

MACMILLAN BOOKS FOR TEACHERS

麦克米伦英语教师丛书

丛书主编: Adrian Underhill (英)

TEACHING ENGLISH GRAMMAR

What to Teach and How to Teach It

英语语法教学:

教什么与怎样教

Jim Scrivener (英) 著

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导读

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出版说明

随着《普通高中英语课程标准（2017年版）》的颁布与实施，基础英语教育领域正在进行着全面而深入的改革。英语课程标准将普通高中的培养目标确立为进一步提升学生的综合素质，着力发展英语学科核心素养；提出了由六要素构成的英语课程内容和内容标准；提出了整合关联的英语学习活动观，等等。英语学科这些新的改革要求英语教师必须提高专业素质、更新观念、转变角色，同时要求教师的教学行为发生相应的变化。研究学生如何学、教师如何教、考试如何考和教师如何在教学实践中提高自身素质已经成为目前英语语言教学研究的焦点。因此，教师培训工作的重要性和关键作用变得越来越突出。为了更好地配合新课程改革，提高教师的自身素质，外语教学与研究出版社精选并引进了麦克米伦教育设计的这套“麦克米伦英语教师丛书”。

这套丛书由当今国际语言教育界的权威人士 Jim Scrivener, Scott Thornbury, Adrian Underhill 等编著，由国内英语教育界专家、学者撰写导读。这些专家、学者在认真研读原著的基础上，结合中国外语教师的需求和现状，有针对性地用深入浅出的语言对原书作了概括、总结与评价，有助于英语教师及英语专业的研究生对原著的学习与理解。

本丛书的选题都是目前英语教师关注的教学实践中的热点专题，如 *A New A-Z of ELT: A Dictionary of Terms and Concepts*; *Sound Foundations: Learning and Teaching Pronunciation*; *Learning Teaching: The Essential Guide to English Language Teaching*; *Teaching English Grammar: What to Teach and How to Teach It*。

本丛书从英语语言教学的理论和实践两个层面为英语教师的教学实践提供理论指导，并为英语教师的在职教育和终生职业发展提供丰

富的资源。本丛书可以作为英语教师专业化教育与发展和英语专业研究生教育的教材，供在职英语教师和英语语言教学研究者，尤其是英语专业的研究生学习使用。

外语教学与研究出版社

《英语语法教学：教什么与怎样教》(*Teaching English Grammar: What to Teach and How to Teach It*)一书是“麦克米伦英语教师丛书”中的一本。本书作者是 Jim Scrivener，在二语教学、测试、教师培训等领域有丰富经验。本书聚焦英语语法教学，最突出的特色有两点：第一，在提供教学实践建议前，首先对语法项目的规则做了简易又精准的呈现和阐述。这非常符合我国英语教师的理解方式和教学习惯。第二，除了提供大量具体教学策略和活动外，还着重对主要示例背后的创意和思路做出了解释和说明，帮助读者既知其然，又知其所以然。这对一线教师也会很有帮助，尤其能带来更多启发，引导教师按“鱼”索“渔”（追根溯源），并以“渔”取“鱼”（基于某些原则自主开发更多具体方法），甚至是由此“渔”及彼“渔”（激发灵感和独创思路）。

语法是英语语言知识体系的重要组成部分，和词汇知识相比，应当说具有更强的生成性，即用有限的语法知识可以生成无限的语句。因此，语法教学的成效对英语学习起着至关重要的作用。语法绝对不是一个可学可不学的知识领域，语法知识也绝对不是完全放任自由的自然状态下就能学会、学好的。从这个角度看，本书特别突出了我们在语法教学中相对比较薄弱的两个环节。首先就是对语法形式所能表达的意义的学习。我们通常似乎更加重视对语法形式本身的感知和

操练，而相对忽视了对某一特定语法形式所蕴含的意义和功能（尤其是语用功能）的理解与内化。例如，我们教授动词过去式，会特别在意动词形式的变位，尤其关注不规则动词的变位（如 *begin* 变位 *began*、*blow* 变位 *blew*），但却较少强调过去式在表意上经常指过去发生但目前已经不再延续的动作或状态。比如 A 问 B：“Are you a teacher?” B 回答：“I was.” 很明显，B 曾经是教师，但目前不再是。而学生似乎并不能特别有意识地主动运用过去式来表达这样的意义。学生或许更容易这样说：“No, I’m not. I used to be a teacher.” 再如，进行式的意义学习也存在欠缺。不少教师都忽视了进行式除了表示动作进行和持续以外，还可以表达某种情绪和情感。如 “My friend John is always borrowing money from me.” 就句意本身而言，用一般式 “... always borrows ...” 即可，但此处说话人为了表达反感、不满或是其他情绪而使用了进行式。同理，表达热情和友好时，我们经常会说 “Today we’ll be visiting the new school.” 而不是 “... we’ll visit ...”；会说 “How are you feeling today?” 而不是 “... do you feel ...?”。总之，语法表意功能的学习是我们需要着重加强的一个方面。而本书恰恰非常强调语法的意义维度，希望能引发教师读者的关注，并在教学中加以实践。例如，本书第 57 章讲解第一条件句（First conditional）的规则与使用时，除了在 “Form” 部分呈现 *If* clause 和 Main clause 的结构外，还在 “Meaning and use” 部分明确列举、梳理了第一条件句能表达的各种意义，如警示和忠告、预测、威胁、承诺或讨价还价、探讨假设、从证据中得出结论、描述指令等。作者就每一种意义都给出了典型例句：

- (1) If you pick it up when it’s hot, you’ll burn your fingers.
- (2) If it works, we’ll make a lot of money.
- (3) If you don’t leave right now, I’ll ...
- (4) If you lend me the football, I’ll lend you my bike.
- (5) If the lever moves clockwise, I think the gate will open.
- (6) If they are all here, then there is nobody at reception.
- (7) If you press button C, the machine will switch off.

反观我们的日常语法教学，我们或许不会去特别区分这些意义，只要掌握了“主将从现”（主句将来时，从句现在时）的形式就可以了。因此，阅读本书时，建议读者尤其对书中强调的语法知识的意义内涵多加关注。

其次就是语法形式的训练本身也应更加精准、流利。我们在语法教学中，通常会比较注重在形象、具体的语境中呈现某一语法项目，以促进学生的理解。但经过感知与理解的语法项目，需要经过一定量的、必要的形式训练才能最终达成精准、流利的使用。本书除提供了丰富的理解性活动的样例和建议外，还非常注

重形式训练的设计与实施。例如，本书第 15 章聚焦最高级 (Superlatives)，其中的“Practice”部分给出了 11 种活动建议，基本上都是基于不同情境来强化、巩固学生对最高级的语法形式的掌握，如其中一项活动为 Comparing in the classroom: Get students in small groups to make superlative sentences about themselves. You could help inspire by giving out a list of possible nouns + adjectives.。这就是典型的依托具体情境的形式训练。

综上，本书既是一本语法知识“小百科”，又是一本语法教学指南和一个活动素材库。本书共包括 70 章，每一章都围绕一个语法知识项目（即语法点）来写，短小精悍，通俗易懂。由于内容的划分非常细致，多少显得有些零碎，因此这篇导读希望能够帮助读者从整体上梳理书中内容，使其更加结构化和条理化。具体来说，下面会首先从教学语法体系的角度将书中的章节做一个归类和体系性描述，然后介绍每一章的基本结构，并基于不同教学需求提出具体的阅读建议。之后，将针对我国英语学习者语法学习的特点，分别从英语语法中的特殊性知识（知识学习的静态角度）和语法知识的感性/理性学习（知识学习的动态角度）两个角度，为本书读者提供一些阅读建议。

一、全书呈现的教学语法体系

作为语言知识的一个重要组成部分，英语语法有自己的体系。从教学的角度对英语语法知识进行归类、整理，就构成了一个教学语法体系。英语的教学语法体系包括词法部分和句法部分。词法是基于词类的，即句子中具有特定功能的不同成分（英语里称之为“parts of speech”）。英语词法中的词类包括实词（content words）和虚词（function words）两种。实词包括名词、代词、形容词、动词等。实词是开放词类，即随着人类社会和语言自身的发展会增加新词。虚词包括冠词、介词、连词等。虚词是封闭词类，即在类别内部词的数量是固定的，通常不会增加新词。

本书首先集中呈现与词法相关的内容。名词为第 1—3 章，分别聚焦名词的单数与复数 (Singular and plural)、可数名词与不可数名词 (Countable and uncountable nouns) 和表示度量的名词 (Containers, quantities and pieces)。代词为第 4—7 章，分别聚焦主格和宾格代词 (Subject and object pronouns)、反身代词 (Reflexive pronouns)、物主代词 (Possessives) 和指示代词 (*This, that, these, those*)。形容词、副词为第 13—17、27 章：其中第 13 章探讨形容词的词序 (Adjective order)；第 14—17 章聚焦比较级和最高级 (Comparatives 和 Superlatives)；第 27 章涉及频度副词 (Adverbs of frequency)。

动词最为重要，分布在第 21—26 章、28—55 章、60—62 章、64 章、68—69 章，共 40 章，占了全书一半多的篇幅。就词法而言，动词应当是英语和汉语之间差异最大的词类了，因而也是英语语法教学的重点和难点。英语动词词法最重要的内容可以归纳为三“态”，即时态、语态、情态。时态方面¹，本书覆盖了一般现在时（第 22—25 章）、现在进行时（第 28—30、49 章）、一般过去时（第 31—35 章）、过去进行时（第 36—37 章）、现在完成时（第 38—40 章）、现在完成进行时（第 43 章）、过去完成时（第 44—45 章）和各种将来时（第 46—48、50 章）。语态的部分主要集中在第 60—61 章。情态的部分为第 51—55 章（第 55 章对情态动词做了一个小结）。

其他实词和虚词词类的探讨则分布在其余章节。另外，本书对句法的介绍并不是很多，但也涉及了学生学习过程中的一些难点，如条件句（第 56—59 章）、关系从句（第 66—67 章）等。总之，本书在教学语法体系上更侧重词法。

二、章节结构

本书的章节结构非常清晰，可读性强。每章第一部分大多为“Form”，即对某一语法知识的结构做出梳理和总结。同时，“Form”部分不仅呈现语法规则，还做了必要的举例，便于读者理解。例如，第 1 章“Singular and plural”的“Form”部分，对可数名词单数转化复数的规则变化和不规则变化都做了归纳和举例，如规则变化 add -s (e.g., an umbrella → umbrellas), add -es (e.g., a watch → watches), -y → -ies (e.g., a dictionary → dictionaries), 再如不规则变化 oo → ee (e.g., tooth → teeth), change the vowel sound and spelling (e.g., man → men), no change (e.g., sheep → sheep) 等。

介绍语法知识的规则并举例后，便直截了当地进入“Presentation”部分，提供具体、可操作的方法和活动帮助读者在课堂上呈现、讲解语法知识。这个部分不仅提供了很多既有新意又好实施的活动样例，还特别注重对实施活动时的具体流程做出说明，给教师以非常具体的教学指引。例如，第 5 章“Reflexive pronouns”的“Presentation”部分提供了一个名为“I did it myself!”的活动来帮助教师呈现反身代词这一语法知识。作者清晰地描述了整个活动的五个步骤：

- (1) Show students how to make a very simple origami model.
- (2) When all have made it, hold yours up, look proud, and say “I made it myself.”

1 第 41、42 章涉及非动词词类，但与动词时态直接相关。

Get students to hold up their models and “boast” to their neighbour.

(3) Get everyone to hold up their models and model / drill “We made them ourselves.” Get half the class to hold up their models while the other half points and says “They made them themselves.”

(4) Get students to practise questions and responses with lively intonation. Model each sentence yourself first, get students to repeat and then try saying it in pairs as question and answer.

(5) Get students to think of and ask new questions themselves.

由上述五个步骤可见，虽然是一个非常简单的小活动，即让学生花很少的时间折一个纸飞机，却充分体现了语法教学活动的真实性、系统性和层次性。首先，纸飞机是学生自己做的，因此个人说出“I made it myself.”也好，集体说出“We made them ourselves.”或“They made them themselves.”也好，都是对真实事件所做的描述。其次，这些语句系统呈现了主格代词(I, we, they等)、反身代词(myself, ourselves, themselves等)以及主格代词和反身代词的对应关系；同时，还兼顾了发音问题(第4步中对语调的要求)。最后，从第2步到第3步，反身代词的形式做了增加；从第4步到第5步，从教师示范的例句拓展到学生自主生成的语句，也体现了逐层递进的设计。因此，建议读者在参考本部分活动时，也对活动设计背后的思考多加分析和借鉴，一定大有裨益。

“Presentation”之后是“Practice”部分。这部分较“Presentation”部分收录了更多的活动建议和样例。虽然活动步骤的描述或许不像“Presentation”部分那样具体，但创意、原则、思路和要点都交代得非常清晰。读者可根据自己所教班级和学生的实际情况加以灵活应用。

在“Presentation”和“Practice”之后，通常是“Concept questions”和“Meaning and use”。这两个部分充分体现了作者对语法知识所蕴含的意义的重视和强调。作者通过引入这两个部分，明确传达了两个理念：一是语法知识的学习要首先确保概念(concept)理解的准确；二是语法知识的学习最终是为了有意义的使用(use)。

每章结尾的部分通常是“Watch out for these problems...”，对学生常出现的错误和教学中特别需要注意的问题做出举例说明。这部分中，有些内容非常符合我国学生的实际情况，但有些或许并非针对我们的教学情境。建议读者阅读时注意甄别。

三、英语语法中的特殊性知识

知识教学可分为一般性知识的教学和特殊性知识的教学。语法知识教学也应

当注意对二者做出区分和区别对待。对英语语法的学习来说，一般性知识可以看作是英语和汉语中相同或比较相近的内容，而特殊性知识则可看作是英语与汉语间存在较大差异的内容。从这个角度看，英语语法中的特殊性知识或许更多集中在语法的结构上，而非语法所表达的概念上。英语语法所表达的意义几乎在汉语语法中都能够找到对应的概念，只是使用的结构不同而已。汉语是一种语法形式变化非常不显著的语言，而英语的语法形式变化却非常丰富。那么，英语语法学习的关键问题更多集中体现在对英语语法结构的特殊性的掌握上。因此，阅读本书或选用本书提供的语言素材和活动样例时，需尤其注意英语、汉语在某一语法知识上概念意义的相似性和结构形式的差异性。

下面举一例进行说明。本书第 61 章“Causatives”讨论“使动用法”。这种语法意义在英语、汉语中都存在，只是表达的形式不同。本书中给出的英语结构是“subject + *get / have* + object + past participle”（如 Jean got / had her hair cut）。而汉语在表达相同的意义时，往往不会在语言结构上凸显“使得”一类的显性标记。例如，汉语不会说“她使得她的头发被剪了”，而是说“她剪了头发”。因此，这里的教学难点就是如何帮助学生注意到英语、汉语在表达“使动”意义时语言结构上的差异，并通过有效练习，能够更加流利、准确地进行两种语言结构上的转换。本书的这一章在“Practice”部分给出了若干例句：Can I have some champagne brought to my room? / I'd have my dog walked. / ... 教师在指导学生做完相应的练习后，不妨在书中建议的步骤外再增加一个补充环节：将上述例句翻译成符合汉语表达习惯（即不凸显“使动”标记）的汉语句式（如“可以将香槟送到我房间吗？”而不是“我可以使香槟被送到我房间吗？”），再让学生翻译回英语，确保学生能够更好地适应英语、汉语在语言结构上的这种差异。

总之，由于本书并不是专为我国英语教师而写，不可能处处考虑到汉语和英语在同一个语法知识上的形式差异，因此也就不会经常提醒读者需要注重引导学生注意两种语言在表达同一个语法意义时结构上的不同特征。也就是说，语法知识的特殊性问题（即汉语、英语语法的差异性问题，尤其是结构上的差异）需要读者自行给予额外的关注。

四、英语语法知识的感性学习与理性学习

除了关注英语语法知识教学的特殊性问题外，我们还应在利用本书辅助语法教学时，注意区分并充分利用两种不同的学习方式，即感性学习与理性学习。感性学习针对语法知识的外在表象开展接触、感知、体验等活动；而理性学习则针

对语法知识的内在概念开展归纳、抽象、概括等活动。语法教学中缺乏感性学习的设计，会导致学生脱离意义情境对语法知识进行公式化学习，将语法知识过度规则化，产生僵化认识；而缺乏理性学习的设计，则会导致学生接触了很多语法现象后仍然无法形成自己的语法知识体系，认识零碎，难以举一反三，降低了语法知识的生成性。下面以三个句子为例来说明两种学习方式各自的特点：

(1) He suggested that passengers (should) be more patient.

(2) The officer ordered that all soldiers (should) stop talking.

(3) The teacher required that students (should) put in more efforts after class.

如果我们以感性学习的方式来呈现这三个句子，就需要提供更充分的语境。以第1个例句为例，我们或许就需要对这个句子的语境做这样的补充：“The flight had been delayed for six hours. Passengers were getting increasingly anxious and impatient. Tom, one of the passengers, received a text message from the airlines reading that the flight was to be boarding in 15 minutes. He then suggested that passengers (should) be more patient, as they would soon board the aircraft.”这样做将非常有助于学生理解“suggest + that ... (should) do ...”在这个具体语境里的意义。同理，我们也可以对另外两个例句进行一样的处理。但在这种感性学习的过程中，学生的注意力会更多地分配给语境的理解和意义的加工，而相应会忽视隐含其中的语法结构的共性特点，即三个例句中的 suggested, ordered 和 required 后面都用了“that ... (should) do ...”的结构。这三个动词实际上都引导了一个虚拟语气从句。究其原因，三个动词都指向期待在未来发生的动作或状态，而不是现在已经产生的动作或状态。如果这样的理性学习能同步或后续发生，那么学生便能举一反三，推论出 demand, request 等词也可能具有同样的用法。本书在编写过程中非常注重感性学习的设计，而对理性学习的关注相对有点薄弱。这一点也希望读者加以注意，并在自己的语法教学实践中做出平衡。

About the author

Jim Scrivener has worked in many different countries, including Kenya, Russia, Georgia and Hungary. He has been Head of Teacher Training for International House Hastings, Director of Education for IH Budapest and is currently Head of Teacher Development for Bell International, where he designed the online Delta course. He was leader of the team that designed the Euroexams and has been actively involved with Cambridge Assessment English including design of their online teacher portfolio. He is married to Noémi and has two adult sons, Alex and Ben, and a young daughter, Maisie. He can be very boring about Bob Dylan if you give him half a chance.

About the series

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Welcome to the Macmillan Books for Teachers series. These books are for you if you are a trainee teacher, practising teacher or teacher trainer. They help you to:

- develop your skills and confidence
- reflect on what you do and why you do it
- inform your practice with theory
- improve your practice
- become the best teacher you can be.

The handbooks are written from a humanistic and student-centred perspective. They offer:

- practical techniques and ideas for classroom activities
- key insights into relevant background theory
- ways to apply techniques and insights in your work.

The authors are teachers and trainers. We take a 'learning as you go' approach in sharing our experience with you. We help you reflect on ways you can facilitate learning, and bring your personal strengths to your work. We offer you insights from research into language and language learning and suggest ways of using these insights in your classroom. You can also go to onestopenglish.com to find related articles and teaching tips from many of the authors.

We encourage you to experiment and to develop variety and choice, so that you can understand the how and why of your work. We hope you will develop confidence in your own teaching and in your ability to respond creatively to new situations.

Adrian Underhill

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Foreword

Teachers frequently need to present new grammar to learners and grammar presentations are often at the heart of language lessons. This is part of the current general 'communicative' methodology, and is embodied or assumed in most current materials. Coursebooks usually provide 'ready-made' presentations, but teachers often want to strengthen or supplement the grammatical explanations in order to meet the particular learning events in their own classrooms. And when other materials like a reading text or an online activity are being used, there can be multiple situations in which further elucidation of a grammatical structure may be required. When this occurs a teacher has to decide whether it is appropriate to deal with this and if so how to insert it elegantly into ongoing work, and whether to do it now or later.

This places a constant demand on teachers to identify quickly:

- 1) the new structure and its possible forms
- 2) the meanings imparted by the structures in context
- 3) the core of what the student needs to learn
- 4) and then, crucially, ways to present and practise the structure and to check that the core concepts are understood.

Teaching English Grammar: What to Teach and How to Teach It aims to help teachers meet these demands by offering quick access to key aspects of structures, ready-to-use presentation ideas, contexts for first and subsequent exposure to new language and insights on checking understanding.

Teachers with less experience often struggle with providing contexts for the new language they are presenting, and the activities here aim to provide simple and effective situational contexts for such language at this point in the lesson. This is important, because if the situation is chosen so that the human meanings conveyed within it are compelling and transparent, then the meaning of the grammatical point can almost 'teach itself', reducing the need for verbal re-explanation from the teacher, and allowing the teacher to attend to the practice of the forms of the structure.

At this point the teacher faces a second challenge: incisive checking of learners' understanding of the language point. The agile selection and use of concept questions to do this is also a crucial and often elusive skill for a new teacher to develop, the lack of which easily leads instead to a habitualised over-reliance on the misleading question 'Do you understand?' The illustrative concept questions in this book aim to help teachers to develop their confidence and facility in using these to check understanding.

More experienced teachers will be able to use the material here to review and overhaul the texture and elegance of their repertoire of presentation activities and approaches, streamlining their approach and developing their confidence and effectiveness.

Adrian Underhill

Series Editor

Introduction

This book gathers together practical teaching ideas and key information about language in order to help you prepare and teach grammar lessons. I hope that it will save you time, energy and stress and help you to feel more confident, well-informed and one step ahead of the students. Modern coursebooks are generally excellent but sometimes we (and our students) feel the need to step away from their texts and exercises. Rather than using coursebook material to introduce a new grammar point, you may want to do a 'books closed' presentation on the board – or add in an extra practice activity. You will find lots of ideas here to help you present and practise grammar points.

Presentation

The Presentation ideas in this book usually involve the teacher upfront, introducing and modelling language items, possibly using the board. They are particularly suitable for working with language items your class has not met or studied before. Many of them involve creating a context or situation which will help to exemplify the meaning and use of the target items.

Practice

The Practice ideas are based around students using the language themselves. These sections list a range of possible ideas you could use to practise various features of meaning and form. They are not intended as a sequence of activities to be used in a single lesson. Select the idea most relevant for your lesson and your class.

It's worth noting that this division into presentation and practice is somewhat arbitrary. Many teachers prefer to introduce new items through activities that involve lots of student language use and less teacher modelling or explanation. Depending on your own teaching approach, you may find that you prefer to use ideas from the practice sections to introduce new language.

All the teaching ideas are given as quite brief notes. There are many steps that I do not mention and I have to assume that you will fill in missing details yourself – and in doing so you can start to make the ideas your own and more relevant for your class. For example, to avoid repetition I have not usually stated that you need to use concept questions in presentations or that it's important to focus on form – but please assume that both of these steps are usually necessary. The Presentation sections mainly describe situations or contexts to help you present the meaning and use of the language. However, you will invariably also need to focus on the way that the item is structured, even if that is not explicitly stated.

You may find that some ideas seem unsuitable for your class as they stand – but I hope that they can still inspire you to think of other related activities that are suitable.