

# 新时期高中英语语法知识中被动语态教学可行性初探

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摘要:新时期的高中英语教育教学,教师抓的面很广,其中语法知识板块方面,虽然是学生易学易懂的一环节,教师理应顺水推舟,不容轻视对每一个知识点各个击破,善于总结,注意积累。本文就以教学中一个点——被动语态语法知识,与教学前沿的同行教学策略、知识点滴全方位多领域的探讨。

关键词:高中英语;被动语态教学;可行性

## 一、正确认识高中英语语法知识中的被动语态

认识英语语法知识中的被动语态,还要从动词的语态说起,它是动词的一种形式,表示主语和谓语之间语法或语义的关系,英语的语态有两种:主动语态和被动语态。主动语态用于主动句,表示主语是动作的执行者。被动语态用于被动句,表示主语是动作的承受者。主动语态的构成方式与动词时态相同,而被动语态由助动词 be+过去分词 构成,有人称、数、时态的变化。

一是被动语态构成形式的要素。被动语态的基本时态变化,被动语态通常为十种时态的被动形式,被动语态由 be + 过去分词构成, be 随时态的变化而变化。以 do 为例,各种时态的被动语态形式为:

(1) am/is/are + done (过去分词) 一般现在时

例 Visitors are requested not to touch the exhibits.

(2) has /have been done 现在完成时

例 All the preparations for the task have been completed, and we're ready to start.

(3) am/is /are being done 现在进行时

例 A new cinema is being built here.

(4) was/were done 一般过去时

例 I was given ten minutes to decide whether I should reject the offer.

(5) had been done 过去完成时

例 By the end of last year, another new gymnasium had been completed in Beijing.

(6) was/were being done 过去进行时

例 A meeting was being held when I was there.

(7) shall/will be done 一般将来时

例 Hundreds of jobs will be lost if the factory closes.

二是被动语态的特殊结构形式有:

(1) 带情态动词的被动结构。其形式为: 情态动词 + be + 过去分词。

例 The baby should be taken good care of by the baby-sitter.

(2) 有些动词可以有两个宾语,在用于被动结构时,可以把主动结构中的一个宾语变为主语,另一宾语仍然保留在谓语后面。通常变为主语的是间接宾语。

例 His mother gave him a present for his birthday. 可改为 He was given a present by his mother for his birthday.

(3) 当“动词+宾语+宾语补足语”结构变为被动语态时,将宾语变为被动结构中的主语,其余不动。

例 Someone caught the boy smoking a cigarette. 可改为 The boy was caught smoking a cigarette.

(4) 在使役动词 have, make, get 以及感官动词 see, watch, notice, hear, feel, observe 等后面不定式作宾语补足语时,在主动结构中不定式 to 要省略,但变为被动结构时,要加 to。

例 Someone saw a stranger walk into the building. 可改为 A stranger was seen to walk into the building.

(5) 有些相当于及物动词的动词词组,如“动词+介词”,“动词+副词”等,也可以用于被动结构,但要把它们看作一个整体,不能分开。其中的介词或副词也不能省略。

例 The meeting is to be put off till Friday.

三是 非谓语动词的被动语态:

v.+ing 形式及不定式 to do 也有被动语态(一般时态和完成时态)。

例 I don't like being laughed at in the public.

## 二、教学中教会学生如何使用被动语态

学习被动语态时,不仅要知道被动语态的各种语法结构,还要知道在哪些情况中使用被动语态。

1. 讲话者不知道动作的执行者或不必要说出动作的执行者(这时可省 by 短语)。

例 My bike was stolen last night.

2. 借助被动的动作突出动作的执行者。

例 I was given ten minutes to decide whether I should accept the offer.

3. 为了更好地安排句子。

例 The well-known person got on the bus and was immediately recognized by people. (一个主语就够了)

## 三、教会学生学习方法,记住不用被动语态的情况

1) 不及物动词或不及物动词短语,如 appear, die disappear, end(vi. 结束), fail, happen, last, lie, remain, sit, spread, stand, break out, come true, fall asleep, keep silence, lose heart, take place 等没有无被动语态。例如:

After the fire, very little remained of my house. 大火过后,我家烧得所剩无几。

2) 不能用于被动语态的及物动词或动词短语,如 fit, have, hold, marry, own, wish, cost, notice, watch agree with, arrive at / in, shake hands with, succeed in, suffer from, happen to, take part in, walk into, belong to 等。例如:

This key just fits the lock. 这把钥匙只配这把锁。

Your story agrees with what had already been heard. 你说的与我们听说的一致。

3) 系动词无被动语态,如 appear, be become, fall, feel, get, grow, keep, look, remain, seem, smell, sound, stay, taste, turn 等。例如: It sounds good. 听上去不错。

对于中国学生来说,学点语法是必要的,学好语法是为了更好地提高阅读水平,更准确地理解英语文章。在教学过程中采用以上的教学要点,在学生“弄清基本结构、熟悉各种时态、掌握扩展结构、注意特殊形式”之后,教师应当通过听、说、读、写各种手段,对学生进行大量的有针对性的练习,特别是要指导学生进行大量的课外阅读来灵活运用被动语态。

综上所述,教师教学要遵循英语教学规律,寓思想教育于语言教学之中,用科学的教法让学生学会高中被动语态语法知识,理顺学习外语的要领,树立正确的学习态度,英语语法知识的学习比我们汉语还要简单只有这样,才能真正教好语法和学好语法。

