

<<英语语法实用教程>>

图书基本信息

书名：<<英语语法实用教程>>

13位ISBN编号：9787811371932

10位ISBN编号：7811371936

出版时间：2009-1

出版时间：苏州大学出版社

作者：陈新仁 编

页数：221

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：<http://www.tushu007.com>

<<英语语法实用教程>>

前言

人们能够使用语言进行交际，但这种能力似乎并不需要语法书的指导或依赖语法教学。也许正因为如此，对于中国学生学外语是否需要教语法、学语法，经常有些争议。

学生不喜欢语法或语法课当然还有别的原因。

譬如，语法给人枯燥、刻板的印象（这是一般语法书给人留下的印象），语法教学往往流于传授语法的条条框框（这是一般语法教学给人留下的印象）。

我们需要改变这一切，从教材的编写开始，从教法开始。

我们的基本看法是：第一，语法是语言使用中的重要部分，是一种表达资源，合理使用语法可以帮助我们合适的语境中取得特定的交际效果。

因此，我们要为学生提供表达特定思想的语法选择，知道什么时候选择什么语法形式来表达思想。

强化语法学习和使用的“选择意识”，着力发展“语法能力”，可以从根本性上提高学习效率，增强表达效果。

第二，语言表达以句子为基本单位，语法讲解要关注句子的各个组成部分（主语、谓语、宾语、状语、补语等），解决学生在构筑句子过程中的困难，为学生提供各个部分的可能选择，帮助他们体会不同语法形式选择在交际效果上的差异。

第三，语法教学要以学生为中心，结合语法使用实例和交际情境，开展研究性学习，通过各种讨论，激发学生的学习兴趣及发现语法规律的欲望。

本教材的主要特色 1.注重语法讲解过程中的语言环境，确保其真实性；注重语法信息量的充足性以及信息内容的可理解性和趣味性。

2.打造全新的语法讲解体系，以传统语法体系为蓝本，从概念出发，举例充分。又从解决何时用、怎么用的问题出发，从学生组句需要出发，讲解句子各个组成部分，同时考虑到交际中表达简洁和强调的需要，讲解相关语法选择。

超越语法知识本身，培养语法能力。

3.注重语法的交际价值，大幅度改变将语法作为抽象语言知识学习的做法。

从交际角度，比较相似结构之间的差别。

区分常规结构与修辞结构。

4.突出语法的文体、体裁特征；很多语料取样于现实生活，丰富多样。

5.关注语法与词汇作为交际手段之间的联系。

6.以中国学生学习英语为出发点和归属，考虑到母语的积极和消极影响以及读者学习语言的经验，不讲不是很需要讲的内容，预测性地呈现中国学生可能出现的语法问题。

7.采用研究性学习理念，设计大量讨论性、探索性、发现式问题，启发学生发现英语语法规律，培养学生的研究思维和能力。

努力改变传统知识类教材的刻板方式，帮助教师克服一言堂的教学模式。

本教程适合课堂教学，而不是“工具书”、“参考书”一类的教材。

8.考虑到学习者的客观需要，关注与各种语法测试的结合。

<<英语语法实用教程>>

内容概要

人们能够使用语言进行交际，但这种能力似乎并不需要语法的指导或依赖语法教学。也许正因为如此，对于中国学生学外语是需要教语法、学语法，经常有些争议。学生不喜欢语法或语法课当然还有别的原因。

本书迥异于以灌输为主的传统语法教科书，其编写融入了最新的教学理念和编者对语法教学的深刻理解，内容设计富有创意。

它不仅继承了传统英语语法的优点，而且吸收了现代语言学的最新成果；融枯燥的英语语法规则于真实多样而生动的语篇之中，既增强了可读性和实用性，又突显了交际能力的培养；研究型练习设计富于启发性，可以帮助读者学习掌握语法知识，继而提高读者的英语表达能力。

该教程带给学生的将不仅仅是语法知识和能力，更有全新的学习体验和创新思维能力。

<<英语语法实用教程>>

作者简介

陈新仁，学历：博士。
毕业时间/毕业学校：1999.7/广东外语外贸大学。
职称职务：教授，博士生导师。
研究方向：普通语言学；语用学；外语教学法；英语修辞学。
获奖及荣誉称号：1998年被评为江苏省优秀中青年骨干教师。
社会兼职：国际语用学会（IPrA）、国际应用语言学协会（IALA）、美国语言学学会（LSA）、江苏省修辞学会（JRS）会员，中国语用学学会（CPrA）副会长。

书籍目录

| | | | | | | |
|---|-------------------------------------|---|---|--|---|--------------------------------------|
| Unit 1 Preliminaries about Grammar | Pre-Class Reading | 1.1 Language and its grammar | 1.2 Grammatical knowledge | 1.3 Grammatical competence | 1.4 Learning English grammar | In-Class Activities |
| | Post-Class Tasks | Project Work | Part One The Structure of English Sentences | Unit 2 Constructing English Sentences | Pre-Class Reading | 2.1 Sentence components in English |
| | | | | | | 2.2 Sentence patterns in English |
| | | | | | | 2.3 Movements of sentence components |
| | | | | | | In-Class Activities |
| | | | | | | Post-Class Tasks |
| | | | | | | Project Work |
| Unit 3 Functional Taxonomy of English Sentences | Pre-Class Reading | 3.1 Declarative sentences in English | 3.2 Interrogative sentences in English | 3.3 Imperative sentences in English | 3.4 Exclamatory sentences in English | In-Class Activities |
| | | | | | | Post-Class Tasks |
| | | | | | | Project Work |
| Unit 4 Grammatical Markers in English Sentences | Pre-Class Reading | 4.1 The plurality marker | 4.2 The possessive case marker | 4.3 The tense aspect markers | 4.4 Degree markers for adjectives adverbs | In-Class Activities |
| | | | | | | Post-Class Tasks |
| | | | | | | Project Work |
| Part Two The Subject and the Object | Unit 5 The Subject | Pre-Class Reading | 5.1 The form choices of the subject | 5.2 The meaning choices of the subject | 5.3 The subject-predicate agreement in number | In-Class Activities |
| | | | | | | Post-Class Tasks |
| | | | | | | Project Work |
| Unit 6 The Object | Pre-Class Reading | 6.1 Defining the object | 6.2 The form choices of the object | 6.3 The meaning choices of the object | In-Class Activities | Post-Class Tasks |
| | | | | | | Project Work |
| Unit 7 Determiners in Noun Phrases | Pre-Class Reading | 7.1 Defining the notion of "determiner" | 7.2 Types of determiners | 7.3 The co-occurrence of determiners | In-Class Activities | Post-Class Tasks |
| | | | | | | Project Work |
| Unit 8 Attributives: Modifiers in Noun Phrases | Pre-Class Reading | 8.1 The definition of the attributive | 8.2 The form choices of the attributive | 8.3 The relative clause- | 8.4 Ordering modifiers in noun phrases | In-Class Activities |
| | | | | | | Post-Class Tasks |
| | | | | | | Project Work |
| Part Three The Predicate and Related Grammatical Categories | Unit 9 The Tense and Aspect Systems | Pre-Class Reading | 9.1 The predicate | 9.2 The tense of the predicate | 9.3 The aspect of the predicate | 9.4 Present tenses |
| | | | | | | 9.5 Past tenses |
| | | | | | | 9.6 Future times |
| | | | | | | In-Class Activities |
| | | | | | | Post-Class Tasks |
| | | | | | | Project Work |
| Unit 10 The Mood System | Pre-Class Reading | 10.1 Mood as a grammatical category | 10.2 Form choices of the subjunctive mood | 10.3 Function choices of the subjunctive mood | In-Class Activities | Post-Class Tasks |
| | | | | | | Project Work |
| Unit 11 The Modality System | Pre-Class Reading | 11.1 Types of modal verbs | 11.2 Categories of modality | 11.3 Modality and politeness | In-Class Activities | Post-Class Tasks |
| | | | | | | Project Work |
| Part Four The Adverbial and the Complement | Unit 12 The Adverbial | Pre-Class Reading | 12.1 The definition of the adverbial | 12.2 The form choices of the adverbial | 12.3 Types of the adverbials | 12.4 Adverbial clauses |
| | | | | | | In-Class Activities |
| | | | | | | Post-Class Tasks |
| | | | | | | Project Work |
| Unit 13 The Complement | Pre-Class Reading | 13.1 Defining the complement | 13.2 The form choices of the subject complement | 13.3 The form choices of the object complement | In-Class Activities | Post-Class Tasks |
| | | | | | | Project Work |
| Part Five Grammar and Text | Unit 14 Inversion | Pre-Class Reading | 14.1 Defining inversion | 14.2 Grammatical inversion | 14.3 Rhetorical inversion | In-Class Activities |
| | | | | | | Post-Class Tasks |
| | | | | | | Project Work |
| Unit 15 Ellipsis and Substitution | Pre-Class Reading | 15.1 Defining ellipsis | 15.2 Grammatical ellipsis | 15.3 Rhetorical ellipsis | 15.4 Substitution | In-Class Activities |
| | | | | | | Post-Class Tasks |
| | | | | | | Project Work |
| Unit 16 Cohesion in English Texts | Pre-Class Reading | 16.1 Defining cohesion | 16.2 Types of cohesive devices | 16.3 Choice of cohesive devices | In-Class Activities | Post-Class Tasks |
| | | | | | | Project Work |
| | | | | | | References |
| | | | | | | Glossary |

章节摘录

Pre-Class Reading English sentences can be roughly classified into four types in terms of their communicative functions. These types are declarative sentences, interrogative sentences, imperative sentences, and exclamatory sentences. This unit addresses the structural properties of these types of sentences and examines them in their context of use.

3.1 Declarative sentences in English Declarative sentences are the most frequently used kind among all the functional types of sentences. They are used: a. to describe some state of affairs, as in (1); b. to introduce some properties or features, as in (2); c. to portray some action, as in (3); etc.

(1) Jack is in school. (2) Grammar can be interesting. (3) We're having grammar class. Basically, declarative sentences are informative in the sense that after understanding what they say, people will get to know something, or know it better. Take (1) for example. Before reading this sentence, we have no idea where Jack is.

3.2 Interrogative sentences in English Interrogative sentences are of various types in English, including simple questions (or Yes-No questions), special questions (or Wh-questions), alternative questions, tag questions, and rhetorical questions. Yes-No interrogative sentences are generally used by the speaker for two purposes: a. to ask the hearer to confirm something, as in (4); b. to take some action, as in (5).

<<英语语法实用教程>>

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:<http://www.tushu007.com>