

揭阳职业技术学院



教案

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专业： 小学英语教育 班级： 251.（专本协同）

学期授课计划时数 36 课时

Chapter	Chapter Thirteen Subjunctive Mood
Teaching Objective	1: discriminate the usage of Subjunctive mood: wish, suppose, suggest, order or unreal situation; 2: understand sentences of unreal condition; 3: use inversion in Subjunctive Mood; 4: understand sentence structure on order, suggest or request; 5: use sentence structure on wish 6: use sentence structure on if 7. Ideological and political aim: Delivering the traditional culture: honest, friendliness, mutual assistance and unselfishness.
Teaching Focus	A: discriminate the usage of Subjunctive mood: wish, suppose, suggest, order or unreal situation; B: understand sentences of unreal condition;
Teaching Difficulty	A understand sentence structure on order, suggest or request; B use sentence structure on if
Teaching Duration	4 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	1) do the exercise in this unit 2) do the task given by the teacher

Teaching Procedure: (Ideological and political teaching)

Step 1. Warming up by Greeting

1. Chat about students' ideal house.---to lead in the topic on Subjunctive Mood
2. Q1: We have 3 kinds of mood, what are they?—to review and lead in the topic

In the English language, verbs are used in contexts called *moods*. These verbal moods are:

- indicative – simple statement or question (*Jill picks up the ball.*)
- imperative – a command (*Jill, pick up the ball!*)
- subjunctive – a statement contrary to fact, a wish, a mandative statement (*I request that Jill pick up the ball.*)

Q2: What is Subjunctive Mood? – to know the definition

Verb is in the subjunctive mood when it expresses a condition which is doubtful or not factual. It is most often found in a clause beginning with the word if. It is also found in clauses following a verb that expresses a doubt, a wish, regret, request, demand, or proposal.

3. General knowledge – to have a basic idea by comparison

These are verbs typically followed by clauses that take the subjunctive: ask, demand, determine, insist, move, order, pray, prefer, recommend, regret, request, require, suggest, and wish.

The subjunctive mood of the verb to be is be in the present tense and were in the past tense, regardless of what the subject is.

Incorrect: If I was you, I would run.

Correct: If I were you, I would run.

(The verb follows if and expresses a non-factual condition.)

Incorrect: I wish he was able to type faster.

Correct: I wish he were able to type faster.

(The second verb is in a clause following a verb expressing a wish. It also suggests a non-factual or doubtful condition.)

Incorrect: His requirement is that everyone is computer literate.

Correct: His requirement is that everyone be computer literate.

(Subordinate clause follows main clause with a demand.)

Incorrect: He recommended that each driver reports his tips.

Correct: He recommended that each driver report his tips.

Sometimes we may use the conditional auxiliary verbs of could, should, or would to express the same sense.

Subjunctive: I wish he were kinder to me.

Conditional: I wish he would be kinder to me.

4. Function of subjunctive mood – to gain a basic idea

- To wish, suppose, advice, order, state something isn't true or hardly true.

e.g. I wish it snowed today.

If I were him, I would take your advice.

They suggest that Jim should leave.

- To be polite

e.g. It would be a shame to stop the work halfway.

- To be unreal

e.g. If I were you, I would do it.

Step 2. Leading in & Presentation

1 Counterfactual statements (Learning by examples) – to be easily understood

If I were you, then I would not do that.

I am not you, however, so I use the subjunctive to express this hypothetical or counterfactual condition. Especially note that the modern usage *If I was you* is completely incorrect.

If only she were here, then she would speak up.

She is not here, however, so the subjunctive expresses that fact appropriately. Again, *If only she was* has drifted into modern usage and should be avoided.

We should act as if he were watching.

We doubt that he is watching or know that he is not.

It is as though she were here.

We know she is not here, but it seems so.

2 Wishful statements (Learning by comparison) – to explain clearly

She wishes she were not here.

The modern usage *She wishes she was* is incorrect.

He wishes he had a hammer.

Without the subjunctive, this would be constructed in the indicative as *He wishes he has a hammer*, but the indicative is incorrect.

3 Conjunctive formulations – to know more

Do this now, lest you be harried later.

Lest typically takes the subjunctive.

He keeps the faith, though he faces so many trials.

Here, *though* takes the subjunctive. This sounds very pretentious.

Whether it be true, we shall proceed.

They like all dogs, be they large or small, short or tall, ...

Step 3 More on *Subjunctive Mood* – to learn deeper

1. (should) v --- to sum up so that students will understand more clearly

Like the term imperative, the term subjunctive refers to a particular verb form. The subjunctive is somewhat weak in Modern English, but there are speakers who use it routinely. In many cases, the subjunctive is a form learned in school or through reading, so it is educated speakers who use it most.

I suggest [that he leave].

I beg [that he return the money].

I demanded [that she give me her files].

We asked [that Marsha tell the truth].

Beth moved [that the meeting be adjourned].

I insist [that you be quiet].

I require [that term papers be turned in on time].

In each of these sentences, the main verb makes some sort of demand, from very mild (*ask/suggest*) to very strong (*demand/insist*). In each case, the direct object of the main verb is a clause (the structure in brackets).

Note that when the subject of the clause is third person, its verb does not take third person {-s} and *be* is in its infinitive form.

Compare two sentences (alternate meanings are in parentheses):

- We insist that Marsha tells the truth. (We aver or claim emphatically that Marsha tells or does tell the truth.) [indicative mood]
- We insist that Marsha tell the truth. (We demand or require that Marsha must or should tell the truth.) [subjunctive mood]

In this example, there is a very big difference between *tell* and *tells*, partly because *insist* has two different meanings. Berk errs when she says that the first example (*insist that Marsha tells*) is a directive – if meant as an indicative statement, then *tells* is correct; if meant as a directive, then *tell* is correct, and Berk advocates using a poorly formed sentence.

2 V. – to point some sentences which is not so familiar to students

There are formulaic subjunctives that are less tied to liturgy, but most still have a religious cast.

God save the Queen.

Heaven forbid.

God be with you.

God help him.

Be that as it may.

Long live the King.

3 Do some translation – to consolidate the knowledge

- 我们的问题是什么时候走。

- 她那样做是不礼貌的。
- 听到那令人吃惊的消息，他惊呆了。
- 等他是没用的。
- 做完这个，他们就回家了。
- 它看起来似乎很久没睡觉了。
- 政府建议人们深夜不要呆在街上。
- 该是提高我们教育水平的时候了。
- 如果我是你，两天前我就动身了。
- 我宁愿你来。
- 你们有必要参加会议。
- 要是现在下雪就好了。

Ideological and political teaching

- 我们从不放弃学习。
- 要不是他的帮助，我根本无法提前完成这个工作。
- 努力学习，以防落后。

4 Exercise on the text book. (students do it together) – to practice

5 Students raise questions – to solve the problems students may have.

6 The teacher sums up the main points in this unit and introduces some more deeper points on this unit

Homework:

- Write an essay on IF THE WWII HAPPENED
- Sum up the difficult points in this unit, according to your group's opinion

Chapter	Chapter Fourteen Subject-Verb Agreement
Teaching Objective	<ol style="list-style-type: none"> 1. Students master 8 core rules of subject-verb agreement (singular/plural subjects, collective nouns, indefinite pronouns, compound subjects, etc.). 2.- Students can correctly use subject-verb agreement in sentences and short paragraphs and students can identify and correct errors related to subject-verb agreement. 3.Cultivate students’ interest in English grammar learning.and build confidence in using accurate English in speaking and writing. 4. Ideological and political aim: Cultivate students’ sense of social responsibility, national identity and cultural confidence.
Teaching Focus	<ol style="list-style-type: none"> 1. Real subject identification in long sentences 2 Collective nouns, gerunds, and noun clauses as subjects 3. Inversion structures and agreement rules
Teaching Difficulty	<ol style="list-style-type: none"> 1.Collective nouns (singular or plural based on meaning) 2. Agreement with neither...nor..., not only...but also... (proximity rule) 3. Abstract nouns and measurement expressions
Teaching Duration	2 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	<ol style="list-style-type: none"> 1) do the exercise in this unit 2) do the task given by the teacher

Teaching Procedure (Ideological and political teaching)

Step 1: Warm-up & Lead-in

1. Show 4 incorrect sentences from college students’ compositions and ask students to find mistakes.

- The team are ready to start.
- Learning languages help us understand the world.

2. Lead-in: Today we will study subject-verb agreement—a key grammar point in formal English.

Step 2: Explanation of Core Rules (35 mins)

Explain advanced rules with academic examples:

1. Basic Meaning & Principle

The verb must agree with its real subject in person and number.

2. Rule 1: Gerunds, infinitives, or noun clauses as subject → singular verb

- What he said is reasonable.

3. Rule 2: Collective nouns

- Singular: considered as a whole → The class is large.
- Plural: considered as members → The class are arguing loudly.

4. Rule 3: Indefinite pronouns

- everyone, somebody, everything, nothing → singular verb

5. Rule 4: Proximity rule

- either...or..., neither...nor..., not only...but also... → verb agrees with the nearer subject

6. Rule 5: Interrupting phrases

- with, together with, as well as, rather than → verb agrees with the first subject

7. Rule 6: Quantity expressions

- the number of → singular; a number of → plural

- Time, money, distance → singular verb

8. Rule 7: Inversion structures

- Here comes the bus. / On the wall hang two pictures.

Step 3: Focused Practice & Error Correction

1. Individual work: Fill in blanks with correct verb forms

2. Pair work: Check answers and correct mistakes

3. Teacher explanation: Highlight difficult items

Step 4: Academic Application & Expansion

1. Students correct errors in a short academic paragraph.

2. Analyze 3 long sentences from academic texts to find the real subject.

3. Oral summary: Share key rules with partners.

Step 5: Summary & Homework (10 mins)

Teacher summarizes all rules and key points.

Homework:

- Finish exercise worksheet (20 sentences)

- Write a 80 - 100 word paragraph on “My College Study” with correct subject-verb agreement.

Teaching Objective	1: discriminate the usage of Subjunctive mood: wish, suppose, suggest, order or unreal situation; 2: understand sentences of unreal condition; 3: use inversion in Subjunctive Mood; 4: understand sentence structure on order, suggest or request; 5: use sentence structure on wish 6: use sentence structure on if 7. Ideological and political aim: Developing students to establish legal consciousness
Teaching Focus	A: discriminate the usage of Subjunctive mood: wish, suppose, suggest, order or unreal situation; B: understand sentences of unreal condition;
Teaching Difficulty	A understand sentence structure on order, suggest or request; B use sentence structure on if
Teaching Duration	2 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	1) do the exercise in this unit 2) do the task given by the teacher

Teaching procedure (Ideological and political teaching)

Step 1. Warming up by Greeting

- 1 To check homework---to review
 - 2 Sentences --- to lead in
 - 3 What is Simple sentence? What is Compound Sentence
- A sentence which contains just one clause is called a simple sentence.
 - A sentence which contains one independent clause and one or more dependent clauses are called a complex sentence. (Dependent clauses are also called subordinate clauses.)
 - There are three basic types of dependent clauses: adjective clauses, adverb clauses, and noun clauses. (Adjective clauses are also called relative clauses.)

Step II Presentation and Practice

1 SIMPLE SENTENCE

1.1 A simple sentence is one clause with a subject and verb.

Computers are important in the modern world.

Formula = SV

However, it can have more than one subject and verb:

1.2.1 subjects:

Computers and other technological devices are important in the modern world.

Formula = SSV

1.2.3 Verbs:

I search for information and play games on my computer.

Formula = SVV

1.3 2 subject and 2 verbs:

My brother and I search for information and play games on our computers.

2 COMPOUND SENTENCE

2.1 A compound sentence consists of 2 or 3 clauses. It is when simple sentences are joined together.

In this sentence structure, the clauses are joined with the following coordinating conjunctions:

2.2 Here are some examples of compound sentence structure:

Computers are important, but they can be dangerous too.

Formula = SV but SV

Computers are important, but they can be dangerous too, so we must be careful.

Formula = SV but SV so SV.

2.3 Avoid writing too many clauses as the sentence may get difficult to follow, and you cannot use each one more than once in a sentence to join clauses.

This is wrong:

Computers are used widely in most countries now, and they are a sign of progress, and we must ensure everyone has access to them.

Incorrect formula = SV and SV and SV. X

Two possible corrected versions:

Computers are used widely in most countries now, and they are a sign of progress. We must ensure everyone has access to them.

Formula = SV and SV. SV.

Computers are used widely in most countries now, and they are a sign of progress, so we must ensure everyone has access to them.

Formula = SV and SV so SV.

2.4 Using semicolons

There is an instance when you can have a compound sentence structure without a coordinating conjunction, and this is when you join two clauses with a semicolon. It is used when two ideas are related.

For example:

Computers are used widely in most countries; they are a sign of progress.

3. Complex Sentences

3.1 Complex sentences are more complicated (which is maybe why they are called 'complex!').

This type of sentence structure is important for IELTS because to get awarded a band 6 or higher for your 'grammatical range and accuracy', you need to demonstrate that you are able to use them. The more varied and the more accurate your complex sentences are, the higher the band score for this.

There are different types of complex sentences and these will be looked at in more detail later, so here you are just provided with the basics.

3.2 Complex sentences are two (or more) clauses joined together, but they are not joined by 'fanboys' (coordinating conjunctions). They are joined by subordinating conjunctions.

These are subordinating conjunctions:

after

even if

unless

<i>although</i>	<i>even though</i>	<i>until</i>
<i>as</i>	<i>if</i>	<i>when</i>
<i>as if</i>	<i>in order to</i>	<i>whenever</i>
<i>as long as</i>	<i>in case</i>	<i>whereas</i>
<i>as much as</i>	<i>once</i>	<i>where</i>
<i>as soon as</i>	<i>since</i>	<i>wherever</i>
<i>as though</i>	<i>so that</i>	<i>while</i>
<i>because</i>	<i>that</i>	
<i>before</i>	<i>though</i>	

For example:

People take natural health supplements even though they may not have been tested.

Our children may not be properly educated if we don't spend more on schools.

I went to bed as soon as he left because I was tired.

These are all adverbial clauses. In these types of complex sentence, the second clause can be used to start the sentence.

In this case, a comma is needed in the middle.

Even though they may not have been tested, people take natural health supplements.

If we don't spend more on schools, our children may not be properly educated.

As soon as he left, I went to bed because I was tired.

Noun clauses and relative clauses are also a type of complex sentence structure, but these will be looked at later.

4. Compound-Complex Sentences

4.1 Compound-complex sentences are the same as complex sentences but they also have a simple (or compound) sentence before or after the 'complex' part.

For example:

I ate a lot when I got home, but I was still hungry.

The part that is underlined is the complex sentence. As you can see, it also has a simple sentence connected to it. It can also have a full compound sentence attached to it:

I ate a lot when I got home, but I was still hungry, *so I went shopping to buy some more food.*

These are compound-complex sentences.

Step III More on *Simple sentence and compound sentence* – to learn deeper

Now have a practice in the quiz. Identify what type of sentence each is.

1. I was late for work.

Simple

Compound

Complex

Compound-complex

2. He failed the test because he did not study hard enough.

Simple

Compound

Complex

Compound-Complex

3. Even though pollution is widespread, people are doing little to prevent it.

Simple

Compound

Complex

Compound-Complex

4. Animals should not be killed for their fur, but this is still occurring, so action must be taken.

Simple

Compound

Complex

Compound-Complex

5. I came to study in the UK because I wanted to improve my English, so I talk to as many English people as possible.

Simple

Compound

Complex

Compound-Complex

Homework:

Write different type of sentences

Do the exercise given

Ideological and political teaching

Law and order mean different things to people with different political opinions.

Chapter	Chapter Fifteen - Seventeen
Teaching Objective	<ol style="list-style-type: none"> 1. Understand noun clause markers: that; if, whether; Wh-words: how, what, when, where, which, who, whom, whose, why 2. Know different kinds of Noun Clauses 3. Use subject clause 4. Distinguish the Attribute Clause from other clauses. 5. Know the relative pronoun and relative adverb 6. Develop students' ability of dealing with problems about the Attribute Clause. 7. Understand relative pronouns: that how, what, when, where, which, who, whom, whose, why 8. Know the function of Adverbial Clause in a sentence 9. Apply Adverbial Clause of Time 10. Discriminate the usage of WHEN, WHILE and AS 11. Understand the usage of Adverbial Clause of Place 12. Ideological and political aim: Cultivating students' sense of social responsibility by focusing on social problems.
Teaching Focus	<ul style="list-style-type: none"> ● Use subject clause ● Distinguish the Attribute Clause from other clauses. ● Know the relative pronoun and relative adverb ● Know the function of Adverbial Clause in a sentence ● Apply Adverbial Clause of Time
Teaching Difficulty	<ul style="list-style-type: none"> ● Discriminate the usage of WHEN, WHILE and AS ● Distinguish the Attribute Clause from other clauses.
Teaching Duration	14 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	<ol style="list-style-type: none"> 1) do the exercise in this unit 2) do the task given by the teacher

Teaching Procedure: (Ideological and political teaching)

Noun Clause

Step 1. Lead in: THE DIFFERENCE AMONG SIMPLE SENTENCE, COMPLEX SENTENCE AND DEPENDENT CLAUSE – to gain a basic idea of sentences

1. A sentence which contains just one clause is called a simple sentence.
2. A sentence which contains one independent clause and one or more dependent clauses are called a complex sentence. (Dependent clauses are also called subordinate clauses.)
3. There are three basic types of dependent clauses: adjective clauses, adverb clauses, and noun clauses. (Adjective clauses are also called relative clauses.)

Step 2 Presentation and Practice

1. Sentence functions – to lead in the noun clause step by step

1.1 Sentence functions of Noun: S, O, C, and AP. – to help students understand the noun clause more easily

1.2 Noun clauses perform the same functions in sentences that nouns do:

1.2.1 Subject: How the book will sell depends on its author.

1.2.2 Object: In one's own home one can do what one likes.

The club will give whoever wins a prize.

I'm not sure why she refused their invitation.

That depends on where we shall go.

1.2.3 Complement: My question is who will take over president of the Foundation.

She will name him whatever she wants to.

1.2.4 Appositive: I have no idea when he will return.

2. You can combine two independent clauses by changing one to a noun clause and using it in one of the ways listed above. The choice of the noun clause marker (see below) depends on the type of clause you are changing to a noun clause: -- To introduce noun clause makers

To change a statement to a noun clause use that: -- examples to help comprehension

I know + Billy made a mistake =

I know that Billy made a mistake.

To change a yes/no question to a noun clause, use if or whether: -- examples to help comprehension

George wonders + Does Fred know how to cook? =

George wonders if Fred knows how to cook.

To change a wh-question to a noun clause, use the wh-word: -- examples to help comprehension

I don't know + Where is George? =

I don't know where George is.

3. The subordinators in noun clauses are called noun clause markers. Here is a list of the noun clause markers: -- to help students learn them in system

- that
- if, whether
- Wh-words: how, what, when, where, which, who, whom, whose, why

Step 3 Sequence of tenses in sentences containing noun clauses: -- to learn more

1 When the main verb (the verb in the independent clause) is present, the verb in the noun clause is:

future if its action/state is later

- He thinks that the exam next week will be hard.
- He thinks that the exam next week is going to be hard.

2 present if its action/state is at the same time

- He thinks that Mary is taking the exam right now.
- past if its action/state is earlier
- He thinks that George took the exam yesterday.

3 When the main verb (the verb in the independent clause) is past, the verb in the noun clause is:

was/were going to or would + BASE if its action/state is later

- He thought that the exam the following week was going to be hard.
- He thought that the exam the following week would be hard.

- past if its action/state is at the same time
- He thought that Mary was taking the exam then.

4 past perfect if its action/state is earlier

- He thought that George had taken the exam the day before.
- If the action/state of the noun clause is still in the future (that is, after the writer has written the sentence), then a future verb can be used even if the main verb is past.
- The astronaut said that people will live on other planets someday.

5 If the action/state of the noun clause continues in the present (that is, at the time the writer is writing the sentence) or if the noun clause expresses a general truth or fact, the simple present tense can be used even if the main verb is past.

- We learned that English is not easy.
- The boys knew that the sun rises in the east.

6. Here are some examples of sentences which contain one noun clause (underlined) and one independent clause: -- to help students understand the points above

- Noun clauses as subjects of verbs:

That George learned how to swim is a miracle.

Whether Fred can get a better job is not certain.

What Mary said confused her parents.

However you learn to spell is OK with me.

- Noun clauses as objects of verbs:

We didn't know that Billy would jump.

We didn't know Billy would jump.

Can you tell me if Fred is here?

I don't know where he is.

George eats whatever is on his plate.

- Noun clauses as subject complements:

The truth is that Billy was not very smart.

The truth is Billy was not very smart.

The question is whether other boys will try the same thing.

The winner will be whoever runs fastest.

- Noun clauses as objects of prepositions:

Billy didn't listen to what Mary said.

He wants to learn about whatever is interesting.

- Noun clauses as adjective complements:

He is happy that he is learning English.

We are all afraid that the final exam will be difficult.

practice and production

1 do the exercise on the textbook—Unit 11; then check and explain

2 do the exercise given by the teacher; then check and explain

1. ___ is a fact that English is being accepted as an international language.

A. There B. This C. That D. It

2. A computer can only do ___ you have instructed it to do.

A. how B. after C. what D. when

3. He asked ___ for a violin.

- A. did I pay how much B. I paid how much C. how much did I pay D. how much I paid
4. What the doctors really doubt is my mother will recover from the serious disease soon.
A. when B. how C. whether D. why
5. It is generally considered unwise to give a child _____ he or she wants.
A. however B. whatever C. whichever D. whenever
6. _____ leaves the room last ought to turn off the lights.
A. Anyone B. The person C. Whoever D. Who
7. Sarah hopes to become a friend of _____ shares her interests.
A. anyone B. whomever C. whoever D. no matter who
8. ---- I drove to Zhuhai for the air show last week.
---- Is that _____ you had a few days off?
A. why B. what C. when D. where
9. I still remember _____ this used to be a quiet village.
A. when B. how C. where D. what
10. I read about it in some book or other, does it matter _____ it was?
A. where B. what C. how D. which

Attribute Clause

Step 1 Lead in

Talk about some sentences to lead in relative clauses. – To help students have a basic idea about what is relative clause

- *I have a sister who studies in Beijing University.*
- *I have a sister, who studies in Beijing University.*
- *I will wear no clothes which will distinguish me from others.*
- *I will wear no clothes, which will distinguish me from others.*

Step 2 Presentations and Practice

1. Relative clause is a clause that is introduced by a relative word (relative pronoun, relative adverb or relative determiner). It is also called Attribute clause. It may be restrictive or non – restrictive. – To know the definition and its types

2. Let's look at the basic four words that introduce relative clauses. They're called relative pronouns, and they all start with *wh*, with the exception of the pronoun *that*: -- to know 4 basic relative words

SUBJECT: *who* (used for people)

OBJECT: *whom* (used for people)

RESTRICTIVE: *that* (used for things; but, people, too if they are unknown)

NON-RESTRICTIVE: *which* (used for things)

3. There are more relatives, such as *where* used for locations, and *when* used for time, called relative adverbs, and they won't be discussed here, but if you'd like, we can discuss them later.

let's look at relative clauses. I'm going to use 'This is. . .' sentences for the sake of simplicity, but please note that, relative clauses, occur in all types of sentences, and they don't always occur at the end of the sentence. Below, the underlined portions are called relative clauses: -- to know more relative words

This is the man who lives upstairs.

This is the woman whom I owe a great deal to.

This is the DVD that I bought.

This is the book, which I bought.

Relative pronouns modify nouns, and they come directly after the nouns they modify. In our examples above, the relative pronouns 'who', 'whom', 'that', and 'which' come after the nouns: man, woman, DVD, and book. – to explain and sum up

4. By unraveling the relative clause, we can determine the function of the relative pronoun, like this. – to know the usage of relative pronoun

This is the woman whom . . . I owe a great deal to the woman.

This is the DVD that. . . I bought the DVD.

This is the book, which. . . I bought the book.

whom, that, and which replace the words 'the woman', 'the DVD', and 'the book'. They all function as objects:

Object of a preposition: to + the woman

Object of a verb: bought + the DVD, bought + the book

Now, when a relative pronoun functions as an object, it's often omitted from the sentence.

This is the boy I told you about. This is the woman I owe a great deal to. This is the DVD I bought.

*This is the book, I bought. (*This is explained below*)

5. Now, not all relative pronouns can be omitted. which, *notice the comma*, cannot be omitted. Otherwise, we'd end up with a true run-on sentence: -- to distinguish which and that

This is the book, which I bought. *This is the book, I bought. (run-on sentence)

Here we have a characteristic that differentiates 'which' from 'that'. 'which' is known as the non-restrictive or non-defining pronoun, whereas 'that' is known as the restrictive or defining pronoun.

6. Restrictive attribute clause and Non-restrictive

1) This is the man who lives upstairs. This is the boy whom I told you about. This is the DVD that I bought.

2) This is the book, which I bought.

The difference between restrictive and non-restrictive clauses is best described by the following example:

Restrictive: A suitcase that doesn't have handles is useless.

Non-Restrictive: The blue suitcase, which doesn't have handles, is useless.

explanation: 'that doesn't have handles' is necessary information. If omitted, it renders the sentence semantically odd: A suitcase is useless.

Now, if we omit a non-restrictive clause, the sentence's meaning doesn't change: The blue suitcase is useless.

'which doesn't have handles' is added information; it's a kind of "by the way, did you know this?" tag. It is not restricted. You can omit it.

EX

Write a simple sentence; take the last word, a noun, and use it to make the second sentence, and then replace it with the appropriate relative pronoun or adverb.

1) This is the man. 2) The man lives upstairs.

2) RC: This is the man who lives upstairs.

3) *This is the man lives upstairs

4) *This is the man lives upstairs.

5)

Step 3 Sum up and review

So, in short, what we know about relative clauses is that they are introduced by a relative pronoun, that relative pronouns begin with *wh*, except for *that*, and they have two functions: 1) subject or 2) object. We also know that a relative pronoun is often omitted when it functions as an object, but as a subject it is never omitted. The best way to learn relative clauses is to join two simple sentences.

Step 4 Homework

Combine the two sentences into one

Revision

I

1. It was true ___ Alice did surprised her mother.
A. that what B. what that C. that that D. all that
2. Is ___ you told me really true?
A. that B. which C. it D. what
3. It happened ___ I was out that day.
A. whether B. that C. what D. why
4. Their plan is ___ all of us go there to help them tomorrow.
A. what B. which C. that D. when
5. He doesn't know ___ to say or not.
A. whether B. if C. which D. what
6. It is not clear ___ they went there.
A. how B. why C. whether D. All is correct
7. Can you tell me ___?
A. who is that gentleman B. that gentleman is who
C. who that gentleman is D. whom is that gentleman
8. We all know the truth ___ the earth goes round the sun.
A. why B. how C. when D. that
9. What I'm considering now ___ the money we need.
A. is B. are C. were D. was

II

- 1: They are teachers and don't realize ___ to start and run a company.
A. what takes it B. what they took C. what it takes D. what takes them
- 2: In order to encourage the workers to work hard, the manager decides to award ___ produces the most in the factory.
A. who B. whom C. whomever D. whoever
- 3: On stepping into the office, the girl was frightened to find that the whole office was fill with ___ looked like tiny worms.
A. that B. something C. what D. anything
- 4: ___ Tom was worried about seemed clearly to the whole family.
A. That B. Which C. What D. How
- 5: The teacher usually graded the students on ___ they have done.
A. that B. what C. which D. how
- 6: We never doubt ___ our school team will win the match against No 3 Mid-school.

A. weather B. that C. if D. what

7: _____ we can find from the following, the number of students dropping out is going down.

A. what B. it C. as D. what

8: Will you see to _____ you brother is OK at home while we are out on work.

A. this if B. it that C. it weather D. that weather

9: To those scientists, it still remains to be a question _____ man can go back to the old days with time machine.

A. if B. that C. how D. weather

10: When woken up, he found he was standing on ___ seemed to be a small piece of rock.

A. that B. what C. which D. it

Adverbial clause.

Teaching Procedure:

Step 1. Warming up by Greeting

- Ask when students are scared/ afraid
- Talk about the situation when one may feel scared/ afraid
- List examples to lead in the topic -- adverbial clause,

Step . Leading in

1 What clauses are the above?

Answer: Adverbial clause.

2 An adverbial clause is a clause that functions as an adverb. In other words, it contains subject (explicit or implied) and predicate, and it modifies a verb.

E.G. – (which contains the adverbial clause)

- Mary was doing housework at 8:00.
Mary was doing housework while John was watching TV.
- You can see flowers here.
You can see flowers wherever you go.

3 Types of adverbial clause

The clauses above are adverbial clause of time and adverbial clause of place. Besides these two types, what other adverbial clauses do you know?

Adverbial clause of reason, adverbial clause of condition, adverbial clause of concession, adverbial clause of manner, adverbial clause of comparison, adverbial clause of purpose, adverbial clause of result.

Step 3. Presentation and practice

1. Adverbial clause of time

1.1 Conjunctions

Q: What conjunctions do you know on this clause?

A: when, while, as, as soon as, after, before, till (= until),

as soon as [= once, directly, immediately, the moment(that), the minute (that), the instant (that), instantly]

1.2 examples

Q: what do they mean in Chinese?

1) When he comes tomorrow, I will call you.

- 2) While he was watching TV, his wife was doing housework.
- 3) He sang as he worked. (=when/while)
- 4) As soon as he comes tomorrow, I will call you.
- 5) The moment he comes tomorrow, I will call you.
- 6) I have known him since he was a boy.

* when: using the present tense to mean the future sense.

1.3 Further usage

Let's see more examples. Find out the adverbial clause. Pay attention to the verb form.

- Every time I catch a cold, I have pain in my back. (whenever, each time)
- They worked till it was dark. (till F; until fronted)
- He had finished his work before he left home.
- By the time he arrived, the train had left.
- the Past Perfect Aspect: the past of the past

1.4 Practice

1.4.1 Translation

- 当他进来的时候，我们正在聊天。
- 我在哭他在笑。
- 当我们在聊天，她进来了。
- When he came in, we were chatting.
- I was crying while he was laughing.
- He came in when/ while we were chatting.

Why? Match the rules

When 瞬间动词 instantaneous verbs ; 持续性动词 continuous verb

While continuous v; contrast

Step 4 Revision

1 Read through the textbook quickly and review what we learn today.

2 What is the function of adverbial clause?

3 Look at the example: I was surprised when I got a note, which said – wherever you go , Bob will go with you, which frightened me because Bob had died.

These are adverbial clause of time / place / reason.

4.1 Besides when, what conjunctions can be used in adverbial clause of time?

4.2 Besides wherever, what conjunctions can be used in adverbial clause of place.

4.3 Besides because, what conjunctions can be used in adverbial clause of reason.

Ideological and political teaching

Analyze the sentences:

1. Does it really help society, or victim, or victims family, to put in jail a man, who drove a car while drunk, has injured or killed another person.
2. The president said at a press a conference dominated by questions on yesterday election result that he could not explain why the republicans had suffered such widespread defeat, which in the end would deprive the republicans Party of longheld superiority in the House.

Homework:

1. Do the exercise in textbook
2. Do the exercise given

Chapter	Chapter Nineteen Negative Sentences
Teaching Objective	<p>1. Students are able to systematically master the classification of English negative sentences, including full negation, partial negation, double negation, semi-negation and implicit negation, which are frequently tested in CET-6 reading, translation and writing.</p> <p>2. Students can grasp the grammatical rules and sentence structures of typical negative patterns, as well as the differences between literal meaning and pragmatic meaning in complex negative sentences.</p> <p>3. Students can recognize high-frequency confusing negative structures in CET-6 examinations and avoid common writing and translation errors caused by negative logic misunderstanding.</p> <p>4. Ideological and political aim: The differences between English and Chinese negative expression logic reflect different cultural thinking modes. Learning to switch negative logic freely helps students break native language thinking limitations, cultivate authentic cross-cultural expression ability, and lay a foundation for accurate international communication.</p>
Teaching Focus	<p>A. The structural features and usage rules of partial negation and full negation in complex sentences.</p> <p>B. The application and pragmatic connotation of implicit negative sentences and double negative sentences in formal written English.</p> <p>C. Mastery of CET-6 high-frequency fixed negative sentence patterns.</p>
Teaching Difficulty	<p>A. Distinguishing the subtle semantic differences between partial negation and full negation in long sentences with quantifiers.</p> <p>B. Understanding the affirmative implication of double negative structures in formal English context.</p>
Teaching Duration	4 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	<p>1) do the exercise in this unit</p> <p>2) do the task given by the teacher</p>

Teaching Procedures

Step 1. Lead-in

The teacher introduces the importance of negative sentences in CET-6 comprehensive abilities. Negative logic is a core test point in reading comprehension reasoning questions, Chinese-English

translation and advanced writing. Misunderstanding negative structures often leads to completely opposite comprehension results and serious writing logic errors.

The teacher presents several typical CET-6 confusing negative sentences and guides students to discuss their true meanings, arousing students' awareness of the complexity and importance of English negative grammar.

Step 2. Systematic Explanation of Core Knowledge (Five Types of Negative Sentences)

1. Full Negation

Full negation means the whole sentence is completely negative. Common markers: no, none, never, neither, nobody, nothing, nowhere.

Key rule: No affirmative component exists in the whole semantic logic.

2. Partial Negation

Partial negation is a high-frequency test point in CET-6. When negative words (not) modify universal quantifiers (all, every, always, both), the sentence only partially denies the subject or predicate, not the whole event.

Key rule: "Not + all/every/both/always" equals "not all, but some" .

3. Semi-Negation (Near Negation)

Semi-negative words carry weak negative meaning without absolute negation. Common words: hardly, scarcely, barely, rarely, seldom, few, little.

Key rule: These words are negative in logic and form inversion when placed at the beginning of sentences.

4. Double Negation

Double negation is widely used in formal written English for emphasis. Two negative components counteract each other to form affirmative meaning, with stronger emotional tone than ordinary affirmative sentences.

5. Implicit Negation

No obvious negative markers appear in the sentence, but the vocabulary itself carries negative connotation. CET-6 high-frequency implicit negative words and phrases: fail, lack, absence, ignore, deny, refuse, beyond, far from, free from, instead of.

Step 3. Massive Layered Classroom Practice

Practice 1: Judgment and True or False Correction (Basic Consolidation)

Students judge whether each sentence belongs to full negation, partial negation, semi-negation or implicit negation, and correct wrong understanding.

1. Not all experts support this innovative policy.
2. None of the participants failed to complete the research task.
3. He seldom pays attention to trivial academic mistakes.
4. The current situation is far from satisfactory.
5. Both of the solutions are not applicable to this case.

Requirements: Students state the logical meaning of each sentence clearly and distinguish partial negation from full negation. The teacher spot-checks and corrects typical misunderstanding.

Practice 2: Sentence Rewriting Training (Skill Conversion)

Students rewrite sentences according to requirements to flexibly switch different negative structures, improving writing diversity.

1. Rewrite the full negative sentence into a partial negative sentence.

None of the books in the library are related to environmental protection.

2. Rewrite the ordinary negative sentence into a double negative sentence for emphasis.

Every researcher recognizes the significance of sustainable development.

3. Rewrite the explicit negative sentence into an implicit negative sentence with formal CET-6 vocabulary.

The project does not have sufficient financial support.

4. Rewrite the affirmative sentence into a semi-negative inverted sentence.

We can rarely find such comprehensive and systematic data.

Practice 3: Long Difficult Sentence Analysis (CET-6 Reading Oriented)

Students analyze the negative logic of CET-6 real long sentences, split sentence components, and translate the sentences accurately.

1. Not every social phenomenon can be simply explained by economic theories, which requires multi-dimensional analysis.

2. Hardly had the new policy been implemented when people realized its profound influence on public life.

3. Far from reducing social pressure, excessive pursuit of efficiency may lead to more psychological problems.

4. No scientific research is completely independent from social and cultural background.

Group discussion is conducted to analyze easily misunderstood negative logic, and representatives share their analysis results.

Practice 4: Error Correction Exercise (Typical Student Mistakes)

The teacher presents common negative transfer errors caused by Chinese thinking. Students find errors and revise sentences.

1. All students do not participate in the voluntary activity. (Chinglish partial negation error)

2. Nobody can never deny the value of traditional culture. (Confused double negation logic)

3. He has few experience in academic paper writing. (Misuse of semi-negative quantifier)

4. The result is not satisfactory at all, which is not beyond our expectation. (Confused implicit negative meaning)

Ideological and political education

Practice 5: Chinese-English Translation Training (CET-6 Translation Oriented)

Students finish translation exercises focusing on various negative structures, focusing on accurate negative logic conversion.

1. 并非所有的传统文化都落后于时代发展。(Partial negation)

2. 几乎没有年轻人会忽视终身学习的重要性。(Semi-negation + implicit negation)

3. 这一社会问题绝非短期措施能够解决。(Implicit negation: far from)

4. 没有人能否定坚持与自律对个人成长的积极意义。(Double negation)

Practice 6: Paragraph Logical Polishing (Advanced Application)

Students polish a short paragraph with single and rigid sentence patterns, adding partial negation, implicit negation and double negation structures to enrich logical layers and conform to CET-6 writing standards.

Step 4. Class Summary

The teacher sorts out the core difficulties of English negative sentences: the distinction between partial and full negation, the affirmative implication of double negation, and the hidden negative logic of implicit negative vocabulary.

Emphasize that accurate negative logic is the key to high scores in CET-6 reading reasoning, translation fidelity and rigorous academic writing. Summarize common Chinese-English negative

thinking transfer errors to help students form standardized English logical expression habits.

Homework Assignment

(1) Finish 20 CET-6 negative sentence multiple-choice exercises, sort out wrong questions and record confusing negative structures.

(2) Translate 10 typical negative sentences covering all five negative types to ensure accurate logical expression.

Chapter	Chapter twenty one Inversion
Teaching Objective	1. Understand inversion 2. Know different kinds of inverted forms 3. Distinguish partial inversion and full inversion 4. Use the inverted sentences 5. Ideological and political aim: Cultivating students' sense of social responsibility by focusing on social problems.
Teaching Focus	1. Distinguish partial inversion and full inversion 2. Use the inverted forms correctly
Teaching Difficulty	1. Distinguish partial inversion and full inversion 2. Translate the Chinese sentences into English ones in inverted forms
Teaching Duration	4 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	1) do the exercise in this unit 2) do the task given by the teacher

Teaching procedures (Ideological and political teaching)

Step 1 Lead-in

主语和谓语是句子中最主要的成分，它们的语序有两种：

Natural Order : S+V

Inverted Order : V+S:

Full Inversion

Partial Inversion

完全倒装 (Full Inversion): 又称"全部倒装", 是指将句子中的谓语动词全部置于主语之前。此结构通常只用于一般现在时和一般过去时。

部分倒装 (Partial Inversion): 指将谓语的一部分如助动词或情态动词倒装至主语之前, 而谓语动词无变化。如果句中的谓语没有助动词或情态动词, 则需添加助动词 do, does 或 did, 并将其置于主语之前。

英语句子的倒装一是由于语法结构的需要而进行的倒装, 二是由于修辞的需要而进行的倒装。

前一种情况, 倒装是必须的, 否则就会出现语法错误; 后一种情况, 倒装是选择性的, 倒装与否只会产生表达效果上的差异。

Step 2 Presentation

I. Full Inversion

1. here, there, now, then, thus 等副词置于句首, 谓语动词常用 be, come, go, lie, run。

There goes the bell.

Then came the chairman.

Here is your letter.

2. 表示运动方向的副词或地点状语置于句首，谓语表示运动的动词。

Out rushed a missile from under the bomber.

Ahead sat an old woman.

注意：上述全部倒装的句型结构的主语必须是名词，如果主语是人称代词则不能完全倒装。

Here he comes.

Away they went.

3. 状语或表语位于句首时的倒装

为了保持句子平衡或使上下文衔接紧密，有时可将状语或表语置于句首，句中主语和谓语完全倒装：

Among these people was his friend Jim.

他的朋友吉姆就在这些人当中。

By the window sat a young man with a magazine in his hand.

窗户外边坐着一个年轻人，手里拿着一本杂志。

注意：

在表语置于句首的这类倒装结构中，要注意其中的谓语应与其后的主语保持一致，而不是与位于句首的表语保持一致。比较：

In the box was a cat.

箱子里是一只猫。

In the box were some cats.

4. 分词和不定式置于句首的倒装

有时为了强调，可将谓语部分的现在分词、过去分词或不定式置于句首，从而构成倒装：

Buried in the sands was an ancient village.

一个古老的村庄被埋在这沙土之中。

Standing beside the table was his wife.

站在桌旁的是他的妻子。

To be carefully considered are the following questions.

下列问题要仔细考虑。

II Partial Inversion

1. 疑问句中，一般须部分倒装：

How long have you been here? 你来这儿多长时间了？

What do you think about the movie? 你认为这场电影怎么样？

Why doesn't he come here? 他为什么没来这儿？

注意：当对句子的主语提问时，一般不用倒装语序。

Who did it just now? 刚才谁干的？

What happened last night? 昨天晚上发生了什么事？

2.

否定词 no, none, neither, nor, nobody, nothing, never,

或半否定词 hardly, seldom, scarcely, barely, little, few,

否定词的短语 not until, by no means, not only...but also..., in no way, neither...nor..., in no time, no sooner...than..., hardly...when...,

及频度状语副词 every day, every other day, many a time, often 等位于句首时，一般须部分倒

装。如：

Neither do I know him. 我也不认识他。

No word did he say before he left.

他一句话没说就走了。

Little did I know about it. 我对它了解得不多。

Not only did he come, but also he brought us good news.

他不但来了，而且给我们带来了好消息。

Often did he come here with a good smile on his face.

他来这里时，脸上挂着笑容。

3. Only + 状语，置于句首时，一般须用部分倒装。如：

Only when I got there did I know the truth. 我只有到那里时才知道事情的真相。

Only in the morning can you meet him. 你只有在早晨见到他。

注意：

(1) Only + 状语不在句首时，不可倒装，如：

I wrote to him only yesterday. 我就在昨天给它取了封信。

(2) Only + 名词做主语时，不可倒装。如：

Only Li Lei can answer this question. 只有李蕾能回答这个问题。

4. as / though 引导让步状语从句时，一般须用部分倒装。

Old as / though he is, he works like a young man. 尽管他很老了，但他工作起来却像个年轻人。

Hard as / though he was working, he didn't pass the exam. 虽然他一直在努力学习，但他还是没有通过那次考试。

Try again as / though he will, he can't succeed. 尽管他还会再试一试，但是它不会成功。

as / though 引起的倒装分三种情况：表语、动词原形及状语的倒装。

(1) 表语的倒装。一般直接将表语提前到句首，若表语是带不定冠词 a / an 的单数可数名词，倒装后，不定冠词 a / an 须被省略。

Fine as / though he looks, he is ill with some serious diseases.

Child as / though he is, he knows much about the society.

(2) 原形动词的倒装。

A. 动词前面带有情态动词 may, might, will, would, can, could 等时，只将行为动词提到句首，而这些情态动词保留在原处。

B. 若动词前面没有情态动词时，应在动词原来的位置加上助动词 do 的适当形式。

C. 用于这一句型的动词一般是不及物动词，而不能是系动词或及物动词。

Swim as / though he can, he can't swim so far.

尽管他会游泳，但是他游不得那么远。

Run as / though he did, he didn't run fast enough to catch the bus.

虽然他跑，但是他跑得不够快而没有赶上汽车。

(3) 状语倒装。

In the classroom as / though he stays, he doesn't read his texts. 尽管他呆在教室里，但他不读书。

Carefully as / though he worked, he made some mistakes. 尽管他工作很细心，但还是除了一些差错。

5. may 用来表示祝愿时，一般用部分倒装。如：

May you have a good journey. 祝你旅途愉快。

May you succeed. 祝你成功。

6. 当虚拟条件句的谓语含有 were, had, should 时, 可将 if 省略, 而将 were, had, should 提到句首, 形成部分倒装。

Were he here, we would have no difficulty with it.

要是他在这儿的话, 我们就不会有难处了。

Had you worked hard, you would have finished it early.

要是你工作努力的话, 你将早就完成了。

7. 当 so 用来连接不同的人或物具有相同的情况时, 可用部分倒装。

—Tom can speak Chinese. 汤姆会讲汉语。

—So can Mary. 玛丽也会讲汉语。

—Mr. Li has gone to America. 李先生去美国了。

—So has Mrs. Li. 李夫人也去美国了。

但是, 若是对同一个人或事的情况表示肯定而重复时, 不能倒装。如:

—Li Lei is good at his lessons. 李蕾的功课学得好。

—So he is. 他的确学得好。

—Wei Fang went to the cinema last night. 魏方昨晚去看过电影。

—So she did. 她的确去看过。

8. 结构 so...that.../ such...that... 引导状语从句, 当 so 或 such 提到句首时, 主句须用倒装语序。

So interesting is that story that everyone wants to read it.

那个故事那么有趣, 大家都想看。

So good a girl is she that we all like her.

她是一个如此好的女孩, 我们大家都喜欢她。

Such a good girl is she that we all like her. 她是一个如此好的女孩, 我们大家都喜欢她。

9. 感叹句中的倒装。如:

Isn't it beautiful! 难道还不漂亮!

Aren't you content with it! 难道还不知足!

Step 3 Exercises

1. _____ can you expect to get a pay rise.

A. With hard work

B. Although work hard

C. Only with hard work

D. Now that he works hard

2. _____, mother will wait for him to have dinner together.

A. However late is he

B. However he is late

C. However is he late

D. However late he is

3. Not until all the fish died in the river, _____ how serious the pollution was.

A. did the villagers realize

B. the villagers realized

C. the villagers did realize

D. didn't the villagers realize

5.—Do you know Jim quarrel with his brother?

—I don't know, _____.

- A. nor don' t I care
B. nor do I care
C. I don' t care neither
D. I don' t care also
- 10.—I don' t think I can walk any further.
—_____, Let' s stop here for a rest.
A. Neither can I
B. Neither do I
C. I didn' t think so
D. I think so
12. Hardly _____ when it began to rain.
A. had he arrived B. arrived he
C. he had arrived D. did he arrive
13. Jack is a student and studies at the No. 2 Middle School. _____.
A. It was the same with Mike
B. So it is with Mike
C. So is Mike
D. So does Mike
14. _____, I would have given you his address.
A. If you asked me
B. You had asked me
C. Should you have asked me
D. Had you asked me
21. _____ the plane.
A. Flew down B. Down flew
C. Down was flying D. Down fly
23. _____ I had time, I would have run round that lake again.
A. If B. Unless C. Had D. When
24. Not only _____ a promise ,but he also kept it.
A. had he made B. he had made
C. did he make D. he makes
26. There _____.
A. come they B. they come
C. they are come D. they will come

Ideological and political teaching :Analyze the inverted sentence.

1. The rules of the road everyone should observe.
2. Had they been given more help, they would not have failed.

Special sentences	Ellipsis
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Teaching Objective	1. Understand inversion 2. Know different kinds of elliptical forms 3. Use the elliptical sentences 4. Ideological and political aim: Cultivating students' sense of social responsibility by focusing on social problems.
Teaching Focus	1. Distinguish partial inversion and full inversion 2. Use the inverted forms correctly
Teaching Difficulty	1. Distinguish partial inversion and full inversion 2. Translate the Chinese sentences into English ones in inverted forms
Teaching Duration	2 periods
Teaching Method	Analyzing; Comparison; Induction; Discussion; Deductive method.
Assignment	1) do the exercise in this unit 2) do the task given by the teacher

Teaching procedures

Step I lead-in

省略 (Ellipsis)

英语中, 有时为了避免重复, 使讲话和行文简洁, 明了, 常常将句子的某些部分省略去, 这种现象叫做省略。一般说来, 只要不影响句子的主要结构或产生歧义, 句子中的某些成分常可省略。

Step II Presentation

I. 简单句中的省略:

1. 名词性省略(nominal ellipsis), verbal ellipsis, (动词性省略) clausal ellipsis (从句省略):

Examples: (1) There are four flights to New York today. Let's take the earliest (flight).

Why gave me two cups of coffee? I only ask for one (cup of coffee).

verbal ellipsis (head word, auxiliary, the whole verb phrase, other sentence elements such as subject, object and adverbial).

(2) What have you been doing? (I have been) White washing the fence..

2. 祈使句中往往省略主语:

Suppose we set out tomorrow morning.

3. 在以开头的感叹句中, 常省略句中的主语和连系动词

What a wonderful victory (it is) for Wilma.

4. 在独立主格中的 being and having been 可以省略:

The meeting (being) over, the delegates went away by twos and threes.

This (having) been disposed of, I turned to do sth else.

5. 并列复合句中的省略:

如果主语不同, 而谓语动词的操作词相同, 边可省略后一个操作词, 有时还可连同其他助动词一起省略。

John should clean the shed and Peter (should) mow the lawn.

(2) 如果主语相同, 主动词也相同, 便可省略主语和主动词:

His suggestions made John happy, but (his suggestions made) Mary angry.

(3) 如果主语不同, 主动词及其补足成分相同, 便可省略主动词及其补足成分。例如: John

was the winner in 1989, and Bob (was the winner) in 1990.

George will take the course and Bob might (take the course) too.

(4) 后一例也可省略前一分句中的主动词及其补足成分。

比较: George will (take the course), and Bob might, take the course.

(5) 如果主语相同, 操作词与主动词而谓语动词的操作词及其补足成分相同, 只是状语不同, 在省略相同成分时须保留操作词。

John will meet my family tonight and (John) will (meet my family) again tomorrow.

(6) 如果主语和谓语动词不同, 只是宾语与主语补语相同, 便省略第一分句中的宾语与主语补语。George was (angry), and Bob certainly seemed angry.

II. 名词词组中的省略现象:

1. 两个处于并列地位的名词词组, 如果中心词相同, 其中一个名词词组的中心词通常可以省略。省略了中心词的名词词组便只剩下限定词和前置修饰语。

She wore the red dress, but the blue (dress) suits her better.

有时剩下的部分只是一个名词属格。在单一名词词组的内部也可出现省略中心词的现象。

Shakespeare's characters are really alive, so are some of Jane Austen's (characters).

在单一名词词组的内部也可能出现省略中心词的现象。

Old (men) and young men were invited.

Revolution means a moral (change) as well as a material change.

如果两个并列地位的名词词组的中心词相同, 而后置修饰语不同, 也可通过省略而形成两个后置修饰语共一个中心词的现象。

He has workers from Ireland and (workers) from France in his factory.

Their fleet is a weapon of offence rather than (a weapon) of defence.

介词词组中的省略: Bob is bored with (music), but Peter is interested in (music)

Advice is like snow; The softer it falls, the longer it dwells upon (the mind), and the deeper it sinks into the mind.

III. 宾语从句中的省略:

在某些及物动词 (如: know, say, hope, think, believe, suppose 等) 后的宾语从句中:

I hold (that) they are wrong.

在某些形容词要求的宾语从句中: I'm not sure (that) how he does it.

I'm certain (that) she saw me yesterday.

IV. 定语从句中的省略:

1. 在限定性定语从句中, 关联词在从句中作宾语或介词宾语时可以省略:

I can't trace the letter you sent me.

When are you going to repay the money you borrowed?

2. 当先行词前有形容词最高级、序数词或: only, all, any, no or everything, something, nothing 等代词时, 关系代词也可省略。

Is that all you want to say?

The first thing you should do before starting the new air - conditioner is to read the directions carefully.

3. 修饰 distance, direction, way, time, moment 等词的定语从句的关联词或“介词+关联词”结构常被省略。

I didn't like the way he looked at me.

The amount of work is determined by the applied force and the distance the body is moved.

V. 状语从句中的省略:

1. 时间状语从句 中

When in Rome ,do as the Romans do. But once (they are)in water, light waves travel in a straight line.

2. 地点状语从句

Make a mark where (it is)necessary.

Through long petroleum pipeline crude oil can be transmitted from the oil field to where (it is) needed.

3. 条件状语从句

There are very few misspelling in his composition, if any.

A body at rest will remain at rest , unless acted upon by an external force.

The machines will operate properly provided lubricated often.

在让步状语从句中: It' s not cold, though snowing.

Common salt ,though dissolved in water, does not change its chemical properties.

5. 行为方式与比较状语从句中: Radio waves travel as fast as light (travels).She is as kind as(she is)honest.More haste,worse speed.

VI. 动词不定式的省略:

1. 当两个或多个不定式(短语)在同一句中使用时, 后一个或后几个不定式符号 to 可以省略: Up to the early part of this century, a woman' s main role was to find a husband,(to) produce children and (to) take care of them,(to)cook and clean the house.

2 不定式中的动词原形及其后随部分, 如已在上一句中提及, 可以省略

You can study any subject you want to (study).I don' t dance much now, but I used to (dance) a lot.

3.在 make,let,see,watch,hear,have (使)等动词后, 不定式作宾语补足语时不带 to

Electricity makes machines run.

注: 在所有系动词中只有 be 能用 that 引起的从句作补语:

The chances are that he will fail.Not that she loves Bob,but that she loves society.(=It is not that... but it is that...).

seem or appear 可用来代替 be,但只能在主语为 it 时这样用: It seemed that she was right.

VII. 为避免重复而作的省略

1.复合句中的省略-主语省略:

I arrived here today, and (I) must stay here one or two weeks.He came up, (he) sat down, and (he) stared at me.The upper (shelf) and the lower shelf are full of books.

-助动词省略: Ted will be leaving this morning, and Liz (will be) coming this morning.

I have got up, and my wife (has) prepared our breakfast. (正确, 有两个不同的主语。)

I have got up and I (have) taken breakfast. (错句, 有两个相同的主语。)

I have got up and (I have) taken breakfast. (正确, 主语和助动词一起省略。)

-主要动词省略: The loser is sad, but the winner (is) happy.

He studies math, but his brother (studies) dancing.

Character lives in a man, and reputation (lives) outside of him.

Some die of hunger, others (die) of eating too much.

You must work, but needn' t (work) on Sunday. (有助动词)

“Has the show started?” “It may have (started).”

She can (dance), but you won' t dance. =She can dance, but you won' t (dance).

-主语和系动词省略: He will come, and (he will) play at cards with me.

Tom is giving up smoking, and (Tom is) taking exercise every morning.

-系动词和主要动词省略: I will give Mary a doll, and aunt (will give) Jane a book.

I have ordered my men to wait for action, and Jimmy Lee (has ordered) his to blow up the bridge.

-主要动词和宾语省略: He teaches me Thai and she (teaches me) Malay.

I asked Rex to go, but she (asked Rex) to stay.

You like this blue dress? My wife (likes this blue dress) too.

注: 单独的宾语不能省略 I treat Jan well, but he treats (Jan) better.

“Do you drink coffee?” “Yes, I like (coffee), madam.” (错句, 应当说 yes, I do 或 yes, I like it.)

-补语省略: Money is not the end of life, character is (the end of life).

-主语和及物动词省略: He has no ambition, therefore (he has) no worry.

“What did he say?” “(He said) Nothing.”

I told him to relax and (I told) her to take care of him.

-主语和系动词省略: “Whose car is that.” “(That is) Mine.”

“Where is your girlfriend?” “(My girlfriend is) In Japan.”

-动词和宾语省略 (仅仅主语和宾语之间的形容词保留):

He likes green cars, she likes yellow cars, I like black cars.

-主语, 系动词和主要动词省略: I will tell Dick to wait and I will tell Dawn to come immediately.

-系动词, 主要动词和宾语省略: Tom will clean the house today, and Lucille (will clean the house) tomorrow.

-介词的宾语省略: Policeman watched out for hiding criminals before (the building) and behind the building.

Henry goes to (Hong Kong) and from Hong Kong on business each month.

-连词省略 (但最好保留): I know it because your sister told me and because mom said it a long time ago.

I will marry her if she really loves me and if her parents don't object.

b. 复合句中的省略:

主要是带有状语从句的句子中有些词省略, 在名词从句及定语从句中很少有词省略:

-在状语从句中, 主语和系动词不能省略, 但其他部分可以:

I can beat him at chess, if you can (beat him at chess). If you can (beat him at chess), I can beat him at chess.

I can (beat him at chess), if you beat him at chess at chess. John looked after the baby, because his wife couldn't (looked after the baby)

-状语从句中助动词后的动词可以省略:

She could see Tom, though Tom couldn't (see) her. I can clean the floor, if you will (clean) the furniture.

-Be, is, was 等后面的补语可以省略:

William must be a good man, since his father is (a good man). She was happy because her husband was (happy). He loves his baby, although he has never seen (his baby). (错句。和补语不同, 宾语不能省略, 但可以用 Him 代替。)

-由 that 和 as 引起的从句中有许多省略的办法:

Liz spoke Chinese better before than (she speaks it) now. (除副词 how 外整个从句都省略) Liz

speaks English better than her friends (speak it). (谓语省略) Liz speaks English better than (she

speaks) Chinese. (主语和及物动词省略) Liz speaks English better than (she) writes it. (主语

省略) Liz is more shy than (she is) unfriendly. (主语和 be 省略) Liz looks younger than she is

(young), and feels younger than she looks. (补语省略) Liz considers him more a friend than (she

considers him) a lover. (主语、宾补动词和代词省略)

Liz speaks English better than you think (that she speaks it). (that 引起的从句省略) Liz speaks English better than I (speak) Chinese. (及物动词省略)

-if 引起的从句中有些部分可以省略:

I have very few friends, if any (=if I have any friends).I seldom, if ever, smoke. (=I seldom smoke if I ever smoke.)I wish to travel over the world if I can (travel over the world if I can).Pay him next week, if not (=if you don' t pay him) this week.This child is lovely, if (he is) a bit talkative.I' ve cheated you? If so (= if I' ve cheated you), you can kill me; if not (= if I haven' t cheated you), what should I do?

省略的词必须和保留的词非常相似,这条规律却对动词不太适用,不过最好避免省略另一主要动词。在“He hasn' t written the letter, but he will(write) a short note”.中,保留的动词 written 和省略的动词 write 形式并不相同。在动词的 6 个基本形式(如 go, goes, went, gone, going, to go)之间,有时会发生省略的现象:

My wife smokes but I don' t (smoke).She has got married four times and will (get married) once or twice more.I have made mistakes, but won' t (made them) any more.He should have arrived yesterday, if his wife would (arrive) today to meet him at the hotel. “I am giving up drinking.” “You have (given up drinking) for three years, my dear friend! ”

-在的几种形式(即 is, am ,are ,was, were, be, been, being, to be)之间有时出现省略现象:

I am studying physics, and my brother (is studying) chemistry.Ten years ago you were twelve and she (was) nine.If he has been a thief, will he (be a thief) again?Although he is being friendly, he has never (been friendly) to anyone.

-不定式可以保留 to 而将其他部分省略:

“Do you want to see her?” “No, I do not want to(see her).” If she asks him to jump downstairs, I think he will try to (jump downstairs).I can help him if I wish to (help him). (第二个 help 为不定式,而第一个 help 为谓语动词。)I saw him playing with a gun, and I told him not to (play with a gun). (playing 为分词)

-在主动语态和被动语态之间不能作任何省略:

You will be loved if only you love others.Bill said something at the meeting because something must be said.

He wants to buy some food, but nothing can be bought here.

-在 who, how, why 等后面的词有时省略:

Somebody is calling. I wonder who (is calling.)He lost his wallet, but he didn' t know how (he lost it).

He had a stomachache for six years. Even doctors couldn' t explain why (he had it).Columbus discovered America. Do you remember when?They did meet each other yesterday. But I can' t tell where and how.

VIII. 语法上允许的省略

有些词可以省略,因为语法允许这样的省略。举少数例子即可说明问题。详细情况可参阅有关各节。省略的词放在括号中:

He got up at six (o' clock).He studied mathematics at twelve (years of age).She was born in (the year) nineteen fifty-two.It measures four (feet) by five (feet).This dictionary costs seven (dollars) thirty (cents).

He got six months (of imprisonment).I met him at the jeweller' s (shop), my lawyer' s (shop), Mr.Wang' s (house), ST.Jame' s(palace), ST.Paul' s (Cathedral).I walked (for) ten miles. He came

(on) the following day. Accidents happen (at) every minute. He arrived (in) the previous week. Seven (persons) were killed. Many (persons) were wounded. The blind (people) cannot see and the dumb (people) cannot speak. Throw (the) paper cup into (the) basket after its use. Please don't ride (a) bicycle in (the) park. (通告) When (he was) a youth, he traveled in the East. (两个分句的主语一致) While (they were) sleeping, our troops were surprised.

Though (he is) a poor man, Yang never says die. Once (she was) married, she forgot all her friends. The city, however (it is) defended, will be lost. The news is important, if (it is) true. It is more easily understood than (it is) described. He would be robbed unless (he is) on his guard. The child cried terribly as if (he were) seriously hurt. This lady is always complaining whether (she is) offended or not.

★ Show me your letter when (it is) finished. (两个分句主语不一致, 但可以听到这类句子。)

The background is important when (you are) taking pictures. He did not pay me as (it was) promised.

As (it was) planned, they meet in a dark corner of the park. The rain (being) over, we went on our way.

The enemy (having been) defeated, we went home. (Being) Mad with anger, he struck her. I do not know the man (whom) you spoke to. Did you receive the letter (which) he wrote to you? This is the way (how) we learn a foreign language. This is the reason (why) he blames us. Take as much as (what) is required, but not more than (what) is needed. "What did you see in Honolulu?" "See (=What did I see in Honolulu)? A lot of things."

"How much do you pay for food?" "How much (=How much do I pay for food)? 150 dollars."

IX..习惯用法上允许的省略

有些词在语法上是需要的, 但习惯上可以省略, 特别是在口语中。省略最多的是由代词表示的主语(如)及助动词。省略的词在括号中列出:

1. 在问句中, do, be 及 have 可以省略, 甚至由代词表示的主语也一起省略, 如果意思清楚的话:

(Do) You remember what I said? (Do you) Like it? What (did) he tell you? Why (does she) not buy one?

Why (do you) hurry so?

-在问句中 be 常常省略, 有时连主语一起省略:

(Are) You here? (Is) That all? (Are you, Is he, Are they, etc.) Feeling unwell? (Are you, etc.) Hungry?

-在问句中, have 有时省略:

(Have they) Gone to the concert? (Has she) Seen my portrait?

-由 what, how 或 why 开始的某些问句中有些词可以省略:

What happened next? What will happen if he refuses? What (matters) though she has discovered my secret?

What about your project? How about your project? But what to do? What to say? Why not? Why so?

2. 在陈述句及感叹句中, 由代词表示的主语, 如果不难看出, 可以省略, 甚至连同助动词一道省略:

-主要动词前的主语省略:

(I) Like Chinese food. (We) Hope everything is OK. (We) Thought you got lost. (It) Looks easy. (It) Serves him right. (It) Sounds good.

-否定助动词前的主语省略:

He Doesn't love his parents. We Can't say anything. They Haven't done anything good. She Won't marry him.

-肯定助动词前的主语有时也可以省略:

He Must see the doctor. She Can marry another. Everyone May smoke here.

-及虽然是助动词,并不能像及那样用,但可以连同主语一起省略:

He is seeing the doctor. I am Glad to meet you. She has given up smoking. They will Be here next week.

How careless (you are, etc)! What a fool(you are, etc)!

3.It is 经常省略:

(It is)Impossible. (It is)Wonderful.(It is)Welldone.Better to leave that alone. Very kind of you to see me.

Ideological and political teaching.

Translating the following sentences

1. Those who kick the ladder will certainly come to no good end.
2. Move forward,or you'll fall behind.
3. In the natural sciences we are rather backward, and here we should make a special effort to learn from foreign countries, and we must learn critically, not blindly.