# 摘要

为弥补传统英语教学语法在理论体系建构和理论解释方面存在的不足，本文尝试从语言类型学视角，以述谓这一句法功能为主线，重新梳理和界定相关工具性概念，对英语述谓结构的句法配置进行系统性描写、分析和解释，用理论语法研究成果解释英语教学语法，建构系统性和整体性较强的英语教学语法理论解释体系。

语言的核心功能是述谓。一个完整的述谓结构由指称语和述谓语构成。一个句子包含至少一个述谓结构。如何在英语单位句子中标记一个或多个述谓结构是个句法问题。

本文将英语述谓结构的直接构成单位，即短语，进行七分，在此基础上推定英语简单句的句法标记方式为只标记主要述谓成分，指称成分和辅助述谓成分为无标记形式，该句法标记方式就英语语言自身而言是最经济的。

在分析英语主要述谓和辅助述谓的句法组合关系时，本文得出：

1）英语句法结构的标记项全部居于结构首位，符合 VO 型语言核心居首（结构右分支）的共性倾向。

2）排除并列项的情况下，英语单位句子中存在 0-9 个辅助述谓成分的句法槽位。

同时，本文发现句法结构的述谓性对英语句法配置具有较强解释力，具体表现在：

1）人类语言中述谓性短语倾向多于指称性短语：英语仅负责述谓的短语有 4 类，仅负责指称的短语有 1 类，既可述谓也可指称的短语有 2 类。

2）跨语言 N-V 结构是最典型的述谓结构，居于 V 槽位的句法结构倾向具有述谓性：英语指称性结构居于 V 槽位时，也会获得述谓性。

3）冗余述谓缺省原则：在充当述谓性成分的结构中，如果存在可以或倾向删除的具有述谓性的成分，那么，这个可以或倾向删除的述谓性成分是冗余述谓项，其所在结构中必定含有其他能够赋予该结构述谓性的成分。本文重点讨论了英语中介词和 *being* 的省略现象。

论证过程中，本文重新界定的传统英语教学语法的相关工具性概念有：短语、分句、小品词（归入“副词”类别）、补语、双宾结构（归入“宾补结构”）、独立主

格结构（界定为“独立宾格结构”）。

文末从短语类别、句法标记方式、句法组合与聚合关系三方面，论证了英语句法配置具有理据性。

本文旨在桥接理论语法与英语教学语法，充分发挥理论对应用的解释和指导作用，可为英语句法研究和句法教学提供参考，为跨语言视角的单语句法研究提供参考。

**关键词：**理论语法；教学语法；英语句法配置；句法述谓性；述谓结构；句法标记方式；理论解释体系；类型学视角

# Abstract

In an attempt to rebuild the English pedagogic grammar system and its corresponding simplified theoretical explanation system, this dissertation, from a typological perspective, with syntactic predicativeness being the key thread, some instrumental categories redefined, and theoretical linguistic theories applied, conducts a systematic description, analysis, and explanation of the English syntactic configuration, so as to construct a systematic and holistic English syntactic explanation system.

The core function of a language is for people to predicate about the world, and a full predication consists of two parts: a referential part and a predicative part, namely, a subject-predicate construction. A complete sentence has to contain at least one set of such subject-predicate construction. How one or more than one set of subject-predicate construction gets accommodated within an individual English sentence is a syntactic issue.

This dissertation puts the immediate constituents of English subject-predicate constructions, namely English phrases, into seven types, based on which, this dissertation finds out the syntactic marking pattern of a simple English sentence: syntactically, English marks only the primary predicate with a tensed verb, leaving the referential constituent and the secondary predicate unmarked (the way they originally are). This dissertation also finds that this syntactic marking pattern is the most economical for English.

When analyzing the syntactic configuration of English primary predicate and secondary predicate, this dissertation makes the two findings below.

1) As a head-initial (VO) language, the syntactic heads of English syntactic constructions are consistently marked initially.

2) The number of syntactic positions for secondary predicates in an English sentence ranges from zero to nine (not counting coordinating ones).

Meanwhile, structural predicativeness can well serve to explain English syntactic configuration, such as the following three findings:

1) Cross-linguistically, predicative phrases tend to outnumber referential ones: there are four types of English phrases that are solely predicative, one type solely referential, and two types both predicative and referential.

2) Cross-linguistically, the N-V structure is the most typical subject-predicate construction, and any construction that is put in the V slot tends to become predicative: even English referential constructions serve to predicate when put in the V slot.

3) This dissertation proposes The Principle of Omitting Redundant Predicate: In constructions that function predicatively, if there exists some predicative constituent that can or tend to be omitted, this constituent must be a redundant predicate, and there must be some other constituent that marks the construction's predicativeness. This principle serves to explain the omission of prepositions and *being*s in English.

As for instrumental terms, this dissertation redefines the following ones: phrase, clause, particle (redefined as adverb), complement, Double Object Construction (redefined as Object-Complement construction), Absolute Nominative Construction (redefined as Absolute Accusative Construction).

Finally, this dissertation, from a typological perspective, generalizes that there exists certain syntactic configuration pattern that makes sense in almost every language so that languages can be learnt and used, and English is no exception.

All in all, this dissertation aims to bridge theoretical grammar and English pedagogic grammar in order for theory to better play its role in explaining and guiding practice. Hopefully, this dissertation may serve as a reference for English grammarians, teachers, learners, and all grammarians who aim to study a single language from a cross-linguistic perspective.

**Keywords:** theoretical grammar; pedagogic grammar; English syntactic configuration; syntactic predicativeness; subject-predicate construction; syntactic marking pattern; theoretical explanation system; typological perspective