力，增强跨文化交际意识和交际能力，同时发展自主学习能力，提高综合文化素养，使他们在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需要。

三、创新教学方法与手段，体现“教师主导，学生主体”

新版教材在选材及练习的设计上充分考虑到现在学生的个体差异及学习习惯不同，增加教师与学生、学生与学生之间课堂的互动练习，强调以学生为主体的“学的需要”，教师发挥主导作用，从而实现教师引导和启发、学生积极主动参与的教学常态。教材配套的网络自主学习平台及APP应用，利用信息化的教学手段改变课堂模式及方法，实现课前、课中、课后有效结合的多模态学习环境。

教材特色

1. 选材紧跟时代特色,突出应用性。本系列教材针对学生在不同学习阶段的学习要求,在选材的难易度及思想深度上呈现适当的梯度。内容主题涉及校园话题、社会话题、深层次思维话题及实践性较强的话题。既注重实际教学的需要,又符合现代大学生的兴趣和需求,有利于激发学生学习潜能。语言地道,充分展现出时代特色与社会发展。

2. 遵循语言教学规律,提高语言技能与思维能力。《综合教程》与《视听说教程》话题一致,学习不同语言技能时既能温故又能知新。“语音”“语法”“阅读技巧”“听力技巧”“口语技巧”在十二册教材中系统分布,并配有知识点微课。设立“批判性思维与写作(Critical Thinking & Writing)”及“批判性思维(Critical Thinking)”等板块,引导学生从不同视角进行分析、思考、输出,提升学生的思辨能力及创新思维能力。

3. 了解中外文化差异,培养跨文化意识。除了选材中展现国外多元文化外,教材中的注释及练习引导学生对中外文化差异进行思考,培养其跨文化意识。在学习国外文化的同时,每册精心设立“中国文化”主题单元,弘扬民族文化,提高学生在跨文化交际中灵活、恰当使用英语的能力。

4. 学用结合,培养学生用英语做事、解决问题的能力。语言的学习在于应用。新版教材结合学生未来的实际需要,安排了大量形式多样、有趣的语言训练项目,并设置了一系列与单元主题密切结合的实践活动,有利于培养学生综合运用所学知识和技能进行项目实践的能力,使学生在英语语境中进行丰富有趣的探索实践活动。练习中兼顾了大学英语四级考试题型,可在提升语言综合技能的同时,满足备考所需。

5. 立体化数字教学资源,提高教与学的效果。利用“智慧外语云课堂”PC教学管理平台、移动APP应用,教师可以实现教学管理、教学评估、评价测试、教学备课等。学生可以学习在线课程及数字化教材,完成在线作业、测试,获取课外学习资源等。利用二维码等技术,实现课外资源(文本、微课、音/视频、数字化课程等)与课本知识无缝对接,丰富教学内涵,更新教学手段,调动学生学习的积极性,培养学生自主学习能力。

教材构成

按照《大学英语教学指南》的教学要求,《综合教程》和《视听说教程》分为“基础篇”“提高篇”“发展篇”三个等级。每个等级包含两册,难度递增。“基础篇”侧重校园话题,“提高篇”侧重社会话题,“发展篇”侧重深层次思维及实践性较强的话题。本

次修订每册分为八个单元,其中包括一个中国文化单元。同时提供与教材配套使用的《教师用书》《同步拓展训练教程》《阅读教程》《听说教程》《听力教程》《口语教程》及教学课件、音/视频资料、外语教学管理平台、移动APP应用、数字课程、考试题库等。

编写 队伍

《应用型大学英语》系列教材总主编为教育部职业院校外语类专业教学指导委员会副主任委员、首都师范大学王志教授,他多年致力于语言教学法及应用、教师发展等方面的研究。除了全国数十所高校的专家及骨干教师之外,我们还特别邀请了多位企业资深HR及培训师参与到教材的设计、编写中,保证教材满足实际应用所需。在教材编写过程中,我们力求精雕细刻、精益求精,吸收并借鉴了国内外同类教材的精华,努力打造精品。在教材的编辑、制作过程中多位外籍专家给予了专业的审定,他们勤奋、认真,在本系列教材中倾注了多年的教学经验和在教学实践中积累的精华素材。

鸣谢

在本系列教材的出版过程中,得到了学术界前辈王守仁教授和孔庆炎教授的审定和指导。在此,我们特别表示真诚地感谢。

本系列教材作为大学英语教学改革的实践成果展现给广大读者。由于编纂工作浩繁,难免存在纰漏之处,敬请相关院校和读者在使用本系列教材的过程中给予关注,并将改进意见和建议及时进行反馈,以便修订时加以完善。

编者

2018年4月

所有意见和建议请发往:dutpwy@163.com

欢迎访问教材服务网站:<http://www.dutpbook.com>

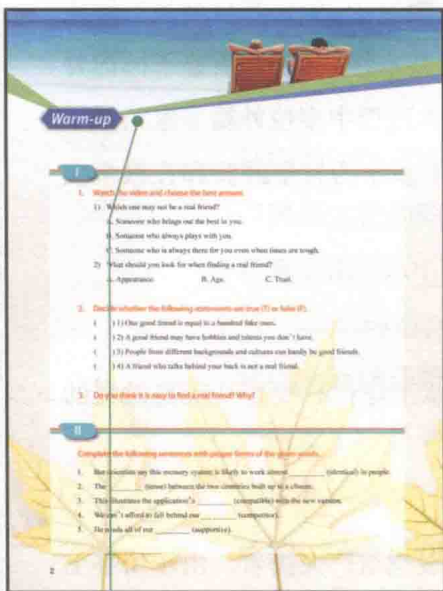
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编写与使用说明

套系说明

《应用型大学英语综合教程》包括“基础篇”“提高篇”“发展篇”三个等级,每个等级包含两册,难度递增。“基础篇”侧重校园话题,“提高篇”侧重社会话题,“发展篇”侧重深层次思维及实践性较强的话题。

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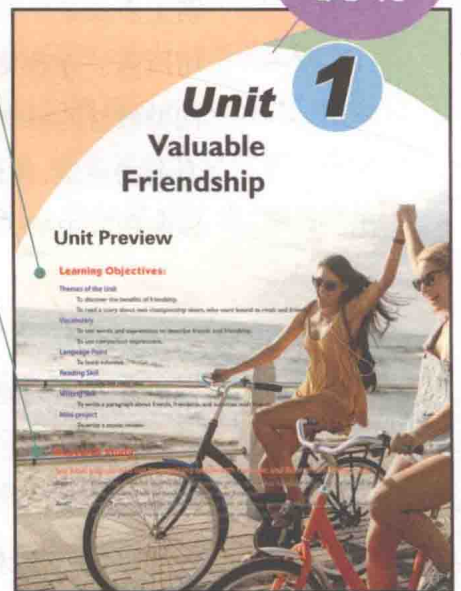


Learning Objectives

列出单元学习目标,使学生明确本单元学习重点。

Research Study

根据本单元主题设置预习任务,引导学生利用网络资源进行信息检索,并通过对所得资料的分析、整理、思考,培养学生自主学习能力及解决问题的能力,为进入本单元学习打下基础。

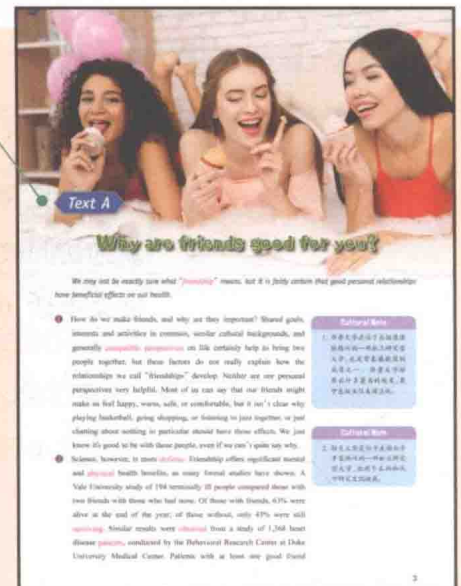


Warm-up

以图片、音频、视频、小活动等形式导入单元主题。预热单元核心词汇、短语,夯实学生语言基础,激发学生学习兴趣,调动其学习的主观能动性。

Text A

A 篇文章重点训练学生的精读能力。精心选取与单元主题相关的各种题材的文章,选材兼顾视野的广度和思维的深度,符合当代大学生的认知和兴趣所在。设计“核心词汇”“短语”“专有名词”“长难句”“相关背景知识”等板块,帮助学生全面掌握篇章基础知识。课后练习形式多样,既包括选择、填空、判断等经典题型,也包括匹配型阅读、中国文化段落翻译等大学英语四级考试题型的练习,保证学生在稳步提升英语综合能力的同时,完成大学英语四级考试备考。其中:



“文化点拨”板块,对课文中涉及的文化点及理解难点进行信息补充,帮助学生更好地理解文章内容。

“阅读理解”板块形式多样,既有传统的选择题,也有大学英语四级考试题型中的匹配型阅读题,考查学生对主题文章的理解程度。

“批判性思维”板块通过开放式问题的设置,启迪学生思考,增强其批判性思维能力的培养及口语输出能力的培养。

“构词讲解及练习”板块对课文中出现的常用词根/词缀/构词法,通过其原意讲解、常用词汇举例及练习,讲练结合,帮助学生拓展词汇量。

“文章结构导图训练”板块利用文章结构导图填空的形式,考查学生对文章整体的理解程度,帮助学生梳理文章脉络,为学生写作输出做准备。

非谓语动词 (I)——动名词不定式 (Infinitive)

非谓语动词不能作句子的谓语,只能充当其他成分,非谓语动词有三种形式:不定式、动名词和分词。以下将介绍非谓语动词的用法。

形式	主语	宾语	定语	状语	表语
不定式	√	√	√	√	√
动名词	√	√	√	√	√
分词	√	√	√	√	√

动名词不定式“to do”和“doing”均可,其在不定式“to do”中,不定式可以带宾语或状语或不定式宾语,也可带状语或宾语,而在动名词“doing”中,动名词与介词连用,其后可带宾语、状语、定语、宾语补足语等。

不定式的时态和语态形式

时态	语态	主动	被动
现在式		to do	to be done
进行式		to be doing	
完成式		to have done	to have been done

不定式的用法

- 不定式作主语
 - 例: To complete this history building is our greatest and most difficult task. (不定式作主语,动名词作宾语)
- 不定式作宾语
 - 例: I like learning to drive a car. (我在学车)
 - 注:不定式作宾语(带宾语)时,如果宾语有形容词,往往把不定式提前放在动词后面,用介词to引出。
- 不定式作状语
 - 例: 不定式作状语表示目的,通常常与“to”连用,“打算”的短语 I wish, idea, talk, job, duty, purpose 等。例: To finish the job, we must work hard.

Text B

Championship Skiers: Bound as Rivals and Friends

Read and think on the two best women skiers in the world. Both will still be competing for the same medals for different countries. How do they see each other?

- Lindsay Vonn talks about her friendship with Maria Böhndel in simple terms.
- The two have had “pretty much the same life” for most of the past decade. Vonn said. They have similar tastes, whether it is playing tennis in winter, spending time with family, shopping or trying on a dress in a boutique.
- Learning to Vonn with about Böhndel is like learning to know talk about her best friend. But their seemingly ordinary friendship each other.
- Vonn and Böhndel, both 25, are the two best women skiers in the world. Both will also compete for the same medals for different countries, as they will at the Winter Olympics in Vancouver. Both have to learn how to see each other is for the other.
- “I think I have a good eye on,” said Vonn. “That’s, we support each other 100 percent.”
- “Our relationship is always to get better, but I think that’s how we’re going to do it. We’re going to do it together, and that’s how we’re going to do it.”
- The two first met nearly 10 years ago at the World Championships in Innsbruck.
- “People always ask when you’re really from here, do you really belong to each other?”

Text Related Exercises

Text B

B篇文章重点训练学生的泛读能力。精心选取满足大学生思想、情感和学习等多维度需求的主题文章,并针对“核心词汇”“短语”“长难句”“专有名词”“相关背景知识”进行系统讲解。配以“阅读理解”“词汇训练”等题型,满足学生基础语言的训练。其中:

“阅读技巧”板块不仅讲解精练,而且配有范例和课文中、课外的语料练习,给学生更多操练所学的机会。强调“授之以渔”和技巧的灵活运用。

Writing About It

从写字词,到写句子,最后到写段落,逐层提高任务难度,达到提高学生写作能力的目的,通过线索引导学生对所给问题进行头脑风暴,启迪学生的批判性思维及写作输出的能力。其中:

- “词语填空”板块强化单元核心词汇及短语训练。
- “实用文体写作”板块系统讲解各种应用文体写作技巧,并给出范例和对应的写作练习。
- “批判性思维与写作”板块设置本主题下开放式的话题,引导学生从不同角度展开思考,进行批判性思维训练,最终完成写作任务。
- “拓展练习”板块增加本主题下的额外写作任务,供学有余力的学生使用。

Writing About It

Original Writing Practice

Complete the following paragraphs by filling in the blanks.

There are two ways to speak children's history in _____ This is useful _____

One way is _____ This is useful _____

The other way is speak children's history is _____ This is useful because _____

Additional Topics for Writing

Write more paragraphs about sports and history, and how the lives of physics help in sports. Include five new words or expressions from this unit in your paragraphs. Also, try to use the Internet to research. Here are some hints.

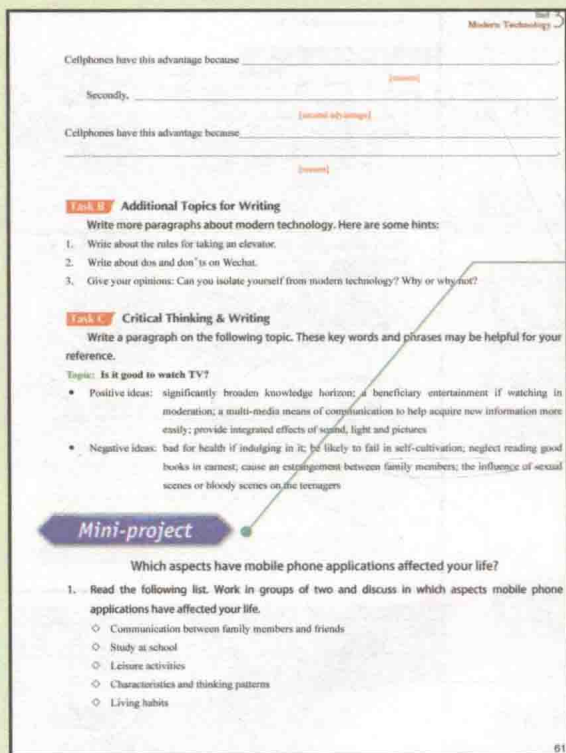
- Write about your favorite sports experience. Answer these questions: What sport do you play? When did you start? What do you do to train?
- Explain why you don't like to watch or play certain sports. Answer this question: How can you get better at a sport that you like?

Critical Thinking & Writing

Write a paragraph on the following topic. These key words and phrases may be helpful for your reference.

Topic: Is bike sharing good or bad on campus?

- Positive ideas: saving energy, time and money; no air pollution; easy to park; convenient to use; efficiency improvement for recycling.
- Negative ideas: declining business in bike shops; maintenance cost; machine destruction of public property; security issues hard to manage.

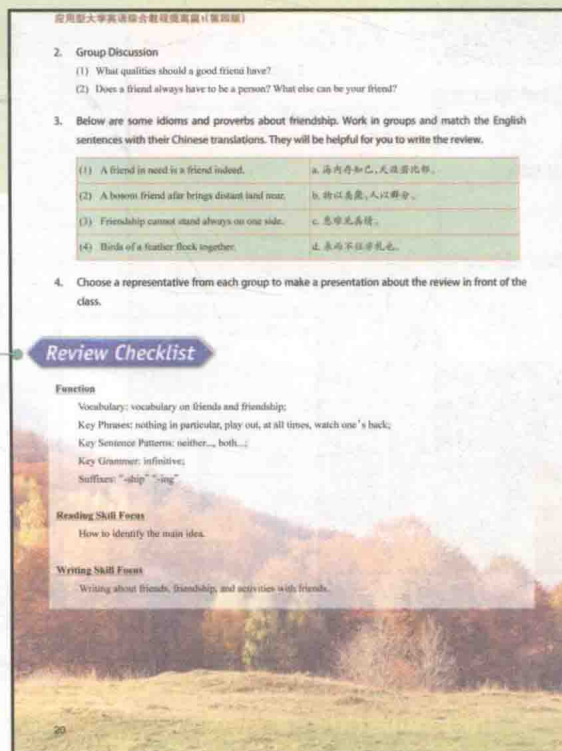


Mini-project

针对主题及 A、B 篇文章的讲解,紧密结合实际生活,编写成小型的任务作业,分步引导学生利用所学,通过调研、讨论等手段完成具体的实践任务。调动学生课下自主学习的积极性,培养其团队合作意识。

Review Checklist

针对本单元学习重点进行分类总结,帮助学生自检学习效果。



使用建议

本系列教材每册分为八个单元,其中包括一个中国文化单元,供一个学期使用。同一级别的《视听听说教程》与《综合教程》主题完全一致,可以匹配使用,也可以单独使用。建议上学学时为五十六学时,教师可根据教学实际情况灵活使用。本系列教材配有《教师用书》、数字化教学管理平台、手机 APP、教学 PPT 等教学辅助材料,供教学使用。

编者
2018年4月

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Unit

Valuable Friendship

1

Unit Preview

Learning Objectives:

Themes of the Unit

To discover the benefits of friendship.

To read a story about two championship skiers, who were bound as rivals and friends.

Vocabulary

To use words and expressions to describe friends and friendship.

To use comparison expressions.

Language Point

To learn infinitive.

Reading Skill

To identify the main idea.

Writing Skill

To write a paragraph about friends, friendship, and activities with friends.

Mini-project

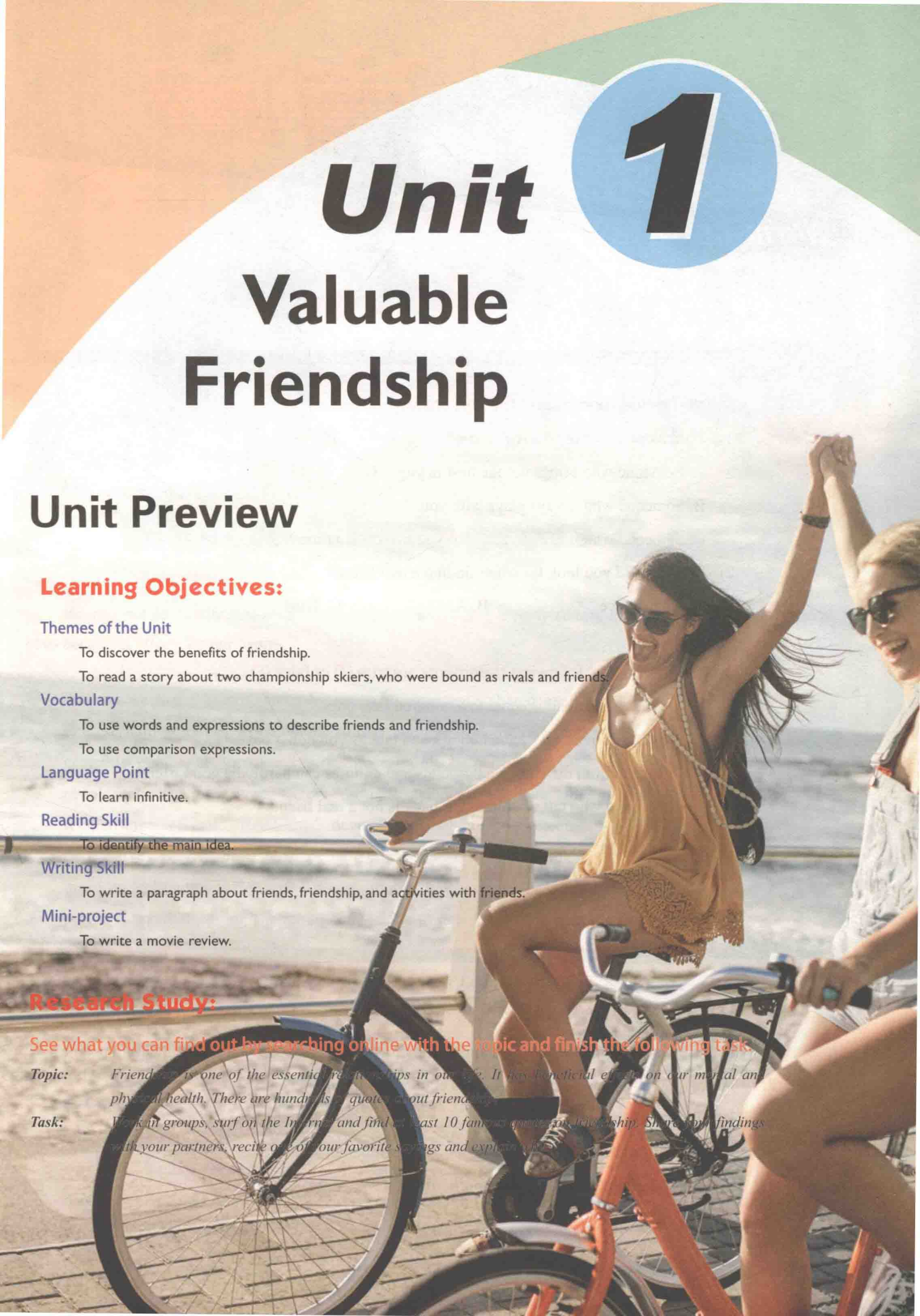
To write a movie review.

Research Study:

See what you can find out by searching online with the topic and finish the following task.

Topic: *Friendship is one of the essential relationships in our life. It has beneficial effect on our mental and physical health. There are hundreds of quotes about friendship.*

Task: *Work in groups, surf on the Internet and find at least 10 famous quotes on friendship. Share your findings with your partners, recite one of your favorite sayings and explain it.*





Warm-up

I

1. Watch the video and choose the best answer.

- 1) Which one may not be a real friend?
 - A. Someone who brings out the best in you.
 - B. Someone who always plays with you.
 - C. Someone who is always there for you even when times are tough.
- 2) What should you look for when finding a real friend?
 - A. Appearance.
 - B. Age.
 - C. Trust.

2. Decide whether the following statements are true (T) or false (F).

- () 1) One good friend is equal to a hundred fake ones.
- () 2) A good friend may have hobbies and talents you don't have.
- () 3) People from different backgrounds and cultures can hardly be good friends.
- () 4) A friend who talks behind your back is not a real friend.

3. Do you think it is easy to find a real friend? Why?

II

Complete the following sentences with proper forms of the given words.

1. But scientists say this memory system is likely to work almost _____ (identical) in people.
2. The _____ (tense) between the two countries built up to a climax.
3. This illustrates the application's _____ (compatible) with the new version.
4. We can't afford to fall behind our _____ (competitor).
5. He needs all of our _____ (supportive).



Text A

Why are friends good for you?

We may not be exactly sure what “friendship” means, but it is fairly certain that good personal relationships have beneficial effects on our health.

- ① How do we make friends, and why are they important? Shared goals, interests and activities in common, similar cultural backgrounds, and generally **compatible perspectives** on life certainly help to bring two people together, but these factors do not really explain how the relationships we call “friendships” develop. Neither are our personal perspectives very helpful. Most of us can say that our friends might make us feel happy, warm, safe, or comfortable, but it isn’t clear why playing basketball, going shopping, or listening to jazz together, or just chatting about nothing in particular should have those effects. We just know it’s good to be with those people, even if we can’t quite say why.
- ② Science, however, is more **definite**. Friendship offers significant mental and **physical** health benefits, as many formal studies have shown. A Yale University study of 194 terminally ill people compared those with two friends with those who had none. Of those with friends, 63% were alive at the end of the year; of those without, only 43% were still **surviving**. Similar results were **obtained** from a study of 1,368 heart disease **patients**, conducted by the Behavioral Research Center at Duke University Medical Center. Patients with at least one good friend

Cultural Note

1. 耶鲁大学是位于美国康涅狄格州的一所私立研究型大学,也是常春藤联盟的成员之一。耶鲁大学培养出许多著名的校友,其中包括五位美国总统。

Cultural Note

2. 杜克大学是位于美国北卡罗莱纳州的一所私立研究型大学,由两个本科和九个研究生院组成。

Cultural Note

3. 弗吉尼亚大学是位于弗吉尼亚州夏洛茨维尔的一所公立研究型大学。它成立于1819年,其构思研究的原创课程全部由美国第三任总统托马斯·杰斐逊设计。它是北美地区唯一被联合国教科文组织列为世界遗产的高等院校。

recovered more quickly. Other research **indicates** that having friends reduces stress, provides emotional and **material** support in times of **crisis**, and generally contributes to an improved quality of life.

③ Aristotle described friendship as “A single soul **dwelling** in two bodies”, and recent research by the University of Virginia suggests this may be almost literally true. In a study of 22 young adults, MRI scans of their brains when they were under threat produced almost **identical** patterns to scans taken when they saw their friends under threat. In other words, they reacted as if their friends were a part of themselves, and this effect plays out in everyday life. Friends listen to each other’s complaints, give advice, lend money, water the garden, and look after dogs when needed. They behave as if their friends’ problems were their own problems by offering practical and emotional support at all times.

④ In an increasingly **tense** and difficult world, to have somebody “watching your back” is priceless.

(382 words)

I Words to Know

friendship /'frendʃɪp/ <i>n.</i>	a relationship between friends 友谊,朋友关系
compatible /kəm'pætəbl/ <i>adj.</i>	able to get along well 和谐的,能共处的
perspective /pə'spektɪv/ <i>n.</i>	a particular attitude towards sth. 观点,态度
definite /'defɪnət/ <i>adj.</i>	sure or certain 明确的,肯定的
physical /'fɪzɪkl/ <i>adj.</i>	relating to body rather than mind or emotions 身体的
survive /sə'vaɪv/ <i>vi.</i>	(of a person) to continue to live, to remain alive 幸存,活下来
obtain /əb'teɪn/ <i>vt.</i>	to get hold of 获得,得到
patient /'peɪʃnt/ <i>n.</i>	someone who is receiving medical treatment, especially in a hospital 病人,患者
indicate /'ɪndɪkeɪt/ <i>vt.</i>	to point out or show by symptoms 表明,指示,象征,暗示
material /mə'tɪəriəl/ <i>adj.</i>	relating to money, possessions, living conditions, etc., rather than the needs of mind or soul 物质的,非精神的
crisis /'kraɪsɪs/ <i>n.</i>	a crucial or decisive point or situation 危机,危难时刻
dwel /dwel/ <i>vi.</i>	to live somewhere 居住
identical /aɪ'dentɪkl/ <i>adj.</i>	being the exact same one 同一的,相同的
tense /tens/ <i>adj.</i>	showing signs of stress or strain, not relaxed 紧张的,焦虑的

II Phrases to Know

nothing in particular	没有什么特别的
play out	发生, 出现
at all times	总是, 一直
watch one's back	守护, 支持

III Proper Noun

MRI (全称 Magnetic Resonance Imaging)	磁共振成像
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IV Notes

- Neither are our personal perspectives very helpful. (Para. 1)
neither在句中意指“也不”,放在句首,句子倒装,此句完整的意思为“*Our personal perspectives are not very helpful to explain how friendships develop, either*”。
译文:同样,我们的个人观点也无法解释这一现象。
- A single soul dwelling in two bodies... (Para. 3)
此句是亚里士多德的名言。按字面意思直译为“友谊是居住在两个躯体中的一个灵魂”,明显不太合适,因此应该意译。
译文:友谊属于拥有相同灵魂两个人。
- In an increasingly tense and difficult world, to have somebody “watching your back” is priceless. (Para. 4)
watch one's back一般是“小心,提防”的意思,这里指朋友替你小心,即“守护,支持”。
译文:在这个日益紧张、艰难的世界,能有个朋友守护着你,是弥足珍贵的。



V Grammar Focus

非谓语动词 (I)——动词不定式
(Infinitive)

非谓语动词不能作句子的谓语,只能充当其他的语法成分。非谓语动词有三种形式:不定式、动名词和分词。以下分三个单元分别介绍它们的用法。

非谓语动词在句子中的作用如下表:

形式 \ 句子成分	主语	宾语	表语	定语	状语	宾语补足语
不定式	√	√	√	√	√	√
动名词	√	√	√	√	×	×
分词	×	×	√	√	√	√

动词不定式由“to+动词原形”构成,其否定形式是“not to do”。不定式可以带宾语或状语构成不定式短语,没有人称和数的变化,但有时态和语态的变化。不定式在句子中可作主语、宾语、定语、状语、宾语补足语和表语。

一. 不定式的时态和语态形式

时态 \ 语态	主动	被动
一般式	to do	to be done
进行式	to be doing	/
完成式	to have done	to have been done

二. 不定式的用法

1. 不定式作主语

例如:

- To complete the 30-story building in one year was quite a difficult task. 一年内要盖起 30 层高的 大楼很困难。

注:当主语较长,谓语较短时,常用 it 作形式主语,而将不定式放到谓语的后面。

2. 不定式作宾语

例如:

- He is learning to drive a car. 他正在学开车。

注:不定式(短语)作宾语时,如果还带有宾语补足语,往往把不定式宾语放在宾语补足语之后,用 it 作形式宾语。

3. 不定式作表语

不定式作表语常表示将来的动作,主语常常是表示“意向、打算、计划”的词,如:wish, idea, task, job, duty, purpose等。例如: