

# ENGLISH GRAMMAR

## 实用英语语法手册

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# Preface

本手册是为配合英语课程学习，根据教育部颁布的《大学英语教学指南（2020版）》《普通高中英语课程标准（2017年版2020年修订）》；教育部教育考试院颁布的《2019年普通高等学校招生全国统一考试大纲（英语）》《2024年全国硕士研究生招生考试英语（一）考试大纲》以及《全国大学英语四、六级考试大纲（2016年修订版）》编写而成的。

标\*号者，表示较为繁难或少用的内容，阅读时可以跳过。

本书选有少量习题，主要是早年高考中的单项选择题，仅供复习巩固之用。

本书在编写过程中，主要参考了人民教育出版社高中英语教材（2019）、和章振邦主编新编英语语法教程（2017）。这次修订，在编排上力求线索简明，序列清晰。

本书于2024年春季学期编写。

荆川子  
2024.04

# Introduction

## 什么是英语语言文学

据[研究生教育学科专业简介及其学位基本要求](#)，外国语言文学属于人文社会学科，主要涵盖外国语言学 and 外国文学研究，是中外文明与文化交流互鉴的产物。语言学萌芽于古人对文字的发明和对语言的地域变异与历时变异的描述和探讨。古代语言研究主要集中在对书面语言（特别是经典文献）的研究，18世纪后期以来，人们通过对印欧语系诸语言谱系关系的研究，发现了语言演变的一些规律。在此基础上，语言学逐渐向社会科学领域扩展，到20世纪上半叶，成为横跨人文和社科两大门类的学科。

英语属于印欧语系，是当今世界广泛使用的国际通用语，是国际交流与合作的重要沟通工具，是思想与文化的重要载体。学习和使用英语对汲取人类优秀文明成果、借鉴外国先进科学技术、传播中华文化、增进中国与其他国家的相互理解与交流具有重要的意义与作用。

英语语言文学学科涵盖主要英语国家的语言学、文学、翻译学、比较文学与跨文化研究、国别与区域研究等领域。英语语言学方向主要研究音位学、句法学、语义学、语用学、社会语言学、应用语言学、心理语言学、语言习得、语言测试、法律语言学、词典学、文体学、话语分析、语篇分析、英语教学、语言对比等。

## 什么是英语语法

参照[普通高中英语课程标准（2017年版2020年修订）](#)，本书所指的语法知识，主要是词、词组、分句、句子等语法单位的类别、构成和功能等。语法知识主要包括词法和句法：词法关注词的形态变化，如名词的数、格，动词的时、态（体）等；句法关注句子结构，如句子的成分、语序、种类等。词法和句法之间的关系非常紧密。在语言使用中，语法知识是“形式—意义—使用”的统一体，与语音、词汇、语篇和语用知识紧密相连，直接影响语言理解和表达的准确性和得体性。

学习语法和词汇不能只关注形式，不宜把语法当成静态的规则，更不要脱离语境和意义去死记硬背语法教条。应该把语法和词汇看成动态关联的表意系统，把语言形式与它所

表达的意义及交际功能结合起来。学生应在听、说、读、写等语言实践中学习和掌握这些内容，这样更有利于促进语言知识向语言能力的转化，有利于灵活运用语言规律为交际服务。

但为了使用的方便，系统地梳理语法知识仍是有益的。本书原本是作者本人用于随时查询的笔记，旨在对最基本的英语语法提供一个简明、全面、充分的介绍。因此，有意回避了某些理论性过强、对一般英语学习者意义不大的内容。本书可作为工具书，供学习过程中查询；亦可作为复习高考和研究生招生考试的参考。

通过英语语法的学习，学生应达到以下目标：

1. 通过在语境中学习和运用语法知识，

(1) 意识到语言使用中的语法知识是“形式—意义—使用”的统一体，学习语法的最终目的是在语境中有效地运用语法知识来理解和表达意义；

(2) 认识英语语法在哪些主要方面不同于汉语语法；

(3) 认识英语语法的基本体系及其特征；

2. 熟练地运用所学的语法知识，准确地理解语篇的基本意义和深层意义，有效地描述真实和想像世界中的人和物、情景和事件，表达观点、意图和情感态度，进行流畅的人际交流。

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# Part I

## Morphology 詞法

# Chapter 1

## Part of Speech 词类

### 1.1 Nouns 名词

A **noun** is a word that names a person, a place, a thing, or an idea.

名词是指人或事物的名称。

#### 1.1.1 可数名词及其单、复数

总的来说，名词分为专有名词和普通名词两类。**普通名词**是表示人、动物、事物或活动名称的词。普通名词有可数和不可数之分。可数名词有单复数形式。还有一些词既可以充当可数名词，也可以充当不可数名词，如：ice-cream, salad, chicken。

可数名词的单复数形式变化是因词而异的，我们可以根据这些在拼写和读音上的差异把名词分成几种类型。

#### 1.1.2 不可数名词

不可数名词没有单复数形式的变化，前面不用不定冠词a / an。

#### 1.1.3 专有名词

**专用名词**是特定的人或事物的名称。专用名词在句子中是大写的，所以比较容易辨别。

表示概念、性质、思想情感等抽象意义的名词叫**抽象名词**。抽象名词既可以是可数的，也可以是不可数的。

happiness trouble loyalty intelligence equality

集体名词用于表达集体概念。集体名词作主语时谓语多用复数形式，有时也用单数形式。我们在具体使用时应注意此类差异，结合语意把握它们各自的特点。

A **concrete noun** names an object that occupies space or that can be recognized by any of the senses. An **abstract noun** names an idea, a quality, or a characteristic.

## 1.1.4 Possessive Case of Nouns 名词所有格

## 1.2 Verbs 动词

## 1.2.1 动词的基本形式

## 1.2.2 Transitive verbs and Intransitive Verb 及物动词和不及物动词

## 1.2.3 Linking Verbs 系动词

## 1.2.4 Auxiliary Verbs 助动词

## 1.2.5 Modal Verbs 情态动词

本节根据必修第三册情态动词编写而成。

情态动词表示说话人对某一动作或状态的态度。初中阶段大家已经学习了一些情态动词，这里将对情态动词的特征、功能和用法进行总结。

## 1 情态动词的基本特征

(1) 在形式上，情态动词没有实义动词的各种变化，只有 could、would、had to、might 等几个过去式，其他情态动词如 must、ought to 等的过去式皆与现在式同形。

(2) 在意义上，大多数情态动词有多个意义，如 can 可以表达“能力”“可能”“许可”等。

(3) 在用法上，情态动词与助动词一样，须后接动词原形，构成谓语动词。

## 2 情态动词的否定式及缩略形式

情态动词	否定式	缩略形式	情态动词	否定式	缩略形式
can	cannot/can not	can't	shall	shall not	shan't
could	could not	couldn't	should	should not	shouldn't
may	may not	/	will	will not	won't
might	might not	mightn't	would	would not	wouldn't
must	must not	mustn't	need	need not	needn't
dare	dare not	daren't	ought to	ought not to	oughtn't to

## 3 情态动词的主要表意功能

表示能力

The little boy **can** read and write.

I **could** feel the ground shaking.

表示可能和推测

Those of you who are familiar with the game **will** know this.

They made a bet which **would** settle their argument.

Oh, you **must** be Sylvia's husband.

It **may** seem lucky to you but not to me!

That **might** not be true.

There **ought to** be enough space for all of us.

表示许可或禁止

You **can** go off duty now.

You **can't** open it until two o'clock.

You **may** not smoke in here.

You **shouldn't** take her help for granted.

You **mustn't** do that.

表示发出指示或提出请求

**Will** you please take her to the library?

**Could** you offer me work here?

**Can** I ask a question?

**May** we ask what you're doing in this country?

表示提出帮助或发出邀请

**Will** you stay for lunch?

**Wouldn't** you like to come with me?

**May** I help you?

**Shall** I put it in a box?

表示提出建议

You **could** ask the teacher for help.

You **should** write him a letter.

You'd **better** serve him quick and get him out quick.

The cookies Susan made are delicious. You **ought to** try some.

表示愿望

**Would** you recommend the play to other people?

I **would like to** know the date.

I'd **love to go** to your birthday party.

I'd **rather** not pay you now.

表示义务和需要

You **must** come at once.

We **have to** wear uniforms at school.

I **ought to** be on my way.

## 1.3 Adjectives 形容词

### 1.3.1 形容词的基本形式

### 1.3.2 形容词的比较级和最高级

大多数形容词和副词有三个等级：1. 原级，即原形。2. 比较级，表示“较”或“更 一些”。3. 最高级，表示“最 ”。

表示两者在某一方面相同时，用“as + 形容词或副词原形 + as”的句型。

如：

I think science is **as important as** math.

Tom runs **as fast as** Jack.

表示一方在某一方面不及另一方时，用 “not as/so + 形容词或副词原形 + as” 的句型。如：

It is **not as/so warm** today **as** yesterday.

He did **not** come **as/so early as** Wang Lin.

## 1.4 Adverbs 副词

### 1.4.1 副词的基本形式

#### Adverbs of Frequency 频度副词

频度副词表示事情发生的频率，可用来回答 how often 引导的问句。常用的频度副词有：always, almost always, usually, often, sometimes, hardly ever (seldom), never等，它们在频度上的差异可以这样表示：

always (100 % ) > almost always > usually > often > sometimes > hardly ever  
(seldom) > never (0%)

频度副词通常放在动词前面，若句子里有情态动词、助动词或系动词 be，则放在这类动词（第一个）的后面。例如：

It's **always** interesting to watch other people show their talents.

Why do people **usually** make resolutions?

When we watch movies about the future, we **sometimes** see robots.

They **hardly ever** watch TV.

Fewer people will do such jobs in the future because they are boring, but robots will **never** get bored.

### 1.4.2 副词的比较级和最高级

## 1.5 Pronouns 代词

### 1.5.1 Personal Pronouns 人称代词

人称代词用于指称人或事物，有主宾格之分，在句子中分别作主语和宾语。使用代词可以使表达简洁、连贯。

### 1.5.2 Possessive Pronouns 物主代词

物主代词表达的是所属关系，分形容词性物主代词和名词性物主代词两种。这两类物主代词的区别主要是句法功能不同。形容词性物主代词相当于形容词，置于名词之前做定语。名词性物主代词相当于名词，不能用于名词前，说话时要加重语气。

物主代词和名词所有格可以修饰名词词组（以下用NP代表），表示所属关系。

### 1.5.3 Reflexive Pronouns 反身代词

表示反射或强调的代词叫做**反身代词**。反身代词是由第一人称、第二人称形容词性物主代词或第三人称人称代词宾格形式，词尾加 self或selves 组成。反身代词可译为“本人”、“本身”，为加强语气，也常译为“亲自”、“自己”。请见下表：

### 1.5.4 Demonstrative Pronouns 指示代词

指示代词的功能也是特指，但它们有更为明确的指向，特指“哪一个”或“哪一些”。

### 1.5.5 Indefinite Pronouns 不定代词

不指明代替任何特定名词或形容词的代词叫做不定代词。常见不定代词如下所示：

不定代词	不定代词	不定代词
anybody	anyone	anything
each 每个	everybody	everyone
everything	few	many
nobody	none	nothing
one	several 一些；几个	some
somebody	someone	something
both	either	neither
all	any	most
much	other	another

不定代词的用法中有几点需要注意，特别是有些不定代词兼具形容词的用法：

1. some 和 any 既可代替或修饰可数名词复数，也可代替或修饰不可数名词。some多用于肯定句，any 则多用于否定句、疑问句和条件从句。例如：

A: Are there **any apples** in the fridge?

B: Yes, there are **some**./No, there aren' t **any**.

A: Is there **any water** in the bottle?

B: Yes, there is **some water**./No, there isn' t **any water**.

但是，在 Would you like some tea? 这类问句中则用 some，而不用 any，这是因为问话者希望得到对方肯定的答复。

2. many 和 much 均表示“很多”。但 many 只代替或修饰可数名词复数，而 much 只代替或修饰不可数名词。

3. few 与 a few是一对反义词，代替或修饰可数名词复数；little 与 a little 也是一对反义词，代替或修饰不可数名词。few 和 little 的意思是“很少；几乎



没有”，侧重“否定”的含义；a few 和 a little 的意思是“有一些”，侧重“肯定”的含义。例如：

Don' t worry. There is **a little** time to go.

We took quite **a few** photos there.

**Few** people know what happened.

There is now **little** hope of success.

4. 由 some, any, no, every 构成的复合不定代词作主语时，都作单数看待，其谓语动词用单数第三人称形式。例如：

Something is wrong with my watch.

Well, everyone wants to win.

Nobody knows what the future will be like.

There is something for everyone at Greenwood Park.

5. 除 no one 以外，其他复合不定代词都写成一个词。

6. 不定代词若有定语修饰，该定语要置于其后。例如：

Did anyone see **something good** at the cinema?

For lunch, we had **something very special** — Malaysian yellow noodles.

Do you have **anything to say**?

### 1.5.6 疑问代词

## 1.6 Numerals 数词

### 1.6.1 Cardinal Numbers 基数词

基数词表示数目的多少。

### 1.6.2 Ordinal Numbers 序数词

序数词表示事物的先后顺序，往往与定冠词 the 连用。

## 1.7 Prepositions 介词

介词一般用于名词或代词前，表示该词与句子其他成分的关系。介词后面的名词或代词称为介词宾语。介词和介词宾语一起构成介词短语。

介词	介词	介词
about	above	across
after	against	along
among	around	as
at	before	behind

介词	介词	介词
below	beneath	beside
between	beyond	but
by	concerning	despite
down	during	except
for	from	in
inside	into	like
near	of	off
on	onto	out
outside	over	past
regarding	since	through
throughout	to	toward
under	underneath	until
up	upon	with
within	without	

## 1.8 Conjunctions 连词

**连词**是连接词、短语、分句或从句，表示某种逻辑关系的虚词。连词的主要语法功能是连接前后成分，连词本身有并列、递进、转折、因果等词汇意义，但它不独立充当句子成分。

### 1.8.1 连词的分类

根据所连接的前后成分之间的逻辑关系，连词可以分为两大类:并列连词和从属连词。

并列连词 (Coordinating conjunctions) 所连接的前后成分之间是并列、选择、递进或转折等关系，如and,but,or,either ... or ..., not only ... but also ...。

从属连词 (Subordinating conjunctions) 主要指复合句中引导状语从句的连词。从属连词的用法可参见状语从句部分，此处不再举例说明。以下是英语中常见的从属连词。

时间从句( Time Clause )

before, after,since, when, while, as, till, until

地点从句( Place Clause )

where, wherever

原因从句( Reason Clause )

because, since, as

结果从句( Result Clause )

so ... that, such ... that

条件从句(Conditional Clause )

if, unless,supposing, provided, providing

目的从句( Purpose Clause )

so that, in order that, lest<sup>1</sup>

方式从句(Clause of Manner )

as, as if, as though

让步从句(Concessive Clause )

though, although, even if, even though

比较从句(Clause of Comparison )

than, as

### 1.8.2 连词的功能

连词的形式比较简单,但用法灵活多样。连词在句中通常不用重读。学习和使用连词时,需要结合具体语境理解、体会其功能和用法。以下是含有并列连词的一些例句。

If one loves his job, heart, mind, **and** soul, he will overcome any difficulty. 如果一个人全身心地热爱他的工作,就能克服任何困难。(连词and连接三个名词,三个近义词并列,强化表达“全身心”投入的程度。)

After years of learning, she can now speak **and** write English very well. 经过几年学习,她现在的英语很不错了,既能说也能写。(连词and连接两个动词speak和write,表示两方面的能力都很好。)

There is nothing **either** good **or** bad, **but** thinking makes it so. (William Shakespeare) 世事本无所谓好与坏,皆思想使然。(第一个连词词组either ... or ...连接两个意义相反的形容词good和bad,第二个连词but连接的是有转折含义的分句,使得整个句子的表意重点落在后面的thinking.上。)

We are moving in the right direction, slowly **but** surely. 我们正朝着正确的方向前进,缓慢但坚定。(连词but连接两个副词slowly和surely,说明“前进”的方式。从语义色彩上看,slowly是中性或略含贬义;but的转折使得语义重点落在含褒义的surely上,整句话的语义因之呈现出积极正面的色彩。)

To be **or** not to be, that is the question. (William Shakespeare) 生存还是死亡,这是个问题。(句中连词or连接两个含义相对的动词不定式短语,突出了面临两难选择时的心理斗争。)

There is virtue in work **and** there is virtue in rest. Use both **and** overlook neither. 工作是美德,休息不可缺;二者宜兼顾,偏废要不得。(第一个连词and连接两个分句,语义上并列、递进和转折都有一点。第二个连词and连接的两个动词短语所表达的信息实际是重复的,这种重复也是表达强调的常用语言手段。)

To learn English well, you should **not only** read and listen to English, **but also** speak, write, and use English as much as you can. 要想学好英语,不仅要多读、多听,还要多说、多写、多用。(连词词

<sup>1</sup>in order to prevent any possibility that something will happen 以免,唯恐

组not only ... but also ...连接起前后多个动词短语, 涉及英语学习的多种途径, 逻辑上是并列和递进关系。)

Don't stare at the computer or mobile phone screen for a long time, **otherwise** your eyes will be hurt. 不要长时间盯着计算机或手机屏幕, 不然你的眼睛会受到伤害。(并列连词otherwise连接后面的分句, 逻辑上是转折关系, 表意上传达的是一种提醒和警示。)

Some people have much free time and don't know what to do, **while** others have a lot of things to do but do not have enough time. 有人悠闲无聊赖, 有人事多时间少。(while作并列连词时, 前后两个分句通常是并列、对等、对照的关系。需注意, 这里的while与引导时间状语从句的从属连词while在用法和含义上是有区别的。)

## 1.9 Articles 冠词

冠词是一种虚词, 是英语中使用较多的一类词, 对语言表达起着重要作用。例如, 如果有一位陌生人在校园里向你求助: "Could you show me the library?" 他认为校园里只有一个图书馆, 并且他认为你也知道这个图书馆。如果将冠词更换为a ( Could you show me a library? )或省略冠词(Could you show me "library"? ), 其意义都会完全不同。可见, 冠词可以使意思表达得更清楚, 因而十分重要。

冠词的形式不多, 但使用规则较多, 加上汉语没有冠词, 我国学生对其用法常感到困难。在某些情况下, 冠词的选择是习惯性的, 但很多时候还是取决于要表达的内容, 冠词的用法是有规律可循的。

### 1.9.1 定冠词(the)

定冠词the 与this和that同源, 有“这(那)个”的意思, 但其指示性较弱, 表示某一(几)个特定的, 或听(读)者在所处语境中都能理解的人或物。另外, 如果某人或某事物在对话或语篇中已经介绍或引出过(常用不定冠词), 再次提及时使用定冠词。定冠词还用于独一无二的人或事物前、最高级前、序数词前等。以上均为特指(specific reference)用法。例如:

A: Where's **the** phone?

B: It's on **the** desk.

Suddenly, Jennifer heard what sounded like a fight between a man and a woman. She tensed, preparing to call for help, but then she saw **the** woman walk away.

**The** sun is by far **the** largest object in our solar system.

She has won **the** award for **the** third year in succession.

### 1.9.2 不定冠词(a/an)

不定冠词a或an与数词one同源, 表示“一个”的意思, 只用在单数可数名词前。不定冠词不特指某人或某事物, 而只指某一类型中任何人或任何事物。另外, 第一次提及, 而又无法设想听(读)者明白所指何人或何事物时, 通常用不定冠词引出该人或事物。例如:

This tradition has lasted **a** thousand years.

Have you got **a** book that would tell me how to read effectively?

I have been reading **an** interesting novel. The writer is **a** winner of the Nobel Prize in Literature.

### 1.9.3 零冠词(zero article )

零冠词表示未确指数量的名词。另外，在职位名称、季节、月份、日期、时刻或日（夜）的不同时段等名词前一般不用冠词。例如：

**Children** were seen playing in the playground.

May I introduce you to **Captain Rogers**?

At **dusk** the lights of the city come on.

冠词还有类指 ( generic reference )用法。类指即用名词指某一群或一类人或事物，概括同一类别的所有成员。例如：

**Cobras** are dangerous.(零冠词+复数可数名词)

**A cobra** is a very poisonous snake.(不定冠词+单数可数名词)

**The cobra** is dangerous.(定冠词+单数可数名词)

**Water** can be changed into different forms.(零冠词+不可数名词)

**The Chinese** are industrious and brave.(定冠词+表示民族的名词)

He devoted his whole life to helping **the disabled**.(定冠词+形容词)

与专有名词连用的冠词一般是固定的，有些用定冠词，有些不用定冠词，这些专有名词有地理名称、机构名称、团体或组织名称、报纸和期刊名称等，需要特别记忆冠词如何与之搭配。例如：

**the** Alps, **the** Sahara, **the** Pacific, **the** Great Wall, **the** *Titanic*,  
**the** *Times*

Antarctica, San Francisco Bay, Broadway, Edinburgh University,  
Westminster Abbey

以上是冠词的最基本用法。在实际运用中，冠词的用法更加灵活。试比较：

· She broke her leg and spent two weeks in **hospital**. 她的腿骨折了，住院两周。

Her aunt works in **the hospital**. 她的姑姑在医院工作。

· This is **the most useful book** I've read this year. 这是我今年读过的最有用的一本书。

Thank you for **a most useful book**, which I'm reading avidly these days. 感谢你们出了这本极为有用的书，目前我正如饥似渴地阅读它。

· Sally was grateful for **the second chance** she was given. 萨莉很感激获得第二次机会。

Can you give me **a second chance**, please? 请再给我一次机会好吗？

## 1.10 Interjections 感叹词

An **interjection** is a word or phrase that expresses emotion or exclamation.

An interjection has no grammatical connection to other words.

**Ha!** I told you so.

**Oh,** I can't remember all this.

**Hey!** I'm over here! **Eek!** It's slimy!

## Chapter 2

# Word Formation 构词法

英语中很多单词的构成形式是有规律的，掌握单词的构成规律有助于理解和记忆词汇。英语的常见构词法有合成（Compounding）、派生（Derivation）和转化（Conversion）。缩写和简写（Abbreviation and Simplification）也是构词法的一种。

### 2.1 Compounding 合成法

由两个或两个以上的词合成一个新词，这种构词法叫作**合成法**。例如：复合名词 classroom（名词＋名词） blackboard（形容词＋名词）

复合形容词 worldwide（名词＋形容词） good-looking（形容词＋分词）

复合动词 overcome（副词＋动词）

复合数词 fifty-four（数词＋数词）

复合代词 everything, somebody, anything（不定代词＋名词）

复合副词 downstairs（副词＋名词）

### 2.2 Derivation 派生法

在一个单词前面或后面加上一个词缀（affix）构成新词，这种构词法叫作**派生法**。加在单词前的词缀叫前缀（prefix），加在后面的词缀叫后缀（suffix）。

词缀	含义	例子
前缀		
a-, an-	不, 非, 无	atypical, anaerobic (厌氧的)
anti-	反对, 抗	antifreeze, antidote (解毒药)
auto-	自己	autobiography, autopilot
bi-	两, 双	bicycle, bilingual
co-	一起, 合作	cooperate, coexist
de-	否定, 除去	deactivate, decompose
dis-	否定, 分离	disappear, disapprove
en-	使..., 进入	enable, encourage
ex-	向外, 以前的	export, exhale
extra-	额外的, 超出	extracurricular, extraterrestrial
hyper-	超过, 过度	hyperactive, hypersensitive
inter-	在...之间	international, interact
intra-	在内, 内部	intravenous, intramural
macro-	大, 宏观	macroeconomics, macroscopic
micro-	小, 微观	microscope, microchip
mis-	错误, 坏	misunderstand, misplace
non-	非, 不	nonprofit, nonexistent
post-	后, 之后	postwar, postgraduate
pre-	先前, 预先	preview, precondition
re-	再, 重新	rewrite, reread
sub-	下, 次	subway, submarine
trans-	穿过, 跨越	transcontinental, transform
un-	不, 无	undo, unusual
under-	在下, 不足	underestimate, underpay



词缀	含义	例子
后缀		
-able, -ible	能…的	manageable, visible
-al	有关的, 具有…性质的	personal, cultural
-ance, -ence	状态, 性质	importance, confidence
-dom	领域, 状态	kingdom, freedom
-er, -or	人, 物	teacher, actor
-ful	充满…的	joyful, helpful
-ic	属于…的, 具有…性质的	artistic, poetic
-ing	动作, 过程	running, singing
-ion, -tion	行为, 状态	action, education
-ism	主义, 信仰	realism, capitalism
-ist	人, 信仰者	artist, scientist
-ity	性质, 状态	activity, reality
-less	无…的	hopeless, fearless
-ly	以…方式	quickly, happily
-ment	行为, 结果	enjoyment, improvement
-ness	性质, 状态	kindness, darkness
-ous	充满…的, 具有…性质的	joyous, nervous
-ship	状态, 身份	friendship, leadership
-sion	状态, 结果	confusion, decision
-y	具有…性质的	sunny, funny

## 2.3 Conversion 转化法

一个单词由一种词类转换为另一种词类, 这种构词法叫**转化法**。单词转化后的意义往往与之前的意义联系密切。

名词转化为动词 show n. 展览; 展示 → show v. 表演; 展出 water n. 水 → water v. 浇水

形容词转化为动词 slow adj. 慢的 → slow v. 放慢

动词转化为名词 walk v. 散步; 走 → take a walk n. 散步 look v. 看 → have a look n. 看一下, 看一看

## 2.4 Abbreviation and Simplification 缩写和简写

缩写和简写(也被称为截断法或缩短法)主要采取“截头”“去尾”或者“既截头又去尾”的方法来生成新词。例如:

telephone → phone airplane → plane laboratory → lab

mathematics → math advertisement → ad examination → exam

influenza → flu

另外, 还有很多缩写词是由各个单词的首字母组成, 例如:

CD (compact disk)

CCTV (China Central Television)

NBA (National Basketball Association)

UFO (unidentified flying object)

UN (United Nations)

USA (United States of America)

WWF (World Wide Fund for Nature or World Wildlife Fund)

## Part II

# Syntax 句法

## Chapter 3

# Introduction to Syntax 句法初步

### 3.1 Sentence Types 句子种类

#### 3.1.1 Declarative Sentence 陈述句

#### 3.1.2 Interrogative Sentences 疑问句

Yes/No Questions 一般疑问句

Wh- Questions 特殊疑问句

Alternative Questions 选择疑问句

选择疑问句是指说话人提出两种或两种以上情况，问对方选择哪一种，两个选择项用or连接。选择疑问句不能用Yes或No来回答。朗读时or前面部分用升调，后面部分用降调。例如：

Is she tall or short? She's tall.

Do they have straight hair or curly hair? They have curly hair.

Do you usually eat a birthday cake or noodles? I usually eat noodles.

What would you like, tea or coffee? I'd like some tea, please.

Tag Questions 附加疑问句

附加疑问句，又称反意疑问句，主要用于口语，其作用是说话人向对方验证自己的陈述或者判断，也可以用于祈使句表示请求或者建议。

#### 1 附加疑问句的组成

附加疑问句包括陈述部分和附加疑问部分。附加疑问部分一般由助动词、be动词或情态动词和表示主语的代词构成。

组成	例句
肯定式陈述部分 + 否定附加疑问部分	You often play badminton, <b>don't you?</b> You're going to the gym with me, <b>aren't you?</b>
否定式陈述部分 + 肯定附加疑问部分	It's not a real sport, <b>is it?</b> They can't finish it by Friday, <b>can they?</b>
含有否定词的陈述部分 + 肯定附加疑问部分	Nobody saw him walk into the room, <b>did they?</b> You've never been to Paris, <b>have you?</b>
祈使句 + 附加疑问部分	Come along with me, <b>will you?/can you?/won't you?/can't you?</b> Don't make any noise, <b>will you?</b>

## 2 附加疑问句的回答

附加疑问句的答语与一般疑问句类似，注意其与汉语表达习惯的差异。如：

(1) A: The 29th Olympic Games were held in Beijing, weren't they?

B: Yes, they were. (Yes, that's right.)

(2) A: Michael Jordan started to play basketball in college, didn't he?

B: No, he didn't. He first played in a team at senior high school.

(3) A: David has been to a boxing match, hasn't he?

B: No, he hasn't. He always watches boxing on TV.

(4) A: You can't cook, can you? 你不会做饭，是吗？

B: **Yes, I can.** I'm good at cooking. **不，我会。**我做饭很好。

## 3 附加疑问部分的读法

陈述部分一般用降调，而附加疑问部分既可用升调也可用降调，但含义有所不同。通常情况下，用升调时，多表示疑问或请求；用降调时，多表示求证或希望对方同意。如：

The school team have won the gold medal, ↗ haven't they?

The school team have won the gold medal, ↘ haven't they?

本节根据必修 第一册 附加疑问句编写而成。

## 3.1.3 Imperative Sentences 祈使句

祈使句一般用来表示请求、命令、劝说、号召、警告等。在祈使句中，通常省略第二人称主语you。肯定式以动词原形开头，否定式在动词原形前加don't。例如：

Just go along New Street and turn left.

Practice the guitar every day.

Don't arrive late for class. Don't fight.

为表示礼貌，祈使句中经常在句前或者句末加please。句末用please时，前面通常加逗号。例如：

Please write and tell me about yourself. Please call Karen at 555-8823.

Come in, please.

以let开头的句子也是祈使句的一种结构，常用于第一、三人称，表示建议、邀请和劝说等。例如：

Let me tell you the way to my house.

Let's see the lions.

Let him come in.

3.1.4 Exclamatory Sentences 感叹句

3.2 Phrases 短语

本节根据必修 第一册 短语（1）、选择性必修 第四册 短语编写而成。

1 英语中的短语或词组（phrases）是有一定意义但不构成独立从句或句子的一组词。

从形式结构角度划分，英语的短语可分为名词短语（Noun Phrase）、动词短语、形容词短语（Adjective Phrase）、副词短语（Adverb Phrase）、介词短语等。英语短语的句法功能通常与对应的单词的句法功能类似。

例如，名词短语指以一个名词为中心构成的短语，与名词功能相似，在句子中主要充当主语、宾语；形容词短语指以一个形容词为中心构成的短语，在句中的功能相当于形容词；副词短语指以一个副词为中心构成的短语，在句中的功能相当于副词；介词短语主要是充当定语、状语、补语。例如：Most of the boys in my class like playing football. 在这个句子中，most of the boys 是名词短语，in my class 是介词短语，like playing football 是动词短语。

短语类型	组成	功能	例子
名词短语 (Noun Phrase)	（限定符）+（形容词、形容词短语、描述性名词）+ 名词+（介词短语）	在句中当作名词用，一般用作主语、宾语、表语或宾语补语。	a beautiful <b>campus</b> some school <b>clubs</b> a beautiful <b>campus</b> of my school
形容词短语 (Adjective Phrase)	（副词）+ 形容词+（介词短语）	在句中当作形容词用，可以修饰名词或代词，还可以用作表语或者宾语补语。	very <b>suitable</b> really very <b>confusing</b> <b>strong</b> enough <b>good</b> for nothing
副词短语 (Adverb Phrase)	（副词）+ 副词	在句中当作副词用，可以修饰动词、形容词或副词。	very <b>quickly</b> quite <b>well</b> far too <b>fast</b> much more <b>creatively</b>

说明：

1 在“组成”中，括号里的成分是可选项。

2 在名词短语的“组成”中，限定符包括冠词 (a/an/the)、指示代词 (this、that、these、those 等)、物主代词 (my、your、his、her、our、their 等) 和不定代词 (some、no、neither、both 等)。

3 副词 enough 在修饰形容词或者副词构成形容词短语或者副词短语时，一般放在所修饰的形容词或者副词后面。

2 短语动词 (phrasal verbs) 是一种固定的词组，一般由动词加介词或副词构成。常用的短语动词有以下几类。

动词 + 副词。如：look out, take off, stay up

动词 + 介词。如：look into, attend to, appeal to

动词 + 副词 + 介词。如：get along with, catch up with, do away with

动词 + 名词 + 介词。如：take part in, take care of, pay attention to

### 3.2.1 名词短语

### 3.2.2 动词短语

### 3.2.3 形容词短语

### 3.2.4 副词短语

### 3.2.5 Prepositional Phrases 介词短语

## 3.3 句子成分：按功能分类

句子是表达思想的基本单位，主要的句子成分 (sentence elements) 有主词 (S)、谓语 (V)、宾语 (受词) (O)、补语 (C)、状语 (A)、表语 (P)、定语 (Attr.) 等。

### 3.3.1 主语 (S)

主词 (subject) 是一个句子所谈论或叙说的主体。在英语中，可担任主词的有名词、代名词、数词、动词不定词、动词-ing 形式、名词化的过去分词、词组和子句等。

### 3.3.2 谓语 (V)

谓语 (verb) 或谓语动词 (predicate verb)，又称为“谓词”，指谓语部分的主要动词，通常说明主词所做的动作或主词的特征和状态，一般放置在主词之后。

谓语主要有两种类型：简单谓语和复合谓语。

凡是由一个动词或动词短语构成的，不管是什么时态、语态、语气，都是简单谓语。例如：

They **love** the life in the countryside.

On the mountain sides the leaves of the trees **were gleaming** like diamonds.

We **have been struggling** for days, but things on Elephant Island **are going** from bad to worse.

The device **is used** by most tourists.

He **grinned at** his acquaintances with great enthusiasm.

Don't **worry**. The problem **will be solved** anyway. (被动语态)

Most probably, they **will have** a hard time.

复合谓语分为两类。第一类复合谓语由“情态动词+动词原形”或由不定式与其他词构成。例如:

You **shouldn't judge** people by their clothes.

How **would** you **define** happiness?

**Do** you **happen to know** his mobile number?

They **are expected to finish** the work this weekend.

第二类复合谓语主要由“系动词+表语”构成。例如:

The gooseberries (醋栗) **tasted bitter and sour**.

Her face **turned red** with embarrassment.

### 3.3.3 宾语 (O)

宾语或受词 (object) 通常指动作的对象、承受者或后果。英语的绝大多数及物动词都必须有宾语, 一些动词短语也有宾语。宾语一般放在谓语动词之后。可以用作宾语的有名词、代词、数词、动词不定式、动词-ing形式、名词化的形容词或过去分词、复合结构、从句等。例如:

Mable cut **sandwiches** and made **them** into a parcel.

They fired **one-third** of their employees this year.

They wanted **to see the sunrise** at the Leap.

Timmy stopped **smoking** last year.

I'm looking for **the unexpected**.

No one imagined **that the attack would be so fierce or so swift**.

有的及物动词, 如give、tell、pass、send、lend、bring等, 后面可以接两个宾语, 通常会把其中表示人的受词称为间接受词 (indirect object), 以表示物的受词称为直接受词 (direct object)。间接宾语通常放在直接宾语之前; 有时也可放在直接宾语之后, 但一般须带介词to或for。例如:

She lent **me 100 yuan** to buy this New English-Chinese Learner's Dictionary.

Susan handed **him the string** so he could tie up the box.

I often told **bedtime stories to my son** when he was young.

有一部分宾语由两部分构成 (宾语+宾语补足语), 称为复合宾语。例如:



I'll get **the bike repaired** at once.

All the girls of the school called **her Mum**.

I asked **John to go down to the basement**.

I found **my brother glancing at me** in triumph.

Young people today may find **it difficult to accustom life without the Internet**.

### 3.3.4 Complements 补语 (C)

补语 (complement): 补语分为主词补语 (subject complement) 及受词补语 (object complement), 用来补充说明主词或受词的特征或情况。如:

He is made chairman of the club.

Listening to music makes me relaxed.

### The Object Complement 宾语补足语

宾语补足语简称“宾补”，它的功能是对宾语进行补充说明，通常由名词、形容词，副词、介词短语、动词不定式、-ing形式和过去分词充当。例如:

All her best friends call her **Little Bear**.

If you find your own method of learning English, you will find it **not so difficult**.

We saw many elderly people **dancing** in the park yesterday.

It was Lisa who helped me **find my glasses**.

I had my computer **repaired** last weekend.

常见能接宾补的动词有ask、advise、believe、consider、feel、get、hear、see、have、help、invite、notice、make、let、like、tell、think、want等。例如:

We invite you **to bring your family and friends on that special day**.

I believed myself **mistaken** in supposing that your sister was indifferent to him.

### 3.3.5 Adverbial 状语 (A)

状语 (adverbial): 修饰动词、形容词、副词或整个句子。

#### 1 状语及其功能

状语是句子中修饰谓语或谓语的某个部分 (包括动词、形容词或副词及其词组) 的成分, 通常由副词、形容词、介词、非谓语动词及其词组或子句充当。状语用于说明或描述句子谓语行为、动作发生的时间、地点、原因、结果、目的、方式、程度、条件等。状语在句子中的位置有的相对固定, 有的比较灵活。例如:

He runs **fast**.

My grandpa **often** reads books and magazines **in his study in the morning**.

**For this reason**, he couldn't go to school **to continue his education**.

**Walking through the park**, they saw a large flower bed.

**Compared with some other professors**, she was an excellent speaker.

## 2 状语子句及其类别

(1) 状语子句依据其表意功能可分为时间、地点、原因、结果、目的、方式、让步及比较状语子句等多种类型。例如:

Please read the text again **as the teacher told you**. (方式状语子句)

Investment can create opportunity for growth **when the market grows**. (时间状语子句)

Please put the books back **where they were**. (地点状语子句)

Please speak slowly **so that the audience can hear you clearly**. (目的状语子句)

**Because she has good study habits and has been very diligent**, my sister has been doing well in her studies. (原因状语子句)

We arrived so late **that the film had already finished**. (结果状语子句)

A good business plan helps to guide you to success **provided it is based on sufficient marketing research**. (条件状语子句)

**Young he is**, he possesses the necessary qualities of a good salesman. (让步子句)

After treatment, the environment here is much better **than it was a few years ago**. (比较状语从句)

(2) 状语从句在句中的位置比较灵活, 常出现在句首或句末。例如

**Once you start saving**, you get into it!

It's very simple **if you understand the concept**.

### 3.3.6 The Predicative 表语 (P)

表语 (predicative): 指连动词后面的成分, 通常说明主词的身份、特征和状态。

主 (系) 表结构是英语中重要且常见的简单句基本句型之一, 由「主词+系动词+表语」构成, 这类句式中的谓语由系动词和表语联合构成。其中能单独用作表语的语言成分主要有名词、数词、代名词、形容词、副词、介词词组、非谓动词及其词组等。如果充当表语的不是词或词组而是子句, 就是表语子句。表语用来描述说明主词的身份、特征、性质、状态或解释主词的具体内涵等。例如:

My favourite subject is **English**.

English grammar is **not difficult** if you have mastered the right way of learning.

I like this bookstore, because all my favourite books are **here**.

The design of the room was **in the fancy style popular in those days**.

Lin's ideal is **to be a scientist with a conscience**.

Her words are **encouraging**, which makes me feel better.

Elizabeth was **astonished** when Mr Darcy proposed marriage to her.

The city of Tongcheng in Anhui Province is **where the Six-foot Lane story originates from**.

系动词除be之外，英语中还有一小部分实义动词可以作系动词用，常见的这类字有keep、remain、stay、lie、stand、become、grow、turn、fall、get、come、go、prove、seem、appear、look、feel、smell、sound、taste、look等。例如：

He cried, "Little bird, sing, please sing!" But the bird remained **silent**.

An "Achilles' heel" is a vulnerable or weak spot on someone or something that otherwise appears **strong**.

### 3.3.7 The Attribute 定语 (Attr.)

**定语** (attributive) 是限定或修饰名词或相当于名词的成分，用来说明其质量与特征。

定语常由形容词或相当于形容词的短语或从句充当，具体包括形容词、名词(短语或所有格)、代词、数词、副词、不定式(短语)、分词(短语)、介词短语、定语从句等。例如：

Memory is an **essential** part of human life. (形容词作定语)

There are plans to build a **Chinese space research** centre here.  
(名词短语作定语)

People decorated **their** houses for the holiday. (形容词性物主代词作定语)

The brain has approximately **100 billion** nerve cells. (数词作定语)

We must never lose heart; we should try to think of a way **out**.  
(副词作定语)

He is reputed for his ability **to speak four languages**. (不定式短语作定语)

Currently it is not possible to explain the **conflicting** evidence. (-ing形式作定语)

"Of course!" he replied, with a **satisfied** smile. (-ed形式作定语)

On the wall was a map **of China**. (介词短语作定语)

Many of the **world's** greatest achievers are flexible thinkers **who are able to multitask and switch between styles**. (名词所有格、定语从句作定语)

多个形容词修饰名词或名词短语时，通常有优先级：观点+大小/物理特征/形状/年龄+颜色+分词形容词+来源+材料+种类+用途+名词，但是该顺序也并不是固定的。例如：

There was nothing in the sink but a **small broken** plate. (大小+分词形容词+名词)

This is a **useful digital alarm** clock; it can charge your phone. (观点+种类+用途+名词)

单词用作定语时，多放在其所修饰的成分之前；短语和从句用作定语时，一般置于其所修饰的成分之后，但是也有一些特殊情况。例如：

What do you think are the **most effective ways to learn English**? (形容词作定语前置；不定式短语作定语后置)

He must be the best violinist **alive**. (形容词作定语后置)

There are **never-to-be-forgotten** days in all our lives. (不定式短语作定语前置)

### 3.4 基本句型

常见的句子结构 (sentence structures) 有以下八种：

#### 3.4.1 主谓 (SV)

主语 + 谓词，下同

The bus is coming.

#### 3.4.2 主 (系) 表 (SP)

Amy is kind.

#### 3.4.3 主谓宾 (SVO)

John opened the fridge.

#### 3.4.4 主谓宾宾 (SVOO)

My uncle bought me a new dictionary.

#### 3.4.5 主谓宾补 (SVOC)

Most students have found her helpful.

**3.4.6 主谓状 (SVA)**

The children stayed in the room.

**3.4.7 主谓宾状 (SVOA)**

You can put the dish here.

**3.4.8 存现句**

There is a tree behind the shop.

## Chapter 4

# Tenses 谓语的时态

### 4.1 什么是时态

**时态(tense)**是时间(time)和状态(aspect)两个方面的综合体, 是英语语言中用来表示动作、行为的发生时间或存在状态的结构形式。“时态” 含有两个方面, 一方面是“时”, 如过去、现在、将来; 另一方面是“态”, 如一般、进行、完成等。有些语法书中, 时态中的“态”也译为“体”或“式”

不同语言中表达时态意义的语言手段各有特点。英语的时态集中表现在谓语的动词形式变化上, 比如用“be + 动词-ing形式”表示“正在进行”的时态意义。例如:

The students are playing football in PE class. 学生们正在体育课上踢足球。

相对于英语, 汉语表达时态意义的手段简单而灵活。汉语动词不发生系统的形式变化, 主要是用其他词汇手段或直接通过上下文语境表达时态意义。例如:

学生们正在体育课上踢足球。(进行)

我已经去过敦煌多次了。(完成)

### 4.2 英语时态的结构形式

Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	help/helps	am/is/are helping	have/has helped	have/has been helping
Past	helped	was/were helping	had helped	*had been helping
Future	will/shall help	will/shall be helping	*will/shall have helped	*will/shall have been helping
Conditional	would help	*would be helping	*would have helped	*would have been helping

Table 4.1: English Tenses

上表中的16种时态在不同主题、不同语体语篇中出现的频率有所不同。需注意, 动词结构形式与所表达的时态意义之间并非一一对应的关系, 应结合语篇上下文和具体交际目的理解和使用不同时态。以下举例说明。

用一般现在时表达过去事件。例如:

I hear that Xiao Ming has passed the exam. 我听说小明通过了考试。(表达更生动)

I wonder if you could please help us. 不知道您是否可以帮帮我? (表示委婉语气)

用一般过去时表达现在事件。例如:

Did you want to see me now? 这会儿你想见我吗? (表示委婉或礼貌语气)

I wondered if you could lend me some money. 不知道你能不能借我点儿钱。(语气更委婉, 避免尴尬)

用现在进行时表达将来事件。例如:

I'm not backing out. Never ever! 我绝不后退, 绝不! (表决心)

You are not leaving. Oh, guys, you are not leaving. 请不要走, 伙伴们, 请不要离开我。(表请求)

You are not driving my car again. 今后再不许你开我的车。(可能是儿子开车犯错, 如违规停车被罚款等, 父亲生气地教训他。)(表示命令、斥责)

#### 4.2.1 Simple Present Tense 一般现在

#### 4.2.2 Simple Past Tense 一般过去

#### 4.2.3 Simple Future Tense 一般将来

一般将来时由“助动词 + 动词原形”构成, 表示将来某个时间要发生的动作或存在的状态, 也表示将来经常或反复发生的动作, 常与表示将来的时间状语连用, 如: tomorrow, next week, next year, in the future 等。例如:

We **will** come to see you next week.

In the future, there **will** be less fresh water.

**Will** people use money in 100 years?

How **will** the world be different in the future?

注: 1) 在口语中, will 常缩略为 'll, will not 常缩略为 won't。

2) 在表示“带意愿色彩的将来”时, 常用助动词 will。例如: I will tell you all about it.

3) 在疑问句中, 主语为第一人称 (I 和 we) 时, 常用助动词 shall。例如: When shall we have the party?

4) 在书面语中, 主语为第一人称 (I 和 we) 时, 也常用助动词 shall。例如: I shall write you a letter next month. 但在口语中, 所有人称都可以用 will。

5) “be going to + 动词原形”也可以表示将要发生的动作或安排, 或打算、计划、决定要做的事。例如:

The Smiths **are going to see** a Peking opera this evening.

They' **re going to play** volleyball next week.

I' m going to study medicine at a university.

Where are you going to work?

#### 4.2.4 Present Continuous Tense 现在进行

##### 现在进行时表示将来

初中阶段学习过be going to do 和will/shall do 的形式表示将来意义。英语中还可以用现在进行时 (be doing) 表示计划安排好要采取的行动或要做的事情。如:

What are you doing for the National Day holiday? 你国庆假期打算做什么?

Sam is taking advanced literature next term. 萨姆下学期要选修高级文学。

We are spending the Spring Festival in Sanya. My parents have booked the air tickets. 我们打算在三亚过春节。我爸妈已经订好机票了。

在使用现在进行时表示将来的句子中, 除非上下文意思清楚, 通常都需要时间状语。如:

Are you meeting your coach this weekend? 这个周末你要和教练见面吗?

We are having a few guests over tomorrow. 明天有几位客人要来。

##### be doing 表示将来与be going to do 和will do 的比较

1 be doing、be going to do 都可以表示即将要做的事情。前者更强调事先计划好的安排、确定要做的事情; 后者表示说话者的打算和意图, 还可表示根据当前情况作出的预言。试体会下面两个句子的不同含义:

A: Hey, your room is really a mess ... 嗨, 你的房间真是一团糟  
.....

B1: I know. I'm cleaning it this afternoon. 知道啦, 我打算今天下午就打扫。

B2: I know. I'm going to clean it. 知道啦, 我会打扫的。

2 be doing 与will do 表示即将发生的事情时, will 更强调个人意愿和瞬间的决定。试体会下面句子中两者的用法:

A: Oh, it's 8:20. I'm going to be late for my class. I'm giving my students a very important test this morning. 噢, 8:20 啦, 我上课要迟到了。今天早上我要给学生一场重要考试呢。

B: Honey, don't worry. I'll drive you to your school right away. 亲爱的, 别担心。我马上开车送你去学校。

本节根据必修第一册时态 (1) 编写而成。



### 4.2.5 Past Progressive Tense 过去进行

### 4.2.6 Present Perfect Tense 现在完成

### 4.2.7 Past Future Tense 过去将来

本节根据必修 第三册 时态 (2)编写而成。

过去将来时表示在过去某一时间将要发生的动作或存在的状态。过去将来时常用在主句谓语动词为过去时态的宾语从句中。过去将来时句子中有时包含时间状语 the next day、soon 等。如：

They said the letter inside would explain what it was all about. 他们说里面的信会解释所有的事情。

The director said he would meet the famous actor the next day. 导演说他会第二天与那个著名男演员见面。

过去将来时的基本结构是“would + 动词原形”，否定式是在 would 后面加 not。如：

Jeff knew he would be tired the next day. 杰夫知道他第二天会很累。

He promised that he would not open the letter until 2 o'clock. 他许诺两点钟之前不会打开信。

除了上述结构，be going to、be about to 等结构也用在过去将来时中，如：

They were going to find someone to take part in their bet when they saw Henry walking on the street outside. 他们正准备找一个人来参与他们的赌局，这时，他们看到亨利走在外面的大街上。

Mrs Thomson was about to sit down to watch the opera when her phone rang. 汤姆森夫人刚要坐下看剧的时候，她的电话响了。

### 4.2.8 \*Future Perfect Tense 将来完成

Use the **future perfect tense** to express one future action or condition that will begin and end before another future event starts.

The future perfect tense is formed with *will have* or *shall have* plus the past participle of a verb: will have written, shall have gone.

By December Sean **will have lived** here six months. [The six months will be over by the time another future event, the coming of December, occurs.]

By the time Michelle gets to college, tuition **will have increased** substantially.

### 4.2.9 Future Progressive Tense 将来进行

本节根据选择性必修 第一册 时态 (3)编写而成。

## 1 将来进行时的形式

语句	一般疑问式
I/We will/shall (not) be doing ...	Will/Shall I/we (not) be doing ...?
You/They will (not) be doing ...	Will you/they (not) be doing ...?
He/She/It will (not) be doing ...	Will he/she/it (not) be doing ...?

## 2 将来进行时的基本用法

(1) 将来进行时通常用于表示最近或较远的将来正在进行的动作。如:

The train will be leaving in a minute. 火车很快就要开了。

In the future, we will be using advanced technology every day for automatic control of just about everything in our home. 在未来, 我们将每天使用先进技术对家中几乎一切东西进行自动化控制。

In addition, your smart home will be monitoring your health for you. 此外, 你的智能房屋还将监控你的健康。

(2) 将来进行时像现在进行时一样, 可以表示已计划好的事。如:

We will be taking a test at this time tomorrow. 明天这时我们将在考试。

Don't call me between 12:30 and 13:00. I will be taking a nap. 中午12点半到1点之间不要给我打电话, 我那时在午休。

Sorry, I can't meet you at five o'clock tomorrow afternoon, because I will be playing soccer then. 抱歉, 明天下午五点我不能和你见面, 因为那时我在踢球。

说明:

1 将来进行时有时也用来委婉地提出请求或者表达其他含义。试体会:

A: Will you be passing the post office? 你将会经过邮局吗?

B: Probably. Why? 可能吧。怎么了?

A: I need some stamps. 我需要些邮票。

B: OK. I'll get some for you. 好吧, 我给你买回来。

2 将来进行时有时只单纯表示将来或按计划进行的事, 而一般将来时则具有其他的意味。试比较:

I'll be working on this tomorrow. 明天我将做这件事。(表示将来, 意思是按计划进行)

I'll work on this tomorrow. 明天我要做这件事。(表示意愿, 也可能表示许诺)

Will you be joining us for dinner? 你会和我们一起吃饭吗?(表示将来, 询问计划)

Will you join us for dinner? 你来和我们一起吃饭好吗?(发出邀请)

## 4.2.10 Past Perfect Tense 过去完成

本节根据选择性必修 第二册 时态 (4)编写而成。

过去完成时表示在过去某一时间或事件之前已经完成的动作或存在的状态。

如:

The media reported that these companies **had treated** pollution as a hot potato.

The chef **had set up** a farm-to-table restaurant before his new cookbook was published.

过去完成时的基本结构是“had + 过去分词”：  
had not 常简略为 hadn’ t。

4.2.11 Present Perfect Continuous Tense 现在完成进行

本节根据选择性必修 第三册 现在完成进行时编写而成。

1 使用现在完成进行时的句子，谓语由“have/has + been + doing”构成。

现在完成进行时陈述句、一般疑问句和简单回答如表格所示（以动词 work 为例）：

陈述句	一般疑问句	简单回答
I/We/You/They have (not) been working ...	Have I/we/you/they been working...?	Yes, I/we/you/they have. No, I/we/you/they haven't.
He/She/It has (not) been working ...	Has he/she/it been working ...?	Yes, he/she/it has. No, he/she/it hasn't.

2 使用现在完成进行时的句子，表达的是谓语动词所叙述的动作行为由过去开始，一直持续到说话之时且有可能还在继续。例如：

This is the adventure that I **have been dreaming of**.

We **have been struggling** for days, but things on Elephant Island are going from bad to worse.

The dog **has been barking** for about two hours. I really hope it will stop soon.

3 使用现在完成进行时的句子，表意上需要动作行为具有延续性的特点。因此，某些不具延续性含义的动词，如 come、go、marry、die、finish 等，不适用于现在完成进行时。

## Chapter 5

# The Passive Voice 被动语态

在初中阶段已经学习了被动语态的构成和用法、一般现在时、一般过去时以及含有情态动词的被动语态，本册继续学习有关被动语态的知识。

### 5.1 概述

1 语态是动词的一种形式，用来说明主语和谓语动词之间的关系。英语动词有两种语态：主动语态和被动语态。主动语态表示主语是动作的执行者，被动语态表示主语是动作的承受者。

2 使用被动语态的句子，谓语动词的形式是“be + 动词过去分词”。语义上主语为动作的承受者或对象，主要用于需要强调动作承受者、不必要指出动作执行者的情况，或出于语篇衔接连贯的需要。一般来说，只有及物动词才有被动语态。

3 在“be + 动词过去分词”结构中，助动词 be 有时态、人称和数的变化，变化规则与系动词 be 相同。

### 5.2 不同时态下的被动语态

#### 5.2.1 一般现在时的被动语态

#### 5.2.2 一般过去时的被动语态

#### 5.2.3 一般将来时的被动语态

#### 5.2.4 现在进行时的被动语态

本节根据必修 第二册 被动语态编写而成。

#### 5.2.5 现在完成时的被动语态

本节根据必修 第二册 被动语态编写而成。

### 5.2.6 过去进行时的被动语态

使用被动语态的过去进行时的句子，谓语由“was/were + being + 动词过去分词”构成，表达过去某个时间正在进行的含有被动含义的动作、行为。如：

The last time I went back to my hometown, a big power station **was being built there**. 上次我回家乡时，那里正在修建一个大电厂。

She **was being looked after by a robot** that looked so human, and it was disturbing. 她被一个看起来很像人的机器人照顾着，这让她不安。

### 5.2.7 The Past Perfect Passive Voice 过去完成时的被动语态

过去完成时的被动语态的基本结构是“had + been + 过去分词”，如：

After all the wounded **had either died or been taken away**, Dunant went to military hospitals and continued to act as a volunteer.

## 5.3 特殊结构的被动语态

本节根据必修 第二册 被动语态编写而成。

### 5.3.1 短语动词的被动语态

短语动词是一种固定的词组，由“动词+副词/介词”或“动词+副词+介词”构成，其作用相当于一个动词。

“及物动词+副词”“及物动词+介词”以及“及物动词+副词+介词”构成的短语动词可用于被动结构。例如：

At last they put out the fire. → At last the fire was put out.

Have you sent for a doctor? → Has the doctor been sent for?

My classmates caught up with me in this exam. → I was caught up with by my classmates in this exam.

许多“不及物动词+介词”以及“不及物动词+副词+介词”构成的短语动词相当于及物动词，也可以有宾语，也可用于被动结构。例如：

The boys laughed at him for the foolish mistake. → He was laughed at for the foolish mistake.

They looked down on peasants in the old days. → Peasants were looked down on in the old days.

注意：短语动词是一个不可分割的整体，在变为被动语态时，不可丢掉构成短语动词的介词或副词。

### 5.3.2 带有双宾语的被动语态

带有双宾语的句子在变为被动结构时，这两个宾语的任何一個都可作被动句的主语。例如：

The teacher gave the student a new book. →

The student was given a new book (by the teacher).

主动句的间接宾语成了被动句的主语，直接宾语仍位于动词之后。

A new book was given to the student (by the teacher).

主动句的直接宾语成了被动句的主语，间接宾语可位于to 或for 之后。

### 5.3.3 带有复合宾语的被动语态

带有复合宾语的句子变为被动结构时，宾语补足语要相应变为主语补足语。

例如：

Everybody called her Big Sister. → She was called Big Sister (by everybody).

People last saw the lost girl playing near the river. → The lost girl was last seen playing near the river.

要注意，主动语态中作宾语补足语的不带to 的不定式，在变为被动语态时必须带to。例如：

The engineer made the robot clean the windows of the tall building.  
→ The robot was made to clean the windows of the tall building.

# Chapter 6

## 非谓语、主谓一致

### 6.1 动词的非谓语形式

非谓语动词主要指动词不定式 (Infinitives)、动词-ing形式 (The -ing form) 和过去分词 (Past participles) 三种动词形式。初中阶段已介绍过动词不定式和-ing形式的部分用法。高中阶段除了继续介绍这两种非谓语动词形式的用法，还要介绍动词的过去分词的用法。

#### 6.1.1 The Infinitive 动词不定式

本节根据必修 第三册 动词不定式 (1)、选择性必修 第三册 动词不定式 (2) (3)、选择性必修 第四册 不定式编写而成。本节讨论动词不定式作宾语、补语、目的状语、定语、结果状语、主语、表语。初中阶段大家已经学习了动词不定式作宾语、宾语补足语和目的状语的用法。

##### 1 动词不定式的形式与功能

不定式是英语动词的非谓语形式之一，形式上由“(to) + 动词原形”构成。不定式仍保留着动词的部分特性，可与其逻辑主语、宾语和状语构成不定式短语，有时态和语态的变化。动词不定式在句中的位置灵活、句法功能丰富。动词不定式(短语)与名词、形容词或副词作用类似，在句子中可以充当可充当谓语以外的几乎所有句子成分(主语、表语、宾语、定语、状语、宾补等成分)。

##### (1) 作主语：

A. 用作主语的动词不定式及其短语常出现在谓语动词之后，这时需在句首用形式主语it 指代它。例如：

As a chef, **it** was my duty **to cook**, so I tried to vary the meals in whatever way I could.

**It** was easy **to imagine the danger ahead of them**.

During this period, **it** can be easy for some teenagers **to form bad habits**.

**It's** very important **to master a foreign language**. 掌握一门外语是很重要的。(it 作形式主语)

B. 不定式作主语位于句首常出现于正式文体中。例如：

**To help others** gives a person satisfaction.

**To prevent harmful habits like these from dominating a teenager's life** is essential.

**To change bad habits** is never easy, even with many attempts.

**To see** is to believe. 百闻不如一见。

(2) 作表语：

Perhaps the best way to understand Western art is **to look at the development of Western painting over the centuries**.

In this work, Monet's aim was **to convey the light and movement in the scene**.

The most important thing for a doctor is **to heal the wounded and save the dying**. 医生最重要的职责是救死扶伤。

The aim of this initiative is **to encourage cooperation and trade across the historic Silk Road areas**. 这一倡议旨在促进具有历史意义的丝绸之路周边地区的合作与贸易。

(3) 作宾语：

Would you like **to watch a football game with me**? 你愿意跟我去看足球赛吗？

He finds **it** very difficult **to stand on one foot for a long time**. 他发现长时间单足站立很困难。(it 作形式宾语)

(4) 作定语（一般置于被修饰词之后用作后置定语）：

Scientists were determined to help humans realise their dream **to explore space**.

On 12 April 1961, Yuri Gagarin became the first person in the world **to go into space**.

Sending people to other planets or even beyond the solar system is not an easy goal **to achieve**.

Jessie got a new toy **to play with**.

She has no friend **to depend on**.

He is always the last one **to leave the office**. 他总是最后一个离开办公室。

We are very busy and we all have a lot of work **to do on weekends**. 我们都很忙，周末也有很多工作要做。

There is an urgent need **to study the Arctic** in order to understand climate change and its effects. 为了解气候变化及其影响，北极研究迫在眉睫。

(5) 作状语（可以表示目的、结果或原因等）：

Scientists work hard **to find out the secrets of the universe**.



As we all know, an astronaut needs to be healthy and calm **in order to work in space**.

You must be intelligent enough to get a related college degree.

I'm afraid the whole process is too complicated **to explain in a few words**.

We were surprised **to find that he had already left**.

Many people rush to the new city to look for job opportunities. 很多人涌入这个新城市来寻找就业机会。

A few years later he came home to find that his hometown had greatly changed. 几年后他回到家乡发现那里发生了很大变化。

#### (6) 作宾补:

She often helps her mother (to) do some housework on weekends. 周末她经常帮妈妈做家务。

Miss Li advised us to read some English novels during the summer holiday. 李老师建议我们暑假读些英语小说。

Marco Polo's tales inspired European explorers to search for sea routes from west to east. 马可·波罗的故事启发了欧洲探险家寻找由西方通往东方的海上航线。

说明:

某些动词后用不带 to 的不定式构成复合宾语, 但当整个句子变为被动结构时, 不定式要加 to。如:

The boss made the workers work long hours.

The workers were made **to** work long hours.

I saw you climb through the window.

You were seen **to** climb through the window.

## 2 动词不定式的时态和语态

(1) 不定式常见时态有三种: 一般时 (to do)、进行时 (to be doing)、完成时 (to have done)。在不同的句子中, 我们需要根据不定式动作时间与句子谓语时间的关系来选择不同时态。如:

When we arrived at the riverside, they seemed **to be cooking something on the fire**. 当我们到达河边时, 他们好像在用火烤东西吃。

I am sorry **to have kept you waiting**. 抱歉让你久等了。

She seems **to have read the book before**. 她好像以前读过这本书。

The Dutch may have been the first Europeans **to have explored Australia**. 荷兰人可能是最早到澳大利亚探险的欧洲人。

(2) 当句子中的不定式与其所关联的名词在语义上有被动关系时, 不定式用被动语态。如:

It was impossible for lost time **to be made up**.

Can you tell me which car is **to be repaired**?

I wish **to be sent to work in the western region**.

There were so many passengers who needed **to be transferred**.

It's a great honour for me to be invited to Mary's birthday party.

### “疑问词+ 不定式” 结构

动词不定式可与疑问词when、where、how、what、which、who 等组合，构成不定式短语，在句中主要用作主语、宾语和表语。

**When to start** has not been decided yet. (作主语)

Do you know **where to find Tom**? (作宾语)

My main concern is **how to get there on time**. (作表语)

### 6.1.2 The *-ing* Form 动词的-ing 形式

本节根据必修 第三册 动词-ing 形式 (1) (2)、选择性必修 第一册 动词-ing 形式 (3) (4)、选择性必修 第二册 复习动词-ing 形式编写而成。本节讨论动词的-ing 形式作定语、状语、补语、主语、宾语、表语。

动词-ing 形式由“动词原形+ -ing”构成。动词-ing 形式可在句中作主语、宾语、表语、定语、宾语补足语和状语，但不能单独作谓语。

#### 定语

如果是单个的动词-ing 形式作定语，常放在被修饰词前作前置定语；如果是动词-ing 形式短语作定语，则常放在被修饰词后作后置定语。

It was great fun walking along the streets, enjoying the **relaxing** atmosphere!

I just can't take my eyes off the **shining** lights on the Christmas trees everywhere.

Families **celebrating the Lunar New Year** can enjoy **exciting** dragon dances and carnivals together.

#### 表语

一种表示主语的性质、特征和状态，其作用相当于形容词；另一种具体说明主语的内容，即主语等同于表语，两者可互换。

You look **amazing** tonight.

Seeing is **believing**.

The most important thing is **getting** there in time.

Perhaps the best example is **smiling**.

Some students' favourite activity is **daydreaming**.

The main thing is **reminding distracted students that they need to pay attention in class**.

Ultimately, my duty is **helping every student to learn**.

### 宾语补足语

置于某些及物动词和宾语之后，补充说明宾语的动作或状态。在这种情况下，及物动词通常是表示感觉和心理状态的动词或使役动词。

Along the way, we saw many people **playing music, singing, and dancing**.

She heard someone **knocking** at the door.

You have kept me **waiting** the whole morning.

### 主语

**Getting here** is quite difficult, so apart from the Sami very few people have ever seen Sarek.

**Being in such a beautiful and wild place** makes me feel blessed to be alive.

**Riding on the only steam engine still working in the south-eastern United States** is a special treat.

**Watching the dolphin and sea lion shows** is both educational and fun.

### 宾语

However, you should avoid **making this gesture** in Brazil and Germany, as it is not considered polite.

Elsewhere, people favour **shaking hands, bowing from the waist, or nodding the head** when they meet someone else.

Experts suggest **smiling at yourself in the mirror to make yourself feel happier and stronger**.

If we are feeling down or lonely, there is nothing better than **seeing the smiling face of a good friend**.

### 状语

可以表示时间、条件、原因、让步、结果、方式或伴随状况，其作用相当于状语从句。此外，动词-ing 形式的逻辑主语应与句中主语一致。

**Having dressed up nicely**, we went out to have some good local food and enjoy the celebrations.

**Thinking of all the people still in need of help**, Dr Lin opened a private clinic.

She sat at the desk **reading a newspaper**.

### 几点注意事项

关于动词-ing 形式的用法，以下几点需要注意：

1 动词-ing 有如下形式变化：

时态	主动	被动
一般式	doing	being done
完成式	having done	having been done

**Being driven** from their homes, people were terrified by the hurricane. (被动式)

The bridge **being built** is part of a high-speed railway project. (被动式)

**Having been told** about the risk of electric shocks, she is very careful while using hairdryers. (完成式+ 被动式)

此外, 动词-ing 形式的否定式是在前面加not 构成, 如:

Is there any reason for **not having** the first-aid training this week? (否定式)

2 动词-ing 形式前面有时可加名词所有格、物主代词或人称代词宾格, 如:

Sophia 's having seen them did not surprise us.

I hope you don't mind my saying that. He said nothing about us losing the game.

3 动词-ing 形式用作状语时, 其逻辑主语应与句子的主语保持一致, 如:

(错误) While having a bath, water leaked over the sides of the tub.

(正确) While having a bath, she saw water leaking over the sides of the tub.

4 由before、after、when、while 等引导的状语从句常常可以转换为对应的动词-ing 短语, 如:

When he got out of the bathtub, he slipped and fell on the floor. → When getting out of the bathtub, he slipped and fell on the floor.

After she had been bitten by mosquitoes, she applied some medicine to her skin. → After having been bitten by mosquitoes, she applied some medicine to her skin.

A minute ago, she fell down while she was trying to open the window. → A minute ago, she fell down while trying to open the window.

5 动词-ing 形式用作定语时, 可以表示被修饰名词所具有的性质特征 (此用法几乎等同于形容词), 也可表示正在进行的动作, 或说明被修饰名词的用途。如:

a frightening experience (一次可怕的经历)

a swimming girl (一个正在游泳的女孩)

a swimming pool (一个游泳池)

### 6.1.3 The Past Participle 过去分词

本节根据必修 第二册 过去分词 (1) (2)、选择性必修 第二册 过去分词 (3) 编写而成。主要介绍动词的-ed 形式 (作定语、状语、补语、表语)。

1 动词的过去分词形式上由“动词原形 + ed”构成。部分动词的过去分词有特殊形式变化, 称为不规则动词。它们的过去分词没有统一的构成规则。(参见附录不规则动词表)。过去分词在句子中一般可以用作定语 (the attribute)、宾

语补足语 (the object complement)、表语 (the predicative) 和状语 (the adverbial), 但不能单独用作谓语; 但可用于完成时态 (have/had + 动词过去分词) 和被动语态 (be + 动词过去分词) 中构成谓语。

2 过去分词是非谓语动词 (或称**非限定动词**) 的一种。过去分词保留着动词的部分特性, 有“完成”或“被动”含义, 可带状语构成过去分词短语。在句法功能上, 过去分词 (短语) 与形容词或副词作用类似, 在句子中可充当定语、状语、宾补、表语等成分。

### 过去分词作定语

作定语用时, 过去分词一般位于所修饰的名词之前, 而过去分词短语通常位于所修饰的名词之后。如:

Before the show, hundreds of **excited** visitors waited in their seats eagerly.

The Normans ruled England after the **well-known** Battle of Hastings in the 11th century.

... and the oldest castle **built** by the Norman rulers in Windsor nearby.

Come and read the poem **written** by an eight-year-old boy!

When the **delayed** flight takes off depends mainly on the weather.  
延误的航班什么时候起飞, 主要看天气情况。

Can you tell the differences between **spoken** language and **written** language? 你能区分口语和书面语的差别吗?

The players **selected from the whole country** are expected to bring us honour in this summer's games. 从全国选拔出来的运动员预计会在这次夏季比赛中给我们带来荣誉。

### 过去分词作状语

作状语用时, 过去分词修饰谓语, 说明动作发生的时间、原因、条件、方式等。分词作状语, 用于句首比在其他位置更为常见。如:

**Born** in the USA on 2 January 1970, Whitacre began studying music at the University of Nevada in 1988.

**Moved** by this music, he said, "It was like seeing color for the first time."

**Well known** as a successful band, the Impact members show quite a few striking abilities.

**United** we stand, **divided** we fall. 团结带来力量, 分裂导致衰败。

**Seen from the top of the Tiger Hill**, the city of Suzhou was very beautiful. 从虎丘上俯瞰, 苏州城非常美。

**Encouraged by her English teacher**, Lisa soon caught up with her classmates. 在英语老师的鼓励下, 莉萨很快就赶上了其他同学。

**Greatly shocked**, Jeff couldn't speak a word. 由于受到惊吓, 杰夫一句话也说不出。

### 过去分词作宾语补足语

作宾补用时, 过去分词常用于使役动词 have, get, make, keep 和感官动词 see, watch, hear 等动词的宾语后面, 表达谓语动词引起的宾语的变化, 或补充说明宾语的性状。如:

I felt myself often **confused** at first.

She had her painting **boxed** so it was delivered safely.

We found ourselves **shocked** by the large number of visitors.

When speaking or writing to someone, do your best to make yourself **understood**. 说话或写文章时, 应该尽最大努力让别人明白自己的意思。

Owen got his nose **hurt** when he played football with his teammates. 跟队友踢球时, 欧文被弄伤了鼻子。

I heard the door **pulled** open. 我听见门被拉开了。

### 过去分词作表语

作表语用时, 过去分词在 be, become, get, feel, look, seem 等系动词之后, 表示主语的特征或性状。如:

The audience were **amazed** by the beautiful music the six-year-old pianist played.

My cousin is very **interested** in painting.

She is **married**. 她已结婚了。

The other children looked **neglected**. 其他孩子看起来被忽视了。

The quarrel the night before seemed **forgotten**. 前一天晚上的争吵似乎被忘掉了。

### Past participles as the predicative and the adverbial versus the -ing form 过去分词作表语和状语 (与动词-ing 形式的比较)

1 过去分词和动词 -ing 形式作表语时, 过去分词与其逻辑主语之间一般是被动关系, 而动词 -ing 形式则表示主动关系。如:

The girls were **amazed** to see such an open country.

The farms covered a very large area, which was **amazing**.

Do you feel **frightened** when going into the wilderness alone?

Going into the wilderness alone can be **frightening**.

2 过去分词和动词-ing 形式作状语时, 一般在句子中表示时间、原因或伴随状态等。过去分词与其逻辑主语之间是被动关系, 往往含有完成义, 而动词 -ing 形式则表示主动关系。如:

**Seen** from the top of the mountain, the scenery was really fascinating.

**Seeing** the scenery from the top of the mountain, I was fascinated by the autumn colours.

Finally, the company—**headed** by its new manager—started to make a profit.

**Heading** eastwards, you will pass the Canadian Rockies.

## 6.2 Subject-Verb Agreement 主谓一致

## Chapter 7

# Compound Sentences 复合句

含有一个主谓结构的句子称为**简单句** (simple sentence)。有时，简单句包含很多修饰语，这使得句子变得很长。要准确理解句子，需要厘清句子的结构，找出主词和述词。如：

Mary, normally a shy girl, talked excitedly about her trip to China during the holidays.

### 7.1 并列复合句

**并列句**是指由并列连接词连接的两个或更多的分句构成的句子，常见的并列连接词有 and、or、but 等。要准确理解并列句，需要找出并列连接词，找出各分句之间的关系。如：

Learning a foreign language can help you understand a foreign culture, and understanding a foreign culture can help you better communicate with people from a different background.

The Internet is considered by many to be a source of information, and it is also thought of as a means of entertainment, but some people regard it as a monster.

#### 7.1.1 Long Sentences 长句概述

1 英语的长句子之所以长，是因为含有较多较长的修饰成分，或是包含多个并列句或从句。长句子的理解与一般句子相似，主要包括句法结构、语义逻辑和语篇功能三方面。理解长句的基础是厘清句子的结构层次，这需要学习者熟悉了解英语的基本句型，在此基础上抓住长句子的主干，即句子的主语和谓语，然后再逐层梳理分析长句中其他成分的层次关系。如：

Some people know **what** they want to do from a young age, **but** many others just have a few ideas bouncing around in their heads. 有的人年轻时就清楚自己想做什么，但更多的人往往是只有一些想法在脑子里晃来晃去。

这是由转折连词 but 连接的并列复合句，表达前后两种情况的对比。前半部分是“主谓宾状”结构，其中含有 what 引导的宾语从句；后半部分也是“主谓宾”结构，其中的 bouncing around in their heads 作定语修饰 ideas。



If you want to hold a koala, you have to go to certain licensed zoos **where** animal experts make sure **that** the koalas selected for each session are in a good state for human contact and **that** they are handled for only a limited time and on a limited frequency of occasions. 如果想抱抱考拉，你得去那些有执照的动物园。那里的动物专家会确保挑选出来的考拉状态良好、适合与人接触，游客爱抚考拉的时长和频率也有限制。

该句的主干是一个主谓状结构 (you have to go to zoos)，if 引导的是条件状语从句，where 后面直到句尾是个很长的定语从句，修饰 zoos。这个定语之所以长，是因为其中含有两个由 that 引导的宾语从句。But by any criteria this work is worth it to us as well, **because** it shows **that** we are global citizens interested in world stability, and **that** we feel responsible for others and are ready to build a community with a shared future for mankind. 但以任何标准来看，这项工作对我们都是值得的；因为它表明，我们是关注世界稳定的全球公民，我们对他人负有责任，我们为建立人类命运共同体做好了准备。

这个长句，第一层从 because 分开，前面的主句为“主系表”结构，because 后面直到句尾是一个“主谓宾”结构的原因状语从句，用来说明“这项工作很有意义”的理由。第二层，原因状语从句内部包含两个由 that 引导的宾语从句，作 show 的宾语。第三层，两个 that 引导的宾语从句是并列关系，也都是“主系表”结构。

2 有些长句在语篇中与上下文存在较为紧密的衔接连贯关系，尤其是句中有指代词的时候，除了需要厘清句子的结构层次和语义逻辑之外，有时还需要结合句子所在的上下文，分析明确长句中指代词的具体所指。如：

Koalas spend quite a lot of time eating, sleeping, and hanging onto tree trunks, so interaction with humans can cause **them** a lot of stress. Because of **this**, the government began to make laws against touching koalas, in the interest of animal protection, as well as public safety. So, if you see **one** in the wild, you shouldn't approach **it** to pick **it** up or even touch **it**. 考拉的大量时间都用于吃、睡和抱着树干，与人类的互动会给它们带来很大的压力。因此，政府已开始制定法律来限制人触摸考拉，这既是为了保护动物也是为了公众安全。所以，如果你在野外看到考拉，不要为了抱它而接近它，甚至不要去触摸它。

这段文字由三个句子组成，第一句是个并列句，由 so 连接，它与第二句话在语义上密切相关。准确理解文中指代词的所指，有助于理解句意。第一句话中的 them 指代 koalas；第二句话中的 this 回指第一句话所描述的情况；第三句话分别用 one 和 it 指代 koala，与前两句话相衔接。整段文字简洁、语义连贯。

### 7.1.2 并列句

## 7.2 宾语从句

**主从复合句**是指含有子句的复合句。要准确理解主从复合句，需要分析句子结构，找到主句和从句，并辨识从句的种类。

用作宾语的从句叫**宾语从句**，相对于另外两种名词性从句，宾语从句用得更为普遍。引导宾语从句的 that 常常省略，特别是在非正式语体中。如：

Her tutor explained **that** she was supposed to read lots of information to help form a wise opinion of her own.

I think (**that**) this life-changing experience is certainly worthwhile, and I hope (that) my child will study abroad in the future.

Why don't you come back next week to tell me **how** you're doing?

You can watch some movies and study **how** people speak.

I only support **whoever** is right.

I don't know **if** you can help me.

I wonder **why** he asked me to come.

有时候可用it 作形式宾语，而将宾语从句置于句末，如：

He made it quite clear **that** he preferred to study English.

### 7.3 状语从句

## 7.4 Relative Clauses 定语从句

### 7.4.1 基本概念

这一小节首先介绍定语从句的定义、功能、关系代词和关系副词的种类和用法以及“介词+ 关系代词”的用法。

在复合句中，修饰名词或代词的从句叫作**定语从句**。

#### 1 关系代词和关系副词

定语从句通常由关系代词或关系副词引导，说明事物的具体信息，从句位于被修饰词之后。如：

The man **who lives next to us** is a police officer. 住在我们隔壁的那位男士是一位警官。

A drone is an aircraft without a pilot **that is operated by remote control**. 无人机是一种无飞行员、被遥控操作的飞机。

We will start at the point **where we left off last time**. 我们从上次结束的地方开始吧。

上面例句中的man、aircraft 和point 都是被定语从句修饰的词，叫作**先行词**。其后的黑体部分是定语从句，其中who 和that 叫作**关系代词**，where 叫作**关系副词**。引导定语从句的词通常有关系代词that、which、who（宾格whom，所有格whose）；关系副词where、when、why 等。

#### 定语从句中一般不用 which 作关系代词的几种情况

定语从句中一般不用 which 作关系代词的几种情况：

1 当先行词为 all、little、much、few、every、everything、any、anything、no、nothing、none 等不定代词或由它们修饰时，关系代词多用 that 而不用 which。例如：

Is there **anything (that)** I can do for you?

**All (that)** I want is your advice. There is nothing that can be done.

2 先行词前有序数词修饰时，关系代词通常用 that 不用 which。例如：

The **first thing (that)** we need to do is to work out a plan.

3 先行词前有形容词最高级修饰时，关系代词通常用 that 不用 which。例如：

That was **the best film (that)** I have ever seen.

4 先行词前有 the very、the only、the same、the right 等修饰时，关系代词通常用 that 不用 which。例如

There were no trees growing on Antarctica and no oil, so **the only fuel (that)** we could use was animal fat.

5 当主句是以 which、who、what 开头的特殊问句时，引导定语从句的关系代词一般用 that，而不用 which。例如：

**What** is the main environmental issue **(that)** you want to address?

**Which** of those books **that** are on the desk belongs to you

### 7.4.2 Restrictive Relative Clauses 限制性定语从句

根据定语从句与先行词的关系紧密程度不同，可将定语从句分为**限制性定语从句**和**非限制性定语从句**。一般说来，限制性定语从句在意义上是先行词不可缺少的定语，如果省略，所修饰的先行词往往不明确，这种定语从句前面一般不用逗号；而非限制性定语从句往往是对先行词的附加说明，为先行词提供补充信息，即使去掉，也不会影响先行词的明确性，它与主句之间通常用逗号隔开。如：

We knew the scientist who had studied the problem. 我们了解那个研究过该问题的科学家。（若把从句去掉，则不明白是哪位科学家）

We knew the physical scientist Hawkins, who had studied the problem. 我们了解物理科学家霍金斯，他研究过该问题。（若把从句去掉，仍然知道是哪位科学家）

非限制性定语从句会在后面的小节详细介绍，本节主要讨论由关系代词that、which、who、whom、whose 和关系副词when、where、why引导的限制性定语从句。

#### 1 关系代词that、which、who（宾格whom）引导的定语从句

说明：

关系代词that、which、who（宾格whom）在从句中作宾语时，特别是在口语或非正式的书面表达中，常常省略。

#### 2 关系代词whose 引导的定语从句

关系代词whose 引导的定语从句先行词既可以是人，也可以是物。whose 在从句中作定语。如：

关系代词		例句
that 在从句中作主语 或宾语	指物	This is a book <b>that</b> interests a large number of people. ( 作主语) Is there anything ( <b>that</b> ) I can do for you? ( 作宾语)
	指人	He <b>that</b> would eat the fruit must climb the tree. ( 作主语) He is a man ( <b>that</b> ) you can safely trust. ( 作宾语)
which 在从句中作主语 或宾语	指物	The bus <b>which</b> has just left was the last one today. ( 作主语) The fish ( <b>which</b> ) I bought this morning were not fresh. ( 作宾语)
who, whom 在从句中分别作 主语或宾语	指人	The expert <b>who</b> visited our class yesterday is from Canada. ( 作主语) Is he the boy <b>who</b> always wins maths competitions? ( 作主语) The one ( <b>who/whom</b> ) we are talking about is a scientist. ( 作宾语) This is the teacher <b>to whom</b> I referred. ( 作宾语)

She is the girl **whose** brother is studying abroad.

The room **whose** window faces south is mine.

I talked with the man **whose** house was destroyed in the flood.

He has written a book **whose** name I've forgotten.

3 关系副词when、where、why 引导的定语从句

定语从句可以由关系副词when、where、why 等引导，关系副词在从句中作状语。当when、where 引导定语从句时，其对应的先行词分别是表示时间的名词和表示地点的名词。

关系副词	例句
when在从句中作时间状语	The first of October, 1949, is the day <b>when</b> ( = <b>on which</b> ) the People's Republic of China was founded. I'll never forget the time <b>when</b> ( = <b>during which</b> ) we visited Xi'an. Do you remember the day <b>when</b> ( = <b>on which</b> ) we first met?
where在从句中作地点状语	This is the place <b>where</b> ( = <b>at/in which</b> ) we first met. The hotel <b>where</b> ( = <b>at/in which</b> ) we stayed was very clean. I recently went back to the town <b>where</b> ( = <b>in which</b> ) my father was born. I'd like to live in a country <b>where</b> ( = <b>in which</b> ) there is plenty of sunshine.
why在从句中作原因状语	That's the reason <b>why</b> ( = <b>for which</b> ) he missed his bus. I didn't get a pay rise, but this wasn't the reason <b>why</b> ( = <b>for which</b> ) I left.

本节根据必修 第一册 限制性定语从句(1) (2)编写而成。

#### 4 其他注意事项

1 在much 或all 后用that, 不用which, 作定语从句的宾语时可以省略。例如:

There was not much (that) we could do when it was raining.

That is all that works.

2 关系代词作动词的间接宾语时, 用to 或for。例如:

✓ Who is the girl that he gave the flower to?

× Who is the girl that he gave the flower?

无关系代词时, 也要用to 或for。例如:

The lady I wrote the poem for was my sister.

3 正式英语中, 介词可置于从句之首, whom 或which 之前。例如:

This is the great writer to whom our teacher was referring.

He asked a question to which there was no answer.

注意, 介词不可置于who 或that 之前。

4 定语从句的谓语如果是介词结尾的短语动词, 则不可把介词移至从句之首。例如:

He received the email he was looking forward to.

本节根据必修 第二册 限制性定语从句(3)编写而成。

### 7.4.3 Non-Restrictive Relative Clauses 非限制性定语从句

本节根据选择性必修 第一册 非限制性定语从句编写而成，主要讨论由关系代词which、who、whom、whose和关系副词when和where引导的非限制性定语从句。

1 定语从句可以分为限制性定语从句和非限制性定语从句。非限制性定语从句由关系代词和关系副词引导，但不能用that 引导。如：

Tu Youyou was awarded the Nobel Prize, which is considered one of the highest international honours a person can receive. 屠呦呦获得了诺贝尔奖，这个奖项被认为是个人能获得的最高国际荣誉之一。

Later, the medicine was tested on malaria patients, most of whom recovered. 后来，这种药用在疟疾病人身上，大部分病人都痊愈了。

I'm above the Arctic Circle, where in summer the sun never sets. 我在北极圈以内，这里的夏季永远没有日落。

2 限制性定语从句与其所修饰的先行词关系紧密；非限制性定语从句和主句的关系并不十分密切。限制性定语从句在意义上是先行词不可缺少的定语，如果省略，主句意义往往不完整，这种定语从句前面一般不用逗号。非限制性定语从句往往是对先行词或整个主句的附加说明，它与主句之间通常用逗号隔开。试比较：

Davis wanted to visit the farm where the seawater rice was grown. 戴维斯想参观种植海水稻的农场。（所含的限制性定语从句不能省略，否则句子的意义就不完整）

Davis wanted to visit Dr Yuan's new farm, where the seawater rice was grown. 戴维斯想参观袁博士的新农场，那里种了海水稻。（所含的非限制性定语从句是对农场的附加说明，可以省略）

3 非限制性定语从句也可以位于句中，这时前后都需要用逗号隔开。如：

Tu Youyou went to Hainan, where malaria was more common, to study malaria patients. 屠呦呦去海南研究疟疾病人的情况，那里是疟疾病更为普遍的地方。

Einstein, who was Jewish, found the doors of academic institutions closed to him. 作为一名犹太人，爱因斯坦发现学术机构的大门已对他关闭。

Disneyland, which consists of several theme areas, is a popular tourist destination. 迪斯尼乐园包含好几个主题园区，是颇受欢迎的旅游目的地。

4 除了用于对具体事物补充信息，非限制性定语从句还可以是针对整个句子内容的说明。如：

Ms Liu decided that we could have a class trip to the park this Sunday, which was exciting. 刘老师决定我们班本周日可以去公园郊游，这真让人激动。

Laura couldn't come to our party, which was a pity. 劳拉不能来参加我们的聚会，这真遗憾。

## 7.5 Subject Clauses 主语从句

本节根据选择性必修 第一册 主语从句编写而成。

在英语中, 主语从句、表语从句和宾语从句等在整个句子中的作用相当于名词, 故将它们统称为**名词性从句**。名词性从句的引导词包括连词(如that、whether)、连接代词(如who、what、which)、连接副词(如when、where、how、why)等。

复合句中用作主语的从句叫作**主语从句**。引导主语从句的词有连词that、whether(不能用if); 连接代词who、what、which; 连接副词when、where、how、why等。主语从句要用陈述句语序。如:

That the earth is round is a fact. 地球是圆的, 这是个事实。

Whether she will win the prize is still unknown. 还不知道她是否能够获奖。

Whoever is the last to leave should turn off the lights. 不管谁最后离开都应该关灯。

How this could be done was a good question. 这如何实现是个值得研究的问题。

Why she didn't show up remains a puzzle. 她为什么没来依然是个谜。

What some scientists have found is that their long-term use can sometimes harm both the land and people's health. 有科学家发现长期使用(化肥和杀虫剂)有时会对土地和人体健康都造成损害。

**What** seemed strange before now appears quite normal to Xie Lei.

**That** he was forgetting his mother tongue worried him a bit.

**How** he can learn to appreciate Chinese culture more deeply remains an important goal for him. Why the school denied his application is still unknown.

During this period, **whatever** people experience is fresh and exciting to them.

说明: 为了避免主语显得过长, 尤其是陈述句作主语从句时, 可以用it 作句子的形式主语, 把主语从句移到句子的末尾。如:

It is a fact that the earth is round. 地球是圆的, 这是个事实。

It is unknown whether she will win the prize. 还不知道她是否会获奖。

It is believed by some scientists that the long-term use can sometimes harm both the land and people's health. 有科学家认为长期使用(化肥和杀虫剂)有时会对土地和人体健康都造成损害。

It's important **that** Xie Lei keeps a balance between her studies and her social life.

It remains to be seen **whether** my research paper will be well received.

## 7.6 表语从句

用作表语的从句叫**表语从句**，如：

One theory was **that** bad air caused the disease.

The question is **who** will be the successful applicant for the summer job at the law firm.

Her confusion is **whether** she should stick to her own way of life or follow the American way.

What John Snow was determined to find out was **why** the 1854 outbreak of cholera in London could have caused over 500 deaths within ten days.

Taking a year off from school to travel abroad is **what** is generally called a gap year.

## 7.7 \*同位语从句

## 7.8 \*The Absolute Construction 独立结构

### 7.8.1 独立结构

独立结构是英语中比较特殊的结构，由逻辑上有主谓关系的两个部分所构成。「主词」部分通常是名词或代名词，「谓语」部分通常由形容词、副词、介词或非谓语动词词组构成。独立结构语意包含逻辑“主词”、和“谓语”，像一个完整的句子，但由于独立结构缺乏真正的谓语动词，所以它并非独立的句子或从句。另一方面，独立结构与主句之间不发生句法上的必然联系，结构上相对独立，不是主句的必有成分。例如：

He rushed out of the library, **books in hand**.

**The Trojans asleep**, the Greek soldiers crept out of the wooden horse.

**Weather permitting**, we'll be getting out of the office to hold outdoor team building activities.

**Now Shenzhen being the high-tech and manufacturing hub of southern China**, people often refer to the city and the surrounding region as the "World factory".

### 7.8.2 独立结构的功能

在表意功能上，独立结构相当于整个主句的状语。从讯息传达角度，独立结构所传达的多是背景讯息，为主句提供必要的说明，目的是让读者顺利理解主句所传达的讯息。在语篇功能上，独立结构多用于书面语体和较为正式的场合，使用独立结构也可以使语言表达更为简练。例如：

**So many representatives absent**, the meeting had to be put off.



**Nobody having any more to say**, the chairman announced the closure of the meeting.

说明:有的独立结构可以由with来引导,句法功能与通常的独立结构相同。例如:

**With Shenzhen being firmly established as an SEZ in 1980**, a wave of economic progression was triggered that spread across the country in the following decades.

**With her eyes wide open and ears pricked up**, she was anxious to hear what they were talking about.

## Chapter 8

# 特殊句型及其他

### 8.1 Indirect Speech 间接引语

本节根据选择性必修 第三册 直接引语和间接引语编写而成。

引述别人的话有两种方式：直接引述别人的原话，叫**直接引语**（Direct Speech）。用自己的话转述别人的话，叫**间接引语**（Indirect Speech）。间接引语在多数情况下构成宾语从句。直接引语一般前后要加引号，间接引语不用引号。例如：

John told her, “I’d like to see a movie now.” ( 直接引语) → John told her that he would like to see a movie then. ( 间接引语)

间接引语比直接引语使用起来更加灵活，而且还可以达到委婉、礼貌等交际目的，因此在语言交际中间接引语比直接引语更加常用。使用间接引语时，所转述的信息要便于听者理解，这就要求说话人根据时间、地点、指代关系等语境因素的变化，对直接引语中的部分词语在语言形式上进行必要的变化。例如：

The reporter asked, “Will polar bears die out because of climate change?” ( 直接引语) → The reporter asked whether polar bears would die out because of climate change. ( 间接引语)

使用间接引语时，英语和汉语既有相似之处（如人称、时间、地点、指代词的变化等），也有不同的特点（如时态变化等）。例如：

He said, “**I will go** to see you at **your** home **tomorrow**.” → He said that **he would come** to see me at **my** home **the next day**.

The reporter asked, “How **can** we save polar bears from extinction?” → The reporter asked how we **could** save polar bears from extinction.

转述祈使句时，要根据说话人的情感和语气使用tell、ask、order、advise等动词，再把祈使句的动词原形变为带to的不定式。如果祈使句为否定式，在否定式前加not。例如：

“Let’s work together to stop climate change,” the expert said.  
→ The expert **advised** us **to work** together to stop climate change.

He said, “Don’t make so much noise, boys.” → He **told** the boys **not to make** so much noise.

## 8.2 \*修辞

### 8.2.1 The Appositive 同位语

#### 1 同位语从句的形式

同位语是位于某些名词或名词性短语后面对其进行补充说明的一种句子成分，通常由一个名词或名词性短语构成。结构上，同位语与它修饰的名词或名词性词组具有相同的句法地位，所以叫同位语。当同位语由子句充当时，就是同位语子句。

(1) 由名词或名词性短语构成同位语。例如：

This article was written by the famous essayist **Ralph Waldo Emerson**.

It is you, **my honest friend**, who keeps me on track!

(2) 由子句充当同位语。例如：

I have no idea **when the film will begin**.

The fact **that women can work as well as men** is clear.

Citizens of all ages were overjoyed to hear the news **that the enemy had finally withdrawn**.

英文常跟同位语的名词有news、idea、fact、promise、thought、hope、suggestion、message、decision、plan、opinion、truth等。引导同位语子句的常见连接词有that、when、where、how等。句法形式上，同位语子句通常紧跟在它所补充说明的名词之后，有时因表意需要或为了句子结构的平衡，也可能被其他句子成分割开。例如：

The idea **that there is life on other planets** is the central theme in this thesis.

The decision was made **that we should have some school trips this term**.

#### 2 同位语的语篇功能

说话或写作中使用同位语，主要是为方便听者或读者更好地理解我们所传达的信息提供更具体的背景信息或细节。交际效果上，因结构形式相对紧凑简练，使用同位语（子句）可以让表达更加简洁，符合语言沟通的经济原则。上面最后一个例句也可以分成两个单句来表示相同的意思。例如：

We should have some school trips this term. This decision was made.

## 8.3 Ellipsis 省略

本节根据必修 第三册 省略编写而成。

在英语中，为了使语言简洁或避免重复，常常省略句中的一个或几个成分，这种语法现象称为省略。

主语

(I) Beg your pardon.

(You) Sit down, please.

(It) Sounds like a good idea.

谓语或谓语的一部分

(Is there) Anything I can do for you?

(Is) Anybody here?

宾语

A: Where has Mr Smith gone?

B: Sorry, I don't know (where he has gone).

主语和谓语, 或主语和谓语的一部分

(Are you) Hungry?

(I want) Orange juice, please.

(Do you) Understand?

不定式to 后省略动词

A: Would you like to come to the party?

B: I'd love to (come to the party).

You don't have to tell me if you don't want to (tell me).

## 8.4 \*Inversion 倒装

英语的句子通常是主词在前, 谓语在后, 这种语序称为**自然语序** (natural order)。如果谓语放在主词前面, 这就叫作**倒装**。将谓语动词的全部提到主词前面, 称为**完全倒装**; 将谓语的一部分 (通常是助动词或情态动词)提前, 称为**部分倒装**。倒装的原因, 一是文法结构的需要, 二是为了强调。英语中的倒装句, 通常有下列情况:

1在疑问句中。例如:

Do you speak French?

How did you like the play?

Will you go there by train or by plane?

2在「There be」结构里。例如:

There are no shortcuts to success.

There will be a new cafe at the corner of the street soon.

3在表示方向、地点的副词(如there、here、now、then、away、out、in等)或某些介词词组开头的句子里。例如:

Here comes the bus.

Away flew the bird.

Among them was a young man who was wounded in the left leg.

但主词是人称代名词时, 主词和述词的语序不变。例如:

Away he went.

Here we are.

4 当直接引语的全部或部分放在句首时，有时也用倒装。例如：

“Last time when we met,” said Bourkin, “you were about to tell me a story.”

“Alas, it is bedtime,” said Bourkin, getting up.

5 虚拟条件句省去if 时。例如：

Should I fall now and then, I would pick myself up and go on with my life.

Had it not been for the miracle at Dunkirk, the war might well have been lost.

6 某些含有否定意义的副词，如never、not、not only、little、hardly、scarcely、no sooner等放在句首时。例如：

Never had a situation been more desperate.

Little did they know what Germany had planned for them.

Hardly had he spoken when he regretted it bitterly.

No sooner had the army arrived than they started attacking.

7 only所修饰的副词、介词词组或状语子句放在句首时。例如：

Only then did I understand the cruelty of war.

Only after he fell ill did he know the value of health.

8 进行时态中的分词移到句首以强调动作时。例如：

Facing the Red Army soldiers was the bridge burning with fire.

Surrounding them were 800,000 German troops, including seven tank divisions.

9 在so/such ... that结构中，当so 或such放在句首时。例如：

So fast did he walk that none of us were his equal.

So absorbed was he in the novel that he did not notice his father at the door.

Such was his strength that he could bend iron bars.

10 用so、neither、nor表示「我也这样」「我也不」的结构里。例如：

My sister enjoys travelling. So do I.

He isn't a local resident. Neither am I.

I don't know and nor do I care.

## 8.5 \**Emphasis* 强调

本节根据选修第二册编写。

**强调**是交际中用来突出某些特定信息的手段。语言交际的主要目的是传达信息、表达思想感情；当说话者希望突出所传达信息中的特定部分以引起读者或听

话人注意时, 就会用到强调。表达强调的手段丰富多样, 而且这些手段在很多语言中都通用, 可以是语言系统内部的语音手段、词汇手段和句法手段, 也可以是其他多模态手段。不同手段既可以单独使用, 也可以结合起来使用, 共同实现突出特定信息的交际功能。

### 8.5.1 语音手段

用语音手段表达强调, 最常见的是重音和长音。说话时需要被强调的信息, 可以通过特意的重读或拉长发音时长等语音上的特别变化, 引起听话人的特别注意, 从而达到强调的交际目的。例如:

He had a BIG meal with my best friend last night. 昨天我跟好友吃了-顿大餐。(说话时特意夸张地拉长 big 的发音, 强调昨晚跟好友吃的这一餐非常丰盛且过瘾。)

### 8.5.2 词汇手段

词汇手段表达强调, 最常见是重复特定词语或使用具有强调含义的词或词组。例如: do(does, did)、very、really、so、too、just、on earth、in the world、at all、in no way、by no means, 以及 whatever、whichever、whoever、wherever、however 等。例如:

I do hope that Mr Grant will come back to China again. 我真希望格兰特先生会再次来华。

You are the very person I am looking for. 你正是我要找的人。

What on earth are you talking about? 你究竟在说什么呢?

Wherever you go, whatever you do, we will be behind you. 无论你去哪里, 无论你做什么, 我们都会支持你。

### 8.5.3 句法手段

句法手段表达强调, 主要是通过改变句子的正常语序, 比如将句中某些成分整体或部分提前。传统语法中的感叹句、倒装句等, 均属于通过改变正常语序表达强调的一类用法。例如:

How lovely these kids are! 孩子们多可爱啊! Never will I do such a silly thing. 我绝对不会做这种傻事。

还有一类表示强调的句法手段就是强调句型, 其中一种结构为 It is/was .. that/who .... it 是形式主语, be 动词后是要强调的部分, 后面跟 that/who 分句。试比较下面非强调句和强调句:

Children need unconditional love. 儿童需要无条件的爱。(非强调句)

It is children who/that need unconditional love. 正是儿童需要无条件的爱(强调主语)。

It is unconditional love that children need. 无条件的爱才是儿童所需要的(强调宾语)。

又如:

It is quality, not quantity, that counts.重要的是质量而非数量。(强调主语)

It is freedom that they seek.自由正是他们所追求的。(强调宾语)

It was in December 2004 that the deadliest tsunami hit the coasts of South and Southeast Asia.正是在 2004年12月, 致命的海啸席卷了南亚和东南亚的海滨。(强调时间状语)

It was because we stuck to it and never gave up that we were able to win the match in the end.正是因为我们坚持不懈、永不放弃, 最后我们才能赢得这场比赛。(强调原因状语)

强调句型还有一种结构, 常以what分句充当主语, be动词后是要强调的内容。例如:

What I mean is that you must not give up.我的意思是你不要放弃。

What we like you most is your sense of humour.我们最喜欢你的正是你的幽默感。

#### 8.5.4 多模态手段

除了上述手段, 语言表达中还经常使用书面手段或多媒体手段表示强调。书面手段表达强调, 可以通过手写或印刷中变化字体、字号、颜色、下画线、加粗、加底色、加框等辅助手段, 以引起读者的特别注意。

## 8.6 \*Subjunctive Mood 虚拟语气

英语中有三种不同的语气(mood):陈述语气(Indicative Mood)、祈使语气(Imperative Mood)和虚拟语气(Subjunctive Mood)。

陈述语气一般用来陈述事实、提出看法或提出问题。例如

The Grand Canyon is located in northern Arizona, USA. (陈述事实)

We should not compare ourselves to others whatsoever. (提出看法)

What do you know about *Red Star Over China*? (提问)

祈使语气一般用来提出请求, 发出邀请, 发出命令, 给予指示、建议、警告或劝告等。例如:

Let's take a look at what studies on happiness can tell us.

Raise your hands, please.

Build and cherish relationships.

虚拟语气一般表示说话者所说的话并不是事实, 而是一种主观假设、愿望、怀疑或推测等。虚拟语气主要用于if 条件状语从句, 也可用于主词子句、表语子句、受词子句等。

8.6.1 虚拟语气在If条件句中的用法

If 条件子句	条件子句的谓语形式	主句的谓语形式
表示现在情况	If I (we, you, he, she, they) + 动词过去式	should/would/could/might + 动词原形
表示过去情况	If I (we, you, he, she, they) + had + 过去分词	should/would/could/might + have + 过去分词
表示未来状况	If I (we, you, he, she, they) + should + 动词原形 If I (we, you, he, she, they) + were to + 动词原形 If I (we, you, he, she, they) + 动词过去式	should/would/could/might + 动词原形

If I **had** enough money, I **would buy** a new car.  
If I **were** you, I **would go** to bed early tonight.  
We **would have** won if Jack **had scored** that goal.  
If I **were** to live out of town, I **would take** up gardening as a hobby.

有时条件子句的if会被省略，子句使用倒装语序，将were、had或should移至主词前。例如：

**Were** he here, he **would solve** the problem.  
**Had** you **taken** his advice,you **would have won** the speech contest.  
**Should** it **stop** raining right now, I **would come**.

另外，有些不完整的条件句也会用虚拟语气，条件隐含在上下文或词组中，例如：

Without the support of my family (= If my family did not support me), I **wouldn't be** able to achieve this dream.  
We **would have won** the game (if we had worked harder).

8.6.2 虚拟语气在宾语从句中的用法

(1)在动词wish后的受词子句中，谓语常用过去式表示与现在情况相反的愿望；用过去完成式表示过去的情况，常带有因无法挽回而感到懊悔之意；用「would/could/might + 动词原形」表示未来的愿望，但可能性较低。例如：

Oh, how I wish it **weren't** so.  
I wish I **had told** him the truth.  
I wish I **could have** more time to spend with my family.

(2)在would rather后的受词子句中，谓语常用过去式来表示现在或将来的情况，用过去完成式表示过去的情况。例如：



I'd rather you **didn't mention** the accident.

I would rather they **hadn't come**.

(3) 在demand、insist、ask、suggest、advise 等动词后的受词子句中，谓语常用动词原形或「should+动词原形」，表示命令、要求、请求、建议等。例如：

The police demanded that everyone (should) **leave** the room at once.

The sign at the beach recommended that people (should) **not swim** out too far offshore.

Bourkin suggested that Ivan (should) **tell** his story.

The father advised his son that he (should) **apologise** for his mistake.

3 虚拟语气可用于主词、表语及同位语子句中，谓语使用动词原形或「should+动词原形」。例如：

It is important that she (should) **remember** to take her medicine every day.

My advice is that she (should) **wait** till next week.

They expressed the wish that she (should) **accept** the invitation.

### 8.6.3 其他用法

4 虚拟语气可用于as if / as though引起的状语从句中表示比较或方式，谓语动词的形式与wish后的宾语从句中的谓语形式基本一致。例如：

He looks as though he **knew** everything, but he doesn't.

It seems as if he **had forgotten** that our grandfather was a peasant.

5 在It's (high) time (that)句型中，谓语应用虚拟语气。例如：

I think it's time you **went** to see a doctor.

It's (high) time that you **made** up your mind.

6 虚拟语气也可以用于简单句，表示祝福。例如：

May you **succeed**!

Long **live** the people!

### 习题

1. (2019·江苏) What a pity! You missed the sightseeing, or we \_\_\_\_\_ a good time together.

A. had

B. will have

C. would have had

D. had had

## 8.7 从句到篇

语篇是表达意义的语言单位，包括口头语篇和书面语篇，是人们运用语言的常见形式。就其长度而言，较短的语篇可以是一句话甚至一个单词，而较长的语篇可以是一本书甚至几本书。

在使用语言的过程中，语言用户不仅需要运用词汇和语法知识，而且需要将语言组织为意义连贯的语篇。这就需要运用语篇知识。语篇知识就是关于语篇是如何构成、语篇是如何表达意义以及人们在交流过程中如何使用语篇的知识。

语篇中各要素之间存在复杂的关系，如句与句、段与段、标题与正文、文字与图表之间的关系。这些关系涉及语篇的微观和宏观组织结构。句子内部的语法结构、词语搭配、指代关系、句子的信息展开方式等，属于语篇的微观组织结构。语篇中段与段的关系以及语篇各部分与语篇主题之间的关系，则属于语篇的宏观组织结构。语篇宏观组织结构还包括语篇类型、语篇格式等。

学习语篇知识是发展语言运用能力的基础。语篇知识在语言理解与表达过程中具有重要作用。语篇知识有助于语言用户有效理解听到或读到的语篇，比如关于语篇中的立论句、段落主题句、话语标记语的知识可以说明读者把握文章的脉络，从而提高阅读效果。在口头和书面表达过程中，语篇知识有助于语言用户根据交流的需要选择恰当的语篇类型、设计合理的语篇结构、规划语篇的组成部分、保持语篇的衔接性和连贯性。比如，在作文中恰当地运用语篇知识来组织语篇结构，可使逻辑更加清晰，内容更有条理，整个语篇更加连贯。