

英语歧义 结构

张克礼 编著

English
Ambiguous
Structure

南开大学出版社

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[津]新登字 011 号

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南开大学出版社出版
(天津八里台南开大学校内)
邮编300071 电话349318
新华书店天津发行所发行
天津宝坻第四印刷厂印刷

1993年8月第1版	1993年8月第1次印刷
开本:850×1168 1/32	印张:10.625
字数:288千	印数:1—2000
ISBN7-310-00585-6/H·50	定价:6.30元

前 言

《英语歧义结构》是我国第一部专门论述英语歧义的工具书，它系统全面地论述了英语的歧义现象。全书共分总论、词汇歧义和结构歧义三章。

歧义就是有多种理解，或说有多种意义。歧义结构就是有多种理解或有多种意义的结构。不懂歧义或歧义结构，就不知道如何确定这种结构的正确意义，更不知道怎样才能避免歧义，因而往往导致理解错误或表达错误。对歧义，词典和一般语法书多不论述。虽然有的理论性较强的原文语法书和语言学专著对此有所涉及，但也未进行专门、系统地论述。为了满足读者对解决歧义问题的需要，笔者在搜集大量零散资料的基础上加工整理、提高完善，编写了《英语歧义结构》。有些读者也许对歧义这个术语感到陌生，但一接触到本书的实例，就会感到歧义并不难理解。本书对每个歧义结构不但有中英文两种（或两种以上）释义，而且还分析了歧义产生的原因。它不但对大中学英语教学有较大的参考价值，而且对其他英语工作者和自学者也有较大的功用。既可作高校英语语法教材，又可作自学语法工具书。

本书初稿曾在南开大学和天津师范大学作为英语语法或语法学补充教材试用过。同学们对歧义很感兴趣，学后感到豁然开朗，都说不但了解了歧义结构的多种意义，而且学会了分析语言现象、解决语法难题的理论和方法。

由于原文资料和笔者水平有限，不妥之处请读者和同行批评指正。

编 者

1992年4月

缩略词和符号

AmE	美国英语
BrE	英国英语
*	不能接受
?	讲本族语的人不能肯定其可接受性
()	可有可无;省略
{ }	自由选择
< >	中心单位;被修饰成分
/	在例子中的选择
=	在语义上相等
≠	意义上不相等
A	状语
C	补语
H	中心词
M	修饰语
O	宾语
O _d	直接宾语
O _i	间接宾语
P	谓语
p	介词
[P]	短语
S	主语
cj	连词

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一、总 论

(一)歧义和歧义结构

歧义(Ambiguity)就是有多种理解,或说有多种意义;歧义结构就是有多种理解或说有多种意义的结构。

歧义有多种说法:词汇歧义(Lexical Ambiguity)、语义歧义(Semantic Ambiguity)、非词汇歧义(Non-Lexical Ambiguity)、结构歧义(Structural/Constructional Ambiguity)、语法歧义(Grammatical Ambiguity)、句法歧义(Syntactic Ambiguity)、范围歧义(Scope Ambiguity)、派生歧义(Derivational Ambiguity)、话语歧义(Ambiguity in Speech)等,但归纳起来只有三种——词汇歧义、结构歧义和话语歧义。因为词汇歧义和语义歧义都是指含歧义词的结构产生的歧义,这里统称词汇歧义;非词汇歧义、结构歧义、语法歧义和句法歧义都是指不含歧义词的结构产生的歧义,这里统称结构歧义。范围歧义是指含 not 的否定谓语的否定范围的不同而产生的歧义,派生歧义是指对含派生词的结构的关系可有不同理解而产生的歧义,因此它们也都是结构歧义。除含双重词类词的结构外,凡不含歧义词的结构有歧义均为结构歧义,说的话听起来有歧义但其文字形式读起来无歧义为话语歧义。这样看来,歧义结构只包括词汇歧义和结构歧义这两种。词汇歧义是歧义结构的重要内容,但由于这种歧义是由歧义词产生的,因此本书对其只作了典型归纳,因为歧义词(同音同形异义词和多义词两种)一般词典都有收录;结构歧义是歧义结构的主要内容,本书不但对其进行了全面、系统的归纳,而且在详细阐明其歧义表现的同时,都分析

了歧义产生的原因,有的还指出了如何避免歧义;由于话语歧义不属于歧义结构,因此本书只在总论中作为一节对其加以概述。

(二)歧义词和词汇歧义

歧义词——有两个或两个以上的解释,且这些解释彼此意义不同的词为歧义词。如 trunk 既可释义为 elephant's proboscis(象鼻)又可释义为 chest(箱子),但 elephant's proboscis 和 chest 彼此意义不同,那么 trunk 便是歧义词。再如 coach 既可释义为 trainer(教练员)又可释义为 charabanc(大型旅游车),但 trainer 和 charabanc 不能彼此相互释义,那么 coach 便是歧义词。其他如:

bust: sculpture of a person's head, shoulder and chest(半身雕像);或 broken(破碎)

plane: aeroplane(飞机);或 flat surface(平面)

crop: harvest(收成);或 handle of a riding whip(马鞭[柄])

pen: handwriting instrument using ink(钢笔);或 enclosure(围栏)

歧义词有两种:同音同形异义词(homonym)和多义词(polysemant)——词典对前者的不同释义纳入不同的词条,对后者的不同释义纳入同一词条。

1)同音同形异义词指两个(或两个以上)读音和词形相同但意义不同的词。这些不同的词义相距甚远,在任何方面都无联系,它们具有相同的读音和词形纯属偶然巧合。如 mug(杯子)和 mug(易受骗的人)音、形都相同,但意义不相同,而且毫无联系。再如下面几个也是同音同形异义词:

duck(鸭子)和 duck(粗麻布)

bark(狗叫)和 bark(树皮)

cricket(蟋蟀)和 cricket(板球)

steer(驾驶)和 steer(公牛)

punch(用拳猛击)和 punch(混合甜香料)

2)多义词指具有多种意义、且这些意义有密切关系的词。如 mouth 既可释义为“河口”又可释义为“嘴;口”,这一词不但具有两种含义,而且都以“长窄通道的终点出口”的概念联系起来。再如下面几个词也是多义词:

chimney: 烟囱;仅容一个人攀登的岩石裂缝

cup: 杯子;(酒)杯;(茶)杯

guard: 哨兵;防护装置

drive: 钉(钉子);开(车)

含歧义词的结构不一定有歧义。词典收录的词很多是歧义词,但所给短语和例句很少有歧义。如 rock(释义为“岩石”或“摇摆舞”),hard(释义为“硬的”或“难的”)和 file(释义为“案卷”或“锉刀”)都是歧义词,但在下列各句中均无歧义:

The ship hit a rock and sank. (SC, p. 125) 船撞到岩石上,沉下去了。

I will buy an electric guitar and become a rockstar. (ib.) 我将买一把电吉他,成为一名摇摆舞明星。

This wood is hard. (ib.) 这木头很硬。

Playing the violin is hard. (ib.) 拉小提琴很难。

We will open a file for our overseas contracts. (ib.) 我们将打开海外合同案卷。

I sharpened the scissors with a file. (ib.) 我用锉刀磨快了剪子。

有的含歧义词的结构有歧义,有的含歧义词的结构无歧义。含歧义词的结构有歧义,称为词汇歧义,即由某结构中的歧义词而产生的歧义为词汇歧义。

词汇歧义的表现形式有三种(除按词类划分外):

1) 某结构只含一个歧义词,且其不同释义仍属同一词类。如 *Melanie is rather weak* 中的 *weak* 是个歧义词,在这里既可释义为“衰弱的”(lacking in strength or force)又可释义为“懦弱的”(not strong in character),但二者所属词类不变,都是形容词。该句释义为“梅兰妮相当衰弱”或“梅兰妮相当懦弱。”再如 *At last Algernon has arrived* 中的 *arrive* 为歧义词,在这里既可释义为“到达”(reach a place)又可释义为“成功;出名”(gain success or fame in the world),二者都属动词。该句释义为“阿尔杰农终于到了”或“阿尔杰农终于成功(出名)了”。

2) 某结构含两个歧义词,这两个歧义词为不同词类,但每个歧义词的不同释义仍为同一词类。如 *They passed the port at midnight* 中的 *pass* 和 *port* 都是歧义词。*pass* 既可释义为“通过”(come to and go beyond)又可释义为“使移动”(cause to move from a place to another),二者均为动词;*port* 既可释义为“海港”(seaport)又可释义为“葡萄牙产浓甜葡萄酒”(port wine),二者均为名词。该句释义为“他们半夜通过这海港”或“他们半夜搬运这葡萄酒”。再如 *The captain corrected the list* 中的 *correct* 和 *list* 都是歧义词。*correct* 既可释义为“改正”(put right)又可释义为“矫正”(adjust, bring to standard),均为动词;*list* 既可释义为“存货清单”(inventory)又可释义为“倾斜”(tilt),二者均为名词。该句释义为“船长改正了存货清单”或“船长矫正了船的倾斜”。

3) 某结构只含一个歧义词,但其不同释义属不同词类。如 *We saw her watch by the bed* 中的 *watch* 为歧义词,在这里既可释义为“手表”(a small timepiece worn on the wrist)又可释义为“守夜”(keep or stay awake at night)。释义为“手表”时 *watch* 为名词,作 *saw* 的宾语;释义为“守夜”时, *watch* 为动词(不定式),作宾语补语。该句既可释义为“我们在床旁看到了她的手表”,又可释义为“我们看见她在床旁守夜”。再如 *The master looked hard* 中的 *hard*

是个歧义词,在这里既可释义为“严厉的”(unkind),又可释义为“用力地”(with great effort)。释义为“严厉的”时,hard 为形容词,在 looked(连系动词)后面作主语补语;释义为“用力地”时,hard 为副词,作 looked(实义动词)的状语。该句释义为“主人看起来很严厉”或“主人盯着看”。由于这种歧义词的不同释义表现为不同的词类或充当不同的句子成分,所以含双重词类词的结构产生的歧义也可视为结构歧义。

根据歧义词的词类特点,本书将词汇歧义分为十二种。其中同种词类词十一种:名词、形容词、副词、情态助动词、半助动词、实义动词、冠词、代词、数词、介词(短语)、连词;双重词类词一种。同种词类词指在某结构中的歧义词有两种或两种以上的释义,但它们属于同种词类。双重词类词指在某结构中的歧义词有两种释义,这两种不同的释义属于两种不同的词类。情态助动词、半助动词和实义动词虽然都属动词词类,但因各具特色,故将它们分成三部分处理。在基本助动词和感叹词这两种词类中,由于没有或几乎没有歧义词,所以本书未曾提及。

(三)结构歧义的种类和特点

英语中有的不含歧义词的结构有歧义,有的不含歧义词的结构无歧义。不含歧义词的结构有歧义者为结构歧义,即某一结构由于其中各词之间的关系不同而产生的歧义为结构歧义。结构歧义不同于歧义结构。歧义结构是指有歧义的任何结构,既包括含词汇歧义的结构,也包括含结构歧义的结构。结构歧义很复杂,究竟有多少种,没有固定的说法。本书根据歧义产生的原因和特点试将它归纳为十九种。第一至第五种的各歧义部分的结构层次不同(按意群可切分成不同的语段);第六至第十二种的各歧义部分的结构层次相同,但结构关系不同;第十三至第十九种的各歧义部分的结构

层次和结构关系都相同,但潜在关系不同。

结构层次不同

1. 同一词可视为不同的词类,如: We saw the horse back 中的 back,既可作为名词作宾语,又可视为动词不定式作宾语补语,分别释义为“我们看到了马背”和“我们看见马向后退了”;

2. 同一词或短语等可视为不同的句子成分,如: I was hit by the girl with a brick 中的 with a brick 既可作为定语修饰 the girl,又可视为状语修饰 was hit,分别释义为“我被拿砖的女孩打了”和“我被女孩用砖打了”;

3. 位于句中的修饰语既可作为修饰其前的成分,又可视为修饰其后的成分,如: The story he was reading slowly put his daughter to sleep 中的 slowly 既可修饰 was reading,又可修饰 put,分别释义为“他慢慢朗读的故事使他女儿睡着了”和“他在朗读的故事慢慢使他女儿睡着了”;

4. 同一动词形式可视为不同搭配关系或不同种类的动词,如: I found the boy smoking a cigar 中的 found 既可作为单(宾语)及物动词,又可视为复合(宾语)及物动词,分别释义为“我找到了正在抽雪茄的男孩”、“我在抽雪茄时发现了这个男孩”和“我发现这个男孩在抽雪茄”;

5. 形容词各修饰语或名词属格可视为不同层次的修饰关系,如: a luxurious furniture shop 中的 luxurious 既可修饰 furniture 又可修饰 furniture shop,分别释义为“出售豪华家具的商店”和“豪华的家具商店”;

结构关系不同

6. 修饰语与并列(名词、形容词、动词等)中心词既可作为就近修饰又可视为并列修饰,如: The old men and women left 中的 old 既可作为修饰 men 又可视为修饰 men and women,分别释义为“老头儿们和女人们走了(青年男子留下了)”和“老年男女都走了”

(青年男女留下了)”;在冠词和数词等限定词后的并列名词既可视
为整体被限定,又可视作分开被限定,如:seven teachers and stu-
dents 中的 teachers and students 既可视作整体概念、释义为“七名
师生(共七人)”,又可视作分开概念、释义为“七名教师和七名学生
(共十四人)”;

7. 由 and 连接的并列前后置定语、并列's 属格、并列物主代
词、并列宾语补语与名词中心词既可视作结合修饰(或限定)又可
视为分开修饰(或限定),如:black and white cloth 中的 black and
white 既可视作结合意义、释义为“黑白相间的杂色布(一种)”,又
可视作分开意义、释义为“黑布和白布(两种)”;

8. 修饰语与非并列(名词、动词等)中心词既可视作就近修饰
又可视作分隔修饰,如:John watched her working for a long time
中的 for a long time 既可修饰 working、释义为“约翰观察到她工作
了很长时间”又可修饰 watched、释义为“约翰很长时间在观察她
工作”;

9. 由 and 连接的并列主语、并列谓语、并列状语以及复数主语
和复数宾语既可视作结合意义又可视作分开意义,如:John and
Mary have gone to Paris 中的 John and Mary 既可视作结合意义又
可视作分开意义,分别释义为“约翰和玛丽一起去巴黎了”和“约翰
和玛丽分头去巴黎了”;

10. 修饰语与被修饰语可视作不同的搭配或修饰关系,如:He
is most diligent 中的 most diligent 既可视作相对最高级又可视作
绝对最高级,分别释义为“他最刻苦”和“他很刻苦”;

11. 含 not 的否定谓语可视作不同的否定范围,如:All the
guests didn't eat the syllabub 中的 not 既可视作主语的部分否定,
又可视作主语的全部否定,分别释义为“并非所有的客人都喝这甜
饮料”和“没有客人喝这甜饮料”;

12. 同一结构中的各词语可视作不同的逻辑关系,如:Mary's

murder amazed me 中的 Mary's 既可视作 murder 的逻辑主语又可视为 murder 的逻辑宾语,分别释义为“玛丽杀人使我吃惊”和“玛丽被杀使我吃惊”;

潜在关系不同

13. 同一限定动词形式可视为不同的时态或不同的语气,如: They put the children to bed 中的 put 既可视作一般现在时又可视为一般过去时,分别释义为“他们(每天)照料孩子们上床睡觉”和“他们曾经照料孩子们上床睡觉”;

14. 含 not 的否定谓语句可视为不同的否定意义,如: John is not as old as Mary 中的 not as...as 既可表示“不如”的含义又可表示“不一样”的含义,分别释义为“约翰不如玛丽(年岁)大”和“约翰和玛丽(年岁)不一样大”;

15. 同一句法结构表现为不同的语义功能,如: This room is three times larger than that one 中的 three times larger 不同的英美人士对此有不同的理解,有人把它释义为“这间屋子的面积是这间屋子面积的四倍”,有人把它释义为“这间屋子的面积是这间屋子面积的三倍”;

16. 同一结构的本义与转义或字面意义与引伸意义不同,如: a beautiful painter 中的 beautiful 既可视作本义形容词又可视为转义形容词,分别释义为“长得漂亮的画家”和“画儿画得漂亮的画家”;

17. 省略,如: I know a taller man than Doug 中的 than-分句既可视作省略了限定动词 does,又可视作省略了限定动词 is,分别释义为“我认识的(一个)人比道尔认识的(一个)人个儿高”和“我认识一个比道尔个高的人”;

18. 替代,如: John told Peter that he could go 中的 he 既可指 John 又可指 Peter,分别释义为“约翰告诉彼得他(约翰)可以去”和“约翰告诉彼得他(彼得)可以去”;

19. 同一名词短语、介词短语或动词短语等,英国英语和美国

英语的意义不同,如:the first floor 英国英语释义为“二楼”,美国英语释义为“一楼”。

(四) 话语歧义的种类和特点

话语歧义指在谈话中由于语音有歧义而使听话人可以有多种理解。语音歧义是由同音异义词(homophone)和同音同形异义词(homonym)造成的,因为这两类词都发音相同、意义不同。

同音异义词指彼此有着相同的发音但意义、词源或拼法不同的词,即发音相同但意义、词源或拼法不同的两个或两个以上的词之一。如 knew(知道)和 new(新的)都发[nju:]音,它们互为同音异义词。再如:

bear(熊)和 bare(裸体的)都发[bɛə]音

all(都,全)和 awl(锥子)都发[ɔ:l]音

weak(弱的)和 week(周)都发[wi:k]音

to(向,往)和 too(也;太)和 two(二)都发[tu:]音

rite(仪式), write(写), right(正确的)和 wright(制作者)都发[raɪt]音

同音同形异义词指彼此有着相同的发音和拼法但意义和词源不同的词,即发音和拼法相同但意义和词源不同的两个或两个以上的词之一,如 pool(水潭)和 pool(一种弹子戏)都发[pu:l]音,它们互为同音同形异义词。再如:

fair(美的)和 fair(市场)都发[feə]音

seal(海豹)和 seal(印章)都发[si:l]音

bark(树皮)和 bark(狗叫)都发[bɑ:k]音

同形异义词(homograph)指彼此有着相同拼法但意义、词源或发音不同的词。如:名词 record[ˈrekɔ:d]和动词 record[riˈkɔ:d]拼法相同但发音不同,由于词类不同意义也不同。再如 minute

[ˈminɪt]和 minute[maɪˈnju:t]拼法相同但发音不同,意义也不同——前者为名词,作“分钟”解;后者为形容词,作“微小的”解。这种词由于发音不同,在话语中无歧义。在这里把它谈出来以便与上述两种词区别开来。

广义的 homonym 有三个含义:同音异义词;同形异义词;同音同形异义词。因此它包括狭义的 homophone 和 homograph。

从上述说明可以看出,含有同音异义词或同音同形异义词的结构形成的词汇歧义,本身也是话语歧义,因为对相同的发音可以有不同的理解。

话语歧义主要有以下三种:

1. 含有一对同音异义词或同音同形异义词的话语。例如:

[wi:kən meɪk jə voɪs greɪt laɪk rɒd stju:ts](ML, p. 63)

1) 我们能使你的声音象罗德·斯图尔特的声音一样动听。

(We can make your voice great like Rod Stewart's.)

2) 我们能使你的声音象罗德·斯图尔特的声音一样使人烦躁。

(We can make your voice grate like Rod Stewart's.)

这句话之所以听起来有这两种意思,是因为[greɪt]在这里既可作 great(adj 美妙的,动听的)解,又可作 grate(verb,使人烦躁)解。

2. 含有两对同音异义词或同音同形异义词的话语。例如:

[ʃi:ləɪks ðə sʌn ænd eə](AL, p. 202)

1) 她喜欢太阳和空气。(She likes the sun and air.)

2) 她喜欢儿子和继承人。(She likes the son and heir.)

这句话之所以听起来有这两种意思,是因为[sʌn]在这里既可作 sun(太阳)解,又可作 son(儿子)解;[eə]在这里既可作 air(空气)解,又可作 heir(继承人)解。

3. 含有三对(三对以上罕见)同音异义词或同音同形异义词的话语。例如:

[ðə sʌnz reɪz mi:t](GR, p. 133)

1) 太阳的光线相交了。(The sun's rays meet.)

2) 儿子们把肉举起来。(The sons raise meat.)

这句话之所以听起来有这两种意思,是因为[sʌnz]在这里既可作 sun's(太阳的)解,又可作 sons(儿子们)解;[reiz]既可作 rays(很多光线)解,又可作 raise(举起)解;[mi:t]既可作 meet(相交)解,又可作为 meat(肉)解。

二、词汇歧义

(一) 名 词

1.1 John was looking for the glasses. (SEM, p. 50)

这句可以有两种理解:

① 约翰在找眼镜。(John was looking for the spectacles.)

② 约翰在找杯子。(John was looking for the drinking glasses.)

这句之所以有这两种理解,是因为 glasses 在这里既可释义为“眼镜”(见①),又可释义为“杯子”(见②)。再如下面五句也都各有多种理解:

They are looking for the bank. (IL, p. 135)

① 他们在找银行。(They are looking for the place that deals with money.)

② 他们在找河堤。(They are looking for the river bank.)

John gave Bill his driver. (DC, p. 298)

① 约翰把他的高尔夫球棒给了彼尔。(John gave Bill his golf-club for driving.)

② 约翰把他的螺丝起子给了彼尔。(John gave Bill his screw-driver.)

How many functions does it have? (GTG, P. 28)

① 它有几用途?(How many uses does it have?)

② 它有几机能?(How many characteristic actions does it (an organ) have?)

③ 它有多少职责?(How many official tasks does it have?)

The bill is large. (SEM, p. 50)

①这鸟嘴很大。(The mouth of the bird is large.)

②这支票面值很大。(The written and printed order to a bank is large.)

③这张纸币很大。(The piece of paper money is large.)

④这广告很大。(The printed notice is large.)

He found a bat. (LS, p. 247)

①他发现了一个棒球球棒。(He found a baseball bat.)

②他发现了一个蝙蝠。(He found a flying rodent.)

1.2 The sheep grazed in this field. (EGT, p. 146)

这句可以有两种理解:

①这只羊曾在这块田地里吃草。(This sheep grazed in this field.)

②这些羊曾在这块田地里吃草。(These sheep grazed in this field.)

这句之所以有这两种理解,是因为主语(the)sheep 在这里既可视作为单数名词(见①),又可视作为复数名词(见②)。如果象括号中的英文释义那样,把 sheep 前的 the 改为 this 或 these 则可避免歧义。sheep, aircraft, swine, deer, barracks, species, series, means, works 等均为单复数同形名词,这些名词在没有表示数量意义的限定词限定的情况下都有可能产生歧义。如下面两句也都各有两种理解:

The sheep died. (SL, p. 170)

①这(那)只羊死了。(This (That) sheep died.)

②这(那)些羊死了。(These (Those) sheep died.)

The aircraft crashed. (ib.)

①这(那)架飞机坠落了。(This (That) aircraft crashed.)

②这(那)些飞机坠落了。(These(Those)aircraft crashed.)

1.3 **He is not much of a scholar.** (EMPD, p. 1072; p. 1510)

这句可以有两种理解:

①他不是一个好的学者。(He is not a good scholar.)

②他没有受过多少教育。(He is weak in book-learning.)

这句之所以有这两种理解,是因为 scholar 在这里既可释义为“学者”(a person who has much knowledge in one or more fields of learning, esp. in the humanities),又可释义为“受过教育的人”(an educated person)。再如下面一句也有歧义:

She is not much of a dancer.

①她不是一个很好的舞蹈演员(家)。(She is not a very good dancer.)

②她舞跳得不很好。(She does not dance very well.)

这句之所以有这两种理解是因为 dancer 在这里既可释义为“舞蹈演员(家)”(a person who dances as a public entertainment for pay),又可释义为“跳舞的人”(a person who dances)。但是当“much of a ...”结构中的名词为非歧义词时,该结构则无歧义:

He was not much of an oculist. 他并不是个很好的眼科医生。

She is not much of a cinema-goer. 她不常去看电影。

“much of a ...”结构一般只能用于否定句和疑问句,但是当 much 前有 too 修饰时,也可用于肯定句:

He's too much of a coward (= too cowardly) to fight. (LDCE, p. 1167) 他胆太小,不敢打仗。

1.4 **The accused pleaded 'Not guilty'.** (CEG, p. 183)

这句可以有两种理解:

①这个被告不服罪。(The person charged in a criminal case

pleaded 'Not guilty'.)

- ②这些被告不服罪。(The persons charged in a criminal case pleaded 'Not guilty'.)

这句之所以有这两种理解,是因为 the accused 在这里既可视作特指一个人(单数)(见①),又可视作特指一些人(复数)(见②)。accused 本是个形容词,但可用作名词,起名词词组中心词的作用,这时其前有 the。当其所在句中的动词和代词等都体现不出数的含义时,就有可能产生歧义。再如:

Bring forth the accused. (EMPD, p. 13)

- ①把这个被告带上来。
②把这些被告带上来。

反之,无歧义:

The judge asked the accused to stand up and he stood up. 法官让被告站起来,他就站起来了。(the accused 为单数)

Several of the accused were found guilty. (ib.) 人们发现被告当中有几个人有罪。(the accused 为复数)

此外,the departed 和 the condemned 单数和复数形式也相同,在没有数的标志的结构中,也有可能有两种理解:

Let us pray for the departed.

- ①让我们为死者(一个人)祈祷。(Let us pray for the person who has died.)
②让我们为死者(多个人)祈祷。(Let us pray for the persons who have died.)

但在有数的标志(动词和代词等)的结构中则无歧义:

The departed was a good friend of mine. (LDCE, p. 294) 死者是我的一个好朋友。(the departed 为单数)

Let us pray for all the faithful departed who gave their lives for God. (ib.) 让我们为所有为上帝而献身的忠诚的人们祈祷。

(the departed 为复数)

应该指出的是, the deceased (= the dead person) 只能表示单数意义, 接单数动词, 其所在句均无歧义:

The deceased was the victim of a bomb attack. (CEG, p. 183)
死者是被炸弹炸死的。

When anyone dies the friends of the deceased go round to each house. (PES, p. 79) 无论谁死去, 死者的朋友都四处走访各户。

(二) 形容词

2.1 **John is a poor mechanic.** (HCH, p. 290)

这句可以有两种理解:

- ① 约翰是个贫穷的机械师。(即约翰的财源有限。)(John's financial resources are limited.)
- ② 约翰是个不称职的机械师。(John is not a competent mechanic.)

这句之所以有这两种理解, 是因为 poor 在这里既可作“贫穷的”(having little or no money)解(见①), 又可以作“拙劣的”(lacking something needed)解(见②)。

再如下面两句也各有两种理解:

Newtonian science makes us grasp only certain connections in nature. (DCAU, p. 29)

- ① 牛顿的科学使我们仅仅掌握事物性质上的可靠的联系。
(... only unquestionable connections in nature.)
- ② 牛顿的科学使我们仅仅掌握事物性质上的特定的联系。
(... only selected connections in nature.)

He is a suspicious character. (OALD, p. 872)

①他是一个可疑的人。(He is a character who causes suspicion.)

②他是一个多疑的人。(He is a character who has or shows suspicion.)

这两句之所以各有两种理解,是因为前一句中的 certain 在这里既可作“可靠的”(unquestionable)解(见前句①),又可作“特定的”(selected)解(见前句②);后一句中的 suspicious 在这里既可作“可疑的”(causing suspicion)解(见后句①),又可作“多疑的”(having or showing suspicion)解(见后句②)。

2.2 these Spanish students (SE, p. 223)

这名词短语可以有两种理解:

①这些学习西班牙语的学生 (these students who are studying Spanish)

②这些西班牙(国籍)的学生 (these students who are from Spain)

这短语之所以有这两种理解,是因为形容词 Spanish 在这里既可以作“西班牙语的”(belonging to the language of Spain)解(见①),又可以作“西班牙的”(belonging to Spain)解(见②)。若改为下述说法则无歧义:

these students of Spanish 这些学习西班牙语的学生

再如下面两个名词短语也各有两种理解:

a deaf and dumb teacher (SE, p. 223)

①一名教聋哑人的教师 (a teacher who teaches those who are deaf and dumb)

②一名又聋又哑的教师 (a teacher who is himself deaf and dumb)

a criminal lawyer (ib.)

①一个处理犯罪案件的律师(a lawyer who handles cases of crime)

②一个犯罪的律师(a lawyer who has committed crimes)

这两个短语之所以各有两种理解,是因为前一个短语中的 deaf and dumb 在这里既可以作“聋哑人的”(for or of those who are deaf and dumb)解(见前①),又可以作“聋哑的”(unable to hear or speak)解(见前②);后一个短语中的 criminal 既可以作“与犯罪有关的”(connected with or directed against crime)解(见后①),又可以作“犯罪的”(guilty of crime)解(见后②)。

2.3 The suit is light. (GTG, p. 111)

这句可以有两种理解:

①这套衣服很轻。(The suit is of little weight.)

②这套衣服颜色很浅。(The suit is pale-coloured.)

这句之所以有这两种理解,是因为 light 在这里既可释义为“轻的”(of little weight)(见①),又可释义为“颜色浅的”(pale-coloured)(见②)。如果 light 后面加上修饰语便可避免歧义。如下面两句都各有一种理解:

The suit is light enough to carry. (GTG, p. 111)这套衣服携带够轻便的。

The suit is light enough to make that tie look dark. (ib.)这套衣服颜色够浅的,使那领带看起来颜色深了。

下面两句可各有两种理解:

The soup is hot.

①这汤热。(The soup has much heat.)

②这汤辣。(The soup has a strong, burning taste.)

She is cold. (LEG, § 6. 6)

①她感觉冷。(She is not feeling warm.)

②她(态度)冷淡。(She is unfriendly / unkind.)

这两句之所以各有两种理解,是因为前一句中的 hot 既可释义为“热的”(having much heat)(见前句①),又可释义为“辣的”(having a strong, burning taste)(见前句②);后一句中的 cold 既可释义为“冷的”(not feeling warm)(见后句①),又可释义为“冷淡的”(unfriendly)(见后句②)。

(三) 副 词

3.1 **The dog is not allowed to run outside.** (CGEL, p. 518)

这句可以有两种理解:

①不允许这条狗跑出去。(The dog is not allowed to run out (into the garden).)

②不允许这条狗在外面跑。(Outside, the dog is not allowed to run.)

这句之所以有这两种理解,是因为在位置移动词 run 后面的副词 outside 在这里既可以表示方向(outside = to the outside)(见①),又可以表示地点(outside = on the outside)(见②)。再如下面一句也有两种理解:

The baby was crawling upstairs.

①婴儿在往楼上爬。(The baby was crawling to the upper floor of a building.)

②婴儿在楼上爬。(The baby was crawling at the upper floor of a building.)

这句之所以有这两种理解,也是因为位置移动词 crawl 后面的状语 upstairs 既可以表示方向(upstairs = to the upper floor(s) of a building)(见①),又可以表示地点(upstairs = at the upper floor of a building)(见②)。

3.2 They drive too fast. (GEL, p. 787)

这句可以有两种理解:

- ①他们车开得太快。(They drive faster than they should.)
- ②他们车开得很快。(They drive very fast. / They don't drive slowly enough.)

这句之所以有这两种理解,是因为 too 在这里既可释义为“太…”(more than enough)——具体到这里作 faster than enough 解(见①),又可释义为“很”(very)(非正式语体)(见②)。too 在通常情况下表现为第一种意义。再如下面一句也有两种理解:

The coat is too long. (DEG, p. 154)

- ①这大衣太长。(The coat is longer than it should be.)
- ②这大衣很长。(The coat is very long.)

但是,当 too 修饰 bad 等含有否定意义的词时,则无歧义,这时 too 只能释义为“很”(very):

That's too bad. (CGEL, p. 787)那很糟。(That's very bad.)

It was too bad Bill had measles when the circus came to town.

(DA1, p. 355)真可惜,马戏团进城时彼尔患了麻疹。(It was bad luck for Bill to have measles so he missed the circus.)

(四)情态助动词

4.1 Henry can drive my car now. (UGE(W), p. 28)

这句可以有两种理解:

- ①亨利现在能开我的汽车了。(Henry is able to drive my car now.)
- ②亨利现在可以开我的汽车了。(Henry has permission to drive my car now.)

这句之所以有这两种理解,是因为 can 在这里既可表示能力(ability)、释义为“能,会”(be able to),又可表示允许(permission)、释义为“可以”(be allowed to, have permission to)。下面一句中的 can 也可有这两种释义:

He can eat anything. (LES, p. 47)

①他什么都能吃。(He is able to eat anything.)

②他什么都可以吃。(He is allowed to eat anything.)

can 在有的句子中既可表示“能力”又可表示“可能性”:

I can resist everything except temptation. (MEV, p. 69)

①除诱惑外,我什么都能抵制。(I am able to resist everything except temptation.)

②除诱惑外,其他一切我也许能抵制。(Perhaps I can resist everything except temptation.)

Can you ride a horse?

①你会骑马吗?(Are you able to ride a horse?)

②你可能骑马(去)吗?(Is it possible that you will ride a horse?)

can 表示“能力”时,由于其所指时间不同,有的也有歧义:

She can cook very well. (MEV, p. 90)

①她(任何时候都)能烹调得很好。(She can cook very well, e. g. any time.)

②她(现在)能烹调得很好。(She can cook very well, e. g. now.)

③她(今后)能烹调得很好。(She can cook very well, e. g. later.)

这句之所以有这三种理解,是因为 can 在这里既可以表示泛指的能力(ability in general)(见①),又可以表示现在(见②)或将来(见③)特指的能力(ability in specific circumstances)。再如下面一句也

可以有三种理解：

I can give him an answer. (AEP, p. 8)

- ①我(任何时候都)能给他回答。
- ②我(现在)能给他回答。
- ③我(明天)能给他回答。

但要注意,can 通常用来表示现在或泛指的能力,而不表示将来的能力(将来能力用 will be able to 表示)(a),只有当现在已具备将来做某事的能力、对将来的行为做出决定时,才能表示将来的能力(b):

(a) I $\left\{ \begin{array}{l} * \text{ can} \\ \text{ will be able to} \end{array} \right\}$ speak German in another few months. (PEU, 128)再过几个月我就会讲德语了。

(b) We're too busy today, but we can repair your car tomorrow. (ib.)我们今天太忙,明天我们能够修理你的汽车。

could 表示“能力”时,由于其所指时间不限于泛指过去,也有歧义。如对下面一句就有三种理解:

I could give him an answer. (AEP, p. 8)

- ①我(过去任何时候)都能给他回答。
- ②我(现在)能给他回答。
- ③我(明天)能给他回答。

这句之所以有这三种理解,是因为 could 在这里既可表示过去泛指的能力,又可表示现在的能力(can 的试探性的(tentative)形式),还可表示将来的能力(仍为 can 的试探性形式)。

could 既能表示“过去泛指的能力”又能表示“现在的可能性”:

We could go to the theatre. (UGE(W), p. 28)

- ①我们(过去)能去看戏。(We were able to go to the theatre.)
- ②我们(现在)可能去看戏。(Perhaps we can go to the theatre.)

could 表示现在可能性和 can 表示现在的可能性意义相同,只是可能性小些。“能力”和“可能性”有时很难区分,因为“能够做某事”往往就意味着做某事的行为可能实现。

4.2 You may be out late this evening. (UGE(W), p. 28)

这句可以有两种理解:

- ①今天夜晚你也许不在家。(Perhaps you will be out late this evening.)
- ②今天夜晚你可以呆在外面。(You have permission to be out late this evening.)

这句之所以有这两种理解,是因为情态动词 may 在这里既可以表示可能性(possibility)、作“可能”(perhaps)解(见①),又可以表示允许(permission)、作“可以”(be allowed or permitted to)解(见②)。再如下面一句也有两种理解:

He may leave tomorrow. (MEV, p. 68)

- ①他可能明天走。(Perhaps he will leave tomorrow.)
- ②他可以明天走。(He is allowed to leave tomorrow.)

含有 may not 的结构有的也有歧义:

I may not go. (UFE(W), p. 63)

- ①不允许我走。(I am not allowed to go.)
- ②我也许不走。(I probably will not go.)

但是含有 may 的疑问句只能表示“允许”一种意义,这时可以与 can 交替使用:

A: $\left. \begin{array}{l} \text{May} \\ \text{Can} \end{array} \right\} \text{I leave now? (GCE, p. 393) 我现在可以走吗? (Will you permit me to leave now?)}$

B: Yes, you $\left\{ \begin{array}{l} \text{may} \\ \text{can} \end{array} \right\}$. (ib.) 可以。

含有 may 的疑问句不能表示“可能性”,这时必须用 can 取代。试比

较:

This may be true. 这可能是真实的。

Can this be true? (GCE, p. 98) 这可能是真实的吗?

含有 may 的否定句与含有 can 的否定句意义不同——may not 不作“不可能”解, 而作“可能不”解; cannot 才作“不可能”解:

He may not be serious. (= It is possible that he is not serious.)

(GCE, p. 99) 他可能不认真。

He can't be serious. (= It is not possible that he is serious.)

(ib.) 他不可能认真。

4.3 You must be very quick. (UGF:W), p. 28)

这句可以有两种理解:

①你必须动作迅速。(You are obliged to be very quick.)

②你动作一定很迅速。(You undoubtedly are very quick.)

这句之所以有这两种理解, 是因为 must 在这里既可以表示说话人主观认为的必要性 (obligation or compulsion from the speaker's viewpoint), 作“必须” (be obliged to) 解 (见①), 又可以表示说话人的推断 (supposition or assumption), 作“一定” (certainly or undoubtedly) 解 (见②)。

再如下面两句也都各有两种含义:

He must understand that we mean business. (SMA, p. 16)

①他必须明白我们讲的是经营。(It is essential that he understand that we mean business.)

②他一定明白我们讲的是经营。(Surely he understands that we mean business.)

但是, 并非这种结构都有歧义, 如下面(a)中的 must 只能表示必要性, (b)中的 must 只能表示推断:

(a) Candidates must be in their places by 9 a. m. (PEG, p. 125)

应考者必须在上午九点前到考场。

(b)A: Tom has a house in London, a flat in Paris and a bungalow in Miami. (ib., p. 132) 汤姆在伦敦有一所房子, 在巴黎有一套房子, 在迈阿密有一所平房。

B: He must be rich. (ib.) 他一定很有钱。

4.4 Shall we see him this evening? (UGE(W), p. 28)

这句可以有两种理解:

①今晚我们去看他吗?(即你同意今晚我们去看他的打算吗?)

(Will we be seeing him this evening? / Do you agree with my intention to see him this evening?)

②今晚我们去看他好吗?(即我建议今晚我们去看他。)(Let's

see him this evening, shall we? / I suggest we see him this evening.)

这句之所以有这两种理解, 是因为 shall 在这里既可以用来征求某人的意愿(to consult someone's wishes)(见①), 又可以用来表示建议(suggestion)(见②)。再如下面一句也有两种理解:

Shall we listen to some music? (CGE, p. 142; p. 148)

①我们听音乐吗? 即你同意我听音乐的打算吗?(Do you agree with my intention to listen to some music?)

②我们听音乐好吗? 即我建议我们听音乐。(I suggest we listen to some music.)

shall 征求某人意愿的用法似不如表示建议的用法更为常见, 因此产生歧义的情况较少见。如下面第一句中的 shall 只能理解为征求听话人的意愿, 第二句中的 shall 只能理解为表示建议:

Shall we have dinner? (Would you like us (including you) to have dinner?)(GCE, p. 393) 我们吃饭吗?(即你愿意我们(包括听话人“你”在内)吃饭吗?)

Shall we have coffee outside? (Let's have coffee outside, shall we?)(RGSE, p. 265)我们到外面去喝咖啡好吗?

4.5 They should be home now. (UGE(W), p. 28)

这句可以有两种理解:

①他们现在应该到家了。(They ought to be home now.)

②他们现在可能到家了。(They probably are home now.)

这句之所以有这两种理解,是因为 should 在这里既可以表示义务(obligation)、作“应该”(ought to)解(见①),又可以表示可能性(possibility)、作“可能”(probably)解(见②)。再如下面两句也都各有两种理解:

I should be pleased to see him. (UGE, p. 28)

①我见到他应该高兴。(I ought to be pleased to see him.)

②我见到他会高兴的。(I would be pleased to see him.)

Well sir, don't ask me. They are the people here. They should know. (SMA, p. 78)

①... 他们应该知道。(They have a duty to know.)

②... 他们可能知道。(It's probable that they know.)

并非含 should 的结构都有歧义,通常 should 是作“应该”解(a)还是作“可能”解(b)意义是明确的:

(a) You should take more exercise. (EGS, p. 94)你应该多运动。

(b) We needn't get ready yet; the guests shouldn't come for another hour. (LDCE, p. 1032)我们现在不必准备,客人们再过一个小时也不可能来。

4.6 You will sit there. (UGE(W), p. 28)

这句可以有两种理解:

①你将会坐在那里。(You will be going to sit there.)

②你必须坐在那里。(You must sit there.)

这句之所以有这两种理解,是因为 will 在这里既可以表示“预示”(prediction)、作“将会”(will be going to)解(见①),又可以表示“命令”(command)、作“必须”(be forced to, must)解(见②)。该句除上述两种理解外,似还可以理解为“你经常坐在那里。”(You often sit there.),因为 will 还可以表示“习惯特征”(habits),作“通常”(usually)、“经常”(often)或“总是”(always)解。如:

An Englishman will usually show you the way in the street.
(PEG, p. 198)在大街上英国人通常是会给你指路的。

含 will 的结构并非都有歧义,例如在下面第一句中只能表示“预示”,第二句中只能表示“命令”,第三句中只能表示“习惯”:

I think it'll rain. (PEU, p. 25)我看要下雨了。

“You will stay here till you are relieved,” said the officer. 军官说:“你必须呆在这里,直至有人来接你的班。”

He'll sit there hour after hour looking at the traffic go by.
(OALDCE, p. 1003)他经常在那里一连坐好几个小时观看车辆驶过。

下面含 will 的结构也有两种理解:

Boys will be boys. (MEV, p. 80)

①男孩子毕竟是男孩子。(It is predictable or characteristic of boys that they behave like boys.)

②男孩子坚持要有男孩子的样子。(Boys insist on behaving like boys.)

这句之所以有这两种理解,是因为 will 在这里既可以表示“自然趋向”(a natural course or action)或“特有的行为模式”(a characteristic pattern of behaviour or of events),又可以表示“坚持的行为模式”(a persistent pattern of behaviour or of events)。表示自然趋向

时, will 释义为“毕竟”,“总是”;表示坚持的行为模式时, will 释义为“坚持”。前者侧重于客观,见第一句;后者侧重于主观,见第二句。在这两种用法中, will 都不能简缩成“ll”。在一般情况下, will 的意义是明确的。如下面两句并无歧义:

Accidents will happen. (OALDCE, p. 1003) 丑事难免。

He will have his own way. (ib.) 他随心所欲,为所欲为。

由于 will 既可表示“意志”(volition)又可表示“将来”(future)意义,而且都可用缩略式,因而有时其缩略式也有歧义。如下面一句中的“ll”既可表意志又可表将来:

He'll do his best. (GCE, p. 89)

①他一定要尽最大努力。(He is determined to do his best.)

②他将尽最大努力。(He'll be doing his best.) (将来进行体只表示将来意义)

“Will you...?”结构中的 will 既可表示“意愿”(willingness)或“意图”(intention),又可表示“请求”(request),所以有的句子可有两种理解:

Will you tell him what I said? (AEP, p. 28)

①你想把我说的话告诉他吗?(Are you going to tell him what I said?)

②请你把我说的话告诉他好吗?(Will you tell him what I said, please?)

不过,通常 will 表示“意愿”(a)还是“请求”(b)意义是明确的:

(a) A: Will you lend me your pen? (GPUE, p. 212) 你愿意把钢笔借给我吗?

B: Will I lend you my pen? Of course I will. (ib.) 我愿意把钢笔借给你吗? 当然愿意。

(b) Will you clear away the dinner things? (AEP, p. 28) 请你把这些餐具都拿走好吗?

为了避免上述歧义,表示“请求”时,可用 *would* 取代 *will*, 因为 *would* 在这种结构中只表示请求,而且比 *will* 更有礼貌:

Would you have a cup of tea? (EGS, p. 91) 请喝杯茶吧。

(五) 半助动词

5.1 Every clause has to contain a finite verb. (MEV, p. 73)

这句可以有两种理解:

①每个分句(按其语言规则)都必须包含(一个)限定动词。

(Every clause is obliged (by the rules of the language) to contain a finite verb.)

②每个分句都需要包含(一个)限定动词。(It is necessary for every clause to have a finite verb.)

这句之所以有这两种理解,是因为半助动词 *have to* 在这里既可以表示“义务”(obligation)或“强制”(compulsion)(见①),又可以表示“(逻辑)必然”((logical)necessity)(见②)。*have to* 表示前一种意义时作“必须”或“不得不”解,侧重客观的强制性;表示后一种意义时作“需要”或“必然”解,侧重逻辑必然性。如:

You have to be back by ten o'clock. (You are obliged...)
(MEV, p. 73) 你必须 10 点以前回来。

There has to be some reason for his absurd behaviour. (That is necessarily the case — no other explanation is possible.)
(ib.) 他的举动可笑,必然有某种原因。

5.2 If we are to win the competition, we must start training now. (MEV, p. 98)

这句可以有两种理解:

①为了取得比赛的胜利,我们必须现在就开始训练。(In order

to win the competition, we must start training now.)

②如果我们想取得比赛的胜利,我们必须现在就开始训练。

(If we are going to (i. e. intend to) win the competition, we must start training now.)

这句之所以有这两种理解,是因为半助动词 am/ is/ are to 在 if-分句中既可以表示“目的”(purpose)(见①),又可以表示“意愿”(intention)(见②)。这是半助动词 be to 在 if-分句中的一种特殊用法。再如下面两句也都各有两种理解:

If you are to succeed in your career, you must take a much greater interest in your work. (AEP, p. 103)

①为了取得个人事业的成功,你必须对自己的工作有更大的兴趣。

②如果想取得个人事业的成功,你必须对自己的工作有更大的兴趣。

If I'm to be there on time, I must leave at once. (CGEL, p. 1108)

①为了准时到那里,我必须马上走。

②如果我想准时到那里,我必须马上走。

CGEL 认为“am/ is /are to + 不定式”在 if-分句中还可以有“要求”(requirement)和“注定”(destiny)的含义。这样,有的这种结构就可以有三种理解:

If he's to succeed in his new profession, he must try harder. (CGEL, p. 218)

①为了在新的事业上获得成功,他必须更努力奋斗。(In order to succeed in his new profession, he ...)

②如果他想在新的事业上获得成功,他必须更努力奋斗。(If he intends to succeed in his new profession, he ...)

③如果要求他在新的事业上获得成功,他必须更努力奋斗。

(If he is required to succeed in his new profession, he ...)

(六) 实义动词

6.1 I'm getting a present tomorrow. (MEV, p. 59)

这句可以有两种理解:

- ①我计划明天搞到礼物。(I have arranged to acquire a present tomorrow.)
- ②我明天将收到礼物(即有人计划明天给我礼物。)(Someone has arranged to give me a present tomorrow.)

这句之所以有这两种理解,是因为 am getting 在这里既可以视为主语“*I*”计划、安排即将发生的行为,即主动、施事者意义——get 作“获得”(acquire)解(见①),又可以视为主语“*I*”以外的人计划、安排即将发生的行为,即被动、非施事者意义——get 作“收到”(receive)解(见②)。请看 get 这两种用法的例句:

I'll get something to eat before I go out. (LDCE, p. 475) 我先弄些东西吃再出去。

I got a letter today. (ib.) 今天我收到一封信。

现在进行体表示计划、安排即将发生的动作的用法多为场所转移动词,也可以是 get, sleep 等其它动作动词。这类动词的主语可以是人称主语,也可以是非人称主语。是人称主语时,这种“计划”和“安排”通常就是句子的主语做出的,但有时也可以是主语以外的某人做出的。如下面第一句为主语“John”做出的安排,第二句为主语以外其他人(具体到这里是“*I*”)的安排:

John is rising at five o'clock tomorrow. (MEV, p. 59) 约翰打算明天 5 点起床。

William, I have put the visitors in your room, so you are sleeping in the small bedroom tonight. (CEGFS, p. 169) 威廉,我把

客人安排在你房间了,今晚你就在小卧室睡吧。

非人称主语时,这种“计划”和“安排”都是主语以外的人做出的:

The plane is taking off at 5. 20. (GCE, p. 88)这架飞机 5 点 20 分起飞。

6.2 They missed her. (CGEL, p. 594)

这句可以有两种理解:

①他们怀念她。(They felt sorry or unhappy at her loss or absence.)

②他们没赶上她,即他们到得太晚了没见到她。(They arrived too late to see her.)

这句之所以有这两种理解,是因为 miss 在这里既可以视为有感情意义的动词、释义为“怀念”(feel sorry or unhappy at the loss or absence of)(见①),又可以视为无感情意义的动词、释义为“错过”或“没赶上”(arrive too late for)(见②)。这句若有 very much 之类的程度状语加以修饰,则无歧义,因为只有 miss 释义为“怀念”时才为等级动词(gradable verb),只有等级动词才能被程度状语修饰;释义为“错过”时为非等级动词(nongradable verb),非等级动词不能被程度状语修饰。试比较:

They missed her very much. 他们非常怀念她。

* They got up late, and so they missed the bus very much.

再如下面一句也有两种理解:

Did she have her baby at the clinic? (CGEL, p. 132)

①她在这诊所时,她婴儿在她身边吗?(Was her baby at the clinic with her?)

②她的婴儿是在这个诊所出生的吗?(Did she give birth to her baby at the clinic?)

这句之所以有这两种理解,是因为 have 在这里既可视作为状态动

词、释义为“有…陪伴”(keep as a pet)(见①),又可视为动作动词、释义为“生”(give birth to)(见②)。请看 have 的这两种用法:

I've always wanted to have a dog. (LDCE, p. 519)我总想有一条狗陪伴我。

His wife has just had a baby. (ib.)他的妻子刚刚生了个婴儿。下面几句也都各有两种理解:

You will never walk alone. (DCAU, p. 30)

①你绝不会单独生活处事了。(You will never conduct yourself alone.)

②你再不会自己(没东西支撑)走路了。(You will never again walk unaided by braces.)

Hugo is drawing a cart. (SCS, p. 78)

①雨果在画一辆二轮车。(Hugo is drawing a picture of a cart.)

②雨果在拉一辆二轮车。(Hugo is pulling a cart.)

She couldn't bear children. (LS, p. 247)

①她不能生孩子了。(She couldn't give birth to children.)

②她不能容忍孩子们(的吵闹)。(She couldn't put up with children.)

6.3 He saw that she swept under the beds. (PEG, p. 288)

这句可以有两种理解:

①他注意到她清扫了床下。(He noticed that she swept under the beds.)

②他(监视着)使她一定要清扫床下。(He made sure by supervision that she swept under the beds.)

这句之所以有这两种理解,是因为动词 see 在这里既可以释义为“注意到”(notice)(见①),又可以释义为“使一定”(make sure)(见②)

②)。如果在 see 后面加上 to it, 则无歧义, 这时 see 只能作 make sure 解:

He saw to it that she swept under the beds. 他让她一定要清扫床下。

We saw to it that the child was fed and bathed. (DAI, p. 300)

我们一定不忘喂孩子, 不忘给孩子洗澡。

再如下面一句也有两种理解:

The teacher insisted that his students always arrived early.

(AEP, p. 225)

①老师坚决要求学生们总是早到。(即告诉学生们:“我坚决要求你们总是早到。”)('I insist that you always arrive early,' the teacher told his students.)

②老师断言学生们总是到得很早。(即老师断言:“我的学生们总是到得很早。”)('My students always arrive early,' the teacher insisted.)

这句之所以有这两种理解, 是因为 insist 在这里既可以释义为“坚决要求”(demand strongly)(见①), 又可以释义为“断言”(assert)(见②)。insist 作“坚决要求”解时, 虽然其后的从句常用虚拟语气动词形式(不带 to 的不定式或 should + 不定式), 但也可以用陈述语气动词形式; insist 作“断言”解时, 其后的从句常用陈述语气动词形式。如:

I must insist that everyone leaves the room. (RGSE, p. 201) 我一定要求每个人都离开这房间。

I insisted that he was wrong. (LDCE, p. 579) 我断言他错了。

6.4 The Queen is expected to arrive on time for the celebrations. (AEP, p. 225)

这句可以有两种理解:

①人们期待王后(认为王后有可能)准时到达参加庆祝活动。

(It is thought likely that the Queen will arrive on time for the celebrations.)

②要求王后(王后必须)准时到达参加庆祝活动。(Punctuality is required of the Queen for the celebrations.)

这句之所以有这两种理解,是因为 expect 在这里既可以作“期待,指望”(consider that something, esp. something good is likely to come or happen)或“认为可能”(think likely)解(见①),又可以作“向某人要求某事”(require something of somebody)或“要求某人做某事”(require somebody to do something)解(见②)。含 expect 这两种含义的例句分别如下:

I expect you to be punctual. (DEG, p. 57)我期待你准时到。

You are expected to work late if need be. (LMED, p. 366)如果需要,你必须工作到很晚。

6.5 Peter broke the window. (SEM, p. 147)

这句可以有两种理解:

①彼得故意打破了窗户。(Peter broke the window deliberately.)

②彼得无意中打破了窗户。(Peter broke the window accidentally.)

这句之所以有这两种理解,是因为当动词 break 的主语为表示人的名词或代词时,既可以表示有意识的行为(见①),又可以表示无意识的行为(见②)。英语中有些动词只能表示有意识的行为,如 listen to, look at 等;有些只能表示无意识的行为,如 hear, see 等;还有一些既可以表示有意识的行为,又可以表示无意识的行为,如 break, kill, open, ruin, shoot 等——这类动词通常既可以用表示人的名词作主语又可以用表示物的名词作主语。试比较:

Can you shoot straight? (OALDCE, p. 806) 你能直射吗? (主语有意识的行为)

Does your gun shoot straight? (ib.) 你的枪能直射吗? (主语无意识的行为)

He was shot from the opposite bank. (DEAU, p. 992)

① 河对岸有人无意中把他射死了。(Someone accidentally shot him from the opposite bank.)

② 河对岸有人故意把他射死了。(Someone deliberately shot him from the opposite bank.)

还有些动词虽然都表示主语有意识的行为,但也可能有歧义。如下面这句就有两种理解:

He ran the race for Hampshire. (SEM, p. 106)

① 他参加了赴 Hampshire 的赛跑,即他是个参赛者。(He was a competitor.)

② 他组织了这场赴 Hampshire 的赛跑。(He organized the race for Hampshire.)

这句之所以有这两种理解,是因为 run the race 在这里既可以作“参加赛跑”(take part in the race)解(见①),又可以作“使赛跑”(cause to run in a race)解(见②)。

此外,含多义非限定动词的结构有时也有歧义。如对下面一句就可以有两种理解:

I heard the girl crying. (SEM, p. 106)

① 我听见这姑娘在呜咽。(I heard the girl weeping.)

② 我听见这姑娘在喊叫。(I heard the girl shouting.)

这句之所以有这两种理解,是因为 crying 在这里既可以作“哭泣”(weeping)解(见①),又可以作“喊叫”(shouting)解(见②)。

6. 6 Mary held a New Zealand passport. (CGEL, p. 747)

这句可以有两种理解:

① 玛丽(手中)举着新西兰护照。(Mary kept in grasp a New Zealand passport.)

② 玛丽持有新西兰护照。(Mary had a New Zealand passport.)

这句之所以有这两种理解,是因为 held 在这里既可释义为“拿着,举着”(keep in grasp)(见①),又可释义为“有,持有,拥有”(have)(见②)。hold 释义为“举着”时为与姿势动词有关的及物动词, Mary 为居位主语 (positioner subject), 释义为“持有”时为表示关系的动词, Mary 为领受主语 (recipient subject)。请看 hold 的不同释义所表现的不同特点以及影响到主语的不同特点:

Carol was holding a passenger's arm. (CGEL, p. 747) 卡罗尔举着一位旅客的胳膊。

They were holding the passengers against their will. (ib.) 他们正在迫使旅客们留下来。

Do you hold a British passport? (ib.) 你持有英国护照吗?

在第一句中, hold 释义为“举着”(keep in grasp), 为与姿势动词有关的动词, Carol 为居位主语; 在第二句中, hold 释义为“扣留”(detain), 为动作动词, they 为施事主语 (agentive subject); 在第三句中, hold 释义为“持有”(have), 为表示关系的动词, you 为领受主语。

6.7 She took in the stranger. (CGEL, p. 1154)

这句可以有三种理解:

① 她把这陌生人带进来了。(She brought the stranger inside.)

② 她欺骗了这陌生人。(She deceived the stranger.)

③ 她留这陌生人过夜了。(She received and provided lodgings for the stranger.)

这句之所以有这三种理解,是因为 take in 在这里既可以作“带进”

(bring inside)解,又可以作“欺骗”(deceive)解,还可以作“留宿”(receive and provide lodgings for)解。第一种解释(即第一句意义)为字面意义,take in 不是成语动词,而是自由结合(free combination);第二种解释(即第二句意义)为引伸意义,take in 为成语动词(phrasal verb);第三种解释(即第三句意义)也是引伸意义,take in 也是成语动词。在这三种用法中,in 都是副词。但并非这种结构都有歧义,如下面三句都各有一种理解:

She took in the box. (CGEL, p. 1154) (took in = brought inside)她把盒子拿了进来。

She took in her parents. (ib.) (took in = deceived)她欺骗了她父母。

The kind old lady offered to take in the poor homeless stranger. (LDCE, p. 1131) (take in = provide lodgings for)好心老妇人提议留这无家的可怜的陌生人过夜。

(七)冠 词

7.1 The president is too powerful. (CGEL, p. 283)

这句可以有两种理解:

①总统有很大的权威。(Presidents are too powerful.)

②这总统有很大的权威。(This president is too powerful.)

这句之所以有这两种理解,是因为定冠词 the 在这里既可视作“类指意义”(generic interpretation)(见①),又可视作“特指意义”(specific interpretation)(见②)。从下面两人的对话中我们能清楚地看出 A 将 the 视为“类指”,B 将 the 视为“特指”:

A: The president is too powerful. (CGEL, p. 283) 总统有很大的权威。

B: Which president? 哪个总统?

A: No, I mean presidents in general. (ib.) 不,我指的是一般的总统。

再如下面一句也有歧义:

The shrewd politician won the election. (LS, p. 396)

①精明的政治家们在这次选举中取胜了。(Shrewd politicians won the election.)

②这个精明的政治家在这次选举中取胜了。(This shrewd politician won the election.)

这句之所以有这两种理解,是因为 the shrewd politician 中的 the 在这里既可以表示“类指”——泛指“精明的政治家”这类人(见①),又可以表示“有定特指”——特指“这个精明的政治家”一个人(见②)。

7.2 John wants to fly an aeroplane over the North Pole.

(ML, p. 118)

这句可以有两种理解:

①约翰要驾驶飞机飞过北极(什么飞机都可以)。(John wants to fly an aeroplane over the North Pole (any aeroplane will do).)

②约翰要驾驶一架特定的飞机飞过北极(别的飞机不可以)。(There is a particular aeroplane which John wants to fly over the North Pole, and no other will satisfy him.)

这句之所以有这两种理解,是因为 an aeroplane 中的 an 在这里既可以表示“类指”(generic reference)(见①),又可以表示“不定特指”(indefinite specific reference)(见②)。不定冠词的“类指”是泛指一类人或物,即泛指一类中的“任何一个”,而不是一类中的具体对象(a);不定冠词的“不定特指”是特指具体对象,但不很明确(b):

(a) This can count as a visit. (HEG, p. 125) 这可称作拜访。

A hill is the opposite of a valley. (ib.) 山是谷的反义词。

(b) *A bus stopped close to me and so I climbed to the top of it, and let it mount a hill and leave most of the town behind.*

(*ib.*) 有一辆公共汽车停在我附近,我爬上顶部车厢,让汽车爬上一座山,把城镇的大部分都丢在后面了。

They sailed on till they came to an island. (ib.) 他们继续航行,直到来到一座岛上。

不定冠词的“类指”和“不定特指”可以通过将其后面的单数名词改为复数名词的办法来验证,因为不定冠词接单数名词可以表示类指,零冠词接复数名词也可以表示类指。若不能将不定冠词和单数名词改为零冠词和复数名词的,则表明该不定冠词不表示类指,而表示不定特指。上述(a)两句中的不定冠词和单数名词可以改为零冠词加复数名词,(b)两句中的不定冠词和单数名词可以改为数词或数量词加复数名词,不可以改为零冠词加复数名词:

(a) *These can count as visits. (HEG, p. 125)* 这些都可称作拜访。

Hills are the opposite of valleys. (ib.) 山是谷的反义词。

(b) *Two buses stopped close to us and so we climbed to the top of them, let them mount some hills. (ib.)* 有两辆公共汽车停在我们附近,我们爬到顶部车厢,让汽车爬上几座山。

They sailed on till they came to some islands. (ib.) 他们继续航行,直至来到几座岛上。

这证明(a)中的不定冠词接单数名词中的不定冠词为“类指”,而(b)中的不定冠词接单数名词中的不定冠词为“不定特指”。

再如下面两句也都各有两种理解:

I'm looking for a pencil. (SEM, p. 194)

① 我正找一支(特定的)铅笔。(I'm looking for a particular pencil.)

②我正找铅笔,即凡是铅笔都行。(Any pencil will do.)

John wants to marry a girl with green eyes. (ib. , p. 195)

①约翰想与一个绿眼睛的(特定的)姑娘结婚,即有一个绿眼睛的(特定的)姑娘,约翰想与她结婚。(There is a particular girl with green eyes that John wants to marry.)

②约翰想与一个绿眼睛的(任何一个)姑娘结婚,即他心目中没有具体的姑娘,但只需要未来的妻子长有绿眼睛。(John has no specific girl in mind, but merely requires that his future wife has green eyes.)

这两句之所以有歧义,是因为 a pencil 中的 a 在这里既可以表示不定特指(见①),又可以表示泛指(见②); a girl with green eyes 中的 a 也既可以表示不定特指(见①),又可以表示泛指(见②)。

专有名词前的不定冠词有时也有这两种理解:

Nancy wants to marry a Norwegian. (EGT, p. 261)

①南希想嫁给一个(特定的)挪威人。(There is a particular Norwegian that Nancy wants to marry.)

②南希想嫁给一个(任何一个)挪威人。(Nancy has no particular Norwegian in mind, but merely requires that her future husband is from Norway.)

7.3 My sister goes to the theatre every month. (CGEL, p. 269)

这句可以有两种理解:

①我姐姐每个月都去这(特定的)戏院(如“标准戏院”)看戏。(My sister goes to the theatre, say the Criterion Theatre, every month.)

②我姐姐每个月都去(不定的)戏院看戏。(My sister goes to the theatre as an institution every month.)

这句之所以有这两种理解,是因为 the theatre 中的 the 在这里既可视为“情景所指”(situational reference)(见①),又可视为“有定偶指”(‘sporadic’ definite reference)(见②)。解①是用情景的观点来衡量, the theatre 指特定的戏院,比如 the Criterion Theatre;解②是将 the theatre 看作一个公共机构,不局限于一家特定的戏院。偶指是指不同时间或不同地点经常出现的情况。the 的偶指用法通常用于 theatre 和 cinema 等人类社会活动的公共机构名词之前和 radio, press, paper 等宣传工具以及 bus, train, post, telephone 等交通运输和通讯名词之前。在很多情况下,由于 the 的偶指用法已成惯用法, the 就不用了,如: go to town / bed / hospital / prison; go to school / sea / college 等。试比较“the”情景所指与偶指的用法的异同:

(a) There's a vase of flowers on the television. (CGEL, p. 270)

电视(机)上有一瓶花。—— the 为情景所指,这时不能说:
There's a vase of flowers on television. (ib.)

(b) There's an interesting play on the television. (ib.) 电视在
播放一出有趣的戏。—— the 为偶指,这时也可以说:

There's an interesting play on television. (ib.)

go to the theatre 通常释义为“去看戏”,但也可释义为“去戏院”,如 go to the theatre to see a Shakespeare play (OALD, p. 912)。据此, My sister goes to the theatre every month. 还有两种含义:“我姐姐每个月都去这(特定的)戏院。”和“我姐姐每个月都去(不定的)戏院。”——后一种理解罕见。不过,下面一句只有两种理解:

He goes to the university.

①他经常去这大学。(the 为情景所指)

②他(在)上大学。(the 为偶指)

表示情景所指时,无论美国英语还是英国英语, the 均不能省略;

表示偶指时,在美国英语中 the 不能省略,在英国英语中 the 可有可无。用 college 取代 university 后无歧义。试比较:

He goes to the college. 他经常去这大学。

He goes to college. 他(在)上大学。

(八)代 词

8.1 Whoever told you that was lying. (PEU, p. 213)

这句可以有两种理解:

①谁和你讲那种话谁就是在说谎。(Anybody who told you that was lying.)

②和你讲那种话的那个人在说谎。(The person who told you that was lying.)

这句之所以有这两种理解,是因为 whoever 在这里是个歧义词,既可释义为 anybody who(见①),又可释义为 the person who(见②)。再如下面一句也有两种理解:

I'll give my ticket to whoever wants it. (PEU, § 213)

①谁要我的票我就给谁。(I'll give my ticket to anybody who wants it.)

②我将把我的票送给要票的那个人。(I'll give my ticket to the person who wants it.)

但是,并非这种结构都有歧义。如下面第一句中的 whoever 具有特指意义,第二句中的 whoever 具有非特指意义,均无歧义:

Whoever (= The person who) did that should admit it frankly. (CGEL, p. 1056)做这件事的那个人应该坦白承认。

She can marry whoever (= anyone who) she pleases. (ib., p. 1057)她愿意嫁给谁就可以嫁给谁。

8.2 John must talk to someone. (SEM, p. 195)

这句可以有两种理解：

- ①约翰必须与某个(特定的)人谈话。(即有一个特定的人他必须与之谈话。)(There is a particular person that he must talk to.)
- ②约翰必须与某个(不定的)人谈话。(即他与谁谈话无关紧要,只要有人和他谈就行。)(It does not matter who it is that he talks to, as long as he talks to someone.)

这句之所以有这两种理解,是因为 someone 在这里既可以指某个特定的人(a particular person),类似不定冠词的“不定特指”的用法(见①),又可以指某个不定的人(a certain person),类似不定冠词的“泛指”的用法(见②)。再如下面一句也有两种理解:

Everyone loves someone. (SEM, p. 189)

- ①大家都爱某个(特定的)人。(即有一个大家都爱的特定的人,大家爱的是同一个人。)(There is a particular person that everyone loves (so that everyone loves the same person).)
- ②大家都爱某个(不定的)人。(即每个人所爱的对象每次也许是相同的人,也许是不同的人。)(Each person loves someone (who may, or may not, be a different person in each case).)

再如,some 用作限定词后接单数名词时,有的也有歧义:

Everyone in the room loves some pop-star. (ML p. 118)

- ①屋里的每个人都爱某个(特定的)流行歌星,即有一位特定的流行的歌星,屋里的每个人都爱。(There is some particular pop-star whom everyone in the room loves.)
- ②屋里的每个人都爱某个(不定的)流行歌星,即屋里每个人所爱的流行歌星每次不同。(Everyone in the room loves a pop-star, but the pop-star differs in each case.)

这句之所以有这两种理解,也是因为 some 在这里既能表示“不定特指”意义(见①),又能表示“泛指”意义(见②)。

(九)数 词

9.1 one billion (GCE, p. 227)

这数词可以有两种理解:

①十亿;10万万(one thousand million;1,000,000,000; 10^9)

②万亿(one million million;1,000,000,000,000; 10^{12})

这数词之所以有这两种理解,是因为美英等国用法不同。按美国、法国用法,作第一种解释,按英国、德国用法,作第二种解释。下面一些数词美式英语和英式英语含义也不相同:

one trillion. (GCE, p. 227)

①万亿(百万的二次幂(或乘方));一兆(one million million;1,000,000,000,000; 10^{12})(美式英语)

②百万兆(百万的三次幂(或乘方))(one million million million;1,000,000,000,000,000,000; 10^{18})(英式英语)

one quadrillion. (ib.)

①千的五次幂(或乘方)(1,000,000,000,000,000; 10^{15})(美式英语)

②百万的四次幂(或乘方)(1+24个零; 10^{24})(英式英语)

one quintillion. (ib.)

①千的六次幂(或乘方)(1+18个零; 10^{18})(美式英语)

②百万的五次幂(或乘方)(1+30个零; 10^{30})(英式英语)

英美等国对于这些数词的不同用法,也可以不被视为歧义词现象,因为只要知道该词所处的环境是英国英语还是美国英语,这种歧义就可以避免。

(十)介 词

10.1 They should stand up before me. (CGEL, p. 1028)

这句可以有两种理解:

- ①他们应该在我站起来之前站起来。(They should stand up before I do.)
- ②他们应该在我前面站起来。(They should stand up in front of me.)

这句之所以有这两种理解,是因为介词 before 在这里既可以表示时间、作 earlier in time than 解(见①),又可以表示地点、作 in front of 解(见②)。表示地点的用法不如表示时间的用法普遍,但也非绝无仅有。如:

She stood before me. (LDCE, p. 82)她曾站在我面前。

Your name comes before mine on the list. (OALDCE, p. 72)在名单上,你的名字排在我的名字前面。

下面一句可有三种理解:

Did you drove the car near the police station? (CGEL, p. 518)

- ①你把汽车开往警察局(附近)了吗?(Did you drive the car towards the police station?)
- ②你在警察局附近开车了吗?(Did you drive the car in the vicinity of the police station?)
- ③你驾驶警察局附近的那辆汽车了吗?(Did you drive the car which was not far from the police station?)

这句之所以有这三种理解,是因为 near the police station 在这里既可视作状语表示方向(见①),又可视作状语表示地点(见②),此外还可视为定语修饰 the car (见③)。

10.2 **She is from Sinkiang.** (《新英汉词典》, p. 502)

这句可以有两种理解:

①她是新疆人。(She is a native of Sinkiang.)

②她是从新疆来的。(She came from Sinkiang.)

这句之所以有这两种理解,是因为 from 在这里既可以提示“发源地”(place of origin)(见①),又可以提示“离开的地方”(place of departure)(见②)。再如下面一句也有两种理解:

I am from China. (《英语世界》, 总 29, p. 126)

①我是中国人。(I am Chinese.)

②我从中国来。(I came from China.)

在状态动词 be 后面的 from 通常表示“发源地”(a),但有时也可以表示“离开的地方”(b):

a) I'm from Scotland (= I'm Scottish). (LDCE, p. 454) 我是苏格兰人。

I'm from Madrid. (CGEL, p. 698) 我是马德里人。

b) Michael: Are you from England?

Ann: No, I'm from Geneva. I'm going to London. (The Linguaphone Institute, *English Course*, 2, p. 12)

迈克尔: 你从英格兰来吗?

安: 不, 我从日内瓦来。我去伦敦。

这种结构中的 be 的一般现在时表示第一种意义时, 往往可由 come 的一般现在时取代, 这时 come 作“出生于”(be a native of; was born in) 解:

He comes from Austria (= He is Austrian). (GCE, p. 323) 他是奥地利人。

He comes from Scotland/ Glasgow. (= He is a Scot/ a Glaswegian.) (CGEL, p. 698) 他是苏格兰人/ 格拉斯哥人。

但是, come 的其他时态往往表示“来”(move towards the speaker)

的意思:

He came from Kyushu. (DEAU, p. 429) 他从九州来。

from-短语作定语时, from 同样既可以表示“发源地”(a), 又可以表示“离开的地方”(b):

(a) This is a friend of mine from London. (CGEI, p. 698) 这是我的一个朋友, 他是伦敦人。

(b) Peter: Is she meeting some friends from Geneva?

Jane: Yes, they're secretaries at the United Nations.

(The Linguaphone Institute, *English Course*, 2, pp. 45-46)

彼得: 她是要迎接来自日内瓦的一些朋友吗?

珍妮: 是的。他们都是联合国的秘书。

(十一) 连 词

11.1 After the marathon race the runners were very tired, if not exhausted. (AEP, p. 224)

这句可以有两种理解:

① 经过这场马拉松赛以后, 参赛者们虽然也许没有疲惫不堪, 但也很累了。(They were very tired, though perhaps not exhausted.)

② 经过这场马拉松赛以后, 假定参赛者们没有疲惫不堪, 那么他们也很累了。即参赛者们都已很累, 甚至也许疲惫不堪了。(They were very tired, and perhaps even exhausted.)

这句之所以有这两种理解, 是因为连词 if 在这里既可作“虽然”(although)解, 又可作“假定”(supposing that)解; 同时也因为主句中的 tired 和从句中的 exhausted 为同义词 (exhausted = very tired)。作“虽然”解时, 为第一句意义; 作“假定”解时, 为第二句意

义。如果主句和从句不是有这种意义上的联系,虽然 if 为多义词,一般也不会有歧义。如下面第一、二句中的 if 只能释义为 *although*, 第三句中的 if 只能释义为 *supposing that*:

He greeted us very cordially, if rather shyly. (EEG, p. 373) 他和我们打招呼虽然有点儿害羞,但很热情。

If she's poor, at least she's honest. (LDCE, p. 556) 她虽然穷,但她至少是正直的。

If you are right; then I am wrong. (CEGFS, p. 347) 假定你对,那么我就错了。

11.2 **As he was standing near the door, he could hear the conversation in the kitchen.** (CGEL, p. 1105)

这句可以有两种理解:

①当他站在厨房门附近时,他能听见里面谈话的声音。(While he was standing near the door, he could hear the conversation in the kitchen.)

②因为他站在厨房门附近,所以能听见里面谈话的声音。(Since he was standing near the door, he could hear the conversation in the kitchen.)

这句之所以有这两种理解,是因为连词 *as* 在这里既可以引导时间状语从句(*as = while/when*)(见①),又可以引导原因状语从句(*as = since / because*)(见②)。再如下面一句也有两种理解:

As the river rose to flood stage, many people fled to higher ground. (HW, p. 243)

①当河水涨到洪泛水位时,许多人逃到较高的陆地上去了。(When the river rose to flood stage, many people fled to higher ground.)

②因为河水涨到洪泛水位了,所以许多人逃到较高的地方去

了。(Because the river rose to flood stage, many people fled to higher ground.)

这句之所以有这两种理解,也是因为连词 as 在这里既可作 when 解、引导时间状语从句(见①),又可作 because 解、引导原因状语从句(见②)。为了避免这种歧义,引导时间状语从句时可用 when/while, 引导原因状语从句时可用 because / since / now that/ seeing that, 而不用 as。只有当句子意义明确、不可能产生歧义时再用 as。如下面两句中的每一句都只有一种理解:

As (= While) I was walking down the street I noticed a police car in front of number 37. (PEU, § 84) 当我正沿街往前走时,发现一辆警车正停在 37 号院的门前。

As (= Because) women were not supposed to be novelists, she took the name of George Eliot. (ib., 83) 因为不准许女人做小说家,她起了个乔治·埃利奥特的名字。

11.3 While I was working at night in the library, I saw Jane often. (HW, p. 244)

这句可以有两种理解:

①我夜晚在图书馆工作时,经常看见珍妮。(When I was working at night in the library, I saw Jane often.)

②虽然我夜晚在图书馆工作,但经常看见珍妮。(Although I was working at night in the library, I saw Jane often.)

这句之所以有这两种理解,是因为连词 while 在这里既可以作 when 解、在主句前面引导时间状语从句(见①),又可以作 although 解、在主句前面引导让步状语从句(见②)。再如下面一句也有这两种理解:

While he was in jail, they were able to talk frequently. (PE, p. 172)

①当他被关进监狱时,他们能够经常谈话。(When he was in jail, they were able to talk frequently.)

②虽然他被关进监狱,但他们能够经常谈话。(Although he was in jail, they were able to talk frequently.)

while 引导让步状语从句的用法虽然不如引导时间状语从句那么普遍,但也并非绝无仅有。再如:

While (= Although) I understand what you say, I can't agree with you. (LDCE, p. 1254) 虽然我理解你所说的话的意思,但我还是不能同意你的看法。

While (= Although) I admit that the problems are difficult, I don't agree that they cannot be solved. (OALDCE, p. 998) 虽然我承认问题难以解决,但我不同意不能解决。

11.4 **Since I lost my glasses yesterday, I haven't been able to do any work.** (EGFT, p. 97)

这句可以有两种理解:

①自从我昨天丢了眼镜,我一直什么活都不能做。(From the time when I lost my glasses yesterday till now, I haven't been able to do any work.)

②因为我昨天丢了眼镜,所以我一直什么活都不能做。(Because I lost my glasses yesterday, I haven't been able to do any work.)

这句之所以有这两种理解,是因为 since 在这里既可释义为“自从”(from the time when... till now)、引导时间状语从句(见①),又可释义为“既然,因为”(because)、引导原因状语从句(见②)。

11.5 **He will come in case he is wanted.** (GCE, p. 781)

这句可以有两种理解:

①只有需要他,他才来。(He will come only if he is wanted, in the event of his being wanted.)(非正式美国英语)

②因为可能需要他,所以他要来。(He will come because he may be wanted.)(英国英语)

这句之所以有这两种理解,是因为连词 *in case* 在这里既可以作 *only if* 解、引导条件状语从句(美国英语)(见①),又可以作 *because* 解、引导原因状语从句(英国英语)(见②)。这种歧义是美国英语和英国英语的不同用法造成的。再如下面两句也各有两种理解,前一句中的 *in case*-从句表示条件或目的,后一句中的 *in case*-从句表示原因或目的:

Do this in case a fire breaks out. (GCE, p. 746)

①一旦发生火灾就这么做。(Do this in the event of fire breaking out.)(英国英语和美国英语)

②为了防止火灾这么做。(Do this to prevent a fire breaking out.)(英国英语)

Write a will in case you die without providing for your family. (CGEL, p. 1106)

①写下遗嘱吧,因为你去世后就不能赡养你的家属了。(Write a will because you may die without providing for your family.)(英国英语)

②写下遗嘱吧,以免你去世后没人赡养你的家属。(Write a will in order that you do not die without providing for your family.)(英国英语)

上述第一句之所以有歧义,仍然是英国英语和美国英语的不同用法造成的;第二句之所以有歧义,是因为在英国英语中 *in case* 既能引导原因状语从句又能引导目的状语从句。

11.6 **Someone removed his brushes so that he couldn't**

paint. (CEG, p. 246)

这句可以有两种理解:

①有人把他的画笔拿走了,以免他(用笔)画画。(Someone removed his brushes so that he wouldn't be able to paint.)

②有人把他的画笔拿走了,(结果)他不能画画了。(Someone removed his brushes so that he wasn't able to paint.)

这句之所以有这两种理解,是因为 so that 在这里既可作为引导目的状语从句的连词(见①),又可作为引导结果状语从句的连词(见②)。再如下面两句也都各有两种理解:

She burned his last letter, in which he had proposed to her, so that no one could ever discover the truth. (AEP, p. 224)

①她把他的上次来信烧了,以便谁也不能发现真情,因为在这封信里他向她提出求婚。(… so that no one would be able to …)

②她把他的上次来信烧了,在这封信中他向她提出了求婚,结果没有任何人能发现真情。(… so that no one was able to …)

We turned the radio up so that everyone could hear the announcement. (RGSE, p. 66)

①为了大家都能听到这个通知,我们把收音机的声音调大了。(… so that everyone would be able to …)

②我们把收音机的声音调大了,结果大家都能听到这个通知了。(… so that everyone was able to …)

为了避免这种歧义,so that 引导目的状语从句时,可把该从句置于句首;so that 引导结果状语从句时,可取消该从句中的情态动词。因为 so that-从句位于主句前时只能表示目的,so that-从句不含情态动词时只能表示结果。如:

So that he could buy a car, he saved a lot of money. (GCE, p.

554)他为了能买辆汽车存了很多钱。

We turned the radio up, so that everyone heard the announcement. (EGSE, p. 66)我们把收音机的声音调大了,结果大家都听到了这通知。

当然,表示目的意义时用 *in order that* 取代 *so that*、表示结果意义时用 *with the result that* 取代 *so that* 也可避免歧义。

(十二)双重词类词

12.1 We saw her duck. (SC, p. 121)

这句可以有两种理解:

①我们看见她低下头。(We saw her lower her head.)

②我们看见了她的鸭子。(We saw the duck belonging to her.)

这句之所以有这两种理解,是因为 *duck* 在这里既可作为动词、释义为“低下头”(lower one's head quickly),又可作为名词、释义为“鸭子”(a common swimming bird with short legs and a long beak)。作为动词时,*duck* 为动词不定式作宾语补语(见①);作为名词时,*duck* 和 *her* 一起作 *saw* 的宾语(见②)。这句之所以有歧义,还因为宾格 *her* 和属格 *her* 形式相同,若是宾格和属格形式不同的词,便可避免歧义。如下面两句各只有一种理解:

We saw him duck. 我们看见他低下了头。(We saw him lower his head.)

We saw his duck. 我们看见了他的鸭子。(We saw the duck belonging to him.)

再如,下面一句也有两种理解:

I noticed her back.

①我注意到她后退了。(I noticed her go back.)

②我注意到她的后背了。(I noticed the part of her body from

the neck to the end of the spine.)

这句之所以有这两种理解,是因为 back 在这里既可视作动词、释义为“后退”(见①),又可视作名词、释义为“后背”(见②)。

12.2 They fed her dog biscuits. (GTG, p. 27)

这句可以有两种理解:

①他们喂她的狗饼干。(They fed biscuits to her dog.)

②他们喂她硬饼干。(They fed dog biscuits to her.)

这句之所以有这两种理解,是因为 dog 在这里既可视作名词、释义为“狗”(a meat-eating animal often kept as a pet)(见①),又可视作形容词、释义为“硬的”(hard)(见②)。视为名词时, dog 和 her 一起作间接宾语,这时 biscuits 为直接宾语;视为形容词时 dog 为 biscuits 的定语,并与它一起作直接宾语,这时 her 为间接宾语。

12.3 We are all ready. (LDCE, p. 26)

这句可以有两种理解:

①我们大家都准备好了。(All of us are ready.)

②我们完全准备好了。(We are completely ready.)

这句之所以有这两种理解,是因为 all 在这里既可视作不定代词、释义为“大家;全体”(everybody),又可视作副词、释义为“完全地;十分”(altogether, completely)。视为不定代词时, all 作主语 (we) 的同位语(见①),视为副词时, all 作表语 (ready) 的程度状语(见②)。如果句子主语是单数名词或代词,连系动词 be 后面的 all 只能视为副词;如果限定动词是 be 以外的连系动词,其后面的 all 也只能视为副词,这时都只有一种理解。如:

The meal is all ready on the table. (CEU, p. 16) 饭桌上的饭已准备充分了。

They came all ready for a day in the country. 他们为去农村住

一天做好了充分的准备。

注意：代词 *all* 用作主语的同位语时一般只作复数名词或代词（指示代词 *that* 除外）的同位语，而且限定动词为 *be* 时位于其后，为其他（主）动词时位于其前：

We are all tired. (PEU, § 37) 我们都累了。

* We all are tired. (ib.)

They all agreed. (HEG, p. 171) 他们都同意。

They were all agreed. (ib.) 他们意见都一致。

That's all very well, but ... (ib.) 那都很好，但……

但是，在以 *be* 结尾的省略句中，*all* 位于 *be* 前：

A: Were all of the windows broken? 所有的窗户都坏了吗？

B: Yes, they all were. (EGSE, p. 143) 是的，都坏了。

12.4 The scriptwriter was promoted for his entertaining new ideas. (SOS, p. 12)

这句可以有两种理解：

① 这电影剧本作者因持有新观念而被晋升。(The scriptwriter was promoted for the new ideas he entertained.)

② 这电影剧本作者因有给人带来欢乐的新观念而被晋升。(The scriptwriter was promoted for his new ideas that were entertaining.)

这句之所以有这两种理解，是因为 *entertaining* 在这里既可释义为“持有；心存”(*have in mind*)，又可释义为“给人带来欢乐的”(*bringing enjoyment*)。释义为“持有”时，*entertaining* 为动名词作介词 *for* 的宾语 (*his* 为其逻辑主语，*new ideas* 为其宾语) (见①)；释义为“给人带来欢乐的”时，*entertaining* 为形容词作 *new ideas* 的前置定语 (见②)。

12.5 How do you get down from an elephant? (EGFT, p. 29)

这句可以有两种理解:

- ①你怎样从象上下来? (How do you come down from an elephant?)
- ②你怎样从象身上弄到绒毛? (How do you get fine soft feathers from an elephant?)

这句之所以有这两种理解,是因为 down 在这里既可释义为“向下”(to a lower place),又可释义为“绒毛”(fine soft feathers)。释义为“向下”时,down 为副词,作 get 的状语(见①);释义为“绒毛”时,down 为名词,作 get 的宾语(见②)。第二种理解虽不象第一种理解普遍,但在以下语境中是可能的:

“How do you get down from an elephant?” (EGFT, p. 92)你怎样从象身上弄到绒毛?

“You don't —— you get down from a duck.” (ib.)不,你不能从象身上弄到绒毛,从鸭子身上才能弄到绒毛。

三、结构歧义

(一) 同一词可视为不同的词类

1.1 a pretty little house (PFL, p. 5)

这个名词短语可以有两种理解:

- ①一座漂亮的小房子(a little house that is pleasing to look at)
- ②一座相当小的房子(a fairly little house)

这短语之所以有这两种理解,是因为 pretty 在这里既可以视为形容词、作“漂亮的(非华丽或堂皇)”(pleasing and attractive without being beautiful or magnificent)解(见①),又可以视为副词、作“相当地”(fairly)解(见②)。再如下面的短语也有两种理解:

a pretty dark dress (CGEL, p. 446)

- ①一件漂亮的深色衣服(a dark dress that is pretty)
- ②一件颜色相当深的衣服(a rather dark dress)

这短语之所以有这两种理解,也是因为 pretty 在这里既可以视为形容词、作“漂亮的”解(见①),又可以视为副词、作“相当地”解(见②)。pretty 用作形容词与用作副词时的读音不同,用作形容词时重读,用作副词时一般不重读(或弱重读):

a 'pretty 'dark 'DRESS (The dress was pretty.)

a pretty 'dark 'DRESS (a rather dark dress)

为了避免这种歧义,pretty 释义为“漂亮的”时候,可与其后的形容词用逗号隔开。RGSE 认为,名词中心词前的 pretty 和其后的形容词之间有逗号时,pretty 为形容词,没有逗号时,pretty 是副词。如:

a pretty, intelligent girl (RGSE, p. 158) 一个漂亮聪明的姑娘
(a girl who is both pretty and intelligent)

a pretty intelligent girl (ib.) 一个相当聪明的姑娘 (a rather in-
telligent girl)

1.2 The child looks backward. (SAE, p. 285)

这句可以有两种理解：

①这孩子看起来落后了。(The child appears to be backward.)

②这孩子向后看。(The child glances backward.)

这句之所以有这两种理解，是因为 backward 在这里既可作为形容词、释义为“落后的”(not eager to act)(见①)，又可作为副词、释义为“向后地”(to or towards the back)(见②)。视为形容词时，look 为连系动词；视为副词时，look 为不及物实义动词。若将 backward 改为 backwards 则无歧义，因为 backwards 只能视为副词：

The child looks backwards. 这孩子向后看。

再如，下面四句也都各有两种理解：

The dog looked longer than the cat. (SE, p. 138)

①这狗看起来比这猫身子长。(The dog had more length than
the cat.)

②这狗比这猫瞧的时间长。(The dog looked a longer time
than the cat.)

The boy looked better than his companion, (ib.)

①这男孩看起来比他伙伴身体好。(The boy appeared to be in
better health than his companion.)

②这男孩比他伙伴视力好。(The boy had better eyesight than
his companion.)

The second man looked harder than the first. (ib.)

①第二个人比第一个人严厉。(The second man looked more

severe than the first.)

- ②第二个人比第一个人看得用力。(The second man looked with greater effort than the first.)

The new train appeared faster. (ib.)

- ①新火车(比旧火车)速度好象快些。(The new train appeared to be faster.)

- ②新火车(比旧火车)来得快。(The new train came into sight more quickly.)

这四句之所以各有两种理解,是因为动词 look 或 appear 后面的比较级既可视作形容词比较级又可视作副词比较级。视为形容词比较级时,look 和 appear 为连系动词;视为副词比较级时,look 和 appear 为实义动词。

1.3 **The watch ran fast. (SE, p. 138)**

这句可以有两种理解:

- ①这表(走)快了。(The watch gained in time so that it indicated a time in advance of the accurate hour.)

- ②这表走得很快。(即滴滴答答的响声走得很快。)(The ticking was rapid.)

这句之所以有这两种理解,是因为 fast 在这里既可视作形容词、释义为“太快”(ahead of the correct time)(见①),又可视作副词、释义为“快地”(rapidly; quickly)(见②)。视为形容词时,run 为连系动词、释义为“变得”(get; become);视为副词时,run 为实义动词、释义为“转动;做工”(work properly)。再如下面一句也有两种理解:

The hinges worked looser after being oiled. (SE, p. 138)

- ①枢纽加油后,活动起来比以前松了。(The hinges became looser after being oiled.)

- ②枢纽加油后,活动得比以前自如了。(The hinges turned

more loosely after being oiled.)

这句之所以有这两种理解,也是因为 looser 在这里既可视作形容词比较级(原级释义为“松的”(free from control)),又可视作副词的比较级(原级释义为“松地”(loosely))。视为形容词比较级时,worked 为连系动词、释义为“渐渐变成”(become; get);视为副词比较级时,worked 为实义动词、释义为“运转”(operate)。

1.4 He turned on his supporters. (CGEL, p. 1157)

这句可以有两种理解:

①他使他的支持者感到兴奋。(He excited his supporters.)

②他曾攻击他的支持者。(He attacked his supporters.)

这句之所以有这两种理解,是因为 turned on 中的 on 在这里既可视作副词,又可视作介词。视为副词时,turn on 为成语动词(vt + adv.)、释义为“使兴奋”(excite)(见①);视为介词时,turn on 为介词动词(vi + prep.)、释义为“攻击”(attack)(见②)。如果宾语为人称代词该结构便无歧义,因为 turn on 释义为“使兴奋”时 on 必须置于宾语之后(a),释义为“攻击”时 on 必须置于宾语之前(b):

(a) He turned them on. (= He excited them.) (ib.)

(b) He turned on them. (= He attacked them.) (ib.)

下面一句也有两种理解:

He looked over the old fence. (SAE, p. 266)

①他仔细看了看旧篱笆墙。(He inspected the old fence.)

②他从旧篱笆的上方向另一方看了看。(He looked at something on the other side.)

这句之所以有这两种理解,是因为 looked over 中的 over 在这里既可视作副词,又可视作介词。视为副词时,look over 为成语动词、释义为“仔细看”(inspect)(见①);视为介词时,look 和 over 不是固定搭配,look 为不及物动词,over-短语作状语修饰 look(见②)。

再如下面一句也有两种理解：

Several husky teenagers rolled up the carpet. (SOS, p. 12)

①几个健壮的青少年把地毯卷起来了。(Several husky teenagers wrapped up the carpet by turning over.)

②几个健壮的青少年滚到地毯上。(Several husky teenagers turned themselves over up the carpet.)

这句之所以有这两种理解,是因为 rolled up 中的 up 在这里既可视作副词,又可视作介词。视为副词时,roll up 为成语动词、释义为“卷起来”;视为介词时,roll up 不是固定搭配、释义为“向…上滚”。

1.5 The committee will see through the plan which you have suggested. (IME, p. 403)

这句可以有两种理解：

①委员会将看穿你提的计划。(The committee will understand the hidden bad purpose of the plan which you have suggested.)

②委员会将帮你落实你提出的计划。(The committee will help to a successful conclusion the plan which you have suggested.)

这句之所以有这两种理解,是因为 see through 中的 through 在这里既可视作介词,又可视作副词。视为介词时,see through 为介词动词、释义为“识破;看透”(understand the hidden bad purpose of) (见①);视为副词时,see through 为成语动词、释义为“帮助进行到底”(help to a successful conclusion)(见②)。当 see through 的宾语为人称代词时可避免歧义,因为介词只能位于宾语前(a),副词只能位于宾语后(b):

(a)The committee will see through it. (ib)委员会将看穿它。

(b)The committee will see it through. (ib.)委员会将协助落

实它。

1. 6 **They expected nothing less than an attack.** (DMEU, p. 398)

这句可以有两种理解：

①他们很(简直)希望进攻。(They expected an attack very much.)

②他们很不希望进攻。(They expected an attack very little.)

这句之所以有这两种理解,是因为 nothing less than 中的 less 在这里既可视为形容词,又可视为副词。视为形容词时,less 作 nothing 的后置定语,nothing less than 直译为“不比…少”,即“和…一样;简直等于…”(the same thing as ;quite equal to);视为副词时,less 作 expected 的程度状语,nothing less than 直译为“没有比…更不”,即“很不…;完全不…”(far from being; anything rather than)。less 视为形容词时为第一句意义,视为副词时为第二句意义。再如下面一句也有两种理解:

These heroes and crowd-men resemble nothing less than the demagogue as popularly conceived. (DMEU, p. 398)

①这些英雄和群众很像人们想象的蛊惑人心的政客。

②这些英雄和群众一点儿不像人们想象的蛊惑人心的政客。

通常 nothing less than 只是用来加强其后的名词或形容词,因此释义为“简直就是…”(just the same as)。如:

It was nothing less than criminal. (LMED, p. 632)那简直就是犯罪。

在这种情况下 LDCE 认为也可用 nothing more or less than 结构表示:

It's nothing (more or)less than murder to send that poor boy down the Falls Road without a gun. (LDCE, p. 627)派那可怜

的孩子不带枪走福尔兹那条路简直就是谋杀他。

偶尔 *nothing less than* 也可释义为“很不…”(*far from being*)。不过这时往往由 *something*(或 *somewhere*)*less than* 取代。如:

The remark was something less than polite. (LMED, p. 632) 这话很不礼貌。

nothing more than 结构有时也有歧义,但含义与 *nothing less than* 不同。如:

He wants nothing more than bread. (葛传槩《英语惯用法词典》, p. 413)

①他想要的不比面包多,即只要面包。(He wants nothing but bread.)

②他没有比面包更想要的东西,即他最想要面包。(He wants bread more than anything else.)

He wants nothing more than to see you once again. (ib.)

①他想做的(事情)不过是再见你一次,即他只想再见你一次。

②他没有比再见你一次更想做的(事情),即他最想再见你一次。

这两句之所以各有两种理解,也是因为 *more* 在这里既可视作形容词,又可视作副词。视为形容词时,均作 *nothing* 的后置定语;视为副词时,均作 *wants* 的程度状语。

1.7 **The door was closed.** (BGME, p. 74)

这句可以有两种理解:

①有人把门关上了。(Someone closed the door.)

②门关着,即没开着。(The door was not open.)

这句之所以有这两种理解,是因为 *was closed* 在这里既可以理解为一般过去时的被动语态、表示动作(见①),又可以理解为连系动词 *be* 的过去时 *was* 接表语、表示状态(见②)。在前一种解释中,

closed 为动词性过去分词(verb^{al} past participle);在后一种解释中,closed 为形容词性过去分词(adjectival past participle)。同样,下面一句也可有这两种理解:

The window was broken. (BGME, p. 74)

①有人把窗户打坏了。(动作)

②窗户坏了。(状态)

如果在过去分词后面加上方式状语则只能表示动作(a),加上时间长度状语只能表示状态(b):

(a)The door was closed suddenly. (BGME, p. 74)突然有人把门关上了。(与动词性过去分词 closed 相对应的是动词性过去分词 opened: The door was opened suddenly.)

(b)The door was closed throughout the performance. (ib.)整个演出过程中门一直关着。(与形容词性过去分词 closed 相对应的是形容词 open: The door was open throughout the performance.)

这种结构的一般现在时没有时间状语时,只能表示现存状态(a),只有加上时间频度状语后才能表示反复的动作(b):

(a)Our house is painted. (SYN, p. 446)我们的房子油漆过了。

(b)Our house is painted every year. (ib.)我们的房子每年都油漆。

再如下面一句也有两种理解:

Holmes saw the door open. (EGT, p. 116)

①霍姆斯看见这门打开了。(The door opened, and Holmes saw it.)

②霍姆斯看见这门开着。(Holmes saw the door when it was open.)

这句之所以有这两种理解,是因为 open 在这里既可视为动词不定式作宾语补语(见①),又可视为形容词作宾语补语(见②)。open

被视为不定式时表示动作,被视为形容词时表示状态。

1.8 Let me go. (MES, p. 42)

这句可以有两种理解:

①请让我走吧! (Allow me to go.)

②我一定要走。(I will (or resolve to) go.)

这句之所以有这两种理解,是因为 Let 在这里既可视作实义动词(Quirk 称其为“全动词”(full verb), Onions 称其为“主动词”(main verb)),又可视作助动词(Quirk 称其为“引导小品词”(introductory particle), Onions 称其为“助动词”(auxiliary))。视为实义动词时, Let me go 为省略了第二人称主语(you)的祈使句;视为助动词时, Let me go 为带第一人称主语(宾格 me)的祈使句。

以 Let 开头的祈使句(非缩略式)大多有两种理解。如:

Let us (him, her, them) go. (MES, p. 42)

①请让我们(他,她,他们)走吧。(Allow us (him, her, them) to go.)

②我们一定要走。(We will (or resolve to) go.)

他(她,他们)可以或应该走了。(He (She, They) may or should go.)

但有些以 Let 开头的句子只有一种理解,这时 Let 要么为实义动词(a),要么为助动词(b):

(a)Let me be. (MES, p. 42)不要打扰我。

Please let me have my ticket. (ib.)请把我的票给我。

(b)Let us all work hard. (CGEL, p. 829)我们一定都努力工作。

Let me think what to do next. (ib.)我要想想下步怎么办。

关于 let 是实义动词还是助动词可以通过看其是否可用缩略式和

附加疑问用第几人称主语来判断。Let us go 作 Allow us to go 解时不能用缩略式(Let's go),附加疑问部分的主语要用 you (Let us go, will you?);而 Let us go 作 We will go 解时可用缩略式(Let's go),附加疑问部分的主语要用 we (Let us go, shall we?)。

1. 9 **Morton has more expensive clothes than I have.**
(CGEL, p. 1135)

这句可以有两种理解:

- ①莫顿的贵重衣服比我的贵重衣服多。(Morton has a greater quantity of expensive clothes than I have.)
- ②莫顿的衣服比我的衣服贵重。(Morton has clothes more expensive than I have.)

这句之所以有这两种理解,是因为 more 在“more+形容词+复数名词”结构中既可视作限定词(形容词)、表示数量(many 的比较级),作“更多的”解,又可视作副词,与形容词原级一起构成形容词比较级,表示程度。前一种用法见第一句,后一种用法见第二句。再如下面两句也都各有两种理解:

There were more intelligent astrologers than your scientists.
(UGE(W), p. 103)

- ①当时聪明的占星术家比你们的科学家多。(There were a greater number of intelligent astrologers than your scientists.)
- ②当时的占星术家比你们的科学家聪明。(There were astrologers more intelligent than your scientists.)

He smokes more expensive cigarettes than he can afford.
(GCE, p. 868)

- ①他吸的贵重烟多,超过了他所能负担的。(He smokes a greater number of expensive cigarettes than he can afford.)

- ②他吸的烟昂贵,超过了他能负担的。(He smokes cigarettes more expensive than he can afford.)

在没有 than-从句的简单句中,more 作限定词时,除可以作“更多的”解外,还可以作“另外的;附加的”(further; additional)解,这样含有“more+形容词+复数名词”的结构就可能有三种理解(AEP 认为下面一句只有前两种理解):

The tourists wanted to visit more interesting places. (AEP, p. 225)

- ①旅行者们想再参观一些有趣的地方。(They wanted to visit an additional number of interesting places.)
- ②旅行者们想参观一些更有趣的地方。(They wanted to visit places that were more interesting.)
- ③旅行者们想参观更多的有趣的地方。(They wanted to visit a greater number of interesting places.)

再如下面一句也可以有三种理解(DMEU 认为只有后两种理解):

He needs more suitable companions. (DMEU, p. 22)

- ①他还需要一些适宜的伙伴。(He needs an additional number of suitable companions.)
- ②他需要更多的适宜的伙伴。(He needs a greater number of suitable companions.)
- ③他需要更适宜的伙伴。(He needs companions who are more suitable.)

UGE(W)也认为“more+副词+形容词+名词”结构只有两种理解:

We need more highly trained scientists. (UGE(W), p. 103)

- ①我们现在需要更多的经过高度训练的科学家。(We need a greater number of highly trained scientists.)
- ②我们现在需要经过更高程度训练的科学家。(We need sci-

entists who are more highly trained.)

如果将“more+形容词+复数名词”结构中的复数名词改为单数名词则只有一种理解,因为这时 more 只能被视为副词、与其后面的形容词构成比较级。如:

John is the more stupid boy of the 2. (LDCE, p. 707) 约翰是这两个人中较蠢的一个孩子。

We have a more beautiful garden than they have. (ib.) 我们的花园比他们的漂亮。

“fewer / less+形容词+复数名词”结构也无歧义,因为这时 fewer 只能作限定词表示数量(即 few 的比较级),less 只能作副词与其后面的形容词构成比较级,表示低等程度。如:

He smoked fewer expensive cigarettes than he bought. 他吸的贵重烟比他买的贵重烟少。

He smokes less expensive cigarettes than he can afford. (GCE, p. 868) 他吸的烟便宜,不超过他所能负担的。

但是,“less+形容词+不可数名词”结构则有歧义,因为这时 less 既可作限定词表示数量(为 little 的比较级),又可作副词与其后面的形容词一起构成比较级,表示低等程度。如下面一句可以有两种理解:

They buy less expensive beer than they used to.

- ①现在他们购买的贵重啤酒比过去少了。(They buy a smaller amount of expensive beer than they used to.)
- ②现在他们买的啤酒比过去便宜了。(They buy beer less expensive than they used to.)

1. 10 Most reputable writers have abandoned this claim.
(SYN, p. 507)

这句可以有两种理解:

①很有名气的作家已经放弃了这种主张。(Very reputable writers have abandoned this claim.)

②大多数有名气的作家已经放弃了这种主张。(The great majority of reputable writers have abandoned this claim.)

这句之所以有这两种理解,是因为 most 在这里既可作为副词、释义为“很,非常”(very)(见①),又可视为限定词、释义为“大多数”(the great majority of; nearly all)(见②)。视为副词时,most 作状语修饰 reputable,或说 most 和 reputable 一起构成形容词绝对最高级(absolute superlative);视为限定词时,most 限定 reputable writers 这个名词短语。试比较:

Most lovely flowers everywhere greet the eye and most fragrant perfumes fill the air. (SYN, p. 507)到处都有非常可爱的鲜花映入眼帘,空气中充满了迷人的芳香。

Most English words form their plural by adding "s". (LDCE, p. 710)大多数英语名词的复数是在词尾加“s”构成的。

这种结构在用口头表达时无歧义,因为 most 视为副词时其后的形容词重读,most 视为限定词时其本身重读。

1.11 He called Checkers home. (FME, p. 112)

这句可以有两种理解:

①他把切科斯(房子名)称为家。(His house by the name of Checkers was called home by him.)

②他把切科斯(狗名)唤回家。(His dog by the name of Checkers was called home by him.)

这句之所以有这两种理解,是因为 home 在这里既可作为名词,又可视为副词。当视为名词时,home 作宾语补语(call 为接复合宾语及物动词)(见①);当视为副词时,home 作 called 的状语(call 为接单宾语及物动词)(见②)。

1. 12 **She has passed her exams in French, German and English literature.** (EGFT, p. 112)

这句可以有两种理解:

- ①她法语、德语和英国文学的考试都通过了。(She has passed her exams in French, in German and in English literature.)
- ②她法国文学、德国文学和英国文学的考试都通过了。(She has passed her exams in French literature, German literature and English literature.)

这句之所以有这两种理解,是因为 French 和 German 在这里既可视作名词又可视作形容词。视为名词时, French 释义为“法语”、German 释义为“德语”,它们与 English literature 并列,这三个并列成分都作介词 in 的宾语(见①);视为形容词时, French 释义为“法国的”、German 释义为“德国的”,它们与形容词 English 并列,这三个并列成分都作 literature 的定语(见②)。该句语法上分析起来分别是(S= 主语, P= 谓语动词, O= 宾语, H= 名词中心词, M= 修饰语, p= 介词):

- 1) [S P O]
 (p(H, H+MH))
- 2) [S P O]
 (p(M, M+M)H)

1. 13 **Have you any postage stamps? I only want to borrow one.** (CGEL, p. 869)

这两句中的后一句可以有两种理解:

- ①你有邮票吗? 我只想借一张(而不是两、三张)。(I only want to borrow *one* stamp.)
- ②你有邮票吗? 我只想借一张。(而不是要一张)。(I only want to *borrow* a stamp.)

这句之所以有这两种理解,是因为 one 在这里既可视作数词(见①),又可视作代词(见②)。视为数词时,one 是 one stamp 的简略说法;视为代词时,one 是 a stamp 的简略说法,暗示“我要你只借我一张,而不是送我一张”。这句话朗读起来无歧义,因为 one 视为数词时重音落在 one 上,one 视为代词时重音落在 borrow 上。试比较:

I only want to $\left\{ \begin{array}{l} \text{borrow } \acute{\text{O}}\text{NE. (数词)} \\ \acute{\text{B}}\text{ORROW one. (代词)} \end{array} \right.$

1.14 a little cake (CGEL, p. 264)

这短语可以有两种理解:

①一小块糕点(a small cake)

②一点儿糕点(a small amount of cake)

这短语之所以有这两种理解,是因为 little 在这里既可视作形容词、释义为“小”(small)(见①),又可视作后位限定词(postdeterminer)、释义为“一点儿”(a small amount)(见②)。在解①中,“a”为不定冠词;在解②中,“a”仍为不定冠词,同时与 little 一起起后位限定词的作用(CGEL, pp. 262—263)。a little 后接可数名词或不可数名词是无歧义的,只有后接“双重类别名词”(nouns with dual class membership)中的具体名词(concrete nouns)才有可能产生歧义。双重类别名词是指既可视作可数又可视作不可数的名词,其双重类别表现在(CGEL, p. 247):

A: Would you like a cake? (cake 为可数名词)

B: No, I don't like cake. (cake 为不可数名词)

She's had many difficulties. (difficulty 为可数名词)

She's not had much difficulty. (difficulty 为不可数名词)

再如, lamb 也是一个表现具体意义的双重类别名词,在下句中也有歧义:

Here is a little lamb.

①这里有一只小羊。(Here is a small lamb.)

②这里有一点儿羊肉。(Here is a small amount of lamb.)

duck 和 goose 也是双重类别名词,指“猎物”时为可数名词,指“食物”时为不可数名词,它们与 a little 连用一般也都有两种理解。

1.15 a divinely inspired work (CGEL, p. 448)

这短语可以有两种理解:

①一个受到非通常(超凡)方式鼓舞的工厂(a work that has been inspired in a divine manner)

②一个受到极大(超凡程度)鼓舞的工厂(a work that is inspired to a divine extent)

这句之所以有这两种理解,是因为 inspired 在这里既可视为动词性-ed 分词(这时 divinely 为副词,作方式状语)(见①),又可视为形容词性-ed 分词(这时 divinely 为副词,作程度状语)(见②)。在通常情况下作前置修饰语的-ed 分词是动词性分词(a)还是形容词性分词(b),意义是明确的,并无歧义:

(a) a surprisingly worded letter (= a letter that is worded in a surprising manner) 一封以惊人方式措辞的信

(b) his seriously injured leg (= his leg that is injured to a serious extent) 他那受重伤的腿

(二) 同一词或短语等可视为不同的句子成分

2.1 Some of the children are walking to the lake in the park. (GCE, p. 475)

这句可以有两种理解:

①公园里有些孩子正朝湖 的方向走去(湖可能在公园外)。

(Some of the children are walking to the lake and are walking in the park.)

②有些孩子正朝公园里湖的方向走去(孩子可能在公园外)。

(Some of the children are walking to the lake which is in the park.)

这句之所以有这两种理解,是因为介词短语 *in the park* 在这里既可以视为状语、修饰谓语动词 *are walking* (见①),又可以视为定语、修饰 *the lake* (见②)。为了避免上述歧义,表达第二句意思时,可参照括号中提示的例句改写;表达第一句意思时,可将 *in the park* 移至句首或谓语动词之前:

In the park some of the children }
Some of the children in the park } are walking to the lake.

再如下面两句也各有两种理解:

John painted the car in the garage. (ITG, p. 36)

①约翰油漆了车库里的汽车。(John painted the car that is in the garage.)

②约翰在车库油漆了汽车。(John did the painting of the car in the garage.)

I used the book in the library. (EGT, p. 95)

①我用过图书馆的那本书。(I used the book belonging to the library.)

②我在图书馆时用过那本书。(I used the book when I was in the library.)

上述两句之所以各有两种理解,也是因为句末的介词短语在句中既可视作定语又可视作状语。

在下面两个含 *like*-短语的句子中,(a)有歧义,(b)无歧义:

(a) I once helped a man like his brother. (GCE, p. 424)

①我曾帮助过一个象他弟弟那样(长相)的人。(I once helped

a man who resembles his brother.)

②我曾和他弟弟那样帮助过一个人。(I once helped a man in the same way as his brother did.)

(b)I once met a man like his brother. (ib.)我曾遇见过一个象他弟弟那样(长相)的人。(I once met a man who resembles his brother.)

(a)之所以有两种理解,是因为 like 既可释义为“在外形、特征或外表上象”(resembling in form, character, or appearance),又可释义为“在行为方式方面象”(resembling in manner);(b)之所以只有一种理解,是因为 like 在句中只能释义为“在外形、特征或外表上象”。试比较:

We do not want any more writers like the last one. (EPI, p. 51)我们不再需要象上一个那样的作家。

She cooks turkey like my mother. (CGE, p. 92)她象我妈妈那样煮火鸡。

在下面两个含 from-短语的句子中,也是(a)有歧义,(b)无歧义:

(a)They heard Bill from the floor above. (AL, p. 202)

①他们听见来自楼上彼尔的声音(彼尔在楼上)。(They heard Bill, who was on the floor above.)

②他们在楼上听见彼尔的声音(彼尔可能在楼下)。(From the floor above they heard Bill.)

(b)They saw Bill from the floor above. (ib.)他们从(在)楼上看见彼尔(彼尔可能在楼下)。(From the floor above they saw Bill.)

(a)之所以有这两种理解,是因为 from-短语在这里既可视作定语修饰 Bill,又可视作状语修饰 heard;(b)之所以只有一种理解,是因为 from-短语在这里只能视为状语修饰 saw。

2.2 **He hit the man with a stick. (SCS, p. 401)**

这句可以有两种理解:

①他打了那个拿棍棒的人。(He hit the man who had a stick in his hand.)

②他用棍棒打了那个人。(He used a stick to hit the man.)

这句之所以有这两种理解,是因为 with a stick 在这里既可视为定语、修饰 the man (见①),又可视为状语、修饰 hit(见②)。再如下面的三句也有歧义:

Sam managed to touch the man with the umbrella. (AS, p. 23)

①萨姆设法轻轻敲打带伞的人。(Sam managed to touch the man who was carrying the umbrella.)

②萨姆用伞设法轻轻敲打这个人。(Sam managed to use the umbrella to touch the man.)

I was hit by the girl with a brick. (GTG, p. 28)

①我被拿着砖头的那个女孩砍了。(I was hit by the girl who was carrying a brick.)

②我被那个女孩用砖头砍了。(The girl hit me with a brick.)

The steward greeted the girl with a smile. (LS, p. 440)

①乘务员向那个正在微笑的姑娘打招呼。(The steward greeted the girl who was smiling.)

②乘务员微笑着向那个姑娘打招呼。(The steward, smiling, greeted the girl.)

这三句之所以各有两种理解,都是因为 with-短语在这里既可视为定语(见各句①),又可视为状语(见各句②)。

2.3 **... who (the rabbit) in the end walks towards the stoat seeking to devour him. (DMEU, p. 22)**

这句可以有两种理解:

①兔子终于朝企图吃掉它的鼬走来, (... who (the rabbit) in the end walks towards the stoat that is seeking to devour him.)

②兔子终于朝鼬走来, 企图吃掉它。 (... who (the rabbit) in the end walks towards the stoat, seeking to devour him.)

这句之所以有这两种理解, 是因为 *seeking to devour him* 在这里既可以视为定语、修饰 *the stoat* (见①), 又可以视为目的状语、修饰 *walks* (见②)。如果象第一句括号中提示的那样, 将其改为定语从句, *seeking* 的逻辑主语只能是 *the stoat*; 如果象第二句括号中提示的那样在 *the stoat* 和 *seeking* 之间加入逗号, *seeking* 的逻辑主语只能是 *who (the rabbit)* 了。这时就不再有歧义了。不过, *devour* (吞吃掉) 若改为 *drive away* (赶走), 似更合乎情理, 因为兔子和鼬一般不吃动物。

下面一句也有歧义:

The man avoided, by turning suddenly to a driveway, hitting a child riding a tricycle across the street.

①这人突然转向车行道, 避免撞上一个骑三轮过马路的小孩。

(The man avoided, by turning suddenly to a driveway, hitting a child who was riding a tricycle across the street.)

②这人在骑三轮过马路时, 突然转向车行道, 避免撞上(一个)

小孩。(The man avoided, by turning suddenly to a driveway, hitting a child, riding a tricycle across the street.)

这句之所以有这两种理解, 是因为 *riding a tricycle across the street* 在这里既可视作定语、修饰 *a child* (见①), 又可视作状语、修饰 *avoided* (见②)。

2.4 **The man, wearing such dark glasses, obviously could not see clearly. (GCE, p. 882)**

这句可以有三种理解：

- ① 这人戴着这种黑光眼镜显然看不清楚。(The man, who was wearing such dark glasses, obviously could not see clearly.)
- ② 这人因为戴着这种黑光眼镜,显然看不清楚。(The man, because he was wearing such dark glasses, obviously could not see clearly.)
- ③ 这人每当戴着这种黑光眼镜时,显然就看不清楚。(The man, whenever he was wearing such dark glasses, obviously could not see clearly.)

这句之所以有这三种理解,是因为 wearing such dark glasses 在这里既可以视为非限制性定语从句的简缩(见①),又可以视为原因状语从句的简缩(见②),还可以视为时间状语从句的简缩(见③)。

主语后面接-ed 分词分句(它们之间用逗号隔开)时,有的也有歧义:

The substance, discovered almost by accident, has revolutionized medicine. (GCE, p. 761)

- ① 这种物质几乎是偶然间发现的,它已使医学发生了彻底的变化。(The substance, which was discovered almost by accident, has revolutionized medicine.)
- ② 虽然这种物质几乎是偶然发现的,但它已使医学发生了彻底的变化。(Discovered almost by accident, the substance has revolutionized medicine.)

这句之所以有这两种理解,是因为 discovered almost by accident 在这里既可视作定语(见①),又可视作状语(见②)。

非限定分句表达的意义不如限定分句表达的意义确切,其具有的不同含义与其他歧义结构具有的不同含义往往不尽相同,它们具有一致性。因而对这种非限定分句有人称为歧义结构,有人不

称为歧义结构。再看以下两句各具有一致性的不同含义：

The cost, including meals, is ninety francs. (GCE, p. 882)

(including meals 既有定语意义,又有状语意义)

①包括饭费,总共开消是 90 法郎。(The cost, which includes meals, is ninety francs.)

②如果包括饭费,总共开消是 90 法郎。(The cost, if we include meals, is ninety francs.)

Having finished the painting, he gave a sigh of relief. (AEP, p. 179)

(having finished the painting 既有时间状语意义,又有原因状语意义)(句子成分相同——见 15.7)

①他画完画后,松了口气。(When he had finished the painting, he ...)

②因为画完了画,他松了口气。(As he had finished the painting, he ...)

2.5 We ate a lot. (GCE, p. 356)

这句可以有两种理解：

①我们吃了很多食物。(We ate a large amount of food.)

②我们吃得很痛快。(We ate to our hearts' content.)

这句之所以有这两种理解,是因为 a lot 在这里既可起宾语作用(见①),又可起状语作用(见②)。当它起宾语作用时, eat 为及物动词;起状语作用时, eat 为不及物动词。同样,下面含 very much 的句子也有歧义：

He doesn't drink very much. (GCE, p. 458)

①他酒喝得不很多。(He doesn't drink a very large amount.)

②他不经常喝酒。(He doesn't drink very often.)

这句之所以有这两种理解,是因为 very much 在这里既可作宾语(见①),又可作状语(见②)。作宾语时, drink 为及物动词, much 为

两性词(既具有形容词词性可被 very 修饰,又具有名词词性可作宾语);作状语时,drink 为不及物动词,much 为副词,表示时间频率。

但在以下结构中,a lot 只能视为直接宾语,不能视为状语:

I paid him a lot. (GCE, p. 458)我付给他很多钱。

这是因为 pay 一般不被程度或方式状语修饰,再者因为 a lot 可转换为被动句的主语:

A lot was paid him (by me) for his work. (ib.)

再如下面一句也可有两种理解:

He bought stock for me. (ONC, p. 45)

①他给我买了公债。(He bought stock; the stock was for me.)

②他替我买了公债。(He bought stock; he did it for me.)

这句之所以有这两种理解,是因为 for me 在这里既可视作间接宾语(见①),又可视作目的状语(见②)。这句若改为下述说法便可避免歧义,因为这时 me 只能视为间接宾语:

He bought me stock. 他给我买了公债。

2.6 I'll tell you later if I can find the time. (CGEL, p. 1054)

这句可以有两种理解:

①如果我挤出时间,以后我将告诉你。(If I can find the time, I'll tell you later.)

②以后我将告诉你是否我能挤出时间。(I'll tell you later whether I can find the time.)

这句之所以有这两种理解,是因为连词 if 引导的从句在这里既可视作条件状语从句(见①),又可视作宾语从句(见②)。为了避免歧义,if 引导条件状语从句时,可将 if-从句置于主句之前;引导宾语从句时,可将 if 改为 whether(见上述括号中的英文释义),引导条

件状语从句时也可将主句与从句用逗号隔开：

I'll tell you later, if I can find the time. (CGEL, p. 1054)

不过,GEW 认为不这样改动也无歧义,因为 if-从句即使在主句后也只能视为条件状语从句,宾语从句要用 whether 引导:

Write and tell me if I am to come. (CEW, p. 256)如果要我来,给我写信;如果不要我来,就别费事给我写信了。(Send me a letter if I am to come, but if I am not to come, don't trouble to send me a letter.)

Write and tell me whether I am to come. (ib.)写信告诉我是否要我来。(Send me a letter to tell me whether I am to come or not.)

2.7 I clearly remembered the time when I looked at my watch. (EGFT, p. 111)

这句可以有两种理解:

①我清楚地记得我看表的时间。(I clearly remembered the time at which I looked at my watch.)

②当我看表的时候,我清楚地记起了(那事的)时间。(When I looked at my watch I clearly remembered the time.)

这句之所以有这两种理解,是因为 when-从句在这里既可视作定语又可视为状语。视为定语时,when 为关系副词(见①);视为状语时,when 为从属连词(见②)。这两种理解的修饰关系分别是:

1) [S A PO _____] 2) [S A P OA _____]
 [A S P A] [cj S P A]

2.8 We must ask the farmer who owns the fields where we can camp. (EGFT, p. 112)

这句可以有三种理解:

①我们必须问一问占有我们能宿营的这田地的农民。(We

must ask the farmer that owns the fields in which we can camp.)

②我们必须问这位农民谁占有我们能宿营的田地。(We must ask the farmer, “Who owns the fields in which we can camp?”)

③我们必须问一问占有田地的这个农民我们在哪儿能宿营。(We must ask the farmer that owns the fields, “Where can we camp?”)

这句之所以有这三种理解,是因为 who-从句和 where-从句在这里既视为定语,又视为宾语。who-从句和 where-从句都被视为定语时,它们的先行词分别是 the farmer 和 the fields(见①);who-从句被视为直接宾语、where-从句被视为定语时,where-从句的先行词是 the fields(见②);who-从句被视为定语、where-从句被视为宾语时,who-从句的先行词是 the farmer(见③)。这三种理解的修饰关系分别是:

- 1)
$$\begin{array}{cccc} S & P & O_i & \\ \hline S & P & O & \\ \hline & & A & S & P \end{array}$$
- 2)
$$\begin{array}{cccc} S & P & O_i & O_d \\ \hline S & P & O & \\ \hline & & A & S & P \end{array}$$
- 3)
$$\begin{array}{cccc} S & P & O_i & O_d \\ \hline S & P & O & \\ \hline & & A & S & P \end{array}$$

2.9 A report that he stole was ultimately sent to the police.
(GCE, p. 875)

这句可以有两种理解:

- ①他偷的一份报告最后送给了警察。(即他偷了报告。)(He stole a report.)
- ②报告他行窃的一份材料最后送给了警察。(即报告是说他行窃。)(The report was that he stole.)

这句之所以有这两种理解,是因为 *that he stole* 在这里既可视作定语从句(见①),又可视作同位语从句(见②)。视为定语从句时, *steal* 为及物动词, *that* 为关系代词;视为同位语从句时, *steal* 为不及物动词, *that* 为连词。如果把 *that* 改为 *which* 或取消,则只能表示前一句的含义:

A report (which) he stole was ultimately sent to the police. 他偷的一份报告最后寄给警察了。

再如下面一句也有两种理解:

He received a message that she had left him. (EGFA, p. 101)

①他收到了她给他留下的口信儿。(He received a message which she had left him.)

②他收到口信儿:她已经离开了他。(He received a message to the effect that she had left him.)

这句之所以有这两种理解,也是因为 *that* 从句在这里既可视作定语从句(见①),又可视作同位语从句(见②)。视为定语从句时, *that* 为关系代词,视为同位语从句时, *that* 为连词。

2.10 **Who's the captain? (CGEL, p. 819)**

这句可以有两种理解:

①谁是队长? (*who* 是主语)

②队长是谁? (*who* 是主语补语)

对这种问句的回答也有两种:

A: *Who's the captain?*

B: *My brother is.* (*who* 是主语)

B: *The captain is my brother.* (*who* 是主语补语)

这句之所以有这两种理解,是因为疑问代词 *who* 在这里既可视为主语(见①),又可视为主语补语(见②)。再如,下面一句也有两种理解:

Who's the chairman? (SP, p. 64)

①谁是主席? (回答是: A is the chairman.)

②主席是谁? (回答是: The chairman is X.)

但是,并非所有“who+be+名词”的句子都有歧义。如下面的 who-疑问句都各有一种理解:

A: Who was Hamlet? (CGEL, p. 819) 谁扮演汉姆雷特?

B: My brother was. 我弟弟扮演汉姆雷特。(who 是主语)

A: Who was Augustus? (ib.) 奥古斯特斯是谁?

B: Augustus was an Roman Emperor. 奥古斯特斯是罗马皇帝。(who 是主语补语)

A: Who's a linguist? (SP, p. 64) 谁是语言学家?

B: A is a linguist. A 是语言学家。(who 是主语)

此外,与 who-疑问句结构相似的 what-疑问句(what+be+人称名词)则不会产生歧义,因为在这种结构中,what 永远是主语补语。如:

What was your brother? (CGEL, p. 819) 你弟弟扮演什么?

He was Hamlet. 他扮演汉姆雷特。

What's a linguist? (SP, p. 64) 语言学家是什么?

A linguist is X. 语言学家是 X。

与此相同,“which+be+人称名词”结构中的 which 通常也被视为主语补语:

Which is her husband? (CGEL, p. 371) 她丈夫是哪个?

He is the man on the right smoking a pipe. (他是右边抽烟斗的那个。)

只有在下面这种语境中,which 才可视为主语:

Which is you? (ib., p. 369) 哪个是你呀? (看着一张旧相片的人要辨认这张相片中特定这伙人中的“哪一个”时,可能提出这样的问题。)

2.11 He shot himself. (PFL, p. 5)

这句可以有两种理解:

①他开枪自杀了。(He killed himself by shooting.)

②他亲自开枪射击。(He shot in person.)

这句之所以有这两种理解,是因为 himself 在这里既可以视为 shot 的宾语(shot 为及物动词)(见①),又可以视为 He 的同位语(shot 为不及物动词)(见②)。为了避免这种歧义,可以参照上述括号中英语的说法进行改写。再如,下面一句也有两种理解:

I felt myself. (ML, pp. 153-154)

①我感到正常。(I felt the way I normally do.)

②我摸摸自己。(I ran my hands over myself.)

这句之所以有这两种理解,是因为 myself 在这里既可以作“我的正常的健康或情绪状况”(my usual state of mind or body)解,又可以作“我自己”解。为前一种释义时,felt 为连系动词,作“感觉”(experience a condition of the mind or body)解,myself 作主语补语(见①);为后一种释义时,felt 为及物动词,作“触摸”(get knowledge of by touching with the fingers)解,myself 作其宾语(见②)。myself 第一种用法的例句如:

I'm not myself today. (= I'm not feeling so well as I usually do. (ALD, p. 567)我今天感到不正常(不舒服)。

I feel more myself today (= not so ill as before). (LDCE, p. 721)我今天感觉比从前好些。

有时 feel myself 的上述两种意义还可以同时出现在一句中:

I felt myself, but I didn't feel myself. (ML, p. 153)我摸了摸自己,感到有些不适。

2.12 Mr. Smith our milkman has been hurt. (WP, p. 418)

这句可以有两种理解:

① 史密斯先生,给我们送牛奶的受伤了。(Mr. Smith, our milkman has been hurt.)

② 史密斯先生是给我们送牛奶的,他受伤了。(Mr. Smith, our milkman, has been hurt.)

这句之所以有这两种理解,是因为 Mr. Smith 在这里既可视作呼唤语(vocative)——这时 our milkman 为主语(见①),又可视为主语——这时 our milkman 为其同位语(见②)。若按括号中提示的英文例句改写,便可避免歧义。

呼唤语虽然常用逗号与句中的其他成分隔开,但也可不隔开:
Doctor I'm very anxious. (CGEL, p. 1358) (大夫,我非常忧虑。)

表示等同意义(equivalence)的同位语虽然往往是非限制性的——用逗号与其前面的成分隔开,但也可不用逗号隔开:

Harriet Smith our new representative comes from Alabama.
(我们新选的代表哈丽特史密斯是亚拉巴马州人。)

Our friend Anna here doesn't think so, however. (CGEL, p. 1316) (但我们这里的朋友安娜不这么认为。)

下面一句也有歧义:

Only my cousin, the housekeeper, and Mrs Baldwin were in the house at the time of the burglary. (CGEL, p. 860)

① 在盗窃时,只有我表妹和女管家以及鲍德温太太在家。

(Only my cousin and the housekeeper and Mrs Baldwin were in the house at the time of the burglary.)

② 我表妹是我的女管家。在盗窃时,只有她和鲍德温太太在

家。(Only my cousin, who is the housekeeper, and Mrs Baldwin were in the house at the time of the burglary.)

这句之所以有这两种理解,是因为 the housekeeper 在这里既可视为主语、与 my cousin 和 Mrs Baldwin 并列(见①),又可视作 my

cousin 的同位语(见②)。同位语从意义上可分为三种:等同意义(equivalence),包括意义(inclusion)和述性意义(attribution)。表示等同意义的非限制性同位语也可扩展为非限制性定语从句。

2. 13 **He brought his friend a doctor and a gentleman.**
(SAE, p. 356)

这句可以有两种理解:

①他给他的朋友带来了一位医生和一位有身份的人。(He brought a doctor and a gentleman to his friend.)

②他带来了他的朋友、一位医生和一位有身份的人。(He brought his friend, a doctor, and a gentleman.)

这句之所以有这两种理解,是因为 a doctor and a gentleman 在这里既可视作直接宾语(brought 为双(宾语)及物动词、his friend 为间接宾语)(见①),又可视作与 his friend 并列的宾语(brought 为单(宾语)及物动词)(见②)。SAE 认为该句还可有以下理解(p. 356):

③他给他的朋友带来了一位有身份的医生。(He brought his friend a doctor who is a gentleman.)

④他带来了他的朋友——一位有身份的医生。(He brought his friend —— a doctor and a gentleman.)

这时, a doctor and a gentleman 被视为一个人,作直接宾语(见③),或 his friend 的同位语(见④)。将 and 连接的含有两个不定冠词的并列名词视为一个整体的看法值得商榷,因为这恐怕是个人的看法。

2. 14 **Anna Wilson, not my best friend, voted against me.**
(CGEL, p. 1312)

这句可以有两种理解:

①安娜威尔逊投了我的反对票,他不是我最好的朋友。(Anna Wilson, who happened not to be my best friend, voted against me.)

②是安娜威尔逊,而不是我最好的朋友,投了我的反对票。(It was Anna Wilson who voted against me, not the other person — my best friend who voted against me.)

这句之所以有这两种理解,是因为 not my best friend 既可以视为 Anna Wilson 的同位语(见①),又可以视为 Anna Wilson 的并列成分——肯定成分(Anna Wilson)和否定成分(not my best friend)并列、进行强调对比(见②)。在前一种理解中,主语为一个人;在后一种理解中,主语为两个人。这句若改写为以下说法则无歧义:

Anna Wilson, not my friends, voted against me. 是安娜威尔逊,而不是我的朋友们,投了我的反对票。(not my friends 只能视为主语,与 Anna Wilson 并列。)

2. 15 Many neighbors I know would have reacted the same way. (BCHE, p. 118)

这句可以有两种理解:

①我知道许多邻居会做出同样的反映。(Many neighbors, I know, would have reacted the same way.)

②我所认识的许多邻居会做出同样的反映。(Many neighbors whom I know would have reacted the same way.)

这句之所以有这两种理解,是因为 I know 在这里既可以视为插入句、不充当句子成分(见①),又可分为定语从句、修饰 many neighbors(见②)。如果象上面括号里的句子那样,在 I know 的前面和后面都加入逗号或在 I know 的前面加入 whom 就不会出现歧义,这时 I know 只能分别视为插入句和定语从句。插入句在句法上不充当句子成分,但在语义上说明全句,因此表达第一句意义

时还可以采用下述说法——I know 在句末作插入句或作带宾语从句的复合句的主句：

Many neighbors would have reacted the same way, I know.

I know many neighbors would have reacted the same way.

插入句与句中的其他成分不一定都用逗号隔开或放在括号内，如下面第一句中的 *he said* 和第二句中的 *he believed* 都是插入句：

He sold pills to the country people which *he said* were good against earthquakes. (PES, p. 286) 他把药片卖给了乡下人，他说这种药片对预防地震有好处。

The supervisor was advised to give the assignment to whoever *he believed* had a strong sense of responsibility. (TOEFL by Gruber, p. 93) 大家劝告主管人把这项任务交给他认为有强烈责任感的人。

但是，下面这句关系代词后面的主谓结构充当句子成分，分别是定语从句的主语和谓语，不是插入句：

Mr. Smith is a man who I believe to be trustworthy. (Lattimore, *A Complete English Grammar*, p. 381) 史密斯先生是一个我认为值得信赖的人。

2.16 Hazeltine asked how old Sam was. (AS, p. 21)

这句可以有两种理解：

① 黑兹蒂恩问萨姆几岁。(Hazeltine asked, "How old is Sam?")

② 黑兹蒂恩问老萨姆身体怎样。(Hazeltine asked, "How is old Sam?")

这句之所以有这两种理解，是因为 *old* 在这里既可以视为宾语从句的主语补语 (*How old* 一起作 *Sam* 的补语) (见①)，又可以视为

Sam 的前置定语 (how 作 old Sam 的补语) (见②)。下面一句也有两种理解:

I'd forgotten how bad beer smells. (AS, p. 204)

① 我已忘记啤酒散发什么坏气味了。(How bad does beer smell? I'd forgotten it.)

② 我已忘记坏啤酒散发什么气味了。(How does bad beer smell? I'd forgotten it.)

这句之所以有这两种理解,是因为 bad 在这里既可视为主语补语 (how bad 一起作 beer 的补语) (见①),又可以视为 beer 的前置定语 (how 作 bad beer 的补语) (见②)。

2. 17 They have shined shoes. (PS, p. 278)

这句可以有两种理解:

① 他们有(擦得)发亮的皮鞋。(They have shoes which are shined.)

② 他们已把皮鞋擦亮。(What they have done is to shine shoes.)

这句之所以有这两种理解,是因为 shined 在这里既可视作形容词性-ed 分词、作 shoes 前置定语(见①),又可视作动词性-ed 分词与 have 一起构成现在完成体(见②)。视为形容词性分词时,have 为实义动词;视为动词性-ed 分词时,have 为助动词。若按括号中提示的英文例句那样改写,便可避免歧义;宾语前带 the 等限定词也可避免歧义:

They have the/ many shined shoes. (他们有这样的/ 许多擦亮的皮鞋。)

They have shined the/ many shoes. (他们已擦亮了这些/ 许多皮鞋。)

下面一句也有歧义:

They can fish.

①他们会钓鱼。(They are able to fish.)

②他们把鱼装成罐头。(They put fish in cans to preserve them.)

这句之所以有这两种理解,是因为 can 在这里既可视作助动词(情态动词)(fish 为主动词)(见①),又可视作主动词(实义动词)(fish 为其宾语)(见②)。视为情态助动词时,can 释义为“能;会”(be able to);视为实义动词时,释义为“装罐”(preserve by putting in a can)。

2.18 She showed her baby pictures. (FME. p. 97)

这句可以有两种理解:

①她把儿童图画拿给她看。(She showed baby pictures to her.)

②她把图画拿给她的小孩看。(She showed pictures to her baby.)

这句之所以有这两种理解,是因为 baby 在这里既可视作定语修饰 pictures(见①),又可视作间接宾语(her 是其限定词)(见②)。若在 baby 前或在 pictures 前加上 the,则可避免歧义:

She showed her the baby pictures. (ib.)她把儿童图画拿给她看。

She showed her baby the pictures. (ib.)她把图画拿给她的小孩看。

再如下面两句也各有两种理解:

She taught the group singing. (FME, p. 97)

①她教给这伙人唱歌。(She taught singing to the group.)

②她教小合唱。(The group singing was taught by her.)

Mary taught the child manners. (FME, p. 96)

① 玛丽教给这孩子生活方式。(Mary taught manners to the child.)

② 玛丽讲授儿童生活方式。(It was the child manners that Mary taught.)

这两句之所以各有两种理解,是因为 group 和 child 在这里既可视作间接宾语(the 为其限定词),又可视为定语,修饰其后的名词。

2.19 Jim liked racing horses. (FME, p. 147)

这句可以有两种理解:

① 吉姆喜欢赛马(适于竞赛用的马)。(Jim liked horses suitable for or used in races.)

② 吉姆喜欢赛马(运动)。(Jim liked the sport of horse-racing.)

这句之所以有这两种理解,是因为 racing 在这里既可视作 horses 的定语,又可视为 liked 的宾语。视为定语时,为动词性形容词(verbal adjective);视为宾语时,为-ing 分词——传统语法都称之为动名词(gerund)。为动词性形容词时,racing 释义为“适于竞赛用的”(suitable for or used in races)(见①),为-ing 分词时,racing 释义为“使参加赛跑”(cause to run in a race)(见②)。

下面两句也各有两种理解:

Henry had a morbid fear of kissing girls. (FME, p. 148)

① 亨利非常害怕经常和人接吻的姑娘。(Henry had a morbid fear of girls who kiss.)

② 亨利非常害怕和姑娘接吻。(Henry feared to kiss girls.)

The principal of our school made a rule against petting students. (ib.)

① 我们学校校长规定学生不准拥抱。(... against students who pet)

② 我们学校校长规定不准和学生拥抱。(... wanted teachers

to stop petting students)

这两句之所以有歧义,也是因为 kissing 和 petting 在这里既可视作动词性形容词作其后名词的定语,又可视作-ing 分词作其前动词的宾语。有时含既可视作定语又可视作宾语的-ing 形式也可是歧义词(如下面一句中的 boxing):

Whenever possible, our salesladies avoid boxing gloves.

(FME, p. 148)

① 我们的女售货员尽可能避免出售拳击手套。(… our salesladies avoid gloves for boxing)

② 我们的女售货员尽可能避免把手套放入盒内。(… our salesladies avoid the boxing of gloves)

这句之所以有两种理解,是因为 boxing 作定语时释义为“拳击”,作宾语时释义为“把…装入盒内。”

2.20 * **Who did you show your daughter?** (CGEL, p. 818)

这句可以有两种理解:

① 你向谁炫耀你女儿?(To whom did you show your daughter?)

② 你向你女儿炫耀谁?(Whom did you show to your daughter?)

这句之所以有这两种理解,是因为 who 在这里既可以视为间接宾语(your daughter 为直接宾语)(见①),又可以视为直接宾语(your daughter 视为间接宾语)(见②)。CGEL 说,许多人认为 who-成分不能作间接宾语,而要用相应的介词补语结构:

? **Who(m) did you give the present?**

To whom did you give the present? (正式)

Who(m) did you give the present to? (非正式)

有些人认为,如果哪个是间接宾语,哪个是直接宾语没有歧义,这

种结构(带“?”的那句)可以接受。如果哪个是间接宾语,哪个是直接宾语有歧义(如原问句中的 who 和 your daughter 都指人),普遍认为不可接受,应该避免。下面两句中的宾语无歧义(whom 均为间接宾语),但有人认为不可以接受,有人认为可以接受:

* Whom did you give the book? (CEU, p. 293)你把这本书给谁了?

Whom did the cook give the dinner? (MCMEU, p. 46)厨师把饭送给了谁?

不过在陈述句中,普遍认为 whom 可以作间接宾语:

You gave whom the book? (*The Random House College Dictionary*, p. 1503)你把这本书给了谁?

含有 give 这类双(宾语)及物动词的被动结构有的也有歧义:

Alice was given John as a partner. (SE, p. 180)

①把约翰给了艾丽斯作伙伴。(John was given to Alice as a partner.)

②把艾丽斯给了约翰作伙伴。(Alice was given to John as a partner.)

这是因为主语和保留宾语都表示特指意义,而且都指人,即在这种情况下主语既可以是动作的承受者(that to or for which the action is performed)(见①),又可以是动作的经历者(that which undergoes the action)(见②)。当主语指人、保留宾语指物,或主语指人、保留宾语指动物时,只要主语和保留宾语都是特指,则无歧义;反之,当主语指物、保留宾语指人或主语指动物、保留宾语指人时,也无歧义:

The ladies were given the orchids. (SE, p. 181)把兰花给了女士们。

The boy was given the dog. (ib.)把狗给了孩子。

The orchids were given the ladies. (ib.)把兰花给了女士们。

The dog was given the boy. (ib.)把狗给了孩子。

当主语特指、保留宾语泛指,或主语泛指、保留宾语特指时,即使主语和保留宾语都指人也无歧义——特指者为动作的承受者:

The mother was given a son. (SE, p. 182)把儿子交给母亲(看管)。

The child was given a mother. (ib.)把母亲托付给孩子(照料)。

A mother was given the son. (ib.)把母亲托付给儿子(照料)。

A child was given the mother. (ib.)把孩子交给母亲(看管)。

2. 21 **John was frightened by the new methods.** (CNC, p. 263)

这句可以有两种理解:

①有人用这新方法吓唬约翰。(Someone frightened John by the new methods.)

②约翰被这新方法吓着了。(The new methods frightened John.)

这句之所以有这两种理解,是因为 by—短语 (by the new methods) 在这里既可视作状语(见①),又可视作 by 引导的转换主语 (converted subject)(见②)。视为状语时,句子由被动态转换为主动态后,by—短语仍然保留(a);视为 by 引导的转换主语时,句子由被动态转换为主动态后,by—短语不能再保留(b):

(a) Heat losses can be reduced by firebricks. (STE, p. 44)

→ We can reduce heat losses by firebricks. (ib.)

(b) The letters were delivered by the postman. (ib., p. 34)

→ * Someone delivered the letters by the postman. (ib.)

2. 22 **Richard (the villain) forced his sister into marriage.**

(CGEL p. 1304)

这句可以有两种理解:

①理查德(剧中的反面角色)强迫他的妹妹结婚。

②理查德(这坏家伙)强迫他的妹妹结婚。

这句之所以有这两种理解,是因为 the villain 在这里既可视为同位语——释义为“剧中的反面角色”(the bad character in the play),作戏剧评论性术语(见①),又可视为插入语——释义为“这坏家伙”(the wicked man),作感叹性旁白(见②)。前者 the villain 与 Richard 不处于同一语调单位,后者 the villain 与 Richard 处于同一语调单位,而且可用符号标出它的音高低于句子其他部分的音高。试比较:

|RĪCHard |the |VĪllain ||forced his sister into MĀRriage |
(同位关系)

|RĪCHard the VĪllain ||forced his sister into MĀRriage |(感
叹旁白)

试比较其他起说明作用同位成分(a)与感叹旁白作用的插入语(b)的区别:

(a) You should see Ruth (my niece), when you are next in Washington. (CGEL, III. 16) 你下次去华盛顿的时候,应该去看望鲁思(我侄女)。

I spoke about the incident to Ted Wilson (the manager of the factory)—— but he denied seeing anything unusual. (ib.) 我向特德·威尔逊(该厂厂长)谈到过此事,但他否认见到异常情况。

(b) John (the utter fool) insisted on staying with them. (CGEL, 17. 68) 约翰(这十足傻瓜)坚持要与他们呆在一起。

John (can you believe it?) insisted on staying with them.

(ib.) 约翰坚持要与他们呆在一起(你相信吗?)。

2. 23 Today will be fine. (CGEL, p. 736)

这句可以有两种理解:

①今天会是适宜的,即你规定的时间(今天)是适宜的时间。

(Today, the time you stimulated, will be a suitable time.)

②今天将是好天气。(The weather will be fine today.)

这句之所以有这两种理解,是因为作主语的 today 在这里既可视作为起名词作用、指时间(见①),又可视作为起副词作用、指天气——可改为 It will be fine today. (见②)。虽然 today, tomorrow 和 yesterday 既可起名词作用又可起副词作用,但它们作主语时并非都有歧义,如下面两句都各有一种理解:

Tomorrow is Sunday. = It is Sunday tomorrow. (CGEL, p. 736) 明天星期日。

Yesterday was sunny. = It was sunny yesterday. (ib.) 昨天晴。

这是因为这两句的主语补语的意义决定 tomorrow 只能指时间, yesterday 只能指天气。

通常起状语作用的副词、介词短语、状语从句有时也可起名词作用、充当主语,即状语形式作主语(adverbial forms as subject)。这种主语可是省略分句中被保留的状语部分(a),也可是先行 it 或支撑 it 所指代的状语从句(b),还可是指时间或地点的副词或介词短语(c):

(a) Slowly is exactly how he speaks. (Speaking slowly is exactly how...) (CGEL, p. 736) 他讲话的速度就是慢。

(b) Whenever you are ready will be fine. (It will be fine whenever you are ready.) (ib.) 你什么时候准备好,什么时候适宜。

(c) After eleven will be too late. (SP, p. 288) 十一点以后太晚了。

Just over the bridge is where you will find it. (FEG, p. 20)
刚一过桥, 你就会找到它。

Outside is very quiet. 外面很安静。

(三) 位于句中的修饰语既可作为修饰其前的成分, 又可作为修饰其后的成分

3.1 **The book he was reading quickly bored him.** (HCHE, p. 118)

这句可以有两种理解:

- ① 他在快速阅读的那本书使他厌倦了。(He was bored by the book he was reading quickly.)
- ② 他在阅读的那本书很快使他厌倦了。(The book he was reading bored him quickly.)

这句之所以有这两种理解, 是因为 quickly 在这里既可作为修饰其前的动词(was reading)(见①), 又可作为修饰其后的动词(bored)(见②)。这句从语法上分析起来分别是:

- 1) $\left[\frac{S}{[S \ P \ A]} \ P \ O \right]$ 2) $\left[\frac{S}{[S \ P]} \ A \ P \ O \right]$

既可作为修饰其前的成分(词)又可作为修饰其后的成分(词)的修饰语称为歧义修饰语(squinting modifier)。这种修饰语的出现是由于作者的粗心造成的, 在非正式语体中虽有时可见, 但由于它使读者困惑, 所以应该避免。再如下面几句也都各有两种理解:

The medicine the doctor prescribed immediately cured the infection. (FME, p. 185)

- ① 医生很快开的药治好了这种传染病。(The infection was

cured by the medicine the doctor prescribed immediately.)

- ② 医生开的药很快治好了这种传染病。(The infection was immediately cured by the medicine the doctor prescribed.)

The committee which was studying the matter yesterday turned in its report. (HW, p. 76)

- ① 研究这个问题的委员会昨天已把报告交上来了。(The committee which was studying the matter turned in its report yesterday.)

- ② 昨天研究这个问题的委员会已把报告交上来了。(The committee which spent yesterday studying the matter turned in its report.)

The men who were beating on the wall wildly began shooting. (HW, p. 76)

- ① 疯狂地敲打墙的那些人开始射击。(The men who were wildly beating on the wall began shooting.)

- ② 敲打墙的那些人开始疯狂地射击。(The men who were beating on the wall began shooting wildly.)

此外,含 what (= 先行词 + 关系代词)的主语从句后接状语时,和“先行词 + 定语从句”后接状语时一样,该状语也既可视作修饰其前的成分又可视作修饰其后的成分:

What Mary said finally had its calculated effect. (FME, p. 185)

- ① 玛丽最后说的话产生了预想的结果。

- ② 玛丽说的话最后产生了预想的效果。

夹在定语从句和主句谓语之间的状语除副词外,还常是介词短语:

The person who succeeds in nine cases out of ten is intelligent. (HW, p. 76)

- ① 十有八九成功的人是聪明的。(Intelligent is the person who

succeeds in nine cases out of ten.)

- ②成功的人十有八九是聪明的。(The person who succeeds is intelligent in nine cases out of ten.)

The prize which he won at first seemed worthless. (FME, p. 185)

- ①他最初获得的奖好象不值钱。

- ②他获得的奖最初好象不值钱。

3.2 She said when the play ended she would change her clothes and go to the party. (BCHE, p. 119)

这句可以有两种理解：

- ①演出结束时，她说她将换上衣服去参加联欢会。(When the play ended, she said she would change her clothes and go to the party.)

- ②她说，当演出结束时她将换上衣服去参加联欢会。(She said that she would change her clothes and go to the party when the play ended.)

这句之所以有这两种理解，是因为 when-从句在这里既可视作修饰其前的句子成分(said)(见①)，又可视作修饰其后的句子成分(would change ... and go ...)(见②)。若在 said 和 when 之间加入连词 that 则可避免歧义——这时只表示第二句意义：

She said that when the play ended she would change her clothes and go to the party. 她说，当演出结束时她将换上衣服去参加联欢会。

若将 when-从句移置句首也可避免歧义(见上述括号中第一句英文释义)，但移置句末不能避免歧义，因为这时 when-从句仍既可视作修饰 said 又可视作修饰 would change。再如下面三句也都各有两种理解：

The President said after the election he would raise taxes.
(HW, p. 76)

①大选之后总统说他将增加税收。(After the election the President said he would raise taxes.)

②总统说他将在大选之后增加税收。(The President said that after the election he would raise taxes.)

The instructor told his students when the class was over they could ask their questions. (ib.)

①下课后老师告诉学生他们可以问问题。(When the class was over the instructor told his students they could ask their questions.)

②老师告诉学生他们下课后可以问问题。(The instructor told his students that when the class was over they could ask their questions.)

I promised when the movie was over I would tell her all about it. (ib.)

①电影结束后我答应我将告诉她关于电影的一切情况。

②我答应我将在电影结束后告诉她有关电影的一切情况。

3.3 To speak the truth frankly is an unsafe policy. (EGFT, p. 112)

这句可以有两种理解：

①坦率地讲实话是不安全的做法。(It is an unsafe policy to speak the truth frankly.)

②讲实话的确是不安全的做法。(It frankly is an unsafe policy to speak the truth.)

这句之所以有这两种理解，是因为 *frankly* 在这里既可视作状语修饰其前的动词 (*to speak*) (见①)，又可视作状语修饰其后的动词

(is) (见②)。在第一种理解中, frankly 可释义为“坦率地”(in a frank manner); 在第二种理解中, frankly 可释义为“的确”(undoubtedly, indeed)。该句语法上分析起来分别是:

$$1) \left[\frac{S}{\frac{P \quad O \quad A}} \quad \frac{P \quad C}{\quad} \right] \quad 2) \left[\frac{S}{\frac{P \quad O}{\quad}} \quad \frac{A \quad P \quad C}{\quad} \right]$$

这句中的 to speak 改为 speaking 也有歧义, 因为动名词和不定式一样, 都可被 frankly 之类的状语修饰。但是, 下面一句只有一种理解:

Washing clothes too quickly may leave them dirty. (FME, p. 143) 衣服洗得太快可能洗不干净。

这句之所以无歧义, 是因为 too quickly 只能视为修饰 washing, 不能视为修饰 may leave, 这是由该句所表达的内容决定的。

3.4 Religious faith without doubt is a comfort to many people. (HW, p. 76)

这句可以有两种理解:

①虔诚的宗教信仰对许多人是一种安慰。(It is a comfort to many people to keep religious faith without doubt.)

②宗教信仰无疑对许多人是一种安慰。(It without doubt is a comfort to many people to keep religious faith.)

这句之所以有这两种理解, 是因为 without doubt 在这里为歧义修饰语(“squinting” modifier), 既可视作修饰 faith (见①), 又可视作修饰 is (见②)。该句语法上分析起来是:

$$1) \left[\frac{S}{\frac{M \quad H \quad M}{\frac{pH}}{\quad}}} \quad \frac{P \quad C \quad A}{\frac{M \quad H}{\quad} \quad \frac{pM \quad H}{\quad}} \right]$$

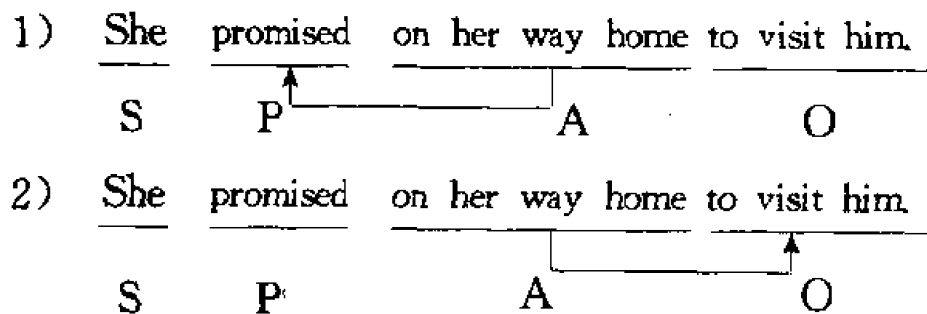
$$2) \left[\frac{S}{\frac{M \quad H}{\quad} \quad \frac{pH}{\quad}} \quad \frac{A \quad P \quad C \quad A}{\frac{M \quad H}{\quad} \quad \frac{pM \quad H}{\quad}} \right]$$

3.5 She promised on her way home to visit him. (HW, p. 76)

这句可以有两种理解：

- ①她在回家路上答应去拜访他。(On her way home, she promised to visit him.)
- ②她答应在回家的路上去拜访他。(She promised to visit him on her way home.)

这句之所以有这两种理解，是因为 on her way home 在这里是歧义修饰语，既可视为修饰 promised (见①)，可又视为修饰 to visit (见②)。该句语法上分析起来分别是：



为了避免歧义，可按上述括号中的英文释义改写。

3.6 His physician told him frequently to exercise. (HW, p. 76)

这句可以有两种理解：

- ①他的内科医生经常让他运动。(His physician frequently told him to exercise.)
- ②他的内科医生让他经常运动。(His physician told him to exercise frequently.)

这句之所以有这两种理解，是因为 frequently 在这里是歧义修饰语(“squinting” modifier)，既可视为修饰 told (见①)，又可视为修饰 to exercise (见②)。再如下面一句也有两种理解：

The pilot was told constantly to be prepared for emergencies.

(HW, p. 76)

- ①经常有人告诫这个飞行员要对突然事件做好准备。(The pilot was constantly told to be prepared for emergencies.)
- ②有人告诫这个飞行员要经常对突然事件做好准备。(The pilot was told to be constantly prepared for emergencies.)

3.7 He spoke of seeing me also in New York. (FME, p. 240)

这句可以有两种理解:

- ①他说在纽约也见到了我。(He spoke of seeing you as well as me in New York.)
- ②他说也在纽约见到了我。(He spoke of seeing me in New York also.)

这句之所以有这两种理解,是因为补充性下加状语(additive subjunct)also 既可位于中心部分(me)之后(见①),又可位于中心部分(in New York)之前(见②)。

下面一句也有歧义:

He also spoke of seeing me in New York. (FME, p. 240)

- ①他也说在纽约见到了我。(Also, he spoke of seeing me in New York.)
- ②他也说在纽约见到了我。(He spoke also of seeing me in New York.)

这句之所以有这两种理解,是因为 also 在这里也可以视为补充性下加状语,因而既可将其前的成分 He(重读)看作中心部分(见①),又可将其后的部分 spoke(重读)看作中心部分(见②)。

再如下面一句也有两种理解:

England almost certainly failed to qualify for the World Cup final in Spain next summer, for the third successive time,

following their defeat last night. (CEG, p. 219)

①英国几乎肯定第三次没资格参加明年夏天在西班牙举办的世界杯决赛了,因为他们昨晚的比赛被打败了。

②英国几乎肯定没资格参加明年夏天在西班牙举办的世界杯决赛了,因为昨晚他们第三次被打败了。

这句之所以有这两种理解,因为 *for the third successive time* 在这里既可视为指 *next summer* (见①),又可视为指 *last night* (见②)。

3. 8 Policemen are usually unarmed in Britain. (CGEL, p. 549)

这句可以有两种理解:

①英国大多数警察都不带武器。(Most policemen are unarmed in Britain.)

②通常英国警察都不带武器。(It is usual for policemen to be unarmed in Britain.)

这句之所以有这两种理解,是因为频度副词 *usually* 在这里作状语既可以表示主语的数量意义(见①),又可以表示时间的频度意义(见②)。再如带 *rarely* 的结构也有两种理解:

Englishmen rarely talk to strangers in trains. (CGEL, p. 550)

①很少英国人在火车里和陌生人谈话。(Few Englishmen talk to strangers in trains.)

②英国人在火车里很少和陌生人谈话。(On rare occasions Englishmen talk to strangers in trains.)

这句之所以有这两种理解,是因为副词 *rarely* 在这里作状语既可以表示主语的数量意义(见①),又可以表示时间的频度意义(见②)。

应指出的是:只有当主语为表示类指意义的名词时,位于句中(或句首)的频度状语才能起主语数量限定词的作用,否则只能起

频度状语作用：

The policemen are usually unarmed in Britain. 这些英国警察通常都不带武器。

Those Englishmen rarely talk to strangers in trains. 那些英国人在火车上很少和陌生人谈话。

3.9 **She has tried consciously to stop worrying about her career.** (CGEL, p. 497)

这句可以有两种理解：

①她有意识地设法制止对自己工作的担心。(She has made a conscious trial to stop worrying about her career.)

②她设法有意识地制止对自己工作的担心。(She has tried to consciously stop worrying about her career.)

这句之所以有这两种理解，是因为 *consciously* 在这里既可视为修饰 *has tried* (见①)，又可视为修饰 *to stop* (见②)。若将 *consciously* 放在 *stop* 之后也有歧义：

She has tried to stop consciously worrying about her career.
(ib.)

①她设法有意识地制止对自己工作的担心。(She has tried to consciously stop worrying about her career.)

②她设法制止对自己工作有意识的担心。(She has tried to stop a conscious worry about her career.)

这是因为 *consciously* 在这里既可视为修饰 *to stop* (见①)，又可视为修饰 *worrying* (见②)。若采用分裂不定式则可避免歧义：

She has tried to consciously stop worrying about her career.

(ib.) 她设法有意识地制止对自己工作的担心。

下面一句也有歧义：

He failed entirely to comprehend it. (SYN, p. 459)

①他完全不理解这件事。(He had an entire failure to comprehend it.)

②他不完全理解这件事。(He failed to entirely comprehend it.)

有时,副词既可位于不定式短语之后,又可位于不定式之间。前者副词有强调意义,后者不定式有强调意义。试比较:

He understood a good deal of it, but he failed to comprehend it entirely. (ib.)他对这理解了很多,但没完全理解。

He failed to entirely comprehend it. (ib.)他对这没完全理解。

(四)同一动词形式可视为不同的 搭配关系或不同种类的动词

4.1 **No one liked the portrait he had painted.** (AEP, p. 225)
这句可以有两种理解:

①没人喜欢他亲笔画的画。(No one liked the portrait which he himself had painted.)

②没人喜欢他委托别人画的画。(No one liked the portrait which he had commissioned to be painted.)

这句之所以有这两种理解,是因为“had + painted”在这里既可视作“助动词+ed分词”所构成的过去完成体(见①),又可视作“主动词+宾语补语”结构(见②)。该歧义句是含有一个定语从句的复合句,可以视为由两个简单句合并而成的。作第一种解释的两个简单句是:

He had painted the portrait. → No one liked it.

No one liked the portrait he had painted.

作第二种解释的两个简单句是:

He had the portrait painted. → No one liked it.

No one liked the portrait he had painted.

再如下面一句也有两种理解:

Lord and Lady Attlee intend to move into a smaller house which they had built about two years ago. (MEG, p. 52)

①阿特利勋爵和夫人打算搬进一所大约两年前他们亲手建造的更小的房子里去。

②阿特利勋爵和夫人打算搬进一所大约两年前他们找人建造的更小的房子里去。

该句只有在美国英语中才有歧义。因为在美国英语中,“had + built”既可以视为过去完成体、被 about two years ago 修饰,又可以视为“主动词+宾语补语”、其中的 had 被 about two years ago 修饰。而在英国英语中,“had + built”不能视为过去完成体——过去完成体不能被 about two years ago 这类状语修饰,而要用 about two years before 这类状语修饰。这样看来,该句在英国英语中无歧义,只能有第二种理解。

4.2 What will you have to drink? (PEG, p. 34)

这句可以有两种理解:

①你将不得不喝什么? (What will you be forced to drink?)

②你将有什么(饮料)喝? (What will you possess that you should drink?)

这句之所以有这两种理解,是因为 have 在这里既可以和其后面的 to 一起视为半助动词、作“必须”(be forced to / must)解(见①),又可以(单独)视为实义动词、作“有”(possess)解(见②)。前一种理解中,will have to drink 为复合谓语,what 作 drink 的宾语;后一种理解中,will have 为复合谓语,what 作 have 的宾语,to drink 作 what 的定语。

Have 还可以置于句首,充当基本助动词或含“致使”意义的实

义动词。如下面三句都各有两种理解：

Have the men paid (SE, p. 147)

①这些人付钱了吗？(Have the men paid?)

②请付给这些人钱吧！(Have the men paid!)

Have the boys come (ib.)

①男孩子们来了吗？(Have the boys come?)

②让男孩子们来吧！(Have the boys come!)

Have the boys run a race (ib.)

①男孩子们参加赛跑了吗？(Have the boys run a race?)

②让男孩子们参加赛跑吧！(Have the boys run a race!)

这些句子如果加上标点则可以避免歧义。因为句末有问号时，have 只能视为构成完成体的助动词；句末有叹号或句号时，have 只能视为不带 to 的不定式，用来构成祈使句。如果将 the men 或 the boys 改为人称代词即使句末无标点也可以避免歧义，因为人称代词作主语用主格，作宾语用宾格：

Have they paid 他们付钱了吗？

Have them paid 付给他们钱吧！

Have they come 他们来了吗？

Have them come 让他们来吧！

Have they run a race 他们参加赛跑了吗？

Have them run a race 让他们参加赛跑吧！

不带标点的歧义句一般只出现在文章的标题或电文中，因为在其他情况下，句末都要带句号、问号或叹号。

4.3 **What worries me is being ignored by everyone.** (GR, p. 133)

这句可以有两种理解：

①使我担心的是(我)被大家所忽略。(即(我)被大家忽略一事

使我担心。)(I am worried by being ignored by everyone.)

②我担心的事情正在被大家忽略。(即大家正忽略使我担心的事情。)(Everyone is ignoring the thing that worries me.)

这句之所以有这两种理解,是因为 is being ignored 在这里既可以视为连系动词(is)和主语补语(being ignored ——ing 分词被动态)(见①),又可以视为动词 ignore 的现在被动进行体(见②)。-ing分词的被动态作主语补语的情况是罕见的,一般主语补语由-ing分词的主动式充当,而且也不会出现歧义。如下面两句中的-ing形式只能视为-ing分词作主语补语:

The only thing that interests her is dancing. (CEG, p. 423)使她感兴趣的唯一事情是跳舞。

This was treating children as guinea-pigs or as laboratory specimens. (PES, p. 185)这就是把孩子们当做供医学实验的东西或说当做实验室的标本。

下面两句各有两种理解:

What bothered John was being ignored by everyone. (SOS, p. 157)

①使约翰感到不安的是(他)被大家忽略。(即大家忽略约翰使他感到不安。)(John was bothered by being ignored by everyone.)

②使约翰感到不安的事情正在被大家所忽略。(即大家正忽略了使约翰不安的事情。)(Everyone was ignoring the thing that bothered John.)

The thing that bothered Bill was crouching under the table. (SC, p. 122)

①使彼尔烦恼的(事情)是蜷缩在桌子下面。(It was crouching under the table that bothered Bill.)

②使彼尔烦恼的动物正蜷缩在桌子下面。(The creature that

bothered Bill was crouching under the table.)

这两句之所以各有两种理解,也是因为 was being ignored 和 was crouching 在句中既可视作系表结构,又可视作过去进行体——前者为被动态,后者为主动态。

4.4 The man decided on the train. (LS, p. 125)

这句可以有两种理解:

①这人在火车上作了决定。(The man made up his mind on the train.)

②这人决定乘火车。(The man resolved to take the train.)

这句之所以有这两种理解,是因为 on 在这里既可视作介词与 the train 一起构成介词短语(见①),又可视作介词与 decided 一起构成介词动词(见②)。请看其结构区别;

1) The man decided on the train.
主 语 谓 语 状 语

2) The man decided on the train.
主 语 谓 语 宾 语

有些介词虽然既可与其后的名词构成介词短语又可与其前的动词构成介词动词,但并无歧义,因为前者表示字面意义,后者表示引申意义:

We arrived at the station. (CGEL. p. 1164) 我们到达了车站。
主 谓 状

We arrived at a conclusion. (ib.) 我们作了结论。
主 谓 宾

They went into the tunnel. (ib., p. 1165) 他们进了地道。
主 谓 状

They went into the problem. (ib.) 他们调查了这个问题。
主 谓 宾

4.5 Climbing plants can look strange. (IL, p. 35)

这句可以有两种理解:

- ①攀缘植物看起来很奇怪。(Plants that are climbing (plants) can look strange.)
- ②(某人)往植物上攀缘看起来很奇怪。(The climbing of plants by someone can look strange.)

这句之所以有这两种理解,是因为 climbing 在这里既可以视为现在分词、作 plants 前置定语(见①),又可以视为动名词、作主语(plants 为其宾语)(见②)。若作如下改写则可以避免歧义,因为动词的数可以体现主语部分的中心词——climbing 为现在分词作前置定语时,中心词为 plants (a),为动名词(plants 为其宾语)时其本身就是中心词(b):

- (a)Climbing plants look strange. 攀缘植物看起来很奇怪。
- (b)Climbing plants looks strange. 往植物上攀缘看起来很奇怪。

再如下面一句也有这两种理解:

Visiting relatives can be boring. (ESS, p. 9)

- ①来访的亲戚有时也会使人厌烦。(Relatives who are visiting can be boring.)
- ②拜访亲戚有时也会使人厌烦。(The visiting of relatives by someone can be boring.)

这句之所以有这两种理解,也是因为 visiting 在这里既可视作现在分词作 relatives 的前置定语(见①),又可以视为动名词作主语(relatives 为其宾语)(见②)。

这里还应指出的是,can 与 look 等感觉动词连用时,其本身无实义:

Climbing plants can look (= look) strange. 攀缘植物看起来很奇怪。

Climbing plants can look (= looks) strange. 往植物上攀缘看起来很奇怪。

can 与 be 等非感觉动词连用时,有时也无情态意义,而表示偶然发生的情况,作“有时”(sometimes)解:

Visiting relatives can be (= are sometimes) boring. 来访的亲戚有时使人厌烦。

Visiting relatives can be (= is sometimes) boring. 拜访亲戚有时使人厌烦。

4.6 She likes entertaining actors. (SS, p. 65)

这句可以有两种理解:

①她喜欢招待男演员,即她正招待男演员,她喜欢做这种事。

(She is entertaining actors. She likes that.)

②她喜欢正招待人的男演员,即男演员正招待她,她喜欢他

们。(Actors are entertaining her. She likes them.)

这句之所以有这两种理解,是因为 entertaining 在这里既可以视为动名词(actors 为其宾语),又可以视为现在分词(作 actors 的前置定语)。视为动名词时,entertaining actors 为动名词短语,作 likes 的宾语(见①);视为现在分词时,entertaining actors 为名词短语,作 likes 的宾语(见②)。

再如下面一句也有两种理解:

They are eating apples. (SCS, p. 401)

①他们正在吃苹果。(They are taking in apples through the mouth and swallowing them.)

②它们是生的(未加工的)苹果。(They are apples of the kind that one eats raw.)

这句之所以有这两种理解,是因为 eating 在这里既可以视为主动词(与 are 一起构成进行体)(见①),又可以视为形容词、作 apples

的前置定语(见②)。

4.7 **The car stopping gave me a bit of a jar.** (HEG, p. 44)

这句可以有两种理解:

①汽车刹车使我感到有点震动。(It gave me a bit of a jar for the car to stop.)

②正刹车的汽车使我感到有点儿震动。(The car that was stopping gave me a bit of a jar.)

这句之所以有这两种理解,是因为 *stopping* 在这里既可以视为动名词、作 *the car* 的逻辑谓语(见①),又可以视为现在分词、作 *the car* 的后置定语(见②)。再如下面一句也有这两种理解:

The body not being robbed looks interesting. (ib.)

①那群人没被抢劫看来很有趣。(The fact that the body is not being robbed looks interesting.)

②那群没被抢劫的人看起来很有趣。(The body that is not being robbed looks interesting.)

这句之所以有这两种理解,是因为 *being robbed* 在这里既可以视为动名词作 *the body* 的逻辑谓语(见①),又可以视为现在分词作 *the body* 的后置定语(见②)。

这种结构在特定的上下文中一般是没有歧义的,如下面前两句中的动词-ing 只能被理解为动名词,后两句中的动词-ing 只能被理解为现在分词:

Is the lady bothering you any reason for you to come bothering me? (DCAU, p. 246) 那女人打扰你就是你来打扰我的理由吗?

Strangers overhearing us matters nothing. (HEG, p. 44) 陌生人偷听到我们的声音没什么关系。

Anyone wishing to leave early may do so. (GPUE, p. 157) 谁想

早走可以走。

The man painting the girl is Brown. (GCE, p. 133)正在画女孩的那人是布朗。

4.8 **He was warned by a light flashing repeatedly.** (GCE, p. 880)

这句可以有两种理解：

①他得到了灯光不断闪动的警告。(He was warned by the fact that a light flashed repeatedly.)

②他得到了不断闪动的灯光的警告。(He was warned by a light that flashed repeatedly.)

这句之所以有这两种理解,是因为 a light flashing repeatedly 在这里既可视作非限定动词分句(传统语法称之为“动名词复合结构”)——a light 为逻辑主语、flashing repeatedly 为逻辑谓语(见①),又可视作名词短语——a light 为中心词、flashing repeatedly 为现在分词短词作定语(见②)。若采用下述说法则只能表示前一种含义：

He was warned by the repeated flashing of a light. (ib.)他得到了灯光不断闪动的警告。

再如下面一句也有两种理解：

No doubt there were many cases of lovers marrying, all through the Middle Ages. (MEG, p. 62)

①无疑整个中世纪都有情侣结婚的许多事例。(No doubt there were many cases of lovers' marrying, all through the Middle Ages.)

②无疑整个中世纪都有要结婚的情侣的许多事例。(No doubt there were many cases of lovers who were marrying, all through the Middle Ages.)

这句之所以有这两种理解,是因为 marrying 在这里既可以视为动

名词作 lovers 的逻辑谓语(见①),又可以视为现在分词作 lovers 的后置定语(见②)。

这种结构是否有歧义,取决于其中-ing 形式的作用和意义,如下面四句均无歧义:

The letter was found by a clergyman going to a cinema.
(HEG, p. 44)这封信是一位去看电影的牧师发现的。

Do you know the number of girls coming to the party?
(CEGFS, p. 239)你知道来参加联欢会的女孩子的人数吗?

We seem to think nothing of a boy smoking, but resent a girl smoking.
(SYN, p. 486)我们好象对男孩子吸烟感到无所谓,但讨厌女孩子吸烟。

I object to the car being left there. (AEP, p. 156)我反对汽车留在那里。

4.9 I like her cooking. (ONC, p. 12)

这句可以有三种理解:

①我喜欢她做饭(的方式)。(I like the way she cooks.)

②我喜欢她做饭(这事实)。(I like the fact that she cooks.)

③我喜欢她做的饭(I like what she cooks.)

这句之所以有这三种理解,是因为 her cooking 在这里既可视作名词短语(cooking 为中心词)(见①),又可视作-ing 分句(her 为 cooking 的逻辑主语)(见②)。ONC 认为 cooking 被视为名词时还有第三种理解(见③)。不过,一般-ing 形式前为形容词性物主代词、后不接宾语的结构只有两种理解(CGEL 认为下句表示“方式”或“行为”意义):

They liked our singing. (CGEL, p. 1065)

①他们喜欢我们唱歌(的方式)。

②他们喜欢我们唱歌(的行为)。

若-ing形式前为宾格人称代词或其后接宾语,则只表示“行为”了:

They liked us singing (while they worked). (CGEL, p. 1065)

(在工作时)他们喜欢我们唱歌。

They liked our singing folk songs. (ib.)他们喜欢我们唱民歌。
看来,只有当-ing形式可视为名词短语的中心词时,才能表示“方式”,否则只能表示“事实”或“行为”。但也并非-ing分句都有歧义,有的只表示“事实”(a),有的只表示“行为”(b):

(a) Your driving a car to New York in your condition disturbs me greatly. (CGEL, p. 1064)你这样开车去纽约使我极为不安。

(b) Your driving a car to New York took longer than I expected. (ib.)你开车去纽约花费的时间比我预料的长。

4. 10 **There was no smoking in the corridors.** (CGEL, p. 1067)

这句可以有两种理解

①禁止在走廊吸烟。(Smoking was not allowed in the corridors.)

②没有人在走廊里吸烟。(No one smoked in the corridors.)

这句之所以有这两种理解,是因为smoking在这里既可以视为动名词表示动作(见①),又可以视为名词化的动名词表示状态(见②)。如果动词-ing前面没有no,或动词-ing后面有of-短语,或动词-ing前面既没有no后面又有of-短语,均为名词化的动名词,没有歧义。如下面各句中的每一句都只有一种理解:

There was smoking in the corridors. (= They smoked in the corridors.) (CGEL, p. 1067)有人(如他们)在走廊里吸烟。

There was no shooting of prisoners. (= No one shot prisoners.) (ib., p. 1066)没有射中犯人。

There was shooting of prisoners. (= They shot prisoners.)

(ib., p. 1067) 有人(如他们)射中了犯人。

“There + is + no + 动词-ing”结构有时可以有三种理解:

There's no writing on the blackboard today. (CGEL, p. 1292)

①我们今天不能在黑板上写字(因为没有粉笔)。(We can't write on the blackboard today (because we have no chalk).)

②我们今天不准备在黑板上写字(因为所有的练习都是口头的)。(We're not going to write on the blackboard today (since all our work is going to be oral).)

③今天黑板上没写字(因为我们没用这教室)。(There's nothing written on the blackboard today (because we have not used this classroom).)

这句之所以有这三种理解,是因为 writing 在这里既可以视为动名词、且有情态意义(as a modal 'gerund')见①),又可以视为动名词、无情态意义(as a nonmodal 'gerund')(见②),还可视为动词派生的名词、无情态意义(as a nonmodal deverbal noun)(见③)。动名词表示动作,动词派生的名词在这里表示状态。

为避免上述歧义,可根据意义,参照括号中提示的例句改写。

4. 11 I caught the boy waiting for my daughter. (CGEL, p. 1126)

这句可以有三种理解:

①我在等我女儿时发现了这个男孩。(I caught the boy while I was waiting for my daughter.)

②我发现这个男孩在等我女儿。(I caught the boy in the act of waiting for my daughter.)

③我发现了正在等我女儿的那个男孩。(I caught the boy who was waiting for my daughter.)

这句之所以有这三种理解,是因为 caught 在这里既可以视为单(宾语)及物动词又可以视为复合(宾语)及物动词。视为单(宾语)及物动词时,宾语后的-ing 分词既可理解为状语(逻辑主语为句子主语 I)、修饰 caught(见①),又可理解为定语、修饰 the boy(见③);视为复合及物动词时,-ing 分词为宾语补足语、修饰 the boy(见②)。第一种理解虽不如第二、三种理解普遍,但也有时可见,因为宾语后的-ing 分词的逻辑主语也可是句子主语,而且不与宾语用逗号隔开,下面是同一句子的两种形式,其区别在于(a)有两个信息中心,(b)有一个信息中心,译成汉语几乎没有区别:

(a)The manager approached us, smiling. (CGEL, p. 1126)

(b)The manager approached us smiling. (ib.)

(经理微笑着朝我们走来。)

这句只有一种含义,是因为 approach 是单(宾语)及物动词。这种谓语若是 see 等既可用作单(宾语)及物动词又可用作复合(宾语)及物动词这类动词,有的就出现了上述①和②或②和③那样两种意义:

I saw Pam going home. (CGEL, p. 1126)

①我回家时,碰见了帕姆。(I saw Pam while I was going home.)

②我看见帕姆回家了。(I saw Pam while he was going home.)

She left him holding the baby. (ib. , p. 1203)

①她抱着婴儿离开了他。(She left him, with the baby in her arms.) (leave 作 go away from 解)

②她让他继续抱着婴儿。(She kept him holding the baby.)

(leave 作 cause to continue in a certain condition, activity, etc. 解)

John found the boy studying in the library. (HR, p. 144)

①约翰发现这男孩在图书馆学习。(The boy was found study-

ing in the library by John.)

②约翰找到了在图书馆学习的男孩。(The boy studying in the library was found by John.)

Mary saw the boy walking toward the railway station. (ONC, p. 165)

①玛丽看见那男孩正朝火车站走去。(The boy was seen walking toward the railway station by Mary.)

②玛丽看见了那个正朝火车站走去的男孩。(The boy walking toward the railway station was seen by Mary.)

这四句中,前两句之所以各有两种理解,是因为动词的宾语为专有名词或人称代词,其后的-ing分词不可能视为定语;后两句根据GR和ONC都各只有两种理解,根据CGEL各还有一种理解:“约翰在图书馆学习时,发现了这男孩。”(John found him while the boy was studying in the library.)“玛丽在朝火车站走去时,碰见这男孩。”(Mary saw the boy while she was walking toward the railway station.)然而,并非含find之类既可作单(宾语)及物动词又可作复合(宾语)及物动词这类的结构都有歧义。如下面两句都各有一种理解:

(a) They found the lost child hiding in the cave. (LDCE, p. 410) 他们发现迷路的孩子藏在窑洞里。(They found that the lost child was hiding in the cave.)

(b) Two children got lost on their way home. One was hiding in the cave, and the other in the bush. They found the lost child hiding in the cave. ...他们找到了藏在窑洞里的那个迷路的孩子。(They found the lost child who was hiding in the cave.)

4. 12 I noticed a man hidden behind the bushes. (GCE, p. 880)

这句可以有两种理解:

①我们注意到了隐藏在灌木丛后面的一个人。(I noticed a man who was hidden behind the bushes.)

②我注意到有人隐藏在灌木丛后面了。(I noticed that a man was hidden behind the bushes.)

这句之所以有这两种理解,是因为 noticed 在这里既可以视为单(宾语)及物动词(monotransitive verb)——a man 为宾语、hidden 为定语(见①),又可以视为复合(宾语)及物动词(complex transitive verb)——a man 为宾语、hidden 为宾语补语(见②)。

notice 宾语后面的-ed 分词充当宾语补语比充当定语的用法更为常见。hear 和 see 等感官动词的宾语后面的-ed 分词也如此。如下面两句中宾语后面的-ed 分词都作宾语补语:

I have heard this story repeated too often. (GCE(W), p. 118)

我听见经常人们复述这个故事。(I have heard people repeat this story too often.)

Have you ever seen a television thrown through a window?

(PEU, 288)你见过有人把电视扔出窗外吗?(Have you ever seen someone throw a television through a window?)

为了避免上述歧义,这类动词宾语后面的-ed 分词作定语时,最好和上述第一句括号中所提示的例句那样改用定语从句。

4. 13 She left me to get on with her work. (AEP, p. 224)

这句可以有两种理解:

①她为了能继续做她的工作而离开了我。(She left me so that she could get on with her work.)

②她委托我继续做她所从事的工作。(She left me in a situa-

tion where I had to get on with her work.)

这句之所以有这两种理解,是因为“leave+宾语+不定式”结构中,leave既可以作“离开”(go away from)解,又可以作“委托,依靠”(entrust or rely on)解。作“离开”解时,为单(宾语)及物动词(monotransitive verb),其宾语后面的不定式为目的状语(见①);作“委托”解时,为复合(宾语)及物动词(complex transitive verb),其宾语后面的不定式为宾语补语(见②)。再如下面两句也各有两种理解:

She left him to go on holiday alone. (CEG, p. 153)

①她让他一个人去度假。(He was left to go on holiday alone.)

(leave 释义为 let)

②她离开他(以便)一个人去度假。(She left him in order to go on holiday alone.)

She left him to finish the job. (CGEL, p. 1203)

①她委托他完成这项工作。

②她为了完成这项工作离开了他。

为了避免上述歧义,表示目的意义时,可将 to-不定式移至句首或在其前加入 in order 或 so as:

To finish the job she left him.

She left him in order/ so as to finish the job.

4. 14 John had a book stolen from the library. (GCE, p. 843)

这句可以有三种理解:

①约翰让(指使)人从图书馆偷走一本书。(John arranged for a book to be stolen from the library.)

②约翰在图书馆丢了一本书。(John suffered the loss of a book from the library.)

③约翰有一本从图书馆偷来的书。(John had a book that was stolen from the library.)

这句之所以有这三种理解,是因为动词 have 在这里既可视作复合(宾语)及物动词(complex transitive verb),又可以视为单(宾语)及物动词(monotransitive verb)。接复合宾语时,have 既可以有“致使”(cause)的意思(见①),又可以有“牵涉”(involvement)的意思(见②)。这时,“have+宾语+-ed 分词”中的-ed 分词均为宾语补语。接单宾语时,have 表示“具有”(possession)意义(见③)。这时,“have+宾语+-ed 分词”中的-ed 分词及其修饰语作 a book 的定语。IG 认为下面与其相仿的一句可以有五种理解:

I had a book stolen at the library. (IG, p. 317)

①我在图书馆时被人偷走一本书。(A book of mine was stolen while I was at the library.)

②我的书在图书馆时被人偷走一本。(A book of mine was stolen while it was at the library.)

③我让(指使)人从图书馆偷走一本书。(I arranged for someone to steal a book while it was at the library.)

④我有一本从图书馆偷来的书。(I had in my possession a book which had been previously stolen at the library.)

⑤我差点儿从图书馆偷来一本书(但被人抓到了)。(I almost completed the stealing of a book at the library (but was caught).)

这句之所以有这五种理解,是因为当 have 作 suffer 解时,at the library 既可以视为状语修饰 had(见①)又可以视为状语修饰 stolen(见②);当 have 作 arrange for 解时,at the library 仍修饰宾语补语 stolen(见③);当 have 作 possess 解时,at the library 修饰定语 stolen(见④);当 have 作 get 或 cause 解时,宾语补语 stolen 这行为也可能是主语 I 做出的,at the library 仍作状语修饰 stolen(见⑤)。

在“have+宾语+-ed分词”结构中的-ed分词的行为的施动者通常都是主语以外的人作出的,但有时也可以是主语作出的。如(参见15.6):

I got (= had) it finished myself. (DEAU, p. 509)我亲自做完此事。

I will bring my composition as soon as I get it finished (= ... as soon as I have finished it). (ib.)我一完成我的作文,我就把它带来。

但下面一句只有两种理解:

The guard patrol had two men shot. (CGEL, p. 1207)

①巡逻哨兵让人将两名战士射死了。(The guard patrol caused two men to be shot.)

②巡逻哨兵失掉了两名战士,因为他们被人射死了。(The guard patrol suffered the loss of two men by shooting.)

这句之所以有这两种理解,是因为have在“have+宾语+-ed分词”结构中,既可有“致使”的意思,表示动作(释义为“引起(cause)”(见①),又可有“存在”的意思,表示状态(释义为“遭受”(suffer)”(见②)。表示动作时,句子主语起“施动”作用(an agentive role);表示状态时,句子主语起“接受”或“受动”作用(a recipient or an affected role)。主语的受动作用是由限定动词的被动结构转换而来的,如:

A valuable watch was stolen.

My friend suffered the loss of it.

My friend had a valuable watch stolen. (CGEL, p. 1412) (had作suffered解)我的朋友被人偷走一只贵重的表。

4.15 **I found her an entertaining partner.** (GCE, p. 348)

这句可以有两种理解:

①我发现她是个有趣的伙伴。(I found her to be an entertaining partner.)

②我为她找了个有趣的伙伴。(I found an entertaining partner for her.)

这句之所以有这两种理解,是因为 found 在这里既可以视为复合(宾语)及物动词(complex transitive verb),又可以视为双(宾语)及物动词(ditransitive verb)。视为复合(宾语)及物动词时,her 为宾语,an entertaining partner 为宾语补语(见①);视为双(宾语)及物动词时,her 为间接宾语,an entertaining partner 为直接宾语(见②)。如下面一句也可以有两种理解:

We have found her a good daily help. (AEP, p. 225)

①我们发现她是个日常的好帮手。(We have discovered that she is a good daily help.)

②我们给她找了个日常的好帮手。(We have obtained a good daily help for her.)

对下面限定动词为 called 的结构可以有三种理解:

They called Susan a waitress. (GCE, p. 626)

①他们称苏珊为女服务员。(They said Susan was a waitress.)

②他们为苏珊唤女服务员。(They called a waitress for Susan.)

③他们唤苏珊,她是个女服务员。(They called Susan, who is/was a waitress.)

这句之所以有这三种理解,是因为 called 在这里既可作为复合(宾语)及物动词(call 作 give a name to; name 解)——Susan 为宾语、a waitress 为宾语补语(见①),又可以视为双(宾语)及物动词(call 作 cause to come by speaking or by sending an order or message 解)——Susan 为间接宾语、a waitress 为直接宾语(见②),还可以视为单(宾语)及物动词(monotransitive verb)(call 仍作 cause to

come by speaking 解)——Susan 为宾语、a waitress 为它的同位语(见③)。

为了避免上述歧义,可以根据意义,参照括号中提示的例句改写。

4. 16 Hieronimo appeared in a dangerous mood. (AS. p. 108)

这句可以有两种理解:

①海若尼墨好象情绪很坏。(Hieronimo appeared to be in a dangerous mood.)

②海若尼墨情绪很坏地来了。(Hieronimo appeared and did so in a dangerous mood.)

这句之所以有这两种理解,是因为 appeared 在这里既可以视为连系动词,又可以视为实义动词。视为连系动词时,appear 作 seem 解,in a dangerous mood 为主语补语(见①);视为实义动词时,appear 作 come into sight 或 be seen 解,a dangerous mood 为状语(见②)。

但是,并非 appear 后面接介词短语的结构都有歧义。如下面一句则只有一种理解:

Hieronimo appeared in a flurry of snow. (ib. p. 112)海若尼墨慌慌张张地来了。(Hieronimo appeared, and did so in a flurry of snow.)

而不能理解为 Hieronimo appeared to be in a flurry of snow,因为 in a flurry of snow 这短语根据意义,只能修饰动作动词,不能在连系动词后面作主语补语。

4. 17 You've been working in the garden for hours. What are you growing? (EGFT, p. 92)

这两句中的第二句可以有两种理解:

① 你在花园一直劳动好几个小时了,你在种什么呀? (...)

What are you raising?)

② 你在花园里一直劳动好几个小时了,你感觉怎样? (...)

What are you becoming?)

这句之所以有这两种理解,是因为 are growing 在这里既可作为及物动词 grow 的进行体,又可作为连系动词 grow 的进行体。视为及物动词时,what 是其宾语(见①);视为连系动词时,what 是主语补语(见②)。第一种理解较普遍,第二种理解在这里也是可能的。试看对话:

“What are you growing?”(EGFT, p. 92)你感觉怎样?

“Tired.”(ib.)累了。

4. 18 He wants a girl to finish the cleaning. (GCE, p. 880)

这句可有四种理解(从狭义上讲):

① 他需要一个将把扫除做完的姑娘。(He wants a girl who will finish the cleaning.)

② 他希望(能有)一个姑娘将把扫除做完。(He hopes (* wants) that a girl will finish the cleaning.)

③ 他想要一个姑娘(以便让她)做完扫除。(He wants a girl in order that she will finish the cleaning.)

④ 他想要一个姑娘(帮助他)做完扫除。(He wants a girl in order that he can finish the cleaning (with her help).)

这句之所以有这四种理解,是因为 want 的宾语后面的不定式短语 to finish the cleaning 在这里既可作为定语修饰 a girl(见①),又可以视为宾语补语修饰 a girl(见②),还可以视为目的状语修饰 wants——其逻辑主语既可以是 a girl(见③)又可以是 He(见④)。若将 a girl 改为 Joan 则只有两种理解:

He wants Joan to finish the cleaning. (ib.)

①他希望(要)琼做完扫除。

②他要琼(以便让她)做完扫除。

这是因为 Joan 为专有名词,不可能有限制性的不定式短语作定语,故无上述①的意义;还因为他的目的是做完扫除,不一定非琼不可,有个女孩帮助就行,故也无④的意义。虽然有②和③的两种意义,但由于 want 不能接宾语从句,没有宾语从句与复合宾语相呼应,因此从广义上来讲该句也无②的意义,只有③的意义:“他要琼(以便让她)做完扫除。”那么,原歧义句从广义上讲也只有这一种意义了:“他要一个姑娘(以便让她)做完扫除。”

下面一句可有四种理解:

She expects somebody to repair the TV set. (CGEL, p. 1269)

①她期待将修电视机的(某个)人。(She expects somebody who will repair the TV set.)

②她期待将有人修理电视机。(She expects that somebody will repair the TV set.)

③她期待将有人来,以便他将修理电视机。(She expects somebody in order that he will repair the TV set.)

④她期待有人来,以便(在他的帮助下)她能修理电视机。(She expects somebody in order that she can repair the TV set (with his help).)

这句之所以有这四种理解,是因为 expects 在这里既可为单(宾语)及物动词,又可为复合(宾语)及物动词。视为单(宾语)及物动词时,有三种理解:to repair the TV set 既可作 somebody 的定语(见①),又可作为 expects 的目的状语——somebody 为其逻辑主语(见③)或 she 为其逻辑主语(见④)。视为复合(宾语)及物动词时, to repair the TV set 作宾语补足语(见②)。这四种理解中,①和②种较普遍。表示④种意义时,除可采用上述英文释义外,还可采用下述说法,而且这种说法更自然:

She expects somebody to help her repair the TV set. (ib.)

4.19 I saw John on a bus. (GCE, p. 480)

这句可以有两种理解:

①我在公共汽车上看见了约翰(我和约翰都在公共汽车上)。

(John and I were on the bus.)

②我看见约翰在公共汽车里(我不必在公共汽车里)。(John

was on the bus but I need not have been on the bus.)

这句之所以有这两种理解,是因为 on a bus 在这里既可以视为状语修饰动词(见①),又可视为宾语补语修饰宾语(见②)。视为状语时, on a bus 与主语发生关系, see 为单(宾语)及物动词;视为宾语补语时, on a bus 与宾语发生关系, see 为复合(宾语)及物动词。如果将 see 这类既可以接单宾语又可以接复合宾语的及物动词改为 meet 这类只能接单宾语的及物动词,则可以避免歧义:

I met John on a bus. (GCE, p. 480)我在汽车上遇见了约翰

(我和约翰都在汽车里。)(John and I were on the bus.)

下面一句含 find 的结构也有两种理解:

I found this key in the street. (GEN, p. 59)

①我在大街上发现了这把钥匙(我和钥匙都在大街上)。

②我发现这把钥匙在大街上(我不一定在大街上)。

这句之所以有这两种理解,是因为 found 在这里既可作为单(宾语)及物动词(in the street 作状语)(见①),又可以视为复合(宾语)及物动词(in the street 作宾语补语)(见②)。

在 see 之类既能接单宾语又能接复合宾语的动词的宾语后面有副词时,有的也有歧义:

We saw him up there. (PS, p. 208)

①我们在上边看见了他。(We saw him while we were up there.)

②我们看见他在上边。(We saw him while he was up there.)
这句之所以有这两种理解,是因为 saw 在这里既可作为单(宾语)及物动词(up there 为状语)(见①),又可作为复合(宾语)及物动词(up there 为宾语补足语)(见②)。

4.20 I cooked the meat dry. (AL, p. 164)

这句可以有两种理解:

①我干锅煮(即不加水煮)肉。(I cooked the meat when the meat was dry.)

②我把肉煮干了。(I cooked the meat till it was dry.)

这句之所以有这两种理解,是因为 cook 在这里既可作为单(宾语)及物动词,又可作为复合(宾语)及物动词,视为单(宾语)及物动词时, dry 有人视为状语、表示限定动词动作发生时宾语所处的状态(见①);视为复合(宾语)及物动词时, dry 被视为宾语补足语、表示限定动词动作发生后宾语所处的结果状态(见②)。若限定动词是只能接单宾语的及物动词,宾语后的形容词只能表示限定动词动作发生时宾语所处的状态,不能表示限定动词动作的结果。如:

He sells them new. (GCE, p. 257)他趁它们新时卖。(He sells them when they are new.)

They picked the apples ripe. (ib.) 苹果成熟后他们摘掉。

(They picked the apples when they were ripe.)

宾语后形容词表示现存状态(即宾语表示与限定动词同时状态)时, AL 视其为状语, GCE 视其为宾语补足语。状语一般修饰限定动词,而不修饰宾语;宾语补足语一般位于复合(宾语)及物动词的宾语后面,而不位于单(宾语)及物动词的宾语后面。而上述这种状语或宾语补足语与一般的状语或宾语补足语不同,它是介于两者之间的一种句子成分,我们可称它为**准宾语补足语**(quasi-object

complement)。

4. 21 a racing yacht (SAE, p. 304)

这短语可以有两种理解：

①(正)竞赛的快艇(a yacht that is racing/ races)

②供竞赛用的快艇(a yacht used or intended for racing)

这短语之所以有这两种理解,是因为 racing 在这里既可视作现在分词(见①),又可视作动名词(见②)。视为现在分词时,名词中心词(yacht)与现在分词(racing)有逻辑上的主谓关系;视为动名词时,动名词(racing)表示名词中心词(yacht)的用途。再如下面几个短语也都各有两种理解:

a dancing girl (SAE, p. 304)

①(正在)跳舞的姑娘(a girl who is dancing/ dances)

③舞女(a girl for dancing)

a fighting man (ib.)

①(正在)战斗的人(a man who is fighting/ fights)

①战士(a man for fighting)

a dining table (ib.)

①正供人就餐的桌子(a table in the process of dining)

(dine 释义为“可供用餐”(be large enough for dining))

②饭桌(a table used or intended for dining)

(dine 释义为“用餐”(eat dinner))

a trotting horse (ib.)

①一匹有人骑着正在小跑的马(a horse in process of trotting)

(trot 释义为“骑马小跑”(of a horse's rider)move at a trot))

②一匹供人骑着小跑的马(a horse used or intended for trotting)(trot 仍释义为“骑马小跑”)

这四个短语之所以各有两种理解,也是因为各短语中的-ing 形式

既可视作现在分词,又可视作动名词。视为现在分词时,名词中心词与其存在逻辑上的主谓关系;视为动名词时,动名词表示名词中心词的用途等,而不是逻辑谓语。

英语中有些现在分词已完全演变成形容词,可以被 *very* 修饰,可以有比较级和最高级,可作前置定语。如 *a very interesting story*, *a more interesting story* 等。有些现在分词未演变成形容词,不能被 *very* 修饰(* *very screaming children*),没有比较级和最高级,一般不能作前置定语(* *the climbing man*)。只有少数没有形容词化的分词(*non-adjektiv participles*)可作前置定语,有的表示名词中心词永久性征(a),有的表示暂时性的行为——此刻或当时进行的行为(b):

(a) *a dancing doll* = *a doll that dances* (HEG, p. 43)

a running man = *a man who runs* (ib.)

(b) *a sleeping child* = *a child who is sleeping* (CEG, p. 185)

flying bricks = *bricks which are flying* (ib.)

当表示永久性特征的-ing形式表示用途时,它便成了动名词。这样看来,只有那些没有形容词化的-ing形式既可表示进行意义或永久性特征、又可表示目的或用途时,才有可能出现歧义。

(五)形容词各修饰语或名词属格

可视为不同层次的修饰关系

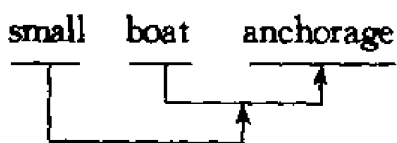
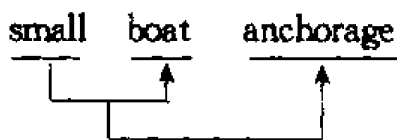
5.1 *small boat anchorage* (FME, p. 239)

这短语可以有两种理解:

①小船抛锚地(*anchorage for small boats*)

②小的船舶抛锚地(*small anchorage for boats*)

这短语之所以有这两种理解,是因为中心词 anchorage 前面的 small 和 boat 两个修饰语不处于同一层次, small 在这里既视为只修饰 boat(见①),又视为修饰 boat anchorage 这一名词短语(见②)。请看这两种修饰关系的图解:



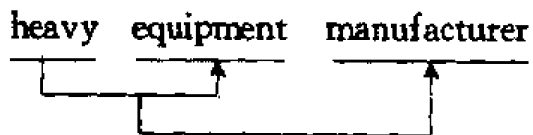
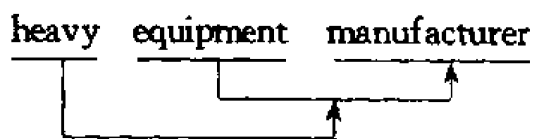
表示第一种意义时在 small 和 boat 之间加连字符、表示第二种意义时在 boat 和 anchorage 之间加连字符,便可避免歧义。又如下面的短语也有歧义:

heavy equipment manufacturer (FME, p. 239)

①力气大的器材厂厂主 (heavy manufacturer of equipment)

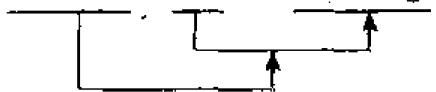
②重型器材厂厂主 (manufacturer of heavy equipment)

请看这两种修饰关系的图解:



上述由不同层次的修饰语产生的歧义与其词汇意义有关,如下述同样的结构只有一种理解:

shallow boat anchorage 浅水船舶抛锚地



steam boat anchorage 蒸汽船抛锚地



下面这句也有歧义：

Give me a cheap gas can. (LS. p. 402)

- ① 给我一个应用便宜煤气的气罐。(Give me a can for cheap gas.)
- ② 给我一个便宜的煤气罐。(Give me a gas can which is cheap.)

这句之所以有这两种理解，是因为 cheap 在这里既可视作只修饰 gas(见①)，又可视作修饰 gas can(见②)。若按括号中的英文释义改写，便可避免歧义。

5.2 He had some French onion soup. (CGEL, p. 1343)

这句可以有三种理解：

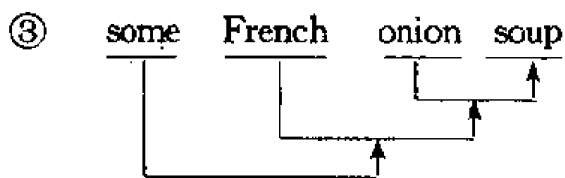
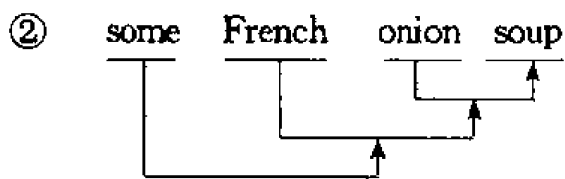
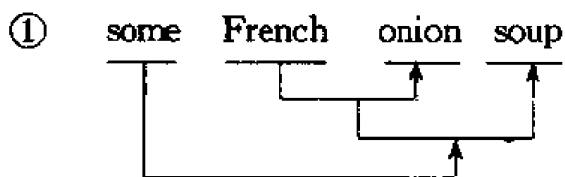
- ① 他喝了些由法国洋葱做的汤。(some soup made from French onions)(修饰关系是:some[[French onion] soup])
- ② 他喝了一些(由)洋葱做的法国汤。(some French soup made from onions)(修饰关系是:some [French [onion soup]])
- ③ 他喝了一些按法国方式做的洋葱汤。(some onion soup made in the French manner)(修饰关系是:Some [French [onion soup]])

这句之所以有这三种理解，是因为名词中心词(soup)前面的限定

词(some)和修饰语(French onion)不是平行关系,修饰语(French)和修饰语(onion)也不是平行关系。形容词 French 在这里既可以修饰 onion 表示国别(见①),又可以修饰 onion soup 表示国别(见②),还可以修饰 onion soup 表示方式(见③)。由专有名词演变来的形容词(如 French)一般为分类性修饰语表示国籍,但当其表示方式意义时,则由分类性修饰语转化为描绘性修饰语了。描绘性修饰语都位于分类性修饰语之前。试看下表:

限定词	前置修饰语		中心词
	描绘性修饰语	分类性修饰语	
① some		French onion	soup
② some		French onion	soup
③ some	French	onion	soup

试看修饰关系图解:



上述表格中①和②相同,但上述图解中①和②不同;上述表格中②和③不同,但上述图解中②和③相同。所以只有把表格和图解结合起来,才能看出②不同于①和③的特点和含义。

GR 认为这种结构只有两种理解:

Egyptian cotton shirt (GR, p. 128)

①埃及制作的棉衬衫(cotton shirt made in Egypt)

②用埃及棉花制作的衬衫(shirt made of Egyptian cotton)

按 CGEL 分析,这短语还可以理解为:埃及式样的棉衬衫(cotton shirt made in the Egyptian manner)。不过下面这个短语只能有两种理解:

some Japanese print collectors (AS, p. 147)

①日本的版画收藏家(Japanese collectors of prints)

②日本版画的收藏家(collectors of Japanese prints)

不过, some beautiful print collectors 最好理解为:长得好看的版画收藏家(beautiful collectors of prints),而不理解为:漂亮的版画的收藏家(collectors of beautiful prints),因为当 print 本身作前置修饰语时,不接受 beautiful 修饰(AS, p. 147)。

5.3 an old man's bicycle (GCE, p. 913)

这短语可以有三种理解:

①一位老头的自行车(the bicycle belonging to an old man; 修饰关系是:[an [old man's]] bicycle)

②一辆男式旧自行车(an old bicycle designed for a man; 修饰关系是:an [old[man's bicycle]])

③一辆适于老年人骑的自行车(a bicycle designed for an old man; 修饰关系是:an[[old man's] bicycle])

这短语之所以有这三种理解,是因为's 属格在这里既可以视为带 an 的短语属格(an old man's)表示所属意义(见①),又可以视为

简单属格(man's)表示类别意义(见②),还可以视为不带 an 的短语属格(old man's)表示类别意义(见③)。如果改为下述说法,则只有两种理解:

a man's old bicycle (ib.)

①一个男人的旧自行车(an old bicycle belonging to a man; 修饰关系是:[a man's] old bicycle)

②一辆男式旧自行车(an old bicycle designed for a man; 修饰关系是:a [man's [old bicycle]])

但是,并非这种结构都有歧义。如下列短语都各有一种理解,'s 属格要么表示类别意义(a),要么表示所属意义(b):

(a) a respectable bachelor's degree (SP, p. 244) 值得尊敬的学士学位(a respectable degree of bachelor)

a black civil servant's overcoat (PES, p. 76) 一件黑色的公务员大衣(a black overcoat designed for a civil servant)

a woman's monthly magazine (ib., p. 75) 妇女月刊(a monthly magazine for women)

(b) a wooden dressmaker's form (SP, p. 245) 一个裁缝的木制体型(the wooden form belonging to a dressmaker)

a skilful player's coat 一个熟练的参赛者的大衣(the coat belonging to a skilful player)

再如下面的短语也都各有两种理解:

a fisherman's cottage (GCE, p. 912)

①一个渔民的茅舍(the cottage belonging to a fisherman; 修饰关系是:[a fisherman's] cottage)

②一座渔民式样的茅舍(the cottage resembling the cottage of a fisherman; 修饰关系是:a [fisherman's cottage])

a girl's hat

①一个女孩的帽子([a girl's] hat)

②一顶女孩帽子(a [girl's hat])

a farmer's bride

①一个农民的新娘子([a farmer's] bride)

②一个农民打扮的新娘子(a [farmer's bride])

这三个短语之所以各有两种理解,是因为名词's 属格在这里既可表示所属意义——所有属格(possessive genitive)又可表示类别意义——类别/描绘属格(classifying/descriptive genitive)。表示“所属”意义时,不定冠词限定其后的名词;表示“类别”意义时,不定冠词限定“属格名词+中心词”。但也并非这种结构都有歧义。如下述短语都各有一种理解:

's 属格表示所属意义:

a hero's tooth 一名英雄的牙齿

a horse's hind leg 一头马的后腿

's 属格表示类别意义:

a child's voice 童音

a doctor's degree 博士学位

a horse's head 马头

这种歧义从结构上很难避免,只能根据上下文确定其正确的意义。

5.4 this chic woman's clothing (CGEL, p. 1344)

这短语可以有三种理解:

①某位漂亮妇女的这件衣服(this clothing belonging to a chic woman; 修饰关系是: this [[chic woman's] clothing])

②这件漂亮的女式衣服(this chic clothing designed for a woman; 修饰关系是: this [chic [woman's clothing]])

③这位漂亮妇女的衣服(the clothing belonging to this chic woman; 修饰关系是: [this [chic woman's]] clothing)

这短语之所以有这三种理解,是因为's 属格在这里既可视作不带

this 的短语属格(chic woman's),表示所属意义(见①),又可视为简单属格(woman's),表示类别意义(见②),还可视为带 this 的短语属格(this chic woman's),表示所属意义(见③)。如果改为下述说法,'s 属格则只能视为短语属格(these chic women's),表示所属意义:

these chic women's clothing (ib.) 这些漂亮妇女们的衣服(the clothing belonging to these chic women; 修饰关系:[these [chic women's]]clothing)

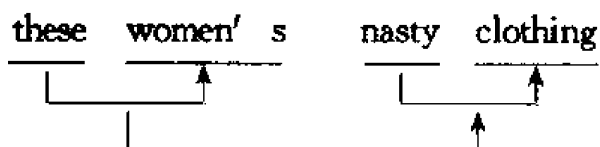
下面这短语也可有三种理解:

this nasty women's clothing (GCE, p. 913)

- ① 女人们的这件脏衣服(this nasty clothing belonging to women; 修饰关系是: this [nasty [women's clothing]])
- ② 这件肮脏的女式衣服(this nasty clothing designed for women; 修饰关系是: this [nasty [women's clothing]])
- ③ 脏脏的女人们(穿)的这件衣服(this clothing belonging to nasty women; 修饰关系是: this [[nasty women's] clothing])

这短语之所以有这三种理解,也是因为's 属格在这里既能视为简单属格(women's)表示所属意义(见①),又能视为短语属格(nasty women's)表示所属意义(见③),还能视为简单属格(women's)表示类别意义(见②)。如果改为下述说法,'s 属格则只能视为短语属格(these women's)表示所属意义:

these women's nasty clothing (ib.) 这些妇女们的脏衣服(the nasty clothing belonging to these women)修饰关系是:



但下面这短语有两种理解:

my favorite girl's name (SP, p. 245)

①我喜爱的女孩的名字(the name of my favorite girl; 修饰关系是:[my [favorite girl's]]name)

②我喜爱的女子名儿(my favorite name for a girl; 修饰关系是:my [favorite [girl's name]])

这短语之所以有这两种理解,是因为's 属格在这里既可以视为短语属格(my favourite girl's)表示所属意义(见①),又可以视为简单属格(girl's)表示类别意义(见②),但不能视为不带 my 的短语属格(favorite girl's)表示所属意义,因为“某个喜爱的女孩的名字”不通,即不能说:* my name belonging to a favorite girl; * my [[favorite girl's] name]。

与此相仿,下面这一短语也有两种理解:

several women's dresses (SP, p. 245)

①好几个妇女的衣服(the dresses belonging to several women; 修饰关系是:[several women's] dresses)

②好几件女式衣服(several dresses for women; 修饰关系是:several [women's dresses])

这短语之所以有这两种理解,是因为's 属格在这里既可以视为短语属格(several women's)表示所属意义(见①),又可以视为简单属格(women's)表示类别意义(见②)。

上述这种结构所产生的歧义一般很难避免。虽然根据意义可采用其他结构形式,但不如's 属格结构更简练。这时我们主要应该按特定的上下文来判断其意义。

5. 5 The son of Pharaoh's daughter was the daughter of Pharaoh's son. (EEG, p. 140)

这句可以有两种理解:

①法勒女儿的儿子是法勒的外孙子。(Pharaoh's daughter's

son was Pharaoh's grandson.)

②法勒儿子的女儿是法勒的孙女。(Pharaoh's son's daughter was Pharaoh's granddaughter.)

这句之所以有这两种理解,是因为该句主语部分的中心词既可视作 son 又可视作 daughter,也因为表语部分的中心词既可视作 son 又可视作 daughter。当主语部分的中心词视为 son (Pharaoh's 为简单's 属格)、表语部分的中心词视为 son (the daughter of Pharaoh's 为短语's 属格)时,为解①)含义;当主语部分的中心词视为 daughter (the son of Pharaoh's 为短语's 属格)、表语部分的中心词视为 daughter (Pharaoh's 为简单's 属格)时,为解②)含义。

属格从形式上分为 of-属格和's 属格两种,'s 属格又分为简单's 属格和短语's 属格两种。简单属格是指含“of”或“'s”的单个名词(可带冠词或形容词性物主代词)(a),短语's 属格是指含“'s”的名词短语,其中可包括含 of 的短语(b):

(a)the children's toys (GCE, p. 194)这些孩子们的玩具

the toys of the children (ib.)这些孩子们的玩具

(b)the King of Denmark's court (ib. p. 202)丹麦国王的宫廷

the Museum of Modern Art's Director (ib.)现代美术馆馆长

one of our friends' car (SP, p. 246)我们的一个朋友的汽车

请看这种歧义短语:

the King of England's empire (SE, p. 265)

①英国国王的帝国(短语's 属格:the King of England's | empire)

②英帝国的国王(简单's 属格:the King | of England's empire)

请看这种歧义句:

The friend of my brother's fiancée left town. (ITLA, p. 50)

①我弟弟朋友的女情人离开城了。(my brother's friend's fiancée left town.)

②我弟弟女情人的朋友离开城了。(My brother's fiancée's friend left town.)

这句之所以有这两种理解,是因为's 属格在这里既可视作短语's 属格(the friend of my brother's),又可视作简单的's 属格(my brother's)。视为短语's 属格时,fiancée 为中心词(见①),视为简单's 属格时,friend 为中心词(见②)。

但是,并非这种结构都有歧义。如下面一句只有一种理解:

The fiancée of my brother's friend was discovered to be a cat burglar so the friend of my brother's fiancée left town. (ITLA, p. 50)人们发现我弟弟(女)情人的朋友是一个惯从屋顶入室行窃的窃贼,所以他(我弟弟(女)情人的朋友)离开城了。

这句之所以无歧义,是因为第一分句的主语只能视为含有短语's 属格的结构,第二分句的主语只能视为含简单's 属格的结构。

5.6 that dog of Robert's (RGSE, p. 125)

这短语可以有两种理解:

①罗伯特的那条狗(唯一的一条)(that dog that Robert has)

②罗伯特的(多条狗中的)那条狗(即 a dog of Robert's 的特指说法;that dog of Robert's that I mentioned above)

这短语之所以有这两种理解,是因为带 that 等指示形容词的这类双重属格结构中的 of 既可以表示同位意义(that dog of Robert's = that dog that is Robert's (dog))(见①),又可以表示部分意义(that dog of Robert's = that dog of Robert's (dogs) that I mentioned)(见②)。带指示形容词的双重属格结构中的 of 一般表示同位意义:

this *War Requiem* of Britten's = this instance of Britten's works, namely, *War Requiem* (CGEL, pp. 1283-84) 布赖坦的

《战争悲歌》这篇著作

this appropriate remark of Mr. Smith's = this appropriate remark which is Mr. Smith's (remark) (SYN, p. 77) 史密斯先生的这番恰如其分的评论

this hand of mine = this part of my body that I call "hand" (CGEL, p. 1284) 我的(这只)手(不应作 this one of my (two) hands 解)

有时也可以表示部分意义,即当上文已经提到表示部分意义的双重属格(a)在下文中再提到时,便可以用带指示形容词的双重属格(b):

(a) a daughter of Mrs Brown's (CGEL, p. 1284)

布朗夫人的一个女儿(one of Mrs Brown's daughters)

(b) that / the daughter of Mrs Brown's (that I mentioned) (ib.)

布朗夫人的那个女儿(that daughter of Mrs Brown's (daughters) that I mentioned)

表示部分意义的双重属格结构后面往往接一限制性的定语从句,这时其前面的 that 或 this 可由 the 取代: The play of Galsworthy's that I like best is "Justice". (SP, p. 242) (我最喜欢的高尔斯华绥的戏剧是《正义》。)

再如下面两句也各有两种理解:

He is a friend of Henry's. (CEGFS, p. 48)

①他是亨利的一个朋友(许多朋友之一)。(He is one of Henry's friends.)

②他是亨利(唯一)的一个朋友。(He is the only friend Henry has.)

We saw a play of Shaw's. (ib.)

①我们看了肖(多个戏剧中)的一出戏。(We saw one of Shaw's plays.)

②我们看了肖(编写的唯一)的一出戏。(We saw the only play

Shaw wrote.)

上述两种理解中,第一种较普遍。下面各短语虽然也各有两种理解,但不是上面所述的这两种:

a portrait of Rembrandt's (CEGFS, p. 49)

① Rembrandt 画的一张肖像 (a portrait painted by Rembrandt)

② (属于) Rembrandt 的一张肖像 (a portrait belonging to Rembrandt)

a portrait of my father's (AEG, p. 33)

① 我父亲的肖像,即属于我父亲的肖像 (a portrait belonging to my father)

② 我父亲画的肖像 (a portrait painted by my father)

some paintings of Brown's (CGEL, p. 1290)

① (属于) 布朗的一些画 (some paintings that Brown owns)

② 布朗画的一些画 (some paintings painted by Brown)

Brown's paintings of his daughter (ib.)

① 布朗画的、画的他女儿和画 (paintings depicting his daughter and painted by him)

② 布朗持有的别人画的布朗女儿的画 (paintings depicting his daughter and painted by someone else but owned by him)

(六) 修饰语与并列(名词、形容词、动词等)

中心词既可视作就近修饰又可视作并列修饰;冠词和数词等限定词与并列名词中心词既可视作限定其并列的整体又可视作限定其并列的个体

6.1 He wrote long articles and books. (GCE, p. 917)

这句可以有两种理解：

①他写了一些长文章和一些书。(修饰关系是:[long articles] and [books])

②他写了一些长文章和一些长书。(修饰关系是:long [articles] and [books])

这句之所以有这两种理解,是因为 long 在这里既可视作就近修饰 (articles)(见①),又可视作并列修饰 (articles 和 books)(见②)。形容词的并列修饰,也可视为并列的第二个名词前省略了与第一个名词前相同的形容词:long articles and (long) books。若作如下改写便可避免歧义:

He wrote books and long articles. 他写了一些书和一些长文章。

He wrote some long articles and some books. 他写了一些长文章和一些书。

再如下述各短语也都有歧义(修饰语与并列名词中心词的关系是:解①为就近修饰或无省略成分,解②为并列修饰或第二个名词前省略了修饰语):

young boys and girls (GCE, p. 604)

①一些小男孩和一些女孩(无省略:[young boys] and [girls])

②一些小男孩和一些小女孩(有省略:young boys and (young) girls)

fresh milk and butter (ib.)

①鲜牛奶和黄油(无省略:[fresh milk] and [butter])

②鲜牛奶和鲜黄油(有省略:fresh milk and (fresh) butter)

some fresh milk and butter (ib. p. 605)

①一些鲜牛奶和黄油(无省略:[some fresh milk] and [butter])

②一些鲜牛奶和一些鲜黄油(有省略:some fresh milk and

(some fresh) butter)

juicy plums, peaches, and oranges (ib., p. 604)

①多汁的李子、桃子和橘子(无省略:[juicy plums,] [peaches,] and [oranges])

②多汁的李子、多汁的桃子和多汁的橘子(有省略:juicy plums, (juicy) peaches, and (juicy) oranges)

修饰语和并列名词中心词前带有定冠词时,这种结构有的甚至可以有三种理解:

the old men and women (GCE, p. 606)

①这些老龄男人和这些老龄女人(the old men and the old women;修饰关系是:the old [men] and [women])

②这些老龄男人和这些女人(the old men and the women;修饰关系是:the [old men] and [women])

③这些老龄男人和(一些)女人((some) women and the old men;修饰关系是:[the old men]and [women])

and 连接的并列名词前面各有不同的形容词修饰时,这种结构有的也可以有两种理解:

excellent books and long articles (GCE, p. 917)

①很好的书和很好的长文章

(修饰关系是:excellent [books] and [long articles])

②很好的书和长文章

(修饰关系是:[excellent books] and [long articles])

如果作如下改写便可以避免歧义:

excellent books, and long articles 很好的书和长文章

some excellent books and some long articles 一些很好的书和一些长文章

修饰语和并列名词中心词前带有不定冠词的结构有的也有歧义——一般有两种理解:

a young boy and girl

- ①一个年轻的男孩和一个女孩(无省略: a [young boy] and [girl])
- ②一个年轻的男孩和一个年轻的女孩(有省略: a young boy and (a young) girl)

a young boy or girl (GCE, p. 605)

- ①一个年轻的男孩或一个女孩
(无省略: a [young boy] or [girl])
- ②一个年轻的男孩或一个年轻的女孩
(有省略: a young boy or (a young) girl)

请看对下列歧义句的释义和语法分析:

I love Danish butter and cheese. (EGFT, p. 112)

- ①我爱乳酪和丹麦黄油(chese and Danish butter)。
- ②我爱丹麦黄油和丹麦乳酪(Danish butter and Danish cheese)。

Their officers always wear pink berets and moustaches. (ib.)

- ①他们的军官总是戴着粉红色的贝雷帽、留着小胡子(moustaches and pink berets)。
- ②他们的军官总是戴着粉红色的贝雷帽、留着粉红色的小胡子(pink berets and pink moustaches)。

上述第一句的语法分析是:

- ①[S PO $\frac{\quad}{(M H) + (H)}$] ②[S PO $\frac{\quad}{(M(H+H))}$]

第二句的语法分析是:

- ①[S A PO $\frac{\quad}{(M H) + (H)}$] ②[S A PO $\frac{\quad}{(M(H+H))}$]

6.2 a surgeon and a diagnostician of great skill (SAE, p.

这个短语可以有两种理解：

①外科医生和技术高超的诊断医生(修饰关系是:[a surgeon] and [a diagnostician of great skill])

②技术高超的外科医生和技术高超的诊断医生(修饰关系是:[a surgeon] and [a diagnostician]of great skill)

这短语之所以有这两种理解,是因为 of great skill 在这里既可视作就近修饰——只修饰 a diagnostician(见①),又可视作并列修饰——既修饰 a surgeon 又修饰 a diagnostician(见②)。下述说法只有第一种理解：

a diagnostician of great skill and a surgeon 技术高超的诊断医生和外科医生

a surgeon, and a diagnostician of great skill 外科医生和技术高超的诊断医生

下述说法才有第二种理解：

a surgeon of great skill and a diagnostician of great skill 技术高超的外科医生和技术高超的诊断医生

6.3 The neighbourhood is infested with stray cats and dogs of questionable parentage. (EGFT, p. 112)

这句可以有四种理解：

①这个地区到处都有迷路的猫和来路不明的迷路的狗。(修饰关系是:stray [cats] and [dogs of questionable parentage])

②这个地区到处都有来路不明的迷路的猫和来路不明的狗。(修饰关系是:[stray cats] and [dogs] of questionable parentage)

③这个地区到处都有来路不明的迷路的猫和来路不明的迷路的狗。(修饰关系是:stray [cats]and [dogs]of questionable

parentage)

- ④这个地区到处都有迷路的猫和来路不明的狗。(修饰关系是:[stray cats] and [dogs of questionable parentage])

这句之所以有这四种理解,是因为并列名词 cats and dogs 前后都有修饰语,这些修饰语都既可视作就近修饰又可视作并列修饰。当前置修饰语视为并列修饰、后置修饰语视为就近修饰时,为解①意义;当前置修饰语视为就近修饰、后置修饰语视为并列修饰时,为解②意义;当前置修饰语视为并列修饰、后置修饰语也视为并列修饰时,为解③意义;当前置修饰语视为就近修饰、后置修饰语也视为就近修饰时,为解④意义。该句语法上分析起来分别是:

$$\begin{array}{l} \textcircled{1} \left[\text{S PA} \right. \\ \quad \left. \frac{\quad}{(p \text{ M} \langle \text{H} + \text{HM} \rangle)} \right] \quad \textcircled{2} \left[\text{S PA} \right. \\ \quad \left. \frac{\quad}{(p \langle \text{MH} + \text{H} \rangle \text{M})} \right] \\ \textcircled{3} \left[\text{S PA} \right. \\ \quad \left. \frac{\quad}{(p \text{ M} \langle \text{H} + \text{H} \rangle \text{M})} \right] \quad \textcircled{4} \left[\text{S PA} \right. \\ \quad \left. \frac{\quad}{(p \langle \text{MH} + \text{HM} \rangle)} \right] \end{array}$$

再如下面一句也有四种理解:

Mountjoy was a great lover and ardent student of English language and literature. (EGFT, p. 112)

- ①蒙托伊是一个英国语言和英国文学的酷爱者,也是一个英国语言和英国文学的热切学习者。(修饰关系是:a [great lover] and [ardent student] of English [language and literature])
- ②蒙托伊是一个专心致志的人和一个英国语言和英国文学的热切的学习者。(修饰关系是:a [great lover] and [ardent student of English [language and literature]])
- ③蒙托伊是一个专心致志的人和一个英国语言以及文学的热切学习者。(修饰关系是:a [great lover] and [ardent student of [English language] and [literature]])
- ④蒙托伊是一个英国语言以及文学的极大爱好者,也是一个

英国语言以及文学的热切学习者。(修饰关系是:a [great lover] and [ardent student] of [English language] and [literature])

这句之所以有四种理解,是因为并列名词短语 great lover 和 ardent student 后面的修饰语,除既可视作就近修饰又可视作并列修饰外,其本身是含“前置修饰语+(and 连接的)并列名词”的结构。该句语法上分析起来分别是:

- ①
$$\frac{[S \text{ PC} \quad \quad \quad]}{(M \langle MH + MH \rangle M \quad \quad \quad)}$$

$$\frac{\quad \quad \quad}{(pM \langle H + H \rangle)}$$
- ②
$$\frac{[S \text{ PC} \quad \quad \quad]}{(M \langle MH + MHM \quad \quad \quad \rangle)}$$

$$\frac{\quad \quad \quad}{(pM \langle H + H \rangle)}$$
- ③
$$\frac{[S \text{ PC} \quad \quad \quad]}{(M \langle MH + MHM \quad \quad \quad \rangle)}$$

$$\frac{\quad \quad \quad}{(p \langle MH + H \rangle)}$$
- ④
$$\frac{[S \text{ PC} \quad \quad \quad]}{(M \langle MH + MH \rangle M \quad \quad \quad)}$$

$$\frac{\quad \quad \quad}{(p \langle MH + H \rangle)}$$

6.4 The Municipal Art Gallery is famous for its still life paintings and drawings by Van Gogh. (CGEL, p. 966)

这句可以有四种理解:

- ① 市美术馆以凡·高(梵谷)画的静物油画和静物素描而出名。(修饰关系是:its still life [paintings] and [drawings] by Van Gogh)
- ② 市美术馆以凡·高(梵谷)画的静物油画和素描而出名。(修饰关系是:its [still life paintings] and [drawings] by Van Gogh.)
- ③ 市美术馆以静物油画和凡·高(梵谷)画的素描而出名。(修

饰关系是: its [still life paintings] and [drawings by Van Gogh])

- ④市美术馆以静物油画和凡·高(梵谷)画的静物素描而出名。(修饰关系是: its still life [paintings] and [drawings by Van Gogh])

这句之所以有这四种理解,是因为并列名词前后都有修饰语时,都既可视作修饰并列的两个名词;又可视作修饰与其靠近的名词。前置和后置修饰语都修饰两个名词时,为解①意义;前置修饰语修饰前一个名词、后置修饰语修饰两个名词时,为解②意义;前置修饰语修饰前一个名词、后置修饰语修饰后一个名词时,为解③意义;前置修饰语修饰两个名词、后置修饰语修饰后一个名词时,为解④意义。

再如下面带前置和后置修饰语的并列名词也有四种理解:

simple books and magazines for children (GCE, p. 606)

- ①供儿童阅读的简易图书和供儿童阅读的简易杂志 (simple books for children and simple magazines for children) (修饰关系是: simple [books] and [magazines] for children)
- ②简易图书和供儿童阅读的杂志 (magazines for children and simple books) (修饰关系是: [simple books] and [magazines for children])
- ③供儿童阅读的简易图书和供儿童阅读的杂志 (simple books for children and magazines for children) (修饰关系是: [simple books] and [magazines] for children)
- ④简易图书和供儿童阅读的简易杂志 (simple magazines for children and simple books) (修饰关系是: simple [books] and [magazines for children])

这短语之所以有这四种理解,是因为并列名词前后都有修饰语时,也都既可视作修饰并列的两个名词(并列名词的结合意义),又可

视为只修饰与其邻近的一个名词(并列名词的分开意义)。前置和后置修饰语都修饰两个名词时为第一种理解;前置修饰语修饰前一个名词、后置修饰语修饰后一个名词时为第二种理解;前置修饰语修饰前一个名词、后置修饰语修饰两个名词时为第三种理解;前置修饰语修饰两个名词、后置修饰语只修饰后一个名词时为第四种理解。

上述歧义很难避免。若采用括号中提示的说法,虽然可以避免歧义,但大多都很累赘。因此一般只能根据上下文决定其意义。

6.5 men and women who work hard (GCE, p. 605)

这短语可以有两种理解:

- ①男人们和努力工作的女人们(无省略:[men] and [women who work hard])
- ②努力工作的男人们和努力工作的女人们(有省略:men (who work hard) and women who work hard)

这短语之所以有这两种理解,是因为当复数并列名词后有定语修饰时,该定语既可视作只修饰与其邻近的名词、无省略(见①),又可视作修饰并列的两个名词或说第一个名词后省略了与第二个名词后相同的定语(见②)。同样,下述各带后置修饰语的结构也都各有两种理解:

cows, bulls and pigs on our farm (GCE, p. 605)

- ①母牛、公牛和我们农场的猪(无省略:[cows,][bulls] and [pigs on our farm])
- ②我们农场的母牛、我们农场的公牛和我们农场的猪(有省略:cows (on our farm), bulls (on our farm) and pigs on our farm)

boys' and girls studying at this school (ib.)

- ①男孩们和在这学校学习的女孩们(无省略:[boys] and

[girls studying at this school])

- ②在这个学校学习的男孩们和在这学校学习的女孩们(有省略: boys (studying at this school) and girls studying at this school)

the boys and (the) girls studying at this school (ib.)

- ①这些男孩们和在这个学校学习的(这些)女孩们(无省略: [the boys] and [(the) girls studying at this school])
- ②在这个学校学习的男孩们和在这个学校学习的女孩们(有省略: the boys (studying at this school) and (the) girls studying at this school)

many boys and some girls studying at this school (ib.)

- ①许多男生和在这个学校学习的一些女生(无省略: [many boys] and [some girls studying at this school])
- ②许多在这学校学习的男生和一些在这学校学习的女生(有省略: many boys (studying at this school) and some girls studying at this school)

honest men and honest women who work hard (ib.)

- ①正直的男人们和努力工作的正直的女人们(无省略: [honest men] and [honest women who work hard])
- ②努力工作的正直的男人们和努力工作的正直的女人们(有省略: honest men (who work hard) and honest women who work hard)

若并列的两个复数名词中心词的第一个名词前有修饰语、第二个名词后有修饰语,这种结构可以有三种理解:

honest men and women who work hard (GCE, p. 606)

- ①正直的男人们和努力工作的女人们(无省略: [honest men] and [women who work hard])
- ②努力工作的正直的男人们和努力工作的女人们(有省略:

honest men (who work hard) and women who work hard)

③努力工作的正直的男人们和努力工作的正直的女人们(有省略; honest men (who work hard) and (honest) women who work hard)

如果作如下改写便无歧义:

women who work hard and men 男人们和努力工作的女人们
some girls studying at this school and many boys 许多男生和
在这个学校学习的一些女生

honest women who work hard and honest men 正直的男人们
和努力工作的正直的女人们

women who work hard and honest men 正直的男人们和努力
工作的女人们

6.6 The souvenirs they bought were very cheap and gaudy.
(CGEL, p. 968)

这句可以有两种理解:

①他们买的纪念品质量很低劣,又很华而不实。

(修饰关系是:very [cheap] and [gaudy])

②他们买的纪念品质量很低劣,又华而不实。

(修饰关系是:[very cheap] and [gaudy])

这句之所以有这两种理解,是因为副词 very 在这里既可以理解为并列修饰:即修饰 cheap 又修饰 gaudy(见①),又可以理解为就近修饰:只修饰与其邻近的形容词 cheap(见②)。第一种理解也可以视为该结构有省略,即在第二个形容词前省略了与第一个形容词前相同的副词 very: very cheap and (very) gaudy。第二种理解无省略。这句若作如下改写便可以避免歧义:

The souvenirs they bought were guady and very cheap. (ib.)

他们买的纪念品华而不实,质量又很低劣。

The souvenirs they bought were cheap and very gaudy. (ib.)
他们买的纪念品质量低劣,又很华而不实。

The souvenirs they bought were very cheap and very gaudy.
(ib.)他们买的纪念品质量很低劣,又很华而不实。

再如下面一句也有歧义:

The manuscript is very old and difficult to read. (EGFT, p. 112)

①这手稿很旧了,很不容易读。(修饰关系是:very [old] and [difficult])

②这手稿很旧了,不容易读。(修饰关系是:[very old] and [difficult])

这句之所以有这两种理解,是因为 very 在这里既可视作并列修饰(见①),又可视作就近修饰(见②)。该句从语法上分析起来分别是:

①
$$\left[\begin{array}{c} \text{S PC} \\ \hline \text{(M(H+H M))} \\ \text{[P]} \end{array} \right]$$

②
$$\left[\begin{array}{c} \text{S PC} \\ \hline \text{((MH)+(H M))} \\ \text{[P]} \end{array} \right]$$

6.7 **He paints pictures and plays the violin well.** (SAE, p. 360)

这句可以有两种理解:

①他会画画,手提琴也拉得好。(修饰关系是:He [paints pictures] and [plays the violin well].)

②他画儿画得好,手提琴也拉得好。(修饰关系是:He [paints pictures] and [plays the violin] well.)

这句之所以有这两种理解,是因为 well 在这里既可视作就近修饰

——只修饰 *plays the violin* (见①), 又可视为并列修饰——既修饰 *paints pictures* 又修饰 *plays the violin* (见②)。如果改为下述说法, 则可避免歧义(都表示解①意义):

He plays the violin well and paints pictures. 他小提琴拉得好, 还会画画。

He paints pictures, and plays the violin well. 他会画画, 小提琴也拉得好。

6.8 John reported to me and I informed Bob that everything was ready. (CGEL, p. 1043)

这句可以有两种理解:

① 约翰通知我一切都准备好了, 我又通知鲍勃一切都准备好了。(John reported to me, and I informed Bob, that everything was ready.)

② 约翰向我汇报后, 我通知鲍勃一切都准备好了。(John reported to me, and I informed Bob that everything was ready.)

这句之所以有这两种理解, 是因为 *that*-从句在这里既可被认为是其前面并列的两个主句的限定动词 (*reported* 和 *informed*) 的宾语从句 (见①), 又可被认为是其邻近的一个主句的限定动词 (*informed*) 的宾语从句 (见②)。再如下面一句也有两种理解:

He knows and I know that he knows. (GCE, p. 796)

① 他懂, 我知道他懂。(He knows, and I know that he knows.)

② 他知道他懂, 我也知道他懂。(He knows, and I know, that he knows.)

这句之所以有这两种理解, 仍然是因为当两个并列的主句后面接一从属分句时, 该从属分句既可视作第二个分句的限定动词 *know*

的宾语(见①),又可视为其前并列两个主句的限定动词 knows 和 know 的宾语(见②)。如果象括号里提示的例句那样,表达第一句的意思时在 and 之前加一逗号,表达第二句意思时在 and 和 that 之前各加一个逗号,便可避免这种歧义。

6.9 **If Mary has recovered from the flu she is in the supermarket and the children are at a play centre.** (CGEL, p. 1043)

这句可以有两种理解:

①如果玛丽流感痊愈了,她现在就在超级市场,孩子们就在娱乐中心。(If Mary has recovered from the flu, she is in the supermarket and (或 while) the children are at a play centre.)

②孩子们在娱乐中心;如果玛丽流感痊愈了,她就在超级市场。(The children are at a play centre and, if she has recovered from the flu, Mary is in the supermarket. 或 Mary is in the supermarket, if she has recovered from the flu, and the children are at a play centre.)

这句之所以有这两种理解,是因为由 and 连接的两个并列分句前面的 If-从句在这里既可以视为修饰并列的每一个分句,又可以视为只修饰与其邻近的一个分句。视为修饰并列的每个分句时, the children are at a play centre 和 she is in the supermarket 并列,为并列主句(见①);视为只修饰与其邻近的分句时, the children are at a play centre 和 If Mary has recovered from the flu she is in the supermarket 这个复合句并列,即并列句的第一个分句为复合句,第二个分句为简单句(见②)。

再如下面两句也都各有两种理解:

Claire will marry Burt and Ethel will resign if David goes to

Glasgow. (SC, p. 172)

- ①如果戴维去格拉斯哥,不但克莱尔将与伯特结婚,而且埃塞尔也将辞职。(If David goes to Glasgow then not only will Claire marry Burt but Ethel will also resign.)
- ②克莱尔将与伯特结婚;如果戴维去格拉斯哥,埃塞尔将辞职。(Claire will marry Burt and if David goes to Glasgow, Ethel will resign.)

If David is Alice's brother then Fanny's his aunt or Bob's his uncle. (ib. , p. 171)

- ①如果戴维是艾丽斯的弟弟,那么要么范妮是戴维的姑姑,要么鲍勃是戴维的叔叔。(If David is Alice's brother then either Fanny's his aunt or Bob's his uncle.)
- ②要么鲍勃是戴维的叔叔,要么在戴维是艾丽斯的弟弟的条件下范妮是戴维的姑姑。(Either Bob is David's uncle or, if David is Alice's brother, Fanny is his aunt.)

这两句之所以各有两种理解,是因为 if-从句与并列主句的关系既可视作就近修饰又可视作并列修饰。当视为并列修饰时,均作第一句解;当视为就近修饰时,均作第二句解。

6. 10 A friend and helper stood nearby. (HCH, p. 290)

这句可以有两种理解:

- ①一位(当)助手(的)朋友(一个人)曾站在附近。(A friend who was a helper stood nearby.)
- ②一位朋友和一位助手(两个人)曾站在附近。(A friend as well as a helper stood nearby.)

这句之所以有这两种理解,是因为 a friend and helper 中的 friend and helper 既可视作一个整体(一个人)——既是朋友又是助手(由 and 连接的两个单数名词前共用一个冠词; a [(friend) and

(helper)])(见①),又可视为分开意义(两个人)——一个朋友和一个助手(由 and 连接的两个单数名词前各有一个冠词,不过第二个名词前的冠词省略了:[a (friend)] and [a (helper)])(见②)。若采用如下说法便可避免歧义:

A friend and a helper stood nearby. 一位朋友和一位助手曾站在附近。

A friend and helper was standing nearby. 一位(当)助手(的)朋友当时正站在附近。

A friend and helper were standing nearby. 一位朋友和一位助手当时正站在附近。

下面带定冠词的并列名词短语也有歧义:

the secretary and accountant of the Company

①公司的秘书兼会计(一个人)

②公司的秘书和公司的会计(两个人)

为分开意义时,也可视为 accountant 前面省略了 the。若有动词标明(单数或复数)则无歧义:

The secretary and accountant of the Company was present.
(CEG, p. 32) 公司的秘书兼会计出席了。

The secretary and accountant of the Company were present.
(ib.) 公司的秘书和公司的会计都出席了。

偶尔,并列名词前都带限定词也会有歧义:

his aged servant and the subsequent editor of his collected papers(CGEL, p. 761)

①他的年纪大的雇员、后来的文件汇编者(即雇员和编者是同一个人)(The servant and the editor are the same person.)

②他的年纪大的雇员和他的后来的文件汇编者(即雇员和编者是两个不同的人)(The servant and the editor are two different people.)

这短语之所以有这两种理解,是因为由 *and* 连接的这两个并列成分,意义上既可视为一个整体,表达整体概念(见①),又可视为两个不同的个体,表达不同的概念(见②)。视为一个整体时接单数动词(a),视为不同的个体时接复数动词(b),因此该短语作主语有动词标明则无歧义:

(a) *His aged servant and the subsequent editor of his collected papers was with him at his deathbed.* (CGEL, p. 761) 在他临终时,他那年纪大的雇员、后兼文件汇编在他身边(守候)。

(b) *His aged servant and the subsequent editor of his collected papers were with him at his deathbed.* (ib.) 在他临终时,他那年纪大的雇员和他那后来的文件汇编人员在他身边(守候)。

6.11 **There are ten boys and girls in the playgroup.** (CGEL, p. 966)

这句可以有两种理解:

①在一起玩的这伙孩子们中,男女孩共十人(a total of ten)
(限定关系是:ten [[boys] and [girls]])

②在一起玩的这伙孩子们中,有十个男孩和十个女孩(共二十人;a total of twenty)(限定关系是:ten [boys] and [girls])

这句之所以有这两种理解,是因为 *boys and girls* 在这里既可视为整体意义——限定词 *ten* 既限定 *boys and girls* 这个整体(见①),又可视为分开意义——限定词 *ten* 既限定 *boys* 又限定 *girls* (或视为 *girls* 前面省略了 *ten*) (见②)。但是,并非这种结构都有歧义。如下面两个短语都各有一种理解:

ten husbands and wives (CGEL, p. 966) 十对夫妻

ten knives and forks (ib.) 十副刀叉

这是因为 a husband and wife 和 a knife and fork 经常表示结合意义, 被视为一个整体。那么它们的复数形式自然也表示结合意义, 被视为多个整体了。

(七)由 and 连接的并列前(后)置定语、并列's 属格、并列物主代词、并列宾语补语与名词中心词既可视作结合修饰(或限定)又可视作分开修饰(或限定)

7. 1 **He specializes in selling old and valuable books.**
(CGEL, p. 960)

这句可以有两种理解:

- ①他专卖古老而有价值的书。(He specializes in selling books which are old and valuable.)
- ②他专卖古老的书和有价值的书。(He specializes in selling old books and valuable books.)

这句之所以有这两种理解, 是因为当中心词(复数名词)的前置修饰语并列、且没有限定词限时, 既可表示结合意义(见①), 又可表示分开意义(见②)。再如, 下面的短语和句子也都各有两种理解:

cheese and cucumber sandwiches (GCE, p. 613)

- ①夹乳酪的面包片和夹黄瓜的面包片(cheese sandwiches and cucumber sandwiches)
- ②既夹乳酪又夹黄瓜的面包片(sandwiches each containing both cheese and cucumber)

old and dilapidated buildings (CGEL, p. 968)

- ①老建筑物和破建筑物。(old buildings and dilapidated build-

ings)

②又老又破的建筑物 (buildings which are old and dilapidated)

Red, white and blue flags were flying from every balcony.

(UGE(W), p. 85)

①红旗、白旗和兰旗在各个阳台上飘扬。(Red flags, white flags and blue flags were flying from every balcony.)

②红、白、兰三种颜色相间的旗子在各个阳台上飘扬。(Flags which are red, white and blue (tricolor flags) were flying from every balcony.)

如果并列的前置修饰语修饰的中心词是不可数名词,一般也可以有两种理解:

wet and windy weather (CGEL, p. 698)

①潮湿的天气和多风的天气 (wet weather and windy weather)

②既潮湿又多风的天气 (weather which is wet and windy)

当并列的前置修饰语为互相排斥的形容词时,无论中心词是复数名词还是不可数名词,都只有一种意义(分开意义):

old and new furniture (CGEL, p. 968) 旧家具和新家具 (old furniture and new furniture)

one-pound and two-pound jars (ib.) 一磅重的罐子和两磅重的罐子 (one-pound jars and two-pound jars)

Good and bad butter are things quite different to our taste. (SYN, p. 59) 好黄油和坏黄油是味道完全不同的两种东西。

(Good butter and bad butter are things ...)

如果中心词是单数可数名词,并列前置修饰语前有一个冠词时,表示结合意义,并列修饰语前各有一个冠词时,表示分开意义:

He is a dishonest and lazy student (CGEL, p. 968) 他是一个既不诚实而又懒惰的学生。(He is a student who is dishonest and

lazy.)

The red and the white rose are both beautiful. (SYN, p. 59) 红玫瑰和白玫瑰都好看。(The red rose and the white rose are both beautiful.)

当连接并列修饰语的 and 被逗号取代后, 无论中心词是单数名词还是不可数名词, 都表示结合意义:

He is a dishonest, lazy student. (CGEL, p. 968) 他是个既不诚实而又懒惰的学生。

They sell old, battered furniture. (ib.) 他们卖又旧又破的家具。

中心词前的并列修饰语因其意义决定, 有的只表示分开意义(a), 有的只表示结合意义(b):

(a) They sell manual and electric typewriters. (CGEL, p. 957)
他们出售用手操作的打字机和用电发动的打字机。(They sell manual typewriters and electric typewriters.)

(b) They made salmon and cucumber sandwiches. (ib.) 他们做了夹大马哈鱼和黄瓜的三明治。(They made flat pieces of bread with salmon and cucumber between them.)

7.2 the bills for gas and (for) electricity (GCE, p. 601)

这短语可以有五种理解:

- ① 煤气收费单(多张)和电费单(多张)(the bills for gas and the bills for electricity)
- ② 煤气收费单(一张)和电费单(一张)(the bill for gas and the bill for electricity)
- ③ 煤气收费单(一张)和电费单(多张)(the bill for gas and the bills for electricity)
- ④ 煤气收费单(多张)和电费单(一张)(the bills for gas and

the bill for electricity)

- ⑤ 煤气费和电费(在一起)收费单(多张)(the bills with combined accounts for gas and electricity)

这短语之所以有这五种理解,是因为当复数名词后面有由 and 连接的并列修饰语(定语)时,该修饰语既可以表示结合意义又可以表示分开意义。表示结合意义时,各张收费单既有煤气费又有电费,为解⑤。表示分开意义时,煤气费和电费为不同的收费单——煤气费和电费都多张时,为解①;煤气费和电费都一张时,为解②;煤气费一张、电费多张时,为解③;煤气费多张、电费一张时,为解④。再如下面这个短语也有五种理解:

the buses for the Houses of Parliament and (for) Westminster Abbey (CGEL, p. 961)

- ① 开往国会大厦的公共汽车(多辆)和开往威斯敏斯特教堂的公共汽车(多辆)(the buses for the Houses of Parliament and the buses for Westminster Abbey)
- ② 开往国会大厦的公共汽车(一辆)和开往威斯敏斯特教堂的公共汽车(一辆)(the bus for the Houses of Parliament and the bus for Westminster Abbey)
- ③ 开往国会大厦的公共汽车(一辆)和开往威斯敏斯特教堂的公共汽车(多辆)(the bus for the Houses of Parliament and the buses for Westminster Abbey)
- ④ 开往国会大厦的公共汽车(多辆)和开往威斯敏斯特教堂的公共汽车(一辆)(the buses for the Houses of Parliament and the bus for Westminster Abbey)
- ⑤ 既开往国会大厦又开往威斯敏斯特教堂的公共汽车(多辆)(the buses which go both to the Houses of Parliament and to Westminster Abbey)

但是,下面这个类似的结构只有四种理解:

the meetings on Monday and on Tuesday (CGEL, p. 962)

- ① 星期一和星期二各开多次会议 (the meetings on Monday and the meetings on Tuesday)
- ② 星期一和星期二各开一次会议 (the meeting on Monday and the meeting on Tuesday)
- ③ 星期一开一次会、星期二开多次会 (the meeting on Monday and the meetings on Tuesday)
- ④ 星期一开多次会、星期二开一次会 (the meetings on Monday and the meeting on Tuesday)

这是因为该短语的并列后置修饰语只有分开意义,没有结合意义,即没有“既在星期一又在星期二开的会议(多次)”。

如果这种结构中的中心词为单数名词,则只表示结合意义。如下面这句只有一种理解:

The bus for the Houses of Parliament and (for) Westminster Abbey leaves from this point. 既开往国会大厦又开往威斯敏斯特教堂的这辆公共汽车从本站发车。

由 or 连接的并列修饰语前面的中心词为单数名词的结构只有一种理解:

You have to take a bus for the Houses of Parliament or for Westminster Abbey. 你必须乘开往国会大厦的公共汽车或者乘开往威斯敏斯特教堂的公共汽车。

因为这种并列修饰语只能表示分开意义,即 a bus for the Houses of Parliament or Westminster Abbey = a bus for the Houses of Parliament or a bus for Westminster Abbey.

7.3 John's and Mary's children (CGEL, p. 963)

这短语可以有五种理解:

- ① 约翰和玛丽的孩子,即他们夫妻共同的孩子 (the children

who are joint offspring of John and Mary)

②约翰的孩子(一个)和玛丽的孩子(一个)(John's child and Mary's child)

③约翰的孩子(多个)和玛丽的孩子(一个)(John's children and Mary's child)

④约翰的孩子(一个)和玛丽的孩子(多个)(John's child and Mary's children)

⑤约翰的孩子(多个)和玛丽的孩子(多个)(John's children and Mary's children)

这个短语之所以有这五种理解,是因为带's 属格的并列名词后面的中心词是复数名词时,该并列名词既可表示结合意义(见①),又可表示分开意义(见②至⑤)。分开意义可有四种搭配关系,即后四种理解。若用并列名词的短语属格取代并列名词的并列属格,则只有结合意义一种理解:

John and Mary's children (= the children are joint offspring of John and Mary)(约翰和玛丽(共同的)孩子)

这里“s”所制约的是整个并列名词短语 John and Mary,而不是 Mary 一个词:[John]and [Mary]'s children。这种说法为非正式语体,在正式语体中喜欢说:the children of John and Mary 或 John's and Mary's children(这种说法不很普遍)(CGELp. 964)。我们可以说 Adam and Eve's children(亚当和伊夫夫妻共同的孩子),不可说 * Tom and his brother's children,因为汤姆和他的弟弟没有共同的孩子;也可以说 Tom's and his brother's children(汤姆的孩子和他弟弟的孩子)(EEG, p. 140)。这样看来,名词中心词为复数名词时,宜用短语's 属格表示共有意义,不宜用并列's 属格;名词中心词为单名词时,既可用短语's 属格又可用并列's 属格表示共有意义。如“阿尔和休(两人共有)的汽车”可以说:

Al and Sue's car 或 Al's and Sue's car (HCH, p. 161)

7.4 his and her books (GCE, p. 202)

这短语可以有两种理解:

①他的书和她的书(Some are his and some are hers.)

②他和她(共有)的书(All are jointly owned.)

这短语之所以有这两种理解,是因为 his and her books 中的 his 在这里既可视作名词性物主代词(见①),又可视作形容词性物主代词(见②)。如果将该短语改为 her and his books 便不可接受了,因为 her 只能是形容词性物主代词,不能是名词性物主代词,其名词性物主代词是 hers,所以可以说 his books and hers,但一般不能说 ? hers and his books。形容词性物主代词通常不并连在一起:

* her or his friends (GCE, p. 601)

* our and my work (ib.)

但是,如果第一个成分是 his,便可接受了,因为 his 可视为名词代用式(pro-form):

his or her friends (ib.)

his and my work (ib.)

his and her friends (ib., p. 602)

虽然's 属格名词既有与形容词性物主代词相同的特点又有与名词性物主代词相同的特点,但用作并连在一起的第一个成分时,则未被普遍接受:

? John's and her books (GCE, p. 202)

除 his 以外的其他名词性物主代词用作第一个成分,都未被普遍接受:

? hers or his friends (GCE, p. 602)

? yours and Mary's neighbours (ib.)

在非正式语体中,我们有时发现一系列形容词性物主代词并列在一起,这时其顺序是按习俗礼貌上的习惯用法排列的:

Your, his and my reports are all here. (GCE, p. 602)

7.5 Those are the shelves for books on skills, trades, and hobbies. (CGEL, p. 958)

这句可以有四种理解:

- ①那些是关于技能、贸易和业余消遣的图书的书架(每本书都论述这三方面的问题,每个书架都有这(一)种书。(on 的宾语为结合意义:the shelves for books on [skills,] [trades,] and [hobbies])
- ②那些是关于技能的书、关于贸易的书和关于业余消遣的书的书架(有些书是关于技能的、有些书是关于贸易的、有些书是关于业余消遣的,每本书只论述一方面的问题,每个书架都有这三种书)。(on 的宾语为分开意义:the shelves for books [on skills,] [on trades,] and [on hobbies])
- ③那些是关于技能的书的书架、关于贸易的书的书架和关于业余消遣的书的书架(有的书架上有关于技能的书、有的书架上有关于贸易的书、有的书架上有关于业余消遣的书,每个书架上只有其中的一种书)。(for 的宾语为分开意义:the shelves [for books on skills,] [for books on trades,] and [for books on hobbies])
- ④那些是关于技能的书、关于贸易的书和关于业余消遣的书的书架(每个书架上都有这三种书)。(for 的宾语为结合意义:the shelves for [books on skills,] [books on trades,] and [books on hobbies])

这句之所以有这四种理解,是因为介词 on 的宾语既可表示结合意义(见①),又可表示分开意义(见②),介词 for 的宾语及其修饰语也既可表示结合意义(见④),又可表示分开意义(见③)。

如果名词中心词(复数)后只有一个介词引导的由 and 连接的并列名词短语,一般则只有两种理解,如下面一句就如此:

Elsa Graham's books on reptiles and amphibians (CGEL, p. 962)

① 埃尔撒·格雷厄姆的关于爬行动物和两栖动物的书(每本书都论述这两类动物)

(修饰关系是: Elsa Graham's books on [reptiles] and [amphibians])

② 埃尔撒·格雷厄姆的关于爬行动物的书和关于两栖动物的书(每本书只论述其中一种动物)

(修饰关系是: Elsa Graham's books [on reptiles] and [on amphibians])

上述两例中出现的歧义难以避免,如果按括号中提示的英文例子改写,有的就很罗嗦,因而这种不同的含义只有通过上下文才能确定。

7.6 **He painted the cars black and white.** (GCE, p. 612)

这句可以有两种理解:

① 他把这些汽车都漆成了黑白相间的两种颜色。(He painted each car black and white. 修饰关系是: the cars [black and white])

② 他把这些汽车有的漆成黑色,有的漆成白色。(He painted some cars black and others white. 修饰关系是: the cars [black] and [white])

这句之所以有这两种理解,是因为 black and white 在这里既可视作结合意义(见①),又可视作分开意义(见②)。如果并列形容词前的名词为单数,则只能表示结合意义:

He painted the car black and white. (GCE, p. 612) 他把这辆汽车漆成了黑白相间的两种颜色。

(八) 修饰语与非并列(名词、动词等)中心词

既可视作就近修饰又可视作分隔修饰

8.1 **The wire made the contact itself.** (SE, p. 200)

这句可以有两种理解:

- ① 电线本身导电。(The wire itself made the contact.)
- ② 电线全线通了电。(The contact was itself made by the wire.)

这句之所以有这两种理解,是因为用来加强语气的反身代词 *itself* 在这里既可以视为 *the wire* 的同位语(见①),又可以视为 *the contact* 的同位语(见②)。若作如下改写便可以避免歧义:

The wires made the contact themselves. (ib.) 这些电线本身导电。(themselves 只能是 *the wires* 的同位语)

The wires made the contact itself. (ib.) 这些电线全线通了电。(itself 只能是 *the contact* 的同位语)

不过这样一来,句子的含义有所改变。如果仍保持原义,可参照上述括号中提示的英文例句改写。

再如下面一句也有两种理解:

Ministry officials received complaints of mosquito attacks by residents. (CEG, p. 219)

- ① 部里的行政人员听取了居民们对受到蚊子侵袭的抱怨。(Ministry officials received residents' complaints of mosquito attacks.)
- ② 部里的行政人员听取了对居民发动的蚊子袭击的抱怨。(Ministry officials received complaints of residents' mosquito attacks.)

这句之所以有这两种理解,是因为 *by residents* 在这里既可视作定

语修饰 complaints(见①),又可视为定语修饰 mosquito attacks(见②)。前者为分隔修饰,后者为就近修饰。

8.2 **Doris watched her children doing their homework for a short time.** (CGEL, p. 1042)

这句可以有两种理解:

①多丽丝看了一会儿她的孩子们做作业的情况。(For a short time Doris watched her children doing their homework.)

②多丽丝观察到她的孩子们做了一会儿作业。(Doris' children did their homework for a short time, and Doris watched them doing so.)

这句之所以有这两种理解,是因为 for a short time 在这里既可看作修饰限定动词 watched(见①),又可看作修饰非限定动词 doing(见②)。同样,下面两句也各有两种理解:

I remembered having told Tom soon afterwards. (CGEL, p. 1042)

①此后不久,我就想起来我已告诉汤姆了。(Soon afterwards I remembered having told Tom.)

②我记得此后不久我就告诉汤姆了。(I remembered that I had told Tom soon afterwards.)

I regret criticizing her bitterly. (EGFT, p. 111)

①我非常后悔批评了她。(My bitter regret is that I should have criticized her.)

②我后悔严厉地批评了她。(My regret is that I should have criticized her bitterly.)

这两句之所以各有两种理解,是因为句末的状语既可视作为分隔修饰(soon afterwards 修饰 remembered; bitterly 修饰 regret)(见各①),又可视作为就近修饰(soon afterwards 修饰 having told; bitterly

修饰 criticizing)(见各②)。

8.3 **I knew that you had seen him before I met you.** (GCE, p. 796)

这句可以有两种理解:

- ①我知道在我见到你以前你已见到他了。(I knew that, before I met you, you had seen him.)
- ②在我见到你以前我就知道你已见到他了。(Before I met you, I knew that you had seen him.)

这句之所以有这两种理解,是因为 before-从句在这里既可作为修饰 that-从句中的限定动词 had seen(见①),又可作为修饰主句中的限定动词 knew(见②)。再如下面两句也都各有两种理解:

I'll let you know whether I'll need you here when the doctor arrives. (CGEL, p. 1042)

- ①我将告诉你当医生来到时我这里是否需要你。(I'll let you know whether, when the doctor arrives, I'll need you here.)
- ②当医生来到时我将告诉你我这里是否需要你。(When the doctor arrives, I'll let you know whether I'll need you here.)

I told him that I had written the essay before he gave the lecture. (EGFT, p. 112)

- ①我告诉他,在他举行讲座之前我已经写了论文。(I told him that, before he gave the lecture, I had written the essay.)
- ②在他举行讲座之前我就告诉他我已经写了论文。(Before he gave the lecture, I told him that I had written the essay.)

8.4 **He said he was coming today.** (GR, p. 128)

这句可以有两种理解:

①他今天说他打算来。(Today he said that he was coming.)

②他说他今天打算来。(He said, "I'm coming today.")

这句之所以有这两种理解,是因为 today 在这里既可视作分隔修饰(today 修饰 said)(见①),又可视作就近修饰(today 修饰 was coming)(见②)。为了避免歧义,可参照上述括号中的英文释义改写。

Today 既可修饰一般过去时动词(a)又可修饰现在进行体(表示现在已经决定的将来的行为)动词(b):

(a) I saw George Lamb today. (RGSE, p. 252) 我今天见到了乔治兰姆。

(b) He's staying at home today. (Alexander, *English Grammatical Structure*, p. 22) 他打算今天呆在家里。

修饰一般过去时时,时间参考点是指“今天下午”说“上午”发生的事情;修饰现在进行体时,时间参考点是指“今天上午”说“下午”或“晚上”将发生的事情。在间接引语中,如果引述时间和说话时间相同(同一天,同一月等),时间状语可不变,即 today 不必改为 that day。因此 today 也能修饰过去进行体(表示过去某时刻已决定了的将来的行为),即原句中的 today 修饰 was coming。再如下面一句也有两种理解:

He said he was staying at home today.

①他今天说他打算呆在家里。(He said today that he was staying at home.)

②他说他打算今天呆在家里。(He said, "I'm staying at home today.")

8.5 When did she promise to meet him? (CGEL, p. 822)

这句可以有两种理解:

①她什么时候答应去迎接他?(When did she make the

promise to meet him?)

- ②她答应什么时候去迎接他? (She promised to meet him. When would she do so?)

这句之所以有这两种理解,是因为疑问副词 when 在这里既可视作修饰限定动词(did... promise)、指答应的时间(见①),又可视作修饰其宾语(to meet him)、指迎接他的时间(见②)。再如下面两句也都各有两种理解:

Where did you tell him to keep his mouth shut?

- ①你在哪儿命令他不准讲话?
②你命令他在哪儿不准讲话?

When did she refuse to speak?

- ①她什么时候拒绝发言的?
②他拒绝什么时候发言?

但并非这种结构都有歧义,如下面第一句中的 how long 只能视为宾语从句中 waited 的状语,第二句中的 what 只能作宾语补语 to buy 的宾语:

How long did he tell you he waited? (CGEL, p. 822)他告诉你他等了多久?

What would you like me to buy? (ib.)你想让我买什么?

8.6 The combatants agreed to sign a peace treaty in Geneva last week. (EGFT, p. 112)

这句可以有三种理解:

①参战人员(们)同意了上周在日内瓦签订和平条约。(The combatants agreed that they signed a peace treaty in Geneva last week.)

②参战人员(们)上周同意了在日内瓦签订和平条约。(The combatants agreed last week that they signed a peace treaty.

in Geneva.)

- ③参战人员(们)上周在日内瓦同意了签订和平条约。(Last week the combatants agreed in Geneva that they signed a peace treaty.)

这句之所以有这三种理解,是因为地点状语 in Geneva 和时间状语 last week 在这里既可视作修饰 agreed 又可视作修饰 to sign。当 in Geneva 和 last week 都修饰 to sign 时,为解①意义;当 in Geneva 修饰 to sign, last week 修饰 agreed 时,为解②意义;当 in Geneva 和 last week 都修饰 agreed 时,为解③意义。该句语法上分析起来分别是:

- 1) [S P O] 2) [S P O A]
 [P O A A] [P O A]
3) [S P O A A]
 [P O]

8.7 He decided to retire when he reached the age of sixty.
(AEP, p. 225)

这句可以有两种理解:

- ①他决定 60 岁退休。(He decided that he would retire when he reached the age of sixty.)
②他 60 岁时决定退休。(When he reached the age of sixty, he decided to retire.)

这句之所以有这两种理解,是因为时间状语从句(when-从句)在这里既可以视为修饰不定式(to retire)(见①),又可以视为修饰限定动词(decided)(见②)。

英语中有些动词(不及物动词如 condescend 等和及物动词 consent, decide, promise, refuse 等)后面接不定式时,其动作发生的时间可以与不定式动作发生的时间不同(在不定式动作之前)。

因此这些动词即使是过去时形式,其后的不定式也可以被将来时间状语修饰:

Alice refused to go next week. (EAV, p. 30) 艾丽斯拒绝下周二去。

Mrs Green condescended to read a story tomorrow. (ib.) 格林夫人俯允明天读一篇小说。

但有些及物动词(如 begin, help, hope, start, want, wish 等)后面接不定式时,其动作发生的时间只能与其后不定式动作发生的时间相同,因此这些动词为过去时形式(或一般现在时形式)时,其后的不定式不能被将来时间状语修饰。如:

* Alice began to go next week. (EAV, p. 30)

* I want to go away this weekend. (PEU, § 322)

* I hope to see you soon. (ib.)

这样看来,在“限定动词+不定式”结构中,只有限定动词和不定式可以表示不同时间行为的结构后面有将来时间状语修饰时,才有可能出现歧义。

8.8 the smiles of delight on all the faces that she recalled (CGEL, p. 1300)

这短语可以有两种理解:

①她回忆起大家脸上露出的喜色(修饰关系是:[the smiles of delight [on all the faces]] that she recalled)

②她回忆起大家带喜色的脸(修饰关系是:the smiles of delight on [[all the faces] that she recalled])

这短语之所以有这两种理解,是因为定语从句(that she recalled)的先行词在这里既可视作 the smiles of delight(见①),又可视作 all the faces(见②)。若改为以下说法则只有第一种理解:She recalled the smiles of delight on all the faces.

下面这短语也有歧义：

the girl in the armchair with the pretty legs(GCE, p. 336)

- ①坐在扶手椅上的腿长得好看的姑娘(the girl who is in the armchair and who has the pretty legs)
- ②在腿很好看的扶手椅上坐着的姑娘(the girl who is in the armchair which has the pretty legs)

但并非带有两个后置修饰语的结构都有歧义,这主要取决于该结构的意义。有时意义决定不允许有两种理解,甚至后置修饰语的语序颠倒后也如此。如下面这两种说法都应释义为“墙角那个穿兰甲克的人”：

the man in the corner with the blue jacket(GCE, p. 336)

the man in the blue jacket in the corner(ib.)

下面这个句子也有歧义：

I saw a young man standing next to my brother, who looked as if he were drunk. (PEUOS, p. 216)

- ①我看见一个青年挨着我弟弟站着,我弟弟象喝醉的样子。
(I saw that a young man was standing next to my brother, who looked as if he were drunk.)
- ②我看见一个青年挨着我弟弟站着,这青年象喝醉的样子。
(I saw a young man who, standing next to my brother, looked as if he were drunk.)

定语从句一般总是紧接在其所修饰的先行词后面。下面一句中与其说先行词是 the books,不如说是 the cupboard:

I put the books in the cupboard which you bought yesterday.
(RGSE, p. 51)我把书放在你昨天买的书厨里了。

但对这相同的结构, Murphy 认为因有歧义而不可接受(a),必须重新改写(b):

(a) * He gently put the new camera on the desk which his sis-

ter had bought. (TOEFL by Murphy, p. 114)

(b) He gently put the new camera which his sister had bought on the desk. (ib.) 他轻轻地把他姐姐买的新照像机放在书桌上。

改写的句子只是歧义的一种意义,至于另一种意义如何表示, Murphy 没说。恐怕“不可接受”的句子不是绝对不可接受的,因为它正是表示另一种意义(“他轻轻把新照像机放在他姐姐买的书桌上”)的形式。

8.9 They promised her a party every Saturday night. (GCE, p. 503)

这句可以有两种理解:

- ① 他们答应她每周六晚上举办晚会。(They promised that she would have a party every Saturday night.)
- ② 每周六晚上他们答应她举办晚会。(Every Saturday night they promised her a party.)

这句之所以有这两种理解,是因为时间状语 every Saturday night 在这里既可以理解为与直接宾语 a party 有关、说明举办晚会的时间(见①),又可以理解为修饰限定动词 promised、说明答应举办晚会时间(见②)。在双(宾语)及物动词的宾语后面有状语时,一般都修饰该动词(如 She gave him a pound on Monday / for his help, etc.),但是在 promise, offer 等的宾语后面的状语,也可以不修饰这些动词,而修饰表示将来意义的暗示动词(修饰改写后的宾语从句中的限定动词):

I've promised Susan the book by Monday. (LDCE, p. 878) 我答应星期一前给苏珊这本书。(I've promised that Susan will have the book by Monday.)

Mr Green has promised his son a new bicycle if he passes the

examination. (GPUE, p. 213) 格林先生已经答应, 如果他儿子通过考试, 他将送给他一辆新自行车。(Mr Green has promised that his son will have a new bicycle if he passes the examination.)

They offered us the house for the summer. (GCE, p. 503) 他们答应我们夏天可以用这所房子。(They offered that we could use the house for the summer.)

(九) 由 and 连接的并列主语、并列谓语、并列状语以及复数主语和复数宾语既可视作结合意义又可视作分开意义; 由两个 and 或两个 or 连接的并列宾语、由 and 和 or 连接的并列短语和分句可视作不同组合的并列

9.1 John and Mary won the prize. (GCE, p. 612)

这句可以有两种理解:

① 约翰和玛丽共同获得这份奖。(They won the prize between them.)

② 约翰和玛丽分别获得这种奖。(They each own the prize on separate occasions.)

这句之所以有这两种理解, 是因为 John and Mary 在这里既可表示结合意义(合并的过程)(见①), 又可表示分开意义(分开的过程)(见②)。再如下面各句也都各有两种理解:

John and Mary have won a prize. (GCE, p. 613)

① 约翰和玛丽共同获得一份奖。(The two of them have won a prize.)

② 约翰和玛丽每人获得一份奖。(Each of them has won a prize.)

Peter and John played football. (ib. p. 612)

① 彼得和约翰在一起踢足球。(They played football together.)

② 彼得和约翰分头踢足球。(Each played football separately.)

John and Bill came to Ann Arbor. (DC, p. 298)

① 约翰和彼尔一起来到安阿巴。(John and Bill came together to Ann Arbor.)

② 约翰和彼尔分头来到安阿巴。(John and Bill came separately to Ann Arbor.)

这种含并列主语的简单句也可视为并列复合句的简缩：

John and Bill came to Ann Arbor. = John came to Ann Arbor and Bill came to Ann Arbor.

这样并列的两个分句的行为既可视作同时(一起)发生,又可视作不同时(不一起)发生——第一分句先发生,第二分句后发生。但是,并非所有含并列主语的简单句都可视为并列复合句的简缩。如下面第一句相当于 and 连接的含单个主语的并列复合句;第二句既不是并列复合句的简缩,也不相当于 and 连接的含单个主语的并列复合句,只能将主语视为结合意义:

Tom and Jerry are cartoon characters = Tom is a cartoon character and Jerry is a cartoon character. (EFL, p. 43) 汤姆和杰丽是漫画人物。= 汤姆是个漫画人物,杰丽是个漫画人物。
Tom and Jerry are friends. ≠ Tom is a friend and Jerry is a friend. (ib., p. 44) 汤姆和杰丽是朋友。≠ 汤姆是个朋友,杰丽是个朋友。

GCE 认为下述各句都表示分开意义:

John and Mary each have won a prize. (GCE, p. 613) 约翰和玛

丽每个人获得一份奖。

John and Mary have each won a prize. (ib.) 约翰和玛丽每个人获得一份奖。

John and Mary have won a prize each. (ib.) 约翰和玛丽每个人获得一份奖。

Both John and Mary have won a prize. (ib.) 不但约翰获得一份奖, 玛丽也获得一份奖。

John and Mary both have won a prize. (ib.) 不但约翰获得一份奖, 玛丽也获得一份奖。

John and Mary have both won a prize. (ib.) 不但约翰获得一份奖, 玛丽也获得一份奖。

GCE 认为上述各句都表明获得了两份奖, 其中的 Both John and Mary have won a prize 与复数名词短语作主语的 Both of them have won a prize. 意义相同 (p. 614)。但是, LDCE 认为这种结构有两种理解:

Both of us won a prize. (LDCE, p. 344)

① 我们两人共得一份奖。(Both of us won 1 prize.)

② 我们两人每人得一份奖, 共得两份奖。(Both of us won 2 prizes.)

第一种理解为主语的结合意义, 第二种理解为主语的分开意义。基于这种认识, 我们似可说上述含 both 的结构都有歧义——两个人共得一份奖或每人各得一份奖。

9.2 John and Mary are married. (GCE, p. 612)

这句可以有两种理解:

① 约翰和玛丽结婚了。(John and Mary are married to each other.)

② 约翰和玛丽都(与别人)结婚了。(Each is married to another

person.)

这句之所以有这两种理解,是因为 John and Mary 在这里既可视
为结合意义(合并的过程)(见①),又可视作分开意义(分开的过
程)(见②)。SOS 认为 married 和 similar 等形容词、collide 和 differ
等动词以及 relative 等名词在下述用法中具有相同的性能(the
same property),都有歧义:

Pauline and Harvey are married. (SOS, p. 95)

①波琳和哈维结婚了。(Pauline and Harvey are husband and
wife.)

②波琳和哈维都(与别人)结婚了。(Each one is married, not
necessarily to the other.)

The tanker and the steamer collided. (ib.)

①油船和汽船相撞了。(The tanker and the steamer collided
with each other.)

②油船和汽船都与别的船或物等相撞了。(Each collided with
another ship, etc.)

This sample and that one are similar. (ib.)

①这个样品和那个样品相似。(They are similar to each oth-
er.)

②这个样品和那个样品都与别的样品相似。(Each is similar,
not necessarily to the other.)

My opinion and yours differ slightly. (ib.)

①我的意见和你的意见有点儿不同。(They differ slightly
from each other.)

②我的意见和你的意见都与别人的意见有点儿不同。(Each
differs slightly, not necessarily from the other.)

**The foreign secretary and the home secretary are relatives.
(ib.)**

①外务大臣和内务大臣是亲戚。(They are each other's relatives.)

②外务大臣和内务大臣都是其他人的亲戚。(Each is a relative, not necessarily of the other.)

上述形容词、动词和名词的相同性能表现在：主语和宾语可以相互转换，但谓语不变。如：

{ The tanker collided with the steamer. (SOS, p. 94)

{ The steamer collided with the tanker. (ib.)

{ Pauline is married to Harvey. (ib.)

{ Harvey is married to Pauline. (ib.)

{ This sample is similar to that one. (ib.)

{ That sample is similar to this one. (ib.)

{ My opinion differs slightly from yours. (ib.)

{ Your opinion differs slightly from mine. (ib.)

{ The foreign secretary is a relative of the home secretary. (ib.)

{ The home secretary is a relative of the foreign secretary. (ib.)

但是，下面一句无歧义(不能表示相互意义)：

Fred and Tony listened. (SOS, p. 95) 弗雷德和托尼都听(别人谈话)了。

如果表示相互意义(弗雷德和托尼彼此都听对方谈话了)必须说：

Fred and Tony listened to each other. (ib.)

Fred listened to Tony and Tony listened to Fred. (ib.)

但下面几句都只能表示相互意义：

Peter and Bob separated. (CGEL, p. 955) 彼得和鲍勃彼此分开了。

Paula and her brother look alike. (ib.) 波拉和她的弟弟长得很相像。

Mary and Paul are just good friends. (ib.) 玛丽和保罗只是好朋友。

9.3 Jill and Ben visited their uncles. (CGEL, p. 956)

这句可以有三种理解:

- ①吉尔拜访了她叔叔,本也拜访了他叔叔。(Jill visited her uncle(s) and Ben visited his uncle(s).)
- ②吉尔和本一起拜访了他们(共同)的叔叔。(Jill and Ben together visited the uncles they have in common.)
- ③吉尔和本一起拜访了吉尔的叔叔,也拜访了本的叔叔。(Jill and Ben together visited Jill's uncle(s) and also Ben's.)

这句之所以有这三种理解,是因为并列主语(Jill and Ben)在这里既可与宾语分别呼应——主语和宾语都表示分开意义(见①),又可与宾语共同呼应——主语和宾语都表示结合意义(见②),还可共同与宾语分别呼应——主语表示结合意义,宾语表示分开意义(见③)。若宾语为单数名词或主语为非并列名词,则不会产生歧义:

Jill and Ben visited their uncle. 吉尔和本一起拜访了他们(共同)的叔叔。

Jill visited her uncles. 吉尔拜访了她的几位叔叔。

有的主语为并列单数名词、介词的宾语为复数名词,虽然也有歧义,但只有两种理解:

George and Mary went home to their parents. (UGE(W), p. 85)

- ①乔治和玛丽回家去看(他们共同的)父母。(即他们是兄妹或姐弟关系。)(George and Mary are brother and sister.)
- ②乔治和玛丽回家去看(他们各自的)父母。(即他们不是兄妹或姐弟关系。)(George and Mary are not brother and sister.)

9.4 John read and answered letters. (EGT, p. 198)

这句可以有两种理解:

- ① 约翰读了信,并回了信。(John read letters and answered letters.)
- ② 约翰读了书,并回了信。(John read and also answered letters.)

这句之所以有这两种理解,是因为 read and answered 在这里既可视作结合意义(见①),又可视作分开意义(见②)。这两种理解中各句子成分的关系是:

- ① John [read and answered] letters.
- ② John [read] and [answered letters].

9.5 That evening we stayed indoors, reading and writing letters. (EGFT, p. 112)

这句可以有两种理解:

- ① 那天晚上,我们呆在家里读书、写信。(That evening, we stayed indoors, reading and also writing letters.)
- ② 那天晚上,我们呆在家里读信、写信。(That evening, we stayed indoors, reading letters and writing letters.)

这句之所以有这两种理解,是因为由 and 连接的 reading 和 writing 在这里既可视作分开意义(见①),又可视作结合意义(见②)。该句语法上分析起来分别是:

- ①
$$\left[\begin{array}{c} \text{A S P A A} \\ \hline \langle \text{P} \rangle + \langle \text{PO} \rangle \end{array} \right]$$
- ②
$$\left[\begin{array}{c} \text{A S P A A} \\ \hline \langle \text{P} + \text{P} \rangle \text{O} \end{array} \right]$$

9.6 Two philosophy students stalked two linguists. (SA, p. 40)

这句可以有三种理解:

- ①两名学哲学的学生一起跟踪两位语言学家。(即每位语言学家后面有两名学哲学的学生跟踪。)(There were two linguists, each being stalked by a pair of philosophy students.)
- ②两名学哲学的学生每人跟踪一位语言学家。(There were two linguists, each being stalked by a philosophy student.)
- ③两名学哲学的学生每人跟踪两名(在一起)语言学家。(There were two students, each stalking a pair of linguists.)

这句之所以有这三种理解,是因为主语和宾语都既可作为结合意义,又可作为分开意义。当主语视为结合意义、宾语视为分开意义时,为解①;当主语视为分开意义、宾语视为分开意义时,为解②;当主语视为分开意义、宾语视为结合意义时,为解③。

再如下面一句也有三种理解:

A hundred soldiers shot two students. (ONC, p. 306)

- ①两名学生一起被一百名士兵射死了。(There was a group of a hundred soldiers who altogether shot a pair of students.)
- ②两名学生分头被一百名士兵射死了。(There were two students each of whom was shot by a hundred soldiers.)
- ③一百名士兵分头每人射死两名学生。(There were a hundred soldiers each of whom shot two students.)

这句之所以有这两种理解,是因为主语和宾语都既可表示结合意义又可表示分开意义,但这种结合和分开与前句不尽相同。前句不能表示“一个学哲学的学生跟踪两个(朝不同方向走去的)语言学家”,但后句可表示“一个士兵射死两个学生”;前句可表示“一个学哲学的学生跟踪一个语言学家,”但后句不能表示“一个战士射死一个学生,”因为无法与两名学生相搭配。后句主语为结合意义、宾语为结合意义时为解①;主语为结合意义、宾语为分开意义时为解②;主语为分开意义、宾语为分开意义时为解③。

9.7 **We thanked John and Peter and Robert.** (GCE, p. 606)

这句可以有三种理解:

- ①我们感谢约翰,也感谢彼得和罗伯特。(We thanked John and also Peter and Robert.)
- ②我们感谢约翰和彼得,也感谢罗伯特。(We thanked John and Peter and also Robert.)
- ③我们感谢约翰、彼得和罗伯特三人。(We thanked all three.)

这句之所以有这三种理解,是因为三个并列宾语(John and Peter and Robert)在这里既可以视为不同层次的并列,又可以视为同一层次的并列。视为不同层次并列时,有两种理解:John是一个层次,Peter and Robert是另一个(次要)层次(见①);John and Peter是一个层次,Robert是另一个(次要)层次(见②);视为同一层次时,有一种理解:John and Peter and Robert是同一层次(见③)。若在三个并列的宾语之间用逗号隔开,则表示同一层次意义:

We thanked John, and Peter, and Robert. (GCE, p. 607) 我们感谢约翰、彼得和罗伯特。

若三个并列成分都用 or 连接起来,则有三种含义:

We thanked John or Peter or Robert. (GCE, p. 607)

- ①我们感谢约翰,或者也感谢彼得或罗伯特。(We thanked John or also Peter or Robert.)
- ②我们感谢约翰或彼得,或者也感谢罗伯特。(We thanked John or Peter or also Robert.)
- ③我们感谢约翰或彼得或罗伯特。(We thanked John, Peter, or Robert.)

这句之所以有这三种理解,是因为三个并列宾语(John or Peter or Robert)在这里既可视作不同层次的并列,又可视作同一层次的

并列。视为不同层次的并列时,有两种理解:John 是一个层次, Peter and Robert 是另一个层次(见①); John and Peter 是一个层次, Robert 是另一个层次(见②)。视为同一层次时,有一种理解: John or Peter or Robert 为同一层次(见③)。

由两个 and 或两个 or 连接的三个并列成分的关系是:

(a) [John] and [[Peter] and [Robert]]

[[John] and [Peter]] and [Robert]

[John] and [Peter] and [Robert]

(b) [John] or [[Peter] or [Robert]]

[[John] or [Peter]] or [Robert]

[John] or [Peter] or [Robert]

若在这三个并列成分之间用逗号隔开,同时保留最后一个成分前的 and 或 or,则只表示同一层次的并列:

We thanked John, Peter, and Robert. (GCE, p. 607)

We thanked John, Peter, or Robert. (ib.)

9.8 Adam will take Lucy or Cathy and Diana. (SC, p. 157)

这句可以有两种理解:

① 亚当将带上露西或凯西(两人中的一个),也带上黛安娜。

(Adam will take Lucy or Cathy, and also Diana.)

② 亚当将带上露西,或也带上凯西和黛安娜(两人)。(Adam

will take Lucy or also Cathy and Diana.)

这句之所以有这两种理解,是因为 or 和 and 连接的这三个并列名词在这里可视为不同结合的并列,既可作为 Lucy or Cathy 与 Diana 并列(见①),又可作为 Lucy 与 Cathy and Diana 并列(见②)。若按下述说法改写可避免歧义,但听起来稍嫌别扭:

Adam will take both Lucy or Cathy and Diana. (SC, p. 157) 亚

当将带领露西或凯西(两人中的一个)和黛安娜。

Adam will take Lucy or both Cathy and Diana. (ib.) 亚当将带领露西, 或凯西和黛安娜(两人)。

再如下面两句也各有两种理解:

We thanked John and Peter or Robert. (GCE, p. 607)

① 我们感谢约翰, 也感谢彼得或罗伯特。(We thanked John and also Peter or Robert.)

② 我们感谢约翰和彼得, 或者也感谢罗伯特。(We thanked John and Peter or also Robert.)

Angela is Ben's mother or David's grandmother and Charlie's aunt. (SC, p. 158)

① 安吉拉是本母亲, 或也是戴维的祖母和查理的婶母。(Angela is Ben's mother or also David's grandmother and Charlie's aunt.)

② 安吉拉是本母亲或戴维的祖母, 也是查理的婶母。(Angela is Ben's mother or David's grandmother, and also Charlie's aunt.)

这两句之所以各有两种理解, 也是因为由 and 和 or (或 or 和 and) 连接的三个并列成分可视为不同层次的并列——第一个成分与第二、三两个分别并列(见①)或第一和第二个成分与第三个成分并列(见②)。它们的关系是:

(a) [John] and [[Peter] or [Robert]]

[[John] and [Peter]] or [Robert]

(b) [Ben's mother] or [[David's grandmother] and [Charlie's aunt]]

[[Ben's mother] or [David's grandmother]] and [Charlie's aunt]

9.9 Alice went to Birmingham and she met Cyril or she

called on David. (SC, p. 156)

这句可以有两种理解:

①艾丽斯要么去伯明翰迎接西里尔了,要么去拜访戴维了。

(Either Alice went to Birmingham and she met Cyril or she called on David.)

②艾丽斯去伯明翰了,她要么迎接了西里尔,要么拜访了戴

维。(Alice went to Birmingham and either she met Cyril or she called on David.)

这句之所以有这两种理解,是因为 and 和 or 连接的三个并列分句在这里可以视为不同结合的并列——and 连接的两个分句与 or 连接的分句并列(见①),或 or 连接的两个分句与 and 前面的分句并列(见②)。若按上述括号中的英文释义那样由关联并列连词 either...or 连接可避免歧义。此外,用逗号隔开也可避免歧义:

①Alice went to Birmingham and she met Cyril, or she called on David.

②Alice went to Birmingham, and she met Cyril or she called on David.

有些此类结构由于意义决定也许不会出现歧义,但加上逗号或括号意义更明确:

(a) I'll pay for the meal and you pay for the taxi, or perhaps I'll pay for both. (CGEL, p. 926) 我付饭钱,你付出租汽车钱,不然我都付。

(b) His parents live in New York and he writes to them from time to time or (he) phones them. (ib.) 他的父母住在纽约,他经常给他们写信或打电话。

但是,下面两句均无歧义,因为它们只能视为含两个分句的并列复合句,不能视为含三个分句的并列复合句:

Jim is Pat's cousin or Sue is Jim's wife and Pat's cousin. (SC.

p. 165) 吉姆是帕特的堂弟, 或休是吉姆的妻子和帕特的堂妹。
(Either Jim is Pat's cousin or Sue is Jim's wife and Pat's cousin.)

Sue is Jim's wife and Sue or Jim is Pat's cousin. (ib.) 休是吉姆的妻子, 而且休是帕特的堂妹或吉姆是帕特的堂弟。(Sue is Jim's wife and either Sue or Jim is Pat's cousin.)

9. 10 **I was taught by the man who taught Mabel and the woman who taught you and Fred.** (EGFT, p. 112)

这句可以有四种理解:

① 教我的是教你和弗雷德的那个女人的老师, 同时也是梅布尔的老师。(I was taught by the man who taught Mabel and the woman who taught you and Fred.)

② 教我的是弗雷德以及梅布尔的老师和教过你的那个女人的老师。(I was taught by the man who taught Mabel and the woman who taught you and by Fred.)

③ 教我的是教梅布尔的那个男人和教你和弗雷德的那个女人。(I was taught by the man who taught Mabel and by the woman who taught you and Fred.)

④ 教我的是弗雷德和梅布尔的老师以及教你的那个女人。(I was taught by the man who taught Mabel and by the woman who taught you and by Fred.)

这句之所以有这四种理解, 是因为该句的并列成分可视为不同组合的并列: the woman 与 Mabel 并列、Fred 与 you 并列(见①), the woman 与 Mabel 并列、Fred 与 the man 并列(见②), the woman 与 the man 并列、Fred 与 you 并列(见③), the woman 与 the man 和 Fred 并列(见④)。

① (S P A)

- (p<M H M _____)
 [S P<O+O _____ >>]
 [S P<O+O>>]
- ② [S PA _____]
 (p<M H M _____ +H>>)
 [S P<O+O _____ >>]
 [S P O]
- ③ [S PA _____]
 (p<M H M _____ +M H M _____ >>)
 [S P O] [S P<O+O>>]
- ④ [S PA _____]
 (p<M H M _____ +M H M _____ +H>>)
 [S P O] [S P O]

(十) 修饰语与被修饰语可视为 不同的搭配或修饰关系

10.1 My friendly neighbour will talk to anyone. (ML, pp. 117-118)

这句可以有两种理解:

- ① 我的邻居很友好, 往往和谁都谈话。(My neighbour, who is friendly, will talk to anyone.)
- ② 我那友好的邻居往往和谁都谈话(与不大好的邻居相反)。(My neighbour who is friendly (as opposed to the ones who are hostile) will talk to anyone.)

这句之所以有这两种理解, 是因为 friendly 在这里既可以视为非限制性修饰语、暗示只有一个邻居(见①), 又可以视为限制性修饰语、有多个邻居(见②)。“形容词性物主代词+形容词+名词中

心词”结构中的形容词通常为非限制性修饰语：

We shall soon see George and his most beautiful wife. (SYN, pp. 506 - 507) (his most beautiful wife = his wife, who is most beautiful) 我们不久就去看望乔治和他很美丽的妻子。(乔治只有一个妻子, most beautiful 在这里为 beautiful 的绝对最高级。)

有时也可以是限制性修饰语：

Their old life styles were passing out of existence. (TOEFL by Gruber, p. 215) (their old life styles = their life styles that are old) 他们旧的生活方式就要被淘汰了。(他们有多种生活方式, 新的生活方式不被淘汰。)

有时既可视作限制性修饰语, 又可视作非限制性修饰语。如下面一句就可有两种理解：

His great flight lasted thirty seven minutes. (NCE, 3, p. 50)

①他那次异乎寻常的飞行持续了37分钟。(his great flight = his flight that was great, 指他飞行多次)

②他的飞行是异乎寻常的, 持续了37分钟。(his great flight = his flight, which was great, 指他飞行一次。)

为了避免形容词前置修饰语产生的歧义, 根据意义可采用限制性或非限制性定语从句结构。

10.2 The patriotic Americans have great respect for their country's constitution. (CGE, p. 62)

这句可以有两种理解：

①爱国的(那部分)美国人非常尊敬他们国家的宪法。(The Americans who are patriotic have great respect for their country's constitution.)

②美国人(都)是爱国的, 他们都非常尊敬他们国家的宪法。

(The Americans, who are patriotic, have great respect for their country's constitution.)

这句之所以有这两种理解,是因为 patriotic 在这里既可以视为限制性修饰语、the patriotic Americans 指 the Americans 的一部分(见①),又可以视为非限制性修饰语、the patriotic Americans 指 the Americans 的全部(见②)。在前一种理解中,“the”表示有定特指(definite specific reference);在后一种理解中,“the”表示类指或泛指(generic reference)。再如下面两句也各有两种理解:

The industrious Japanese will win in the long run.

①从长远的观点看,勤劳的(那部分)日本人将获胜。

(The Japanese who are industrious will win...)

②从长远的观点看,(全体)日本人将获胜,因为他们是勤劳的。(The Japanese, who are industrious, will win...)

The quarrelsome Goths want another war. (LS, p. 124)

①好争吵的(那部分)哥特人还要打仗。(The Goths who are quarrelsome want another war.)

②哥特人(都)是好争吵的,他们还要打仗。(The Goths, who are quarrelsome, want another war.)

这两句之所以各有两种理解,是因为前句中的 industrious 既可视作为限制性修饰语、the industrious Japanese 指 the Japanese 的一部分(见①),又可视作为非限制性修饰语、the industrious Japanese 指 the Japanese 的全部(见②);后一句中的 quarrelsome 既可视作为限制性修饰语、the quarrelsome Goths 指 the Goths 的一部分(见①),又可视作为非限制性修饰语、the quarrelsome Goths 指 the Goths 的全部(见②)。这种结构在口语中无歧义,因为限制性修饰语其本身重读,非限制性修饰语其本身不重读(名词中心词重读)。

和专有名词转化来的普通名词(复数)前的“the”不同,普通名词(复数)前的“the”不是表示“类指全体”,而是表示“特指全体”。

试比较:

The hungry workers attacked the houses of their rich employers. (CGE, p. 62)

① 饥饿的(那部分)工人们袭击了富有的(那部分)雇主的房屋。(The workers who were hungry attacked the houses of their employers who were rich.)

② 这些工人都饥饿,这些雇主都富有,所有这些工人袭击了所有这些雇主的房屋。(The workers, who were hungry, attacked the houses of their employers, who were rich.)

这句 CGE 认为有上述两种理解,恐怕还可有另两种理解:

③ 饥饿的(那部分)工人袭击了雇主的房屋,这些雇主都富有。(The workers who were hungry attacked the houses of their employers, who were rich.)

④ 这些工人都饥饿,他们袭击了富有的(那部分)雇主的房屋。(The workers, who were hungry, attacked the houses of their employers who were rich.)

但是,并非这种结构都有歧义。如下面第二句中的 new 只能视为非限制性修饰语,只有一种理解:

The fine modern buildings have been designed by Kurt Gruber. Everybody will be watching anxiously as the new buildings go up. (NCE, p, p. 95) 这些精美的现代建筑物是由库尔特冈特设计的。大家都将急切地注视着这些建筑物的崛起,这些建筑物都是新的。(... as the buildings, which are new, go up.)

10.3 Della is most efficient. (CGEL, p. 466)

这句可以有两种理解:

① 德乐最有能力。(Della is the most efficient of all.)

② 德乐非常有能力。(Della is extremely efficient.)

这句之所以有这两种理解,是因为 *most* 在这里既可以视为形容词最高级的一部分——*most efficient* 作“最有能力的”解(见①),又可以视为副词(释义 *extremely* 或 *very*)作 *efficient* 的程度状语——*most efficient* 作“非常有能力的”解(见②)。“*most*+形容词”释义为“最…”时为相对最高级,释义为“非常…”时为绝对最高级。相对最高级前通常有定冠词“*the*”和表示范围的介词短语等状语,但有时也可以没有。如下面一句中 *most beautiful* 前面没有“*the*”既可视为绝对最高级又可视为相对最高级:

She is most beautiful. (GCE, p. 287)

①她长得非常美。(She is extremely beautiful.)

②她长得最美。(She is more beautiful than all others.)

Quirk 等在 GCE(p. 287)中说:虽然在美国英语中该句是最高级,但英国英语中只能释义为“她长得非常美”,而不能释义为“她长得最美”。在英国英语中只有 *most* 前面有定冠词才是最高级。但 Quirk 等在 CGEL(p. 466)修改了这种说法:如果最高级作定语,定冠词“*the*”(或其他特指限定词)必不可少;如果最高级不是作定语,“*the*”则可有可无。请看英国出版的 LDCE 中的相对最高级形容词前不带“*the*”的例句:

All the questions were difficult, but which did you think was most difficult? (LDCE, p. 710)所有这些问题都难,但你认为哪个最难?

这样看来,当形容词表示主观“评价的”(evaluative)意义、其最高级前没有“*the*”(也没有表示范围的状语或上下文)时,“*most*+形容词”作表语都有可能产生歧义。如果最高级前有“*the*”或最高级为词形变化形式,则只能视为相对最高级:

Della is the most efficient. (CGEL, p. 466)德乐最有能力。

Anna is (the) youngest. (ib.)安娜最年轻。

10.4 Pronouns agree with their antecedent. (CGEL, p. 768)

这句可以有两种理解：

①代词与它们各自不同的先行词一致。(Pronouns agree with their antecedents.)

②代词与它们共同的先行词一致。(Pronouns agree with their common antecedent.)

这句之所以有这两种理解，是因为 antecedent 在这里既可视作单数形式表示复数意义(见①)，又可视作单数形式表示单数意义(见②)。复数形式表示复数意义为标准用法，单数形式表示复数意义的用法在这里也可接受，这时重点集中在个体实例上。如果将 antecedent 改为 antecedents 则只能表示第一句意义。

下列各句中复数主语相对应名词既可用单数形式又可用复数形式，但都只能表示复数意义：

The students raised their hand(s). (CGEL, p. 768) 学生们举起了(他们各自的)手。

Some children have $\left\{ \begin{array}{l} \text{understanding fathers.} \\ \text{an understanding father.} \end{array} \right.$ (ib.) 有些孩子的父亲(不同的父亲)善解人意。

We all have $\left\{ \begin{array}{l} \text{good appetites.} \\ \text{a good appetite.} \end{array} \right.$ (ib.) 我们胃口都很好。

有时单数名词作主语也可以表示复数意义(当然复数名词更符合标准)：

Their $\left\{ \begin{array}{l} \text{noses need} \\ \text{nose needs} \end{array} \right.$ to be wiped. (CGEL, p. 768) 他们的鼻子需要擦擦了。

The exercise was not good for their back(s). (ib.) 这种运动对他们的背部没好处。

有时，用单数个体名词是必要的，不但不会产生歧义，而且可以避免歧义：

Students were asked to name their favourite sport. (CGEL, p.

768)要求学生们每人只说出一项他所喜爱的运动项目。

10.5 **They argued about nothing.** (CGEL, p. 794)

这句可以有两种理解:

- ①他们对任何事情也没争论。(They didn't argue about anything.)
- ②他们对无意义的事情进行了争论。(They argued, but the argument was about nothing (of significance).)

这句之所以有这两种理解,是因为 nothing 这种局部否定形式在这里既可以表示全部否定意义(见①),又可以表示局部(状语)否定意义(见②)。再如下面一句也有两种理解:

Nothing agrees with me more than oysters. (GCE, 381)

- ①没有任何东西比牡蛎我更爱吃。(Oysters agree with me as much as — indeed, more than — anything else.)
- ②吃什么东西也不如吃牡蛎更适合我的需要。(Eating nothing agrees with me more than eating oysters.)

这句之所以有这两种理解,是因为局部否定形式 nothing 在这里既可以表示全部否定意义(见①),又可以表示特指否定意义(见②)。

但是,并非局部否定形式都有歧义。如下面各句虽然是局部否定形式,但有的只能表示全部否定意义(a),有的只能表示特指(状语)否定意义(b):

(a) I've seen him nowhere. (= I haven't seen him anywhere.)

(GCE, p. 377)我哪里也没见到他。

He's at school no longer. (= He is not at school any longer.) (ib.) 他不再上学了。

I was troubled by no doubt. (= I was not troubled by any doubt.) (DCAU, p. 320) 我没因疑虑而不安。

(b) I'll repair it for nothing. (SP, p. 105) 我将白修它。

We had a pleasant week in Costa Rica not long ago. (ib.) 不久前我们在哥斯达黎加愉快地度过了一周。

You are no doubt right. (ib.) 你无疑是对的。

此外,一般否定(谓语上的否定)形式,有的既可以表示谓语的否定意义,又可以表示整句(肯定陈述)的否定意义:

They weren't at home for the whole day. (CGE, p. 120)

①他们整天都不在家。(For the whole day, they weren't at home.)

②他们并非整天在家。(It's not true that they were at home the whole day.)

为了避免歧义,根据意义可以参照括号中提示的例句改写。

10.6 John was willingly sent to friends for the summer (by his mother). (CGEL, p. 576)

这句可以有两种理解:

①约翰的母亲愿意送他到朋友那里去过夏季。(John's mother willingly sent John to friends for the summer.)

②约翰愿意他母亲送他到朋友那里去过夏季。(John hoped that his mother would send him to friends for the summer.)

这句之所以有两种理解,是因为副词“愿意”(willingly)在这里既可以说明被动语态的施动者(his mother)的愿望(见①),又可以说明句子的主语(John)的愿望(见②)。如果象第一句英文释义那样,将被动语态改为主动语态,则可避免歧义,因为“愿意”只能与主语有联系。如果被动谓语的主语是物、而不是人,也无歧义,因为“愿意”只能表示被动语态的施动者“人”的愿望,而不能说明句子的主语“物”:

The parcel of valuables was willingly sent to the charity orga-

nizers. (CGEL, p. 576) 这包贵重物品的发送者愿意把它送给慈善事业组织者。

下面一句也有歧义：

She was forced apologetically to interpose a question at this point. (CGEL, p. 497)

① 她对她被迫在这时候提出问题深感抱歉。(She was apologetic for being forced to interpose a question at this point.)

② 那些迫使她在这时候提出问题的人深感抱歉。(Those who forced her to interpose a question at this point were apologetic.)

英语中有许多副词与主语有关，它们的形容词词干相当于主语补语。除上述 *willingly* 和 *apologetically* 外，*bitterly* 和 *deliberately* 等也如此：

Bitterly, he buried his children. (= He was bitter when he ...)(CGEL, p. 575) 他埋葬了自己的孩子，非常痛苦。

She refrained *deliberately* from joining the party. (= She was quite deliberate in refraining...)(ib.) 她故意控制自己，不参加联欢会。

指主语的这种状语通常是副词，也可是介词短语，它们大多是方式状语，如 *resentfully*, *frankly*, *manfully*, *consistently*, *sadly*, *intentionally*, *purposely*, *reluctantly*, *voluntarily*; *with great pride*, *with great ease*, *on purpose*, *with great reluctance* 等。这种状语称下加状语(subjunct)。在主动语态中，它们与句主语有关，说明主语有或没有某种意图或愿望；在被动语态中，除与主语有关外，还可与被动词态的施事者有关，说明施事者有或没有某种意图或愿望。

10.7 Was she more or less courteous? (AL, p. 69)

这句可以有两种理解：

①她多少有点儿礼貌吗?(Was she somewhat courteous?)

②她比以前有礼貌了还是不如以前有礼貌了?(Was she more courteous or less courteous?)

这句之所以有这两种理解,是因为 more or less 在这里既可作为固定习语,一起作程度状语修饰 courteous (见①),又可作为非固定习语,more 和 less 分别与 courteous 构成形容词比较级(见②)。more or less 被视为固定习语时,该句为肯定句;被视为非固定习语时,该句为选择疑问句。含 more or less 的肯定句无歧义:

She was more or less courteous.

She was somewhat courteous.

下面两句都有歧义:

(1) **Were they more or less excited?**

①他们多少有点儿激动吗?(Were they somewhat excited?)

②他们比以前激动还是不如以前激动?(Were they more excited or less excited?)

(2) **Did he more or less resent their interference?**

①他对他们的干涉多少有些不满吗?(Did he somewhat resent their interference?)

②他对他们的干涉是比以前更不满了还是不像以前那么不满了?(Did he more resent their interference or less resent their interference?)

这两句之所以各有两种理解,是因为(1)中的 more or less 既可作为固定习语,作 excited 的程度状语,又可作为非固定习语,more 和 less 分别与 excited 构成比较级;(2)中的 more or less 既可作为固定习语,作动词 resent 的程度状语,又要视为非固定习语,more 和 less 为副词的比较级,分别作 resent 的状语。

(十一)含 not 的否定谓语可视为不同的否定范围——助动词的否定或主动词的否定；主语或谓语的全部否定或部分否定；谓语的否定或状语的否定；连系动词的否定或表语的否定

11.1 You may not disturb us. (MEV, p. 88)

这句可以有两种理解：

- ①不允许你打扰我们。(You are not permitted to disturb us.)
- ②你也许不打扰我们。(It is possible that you will not disturb us.)

这句之所以有这两种理解，是因为 may not 中 not 的否定范围既可视作包括情态助动词——助动词的否定(Auxiliary Negation)，又可视作不包括情态助动词——主动词的否定(Main Verb Negation)。为助动词否定时，may not 释义为“不允许”(be not allowed to)(见①)；为主动词否定时，may not 释义为“也许不”(be likely not to)(见②)。

再如下面两句也都各有两种理解：

I may not go. (UGE(W), p. 63)

- ①不允许我去。(I am not allowed to go.)
- ②我也许不去。(I probably will not go.)

He may not come.

- ①不允许他来。(He is not allowed to come.)
- ②他也许不来。(It is possible that he won't come.)

但是，并非这种结构都有歧义。如下面各句通常都只有一种理解——要么是助动词的否定(a)，要么是主动词的否定(b)：

(a) You may not smoke here. (CGEL, p. 794) 不允许你在这里吸烟。

You may not go swimming. (ib.) 不允许你去游泳。

(b) They may not like the party. (CGEL, p. 794) 他们可能不喜欢这联欢会。

They may not bother to come if it's wet. (ib., p. 795) 如果下雨, 他们可能就不急着来了。

下面是含有 can, need, will, must 的否定结构。这些结构在这里都只有一种理解——要么助动词的否定(a), 要么主动词的否定(b):

(a) She can't use my typewriter tomorrow. (UGE(W), p. 63)
明天她不能(不允许她)用我的打字机。

They can't be far away now. (ib.) 现在他们不可能离这儿很远。

You needn't be alarmed. (ib.) 你无需惊恐。

(b) They will not be pleased. (ib.) 他们可能不高兴。

He will not listen to a word I say. (ib.) 我说的话他也许一句也不听。

You mustn't leave your coat there. (ib.) 你一定不要把大衣落(là)在那里。

然而, 下面一句含 can not 的结构可以有两种理解:

You can not stay here. (RGSE, p. 16)

① 你可以不呆在这里, 即如果你想走可以走。(You may go if you want to.)

② 你不能呆在这里, 即你必须走。(You must go.)

这句之所以有这两种理解, 是因为 not 在这里既可以视为否定主动词 stay(见①), 又可分为否定情态助动词 can(见②)。can 的否

定式在英国英语中是 *cannot*, 在美国英语中也可以写作 *can not*。所以这句只有在美国英语中才有歧义。在解①中, *can not* 不能写作 *can't*, 在解②中可以。

11.2 **All children didn't sleep.** (CGEL, p. 790)

这句可以有两种理解:

①所有的孩子都没睡觉。(All the children failed to sleep.)

②并非所有的孩子都睡觉了。(Not all the children slept.)

这句之所以有这两种理解,是因为主语含有 *all*、谓语含有 *not* 的否定结构意义上既可表现为主语的全部否定(见①),又可表现为主语的部分否定(见②)。前一种理解, *all* 在否定范围之外;后一种理解, *all* 在否定范围之内。再如下面两句也有歧义:

All cats don't like water. (GCE, p. 383)

①所有的猫都不喜欢水。(All cats dislike water.)

②并非所有的猫都喜欢水。(Not all cats like water.)

All professors are not mean bastards. (ITLA, p. 154)

①教授都不是吝啬鬼。(Professors are all not mean bastards, i. e., no professor is a mean bastard.)

②并非教授都是吝啬鬼。(Not all professors are mean bastards, i. e., some professors are not mean bastards.)

这两句之所以有这两种理解,也是因为主语中的 *all* 既可视在否定范围之外(见①),又可视在否定范围之内(见②)。但是,并非这种结构都有歧义,因为句子含义决定了有的 *all* 只能视为在否定范围之外(a),有的 *all* 只能视为在否定范围之内(b):

(a) **All bachelors are not married.** (ITLA, p. 154) 所有单身汉都是未结婚的。(No bachelors are married.)

(b) **All cookies are not frosted.** (ib.) 并非所有的甜饼干上面都带糖霜。(Some cookies aren't frosted while some are.)

DCAU 认为这种结构只能作一种分析,即 all 只能被视为在否定范围之内(a);表示否定范围之外的意义时,必须用 none 或用陈述句肯定形式(b):

(a) All the invitations have not been mailed. = Not all the invitations have been mailed. (DCAU, p. 323) 并非请柬都寄出了。

(b) None of the invitations have been mailed. = All the invitations are still to be mailed. (ib.) 所有请柬还都没寄出。

在实际应用中,“all... not”结构通常表现为部分否定意义,即 all 在否定范围之内,但我们对以这种结构表示全部否定意义的用法也不应该一概斥之为语法错误。

此外,all 为代词时,还可作主语的同位语,其位置可在 not 前也可在 not 后,但含义有差别。试比较:

They all are not happy. (Tingchi Tang, *English Question Box*, p. 9) 他们都不幸福。

They are all not happy. (ib.) 他们都不幸福。

They are not all happy. (ib.) 他们不都幸福。

11.3 Everybody can't win in Las Vegas. (LS, p. 125)

这句可以有两种理解:

① 在拉斯维加斯谁也没能取胜。(Nobody can win in Las Vegas.)

② 在拉斯维加斯并非人人都能取胜。(Not everybody can win in Las Vegas.)

这句之所以有这两种理解,是因为主语含 every、谓语含 not 的否定结构,意义上既可表现为主语的全部否定(见①),又可表现为主语的部分否定(见②)。前者, every 在否定范围之外;后者, every 在否定范围之内。

再如下面一句也有两种理解：

Every land does not produce everything. (DMEU, p. 395)

①没有什么都生产的土地。(No land produces everything.)

②并非每块土地什么都生产。(Not every land produces everything.)

这句之所以有这两种含义，也是因为“every...not”既可表示主语的全部否定意义，又可表示主语的部分否定意义。不过通常表现为主语的部分否定意义，表示主语的全部否定意义时用主语前带 no 或 none of 的结构。如“没有什么都生产的土地”可有以下两种译法：

No land produces everything.

None of the land produces everything.

11.4 Both of them are not students. (Tingchi Tang, *English Question Box*, p. 8)

这句可以有两种理解：

①并非他们两人都是学生，即他们两人中有一个是学生。(Either of them is a student.)

②他们两人都不是学生，即他们两人中没一个是学生。(Neither of them is a student.)

这句之所以有这两种理解，是因为主语中的 both 在这里既可作为在否定范围之内、表示主语的部分否定意义(见①)，又可作为在否定范围之外，表示主语的全部否定意义(见②)。但是，也有人认为 both 只能视为在否定范围之内，不能视为在范围之外，表示否定范围之外的意义时，主语必须含 neither。试比较：

Both sisters (或 Both the sisters 或 Both of the sisters) are not here. (葛传《英语惯用法词典》，p. 105) 姐妹俩并不都在这里，即一个在这里一个不在这里。

Neither sister (或 Neither of the sisters) is here. (ib.) 姐妹俩都不在这里

在实际应用中,“both...not”结构通常表现为部分否定意义(both在否定范围之内),但对表示全部否定意义的用法也不应一概斥之为语法错误。

both 为代词时,还可作主语的同位语,其位于 not 之前或之后意义不同。试比较:

They are not both happy. (Tinhchi Tang, *English Question Box*, p. 9) 他们两人并不都高兴。

They are both not happy. (ib.) 他们两人都不高兴。

They both are not happy. (ib.) 他们两人都不高兴。

11.5 **He doesn't (both) have long hair and wear jeans.**
(CGEL, p. 934)

这句可以有两种理解:

①他不是既留长发又穿牛仔裤。(即要么他没留长发,要么他没穿牛仔裤。)(EITHER He doesn't have long hair OR He doesn't wear jeans.)

②他既没留长发,也没穿牛仔裤。(He doesn't have long hair AND He doesn't wear jeans.)

这句之所以有这两种理解,是因为并列连词 and 在这里在否定范围之内,既可视作两个并列否定分句的选择(见①),又可视作两个并列否定分句的结合(见②)。若用 or 取代 and 则只有一种理解:

He doesn't have long hair or wear jeans. (CGEL, p. 934) 他既没留长发,也没穿牛仔裤。(He doesn't have long hair AND He doesn't wear jeans.)

DCAU 说,在大多数句子中,由 or 连接的两个词的含义包括由 and 连接的同样的两个词的含义,如: people who read French or

German 这一短语的意思同样包含在 people who read French and German 的短语中,因为读两种语言的任何人也都读其中的一种语言。又如,当我们说 He does not read French or German 时,我们也表示了 He does not read French and German 的含义。(p. 33)

11.6 The ambassador did not leave London to take up an appointment in Africa. (AEP, p. 225)

这句可以有两种理解:

①大使没离开伦敦到非洲去就职,即因为没到非洲就职所以没离开伦敦。(He didn't leave London because he didn't take up the appointment.)

②他不是为了到非洲去就职而离开伦敦的,即他离开伦敦是因为某种原因,但不是为了到非洲去就职。(He left London for some reason or other, but not in order to take up the appointment.)

这句之所以有这两种理解,是因为否定副词 not 在这里既可以视为否定谓语,即没离开伦敦(见①),又可视为否定其后的不定式短语,即不是为了去非洲就职(见②)。前者,不定式短语在否定范围之外:

The ambassador did not leave London to take up an appointment in Africa.

后者,不定式短语在否定范围之内,而且是否定的对象:

The ambassador did
not leave London to take up an appointment in Africa.

└──()──────────────────────────────────┘

11.7 I wasn't listening all the time. (GCE, p. 381)

这句可以有三种理解:

①我一直没听。(For the whole time, I wasn't listening.)

②我没一直听。(I was listening, but not all the time.)

③我不是一直听。(It is not true that I was listening all the time.)

这句之所以有这三种理解,是因为 wasn't listening 在这里既可为谓语的否定意义(见①),又可为状语的否定意义(见②),还可视为全句的否定意义(见③)。视为谓语的否定意义时,all the time 在否定范围之外:

I wasn't listening all the time.

视为状语上的否定意义时,all the time 在否定范围之内,而且是被否定的焦点:

I wasn't listening all the time.

└──────────────────┘

视为全句否定意义时,all the time 也在否定范围之内,但不是否定的焦点——被否定的对象是全句(表示对肯定陈述的否定):

I wasn't listening all the time. (相当于:

“You were listening all the time.”

——“No, I wasn't listening all the time.”)

但是,下面一句只有两种理解:

The letter was not sent because of information received.

(DMEU, p. 22)

①这封信没有寄,因为得到了消息。(Because of information received, the letter was not sent.)

②这封信不是因为得到了消息才寄的。(The letter was sent not because of information received, but because of other things.)

这句之所以有这两种理解,是因为 was not sent 在这里既可为谓语的否定意义(见①),又可为状语的否定意义(见②)。视为谓

语的否定意义时, because of-短语在否定范围之外:

The letter was not sent because of information received.

视为状语的否定意义时, because of-短语在否定范围之内, 而且是否定的焦点:

The letter was not sent because of information received.

但这句由其意义决定, was not sent 不宜视为全句的否定意义, 故只有两种理解。

11.8 I didn't leave home because I was afraid of my father.

(CGEL, pp. 789-790)

这句可以有两种理解:

- ①我因为怕父亲而没离开家。(Because I was afraid of my father, I didn't leave home.)
- ②我不是因为怕父亲才离开家的。(I left home, but it wasn't because I was afraid of my father.)

这句之所以有这两种理解, 是因为 didn't leave 形式上为谓语上的否定, 意义上在这里既可以视为谓语上的否定(见①), 又可以视为状语(从句)上的否定(见②)。前者, because-从句在否定范围以外:

I didn't leave home because I was afraid of my father.

后者, 否定焦点落在 because-从句上:

I didn't leave home because I was afraid of my father.

再如下面带 because-从句的复合句也有两种理解:

It was not well received by the public because it was a play of ideas. (AEP, p. 224)

- ①它之所以没被群众欣然地接受, 是因为它是概念游戏。(为

什么群众不喜欢它呢?因为它是概念游戏。)

(Why didn't the public like it? Because it was a play of ideas.)

- ②群众欣然接受它,并非因为它是概念游戏。群众喜欢这种游戏是由于这种或那种原因,但不是上面提到的原因。(The public liked the play for some reason or other, but not for the reason mentioned.)

此外,带 when-从句的复合句也有两种理解:

She didn't come to see him when he asked.

- ①他让她来看他时,她没来看他。(When he asked, she didn't come to see him.) (其他时间也可能没来看他)

- ②她没在他要她来看他的时候来看他。(She came to see him, but not at the time when he asked her to come to see him.)

(而是在其它时间来看他了)

在这两种理解中,第一种 when-从句在否定范围以外:

She didn't come to see him when he asked.

第二种否定焦点落在 when-从句上:

She didn't come to see him when he asked.

再如:

Susan doesn't see her father when he comes to London.

(CGEL, p. 1076)

- ①苏姗的父亲来伦敦时,她没见到他。(When her father comes to London, Susan doesn't see him.)

- ②苏姗不是在她父亲来伦敦时见到他的。(Susan sees her father, but not when he comes to London, but at other times.)

在这两种理解中,第一种 when-从句在否定范围以外:

Susan doesn't see her father when he comes to London.

第二种否定焦点落在 when-从句上:

Susan doesn't see her father when he comes to London.

11.9 They don't drive too fast. (CGEL, p. 787)

这句可以有三种理解:

- ①他们车开得不很快。(They don't drive very fast.)
- ②他们车开得不太快(速度正好)。(They drive fast just to the right degree.)
- ③他们车开得不太快(对“他们车开得太快”的否定)。(It is not true that they drive too fast.)

这句之所以有这三种理解,是因为 not 在这里虽然形式上否定在谓语上,但意义上既可视作否定在状语上,又可视作否定在谓语上。视为否定在状语上时,由于 too 本身为歧义词,也有两种理解:too 释义为“很”(very)时,为解①,too 释义为“太”(more than enough)时,为解②。视为否定在谓语上时,表现为全句否定意义,即解③——这可通过下述对话表现出来:

A: They drive too fast. 他们车开得太快。

B: No, they don't drive too fast. (= It is not true that they drive too fast.) 不,他们车开得不太快(即他们车开得太快的说法不对)。

11.10 Usually he doesn't sleep for two days at a time.

(CGEL, p. 547)

这句可以有两种理解:

①经常他一连两天不睡觉。(The usual thing is for him to go without sleep for two days at a time.)

②他一连睡两天是不常见的。(It is not usual for him to go to sleep for two days at a time.)

这句之所以有这两种理解,是因为形式上为谓语上的否定(doesn't sleep),意义上在这里既可以表现为谓语上的否定(见①),又可以表现为状语(usually)上的否定(见②)。usually 移至 not 以后也可以有两种理解:

He doesn't usually sleep for two days at a time. (ib.)

①他一连睡两天之久的情况是少见的。(It is rare for him to sleep for as long as two days at a time.)

②他一连两天不睡的情况是很常见的。(For two days at a time it is quite usual for him to go without sleep.)

这句之所以有这两种理解,也是因为形式上属谓语上的否定(doesn't...sleep),意义上既可以视为状语(usually)上的否定(见①),又可以视为谓语上的否定(见②)。若位于句首的 usually 后面加一逗号,则不但形式上是谓语上的否定,意义上也只能如此:

Usually, he doesn't take medicine. (CGEL, p. 546) 通常他不吃药。

11.11 His hardest decision was not to allow the children to go to camp. (CGEL, p. 497)

这句可以有两种理解:

①他非常果断的决定,不是让孩子们去参加夏令营。(To allow the children to go to summer camp was not his hardest decision.)

②他非常果断的决定,是不让孩子们去参加夏令营。(Not to allow the children to go to summer camp was his hardest de-

cision.)

这句之所以有这两种理解,是因为 not 在这里既可视为否定其前的连系动词 was(见①),又可视为否定其后的不定式分句 to allow the children to go to summer camp(见②)。不过,not 通常否定其后的不定式分句(a),若否定其前的连系动词 be,往往采用“not... but”或“not so much... as”结构(b):

(a) Your mistake was not to write that letter. (RGSE, p. 77) 你的错误是没写那封信。

(b) Your mistake was not to write a letter but to write so rudely. (ib.) 你的错误不是写信,而是写得无礼貌。

Your mistake was not so much to write a letter as to write so rudely. (ib.) 你的错误与其说是写信,不如说是写得无礼貌,即你的错误不是写信,而是写得无礼貌。

(十二)同一结构中的各词语可 视为不同的逻辑关系

12.1 The lamb is too hot to eat. (CGEL, p. 1141)

这句可以有两种理解:

① 羔羊肉太热,不能吃。(The lamb is so hot that I, and others, can't eat it.)

② 羔羊热得不能吃东西。(The lamb is so hot that it can't eat.)

这句之所以有这两种理解,是因为“too hot to eat”中的 to eat 在这里既可以视为及物动词又可以视为不及物动词——视为及物动词时,句子的主语 the lamb 为其逻辑宾语(见①),视为不及物动词时,句子的主语 the lamb 为其逻辑主语(见②)。再如下面一句也有两种理解:

He is too selfish to help.

- ①他太自私了,别人不肯帮助他。(He is so selfish that others won't help him.)
- ②他太私了,不肯帮助别人。(He is so selfish that he won't help others.)

有的“too + 形容词 + to-不定式”结构甚至可以有三种理解:

It is too hot to eat. (CGEL, p. 1142)

- ①它(指动物)热得吃不下东西。(It is so hot that it can't eat.)
- ②它(指食物)太热了,不能吃。(It is so hot that I, and others, can't eat it.)
- ③天气太热了,我和别人吃不下东西去。(It is so hot that I, and others, can't eat.)

这句之所以有这三种理解,是因为句子的主语 It 在这里既可以视为不定式的逻辑主语(见①),又可以视为不定式的逻辑宾语(见②),还可以视为不定式的逻辑状语(见③)。

然而,并非“too + 形容词 + to-不定式”结构都有歧义。如下面各句都只有一种理解:

The plate was too hot to touch. (PEG, p. 222) 盘子太热,不能接触。(虽然 touch 既可以用作及物动词又可以用作不及物动词,但在这里只能视为及物动词,因为 the plate 只能作其逻辑宾语。)

The grass was too wet to sit on. (ib.) 草太湿,不能坐上面去。(虽然 sit 在这里为不及物动词,但是 on 为介词,所以 the grass 只能作 on 的逻辑宾语。)

I was too tired to go any farther. (OALDCE, p. 928) 我太累了,不能再往前走了。(go 在这里只能视为不及物动词,所以 I 只能作其逻辑主语。)

由此可见,只有当这种结构中的不定式既可以视为及物动词、句子

的主语为其逻辑宾语,又可以视为不及物动词、句子的主语为其逻辑主语时,才有歧义,否则一般无歧义。

12.2 **She is too kind a girl to refuse.** (PEU, § 18)

这句可以有两种理解:

①这姑娘心肠太好了,不会拒绝(别人的请求)。(She is so kind a girl that she won't refuse.)

②这姑娘心肠太好了,别人不会拒绝她。(She is so kind a girl that others won't refuse her.)

这句之所以有这两种理解,是因为 to refuse 在这里既可以视为不及物动词,又可以视为及物动词。被视为不及物动词时,主语 she 为其逻辑主语(见①);被视为及物动词时,主语 she 为其逻辑宾语(见②)。“too + 形容词 + a + 名词 + to-不定式”与“too + 形容词 + to-不定式”的句型基本相同,只是其中的“too + 形容词”为其后面名词的定语,并与该名词一起为主语补语。再如下面一句也有两种理解:

He is too good a person to swindle. (CGEL, p. 1141)

①他是个很好的人,不会诈骗人。(He is so good a person that he won't swindle.)

②他是个很好的人,别人不会诈骗他。(He is so good a person that others won't swindle him.)

含有“too + 形容词 + a + 名词 + to-不定式”的这种简单句可以扩展为含有一个定语从句的复合句,不过这时不定式的逻辑主语或逻辑宾语不是主句的主语,而是定语从句的主语了:

He is too good a person to swindle = He is a person who is too good to swindle.

同样,“too much of a + 名词 + to-不定式”结构中的不定式既可作不及物动词又可作及物动词时,也可出现歧义:

He's too much of a coward to shoot. (LDCE, p. 1167)

- ①他太胆小, 不敢射击。(He is so timid that he dare not shoot.)
- ②他太胆小, 别人不会射他。(He is so timid that others cannot shoot him.)

12.3 She is friendly enough to help. (CGEL, p. 1141)

这句可以有两种理解:

- ①她很友好, 愿意帮助别人。(She is friendly enough for her to help others.)
- ②她很友好, 别人愿意帮助她。(She is friendly enough for others to help her.)

这句之所以有这两种理解, 是因为句子的主语 she 在这里既可作不定式 to help 的逻辑主语(help 为不及物动词), 又可作 to help 的逻辑宾语(help 为及物动词)。前者为解①, 后者为解②。当“be + 形容词 + enough + to-不定式”结构中的不定式既可以视为不及物动词(句子主语为其逻辑主语)又可以视为及物动词(句子的主语为其逻辑宾语)时, 则出现了歧义; 当这种结构中的不定式只能视为不及物动词(a)或只能视为及物动词(b)时, 则不会出现歧义:

(a) She is old enough to travel by herself. (PEG, p. 221) 她年龄不小了, 可以单独旅行了。

(b) The parchment says that the beasts were fat enough to kill. (PES, p. 221) 羊皮纸文稿写道: 那些牲畜够肥的了, 可以宰了。

12.4 It is easy to call. (GR, p. 147)

这句可以有两种理解:

- ①唤来(某人)是很容易的。(Calling is easy.)

②它很容易唤来。(It can be easily called.)

这句之所以有这两种理解,是因为 It 在这里既可以视为先行 it (anticipatory *it*) 作形式主语,又可以视为人称代词 (personal pronoun) 作真正主语。视为先行 it 时, to call (vi.) 为真正主语,即 To call is easy (见①); 视为人称代词时, it 可指狗之类的动物,为 to call (vt.) 的逻辑宾语,即 The dog is easy to call = To call the dog is easy. (见②)。若将 it 被 the dog 取代或将 easy 改为 eager 则无歧义:

The dog is easy to call. 这狗很容易唤来。(The dog can be easily called.)

It is eager to call. 它(如狗)渴望唤来(某人或动物)。(The dog is eager to call.)

这是因为在 easy 为主语补语的结构中,句子的主语(先行 it 除外)只能是不定式的逻辑宾语,而在 eager 为主语补语的结构中,句子的主语只能是不定式的逻辑主语:

He is easy to please. (Someone pleases him.)

He is eager to please. (He pleases someone.)

下面两句也都各有两种理解:

It is hard to read. (GR, p. 148)

①读书难。(To read is hard.)

②它(如诗、文等)很难读。(To read it is hard.)

It would be impossible to move. (AS, p. 236)

①(动物等)移动是不可能的。(To move would be impossible.)

②移动它(如钢琴)是不可能的。(To move it would be impossible.)

这两句之所以各有两种理解,是因为句中的 It 既可视作先行“it”作形式主语,又可视作人称代词作真正主语;同时句中的不定式也都既可视作不及物动词,又可视作及物动词。当 it 被视为形式

主语、不定式被视为不及物动词时,为各句的第一种理解;当 it 被视为真正主语、不定式被视为及物动词时,为各句的第二种理解。类似 easy 和 hard 这种用法的形容词还有 agreeable, amusing, difficult, hopeless, interesting, nice, pleasant 等。

12.5 The man was good to leave. (ML, p. 103)

这句可以有两种理解:

① 这人离开了, (这)太好了。(It was good of the man to leave.)

② 离开这人太好了。(It was good to leave the man.)

这句之所以有这两种理解,是因为 the man 在这里既可作为 to leave 的逻辑主语(The man left. That was good.)(见①),又可作为 to leave 逻辑宾语(Someone left the man. That was good.)(见②)。当 the man 被视为 to leave 的逻辑主语时, to leave 为不及物动词;当 the man 被视为 to leave 的逻辑宾语时, to leave 为及物动词。这样看来,只有当“主语+be+good+to-不定式”中的 to-不定式既可用于不及物动词又可用于及物动词时才有歧义,否则无歧义。如下面第一句的句子主语只能视为不定式的逻辑主语,第二句的句子主语只能视为不定式的逻辑宾语,均无歧义:

You are good to come (= It's good of you to come). 谢谢你好意到这里来。

Is this water good to drink (即 Is it clean and pure)? (ALD, p. 378) 这水适合饮用吗(即这水纯净吗)?

下面一句也有两种理解:

The man was foolish to leave.

① 这人离开了, (这)太蠢了。(It was foolish of the man to leave.)

② 离开这人是愚蠢的。(It was foolish to leave the man.)

和 good, foolish 用法相似的形容词还有 brave, clever, cruel, generous, kind, polite, reasonable, rude, sensible, selfish, silly, stupid, wicked, wise 等, 不过当它们在非先行 it 为主语的结构中作表语时, 句子主语通常是其后动词不定式的逻辑主语(上述歧义句的第一种意义)。

12.6 **The shooting of the hunters was terrible.** (IL, p. 135)

这句可以有两种理解:

①猎人们射击(猎物)是可怕的。(即猎人们是神枪手。)(The hunters were terrible marksmen.)

②射中猎人们是可怕的。(It is terrible that the hunters were shot.)

这句之所以有这两种理解, 是因为名词化的动名词 shooting 后面的介词 of 既可以表示主谓关系——the hunters 为逻辑主语、the shooting 为逻辑谓语(见①), 又可以表示动宾关系——the shooting 为逻辑谓语、the hunters 为逻辑宾语(见②)。再如下面一句也有两种理解:

The shooting of the hunters occurred at dawn. (SS, p. 65)

①猎人们射击某人, 这事发生在黎明。(The hunters were shooting someone. This occurred at dawn.)

②某人射击猎人们, 这事发生在黎明。(Someone was shooting the hunters. This occurred at dawn.)

这句的英文释义虽然与前一句的英文释义不同, 但逻辑关系是一致的, 对主语部分的释义也基本相同, 因为 the hunters 同样都是既可以作 the shooting 的逻辑主语, 又可作 the shooting 的逻辑宾语。

12.7 **The reminiscences of the Prime Minister were very a-**

amusing. (GCE, p. 888)

这句可以有两种理解:

- ① 首相对往事的回忆引人发笑。(The past events the Prime Minister had been reminiscing about were very amusing.)
- ② (某人)对首相的回忆引有发笑。(The Prime Minister's past events someone had been reminiscing about were very amusing.)

这句之所以有两种理解,是因为介词 of 在这里既可表示主谓关系,又可表示动宾关系。表示主谓关系时, the Prime Minister 为逻辑主语 (It was the Prime Minister who had been reminiscing); 表示动宾关系时, the Prime Minister 为逻辑宾语 (Someone had been reminiscing about the Prime Minister)。前者为解①,后者为解②。再如以下短语也有歧义:

the examination of the man (GCE, p. 888)

- ① 这人(对别人)的检查(即这人检查某人)(The man examines X.)
- ② (别人对)这人的检查(即某人检查这人)(X examines the man.)

the scrutiny of the tenants (ib.)

- 1) 佃户们(对某人或某物)的检查(即佃户们仔细检查某人或某物)(The tenants scrutinize X.)
- 2) (某人对)佃户们的检查(即某人仔细检查佃户们)(X scrutinizes the tenants.)

如果用 by 取代 of 便可避免歧义,因为 by 引出的成分都是主语性的(a);用名词's 属格一般也可避免歧义,因为在没有反指的情况下名词属格也是主语性的(b):

- (a) the examination by the man 这人检查(某人或某物)
the scrutiny by the tenants 佃户们仔细检查(某人或某物)

(b) the man's examination 这人检查(某人或某物)

the tenants' scrutiny 佃户们仔细检查(某人或某物)

但在有反指的情况下,名词属格就不一定是主语性的了,其间关系变化如下:

the man's examination of the students (主+动+宾:这人检查学生)

the man's examination by the doctor (宾+动+主:医生检查这人)

the tenant's scrutiny of the contract (主+动+宾:佃户仔细检查合同)

the tenants' scrutiny by the landlord (宾+动+主:地主仔细检查佃户们)

在有反指的结构('s 属格和介词 of 或 by 并用)中,由于这种结构的修饰关系明确,均无歧义。

12.8 **Everyone was waiting for Bill's surprise.** (SOS, p. 167)

这句可有四种理解:

- ①每个人都在等待彼尔的突袭。(Everyone was waiting for an unexpected attack that would be made by Bill.)
- ②每个人都在等待对彼尔的突袭。(Everyone was waiting for an unexpected attack that would be made on Bill.)
- ③每个人都在等待彼尔将做出的惊人之事。(Everyone was waiting for something unexpected that would be done by Bill.)
- ④每个人都在等待对彼尔将做出的惊人之事。(Everyone was waiting for something unexpected that would be done to Bill.)

这句之所以有这四种理解,是因为 Bill's surprise 中的 Bill 与 sur-

prise 在这里既可视作逻辑上的主(Bill)谓(surprise)关系,又可视作逻辑上的动(surprise)宾(Bill)关系;同时,surprise 在这里既可释义为“突袭”(an unexpected attack),又可释义为“惊人之事”(something unexpected)。当 Bill's surprise 被视为主谓关系,surprise 释义为“突袭”时为解①,释义为“惊人之事”时为解③;当 Bill's surprise 被视作逻辑上的动宾关系,surprise 释义为“突袭”时为解②,释义为“惊人之事”时为解④。

12.9 John's gift was stolen. (SS, p. 65)

这句可以有两种理解:

- ① 约翰(收受)的礼物被盗了。(The gift John had received was stolen.)
- ② 约翰(馈赠)的礼物被盗了。(The gift John had given was stolen.)

这句之所以有这两种理解,是因为 John's gift 中的 John's 在这里既可以视为宾语性属格(objective genitive)——John 是礼物的领受者(见①),又可以视为主语性属格(subjective genitive)——John 是礼物的赠送者(见②)。再如下面几个名词短语也都各有两种理解:

John's present (UGE(W), p. 35)

- ① 约翰馈赠的礼品(the present that John gave, has given or will give)
- ② 约翰收受的礼品(the present that John received or has received)

John's punishment (ib.)

- ① 约翰所受的惩罚(the punishment that John received, has received or will receive)
- ② 约翰给予的惩罚(the punishment that John administers,

etc.)

his uncle's murder (ib.)

①对他叔叔搞的谋杀(即他叔叔遭谋杀)(the murder that his uncle suffered)

②他叔叔搞的谋杀(即他叔叔谋杀了别人)(the murder that his uncle committed)

但是,并非含有's 属格的结构都有歧义,如下列名词短语都各有一种理解:

John's story (UGE(W), p. 35)

约翰(讲)的故事(the story that John tells, told, has told, or will tell)

John's mistake (ib.)

约翰(犯)的错误(the mistake that John makes, made, or has made)

John's supper (ib.)

约翰的晚饭(the supper that John has, had, or has had)

his father's consent (ib.)

他父亲首肯(the consent that his father has given, gave, or will give)

his father's conclusion (ib.)

他父亲作出的结论(the conclusion that his father comes to, etc.)

his father's influence (ib.)

他父亲(施加)的影响(the influence that his father has, or exerts, etc.)

有时,'s 属格名词与其限定的名词中心词之间只表示动宾关系时也有歧义:

Smith's murderer is insane. (SEM, p. 192)

①谋杀史密斯的人(不管他是谁)神智不正常。(The person who murdered Smith, whoever he may be, is insane.)

②有个人(如琼斯)神智不正常,他谋杀了史密斯。(A certain person, e. g. Jones, who is known to have murdered Smith, is insane.)

这句之所以有这两种理解,是因为 Smith's murderer 中的 murderer 在这里既可以理解为泛指意义(见①),又可以理解为不定特指意义(见②)。

还有时,含's 属格的名词短语可以有三种理解:

John's photograph (EGT, p. 118)

①约翰(所拥有)的照片(the photograph that John has)

②约翰(拍)的照片(the photograph that John took)

③(给)约翰(拍照)的照片(照片上是约翰)(the photograph that portrays John)

这结构之所以有这三种理解,是因为's 属格在这里既可以视为所属性属格(possessive genitive)(见①),又可以视为主语性属格(subjective genitive)(见②),还可以视为描绘性属格(descriptive genitive)(见③)。

12.10 Ralph took my picture. (SOS, p. 12)

这句可以有四种理解:

①拉尔夫给我照了相。(Ralph photographed me.)

②拉尔夫对我(拥有)的照片进行了拍照。(Ralph photographed the picture belonging to me.)

③拉尔夫把我的照片(照片上呈见我)拿走了。(Ralph made off with the pictorial representation of me.)

④拉尔夫把我的照片(属于我的照片)拿走了。(Ralph made

off with the picture belonging to me.)

这句之所以有这四种理解,是因为 my picture 中的 my 在这里既可视作逻辑宾语意义、释义为“给我拍照”(take a picture of me),又可视作所属意义、释义为“我的照片”(the picture belonging to me);同时, took 在这里也有两种释义:“照出”(get or make by photographing)或“拿走;携…而逃”(carry; made off with)。当 my 表示宾语意义, took 释义为“照出”时,为解①;当 my 表示所属意义, took 释义为“照出”时,为解②;当 my 表示宾语意义, took 释义为“拿走;携…而逃”时,为解③;当 my 表示所属意义, took 释义为“拿走;携…而逃”时,为解④。除 SOS 谈到的这四种含义外,这句似还可有两种理解:

⑤拉尔夫把我(拍)的照片进行了拍照。(Ralph photographed the picture I took.)

⑥拉尔夫把我(拍)的照片拿走了。(Ralph made off with the picture I took.)

这是因为 my picture 中的 my 在这里还可视为主语意义、释义为“我拍的照片”(the picture I photographed).

12.11 I hate lying. (CGEL, p. 1965)

这句可以有两种理解:

①我讨厌(我)说谎。(I hate it when I lie.)

②我讨厌(人们)说谎。(I hate it when people lie.)

这句之所以有这两种理解,是因为 hate 后面的 lying 的逻辑主语在这里既可视作句子主语(见①),又可视作泛指任何人(见②)。当 hate 后面的 -ing 形式接宾语(a)或 -ing 形式被状语修饰(b)时, -ing 形式的逻辑主语只能是句子主语:

(a) I hate telling lies. (CGEL, p. 1065) 我讨厌(我)说谎。(I hate it when I tell lies.)

(b) I hate getting up early in winter. (DEG, p. 70) 我讨厌冬天
(我)早起。

"I hate lying." 除上述两种含义外,似还有两种含义:"我讨厌
(我)躺着"(I hate it when I am in a flat resting position.)和"我讨
厌(人们)躺着"(I hate it when people are in a flat resting posi-
tion.),因为 lying 在这里还可释义为"躺"(当然这种语境少见,故
CGEL 认为只有两种理解)。

除 hate 以外的不少及物动词后面也接动词-ing 形式,但一般
无歧义。绝大多数这类及物动词后面的动词-ing 形式的逻辑主语
就是句子主语(a),只有在 condemn, recommend 等少数含有"说
话"意思的动词后面的-ing 形式的逻辑主语才是泛指任何人(b):

(a) He enjoys/ dislikes/ loathes working. (CGE, p. 139) 他喜欢
/讨厌/不喜欢工作。

(b) She condemned attacking defenceless citizens. (CGEL, p.
1066) 她谴责有人攻击无防御的公民的行为。(She con-
demned that people attack defenceless citizens.)

They recommend not paying taxes, (ib.) 他们建议人们不
纳税。(They recommend that people not pay taxes.)

12.12 He is the best man to choose. (CGEL, p. 1267)

这句可以有两种理解:

①他是最能从事选择的人。(He is the best man to do the
choosing/ to make the choice.)

②他是最好的人选。(He is the best man that we(etc) can
choose/ for us to choose/ to be chosen by us (etc).)

这句之所以有这两种理解,是因为 to choose 与其前的名词中心词
the best man 既可视作逻辑上的主谓关系,即 the best man 是 to
choose 行为的施事者(见①),又可视作逻辑上的动宾关系,即 the

best man 是 to choose 行为的承受者(见②)。表示主谓关系时 choose 为不及物动词,表示动宾关系时,choose 为及物动词。只能视为不及物动词的动词不定式只能表示主谓关系(a),只能视为及物动词的动词不定式只能表示动宾关系(b),均无歧义:

(a) This is the best book to appear on the subject (= which has appeared on the subject). (GPUE, p. 114) 这是有关这个问题已出版的最好的书。

(b) He is not the man to trifle with (= whom we can trifle with). (SYN, p. 237) 他不是可轻视的人。

(十三) 同一限定动词形式可视为 不同的时态或不同的语气

13.1 They hit the ball. (SEM, p. 106)

这句可以有两种理解:

① 他们(经常)打(击)这个球。(They give a blow or stroke to the ball.)

② 他们曾打(击)过这个球。(They gave a blow or stroke to the ball.)

这句之所以有这两种理解,是因为 hit 在这里既可以视为 hit 的一般现在时、表示经常发生的行为(见①),又可以视为 hit 的一般过去时、表示过去的行为(见②)。除主语为第三人称单数外,如果限定动词的一般过去时与动词原形同形(如 cast, cost, cut, hit, let, put, set, spread, upset 等),在没有明确的时间状语或特定的上下文的情况下,都有可能出现歧义。再如:

I put myself entirely in your hands. (OALDCE, p. 693)

① 我总是完全靠你处理我的问题。(I make you deal with my problems.)

②我曾完全靠你处理我的问题。(I made you deal with my problems.)

They set the clocks and put out the lights before going to bed.

(AL, p. 205)

①他们(总是)拨准钟、熄了灯再睡觉。(They adjust the clocks and turn off the lights before going to bed.)

②他们(昨晚)拨准钟、熄了灯才睡觉。(They adjusted the clocks and turned off the lights before going to bed.)

13.2 **The guests will have arrived.** (UGE(W), p. 28)

这句可以有两种理解:

①客人们到那时就将到(那里)了。(The guests will actually be there by that time.)

②客人们现在可能到了。(The guests have perhaps arrived.)

这句之所以有这两种理解,是因为 will have arrived 在这里既可以视为将来某个时刻或某个行为之前已经发生的行为(见①),又可以视为现在对已发生行为的推断(assumption)(见②)。在前一种用法中,will 为基本助动词,用来构成将来完成体;在后一种用法中,will 为情态助动词,表示说话人对已发生事情的推断。

含“will+不定式完成体”的结构并非都有歧义,如下面第一句中的 will 只能视为基本助动词,第二句中的 will 只能视为情态助动词:

In another year or so, you will have forgotten all about him.

(CEG, p. 179)再过一年左右你将把他忘光了。

He will have arrived by now. (PEG, p. 199)现在他可能到了。

13.3 **He might have realized that you were pulling his leg.**

(AEP, p. 224)

这句可以有两种理解：

①他应该懂得你是在和他开玩笑(暗示：他事实上不懂得)。

(He ought to have realized that you were pulling his leg.)

②他也许懂得你是在和他开玩笑(暗示：事实上可能懂得)。

(It is possible that he realized that you were pulling his leg.)

这句之所以有这两种理解，是因为 *might have realized* 在这里既可以视为虚拟语气动词形式、表示与过去事实相反的事态(见①)，又可以视为陈述语气动词形式、表示不太确定的可能性(见②)。再如下面一句也有这两种理解：

The two parties might have reached agreement. (AEP, p. 15)

①(要是双方都准备(态度)灵活一些,)双方是会达成协议的(但我们知道实际上没达成协议)。(The two parties might have reached agreement, e. g. if they had been prepared to be more flexible. (but we know they didn't in fact reach agreement))

②双方可能已经达成了协议(但我们不确定达成没有)。(It is just possible that the two parties reached agreement. (but we don't actually know whether they did or not))

但是，并非这种结构都有歧义，根据上下文有的只能视为陈述语气(a)，有的只能视为虚拟语气(b)：

(a) No one has answered the door. (AEP, p. 16) 没人来开门。

They might have gone out for the evening. (ib., p. 311) 他们也许出去参加晚会了。

(b) I might have been killed (= but I wasn't). (LDCE, p. 684) (若当时在场)我也许被弄死了(但事实上没有)。

此外，“could + 不定式完成体”的用法与“might + 不定式完成体”的用法相同，有的也可以有两种理解。如：

The two parties could have reached agreement. (AEP, p. 15)

- ①双方可能达成了协议。(但我们不确定知达成没有)(It is just possible that the two parties reached agreement. (but we don't actually know whether they did or not))
- ②(要是双方都准备态度灵活一些,)双方是能达成协议的。(但我们知道实际上没达成协议)(The two parties could have reached agreement, e. g. if they had been prepared to be more flexible. (but we know they didn't in fact reach a agreement))

这句之所以有这两种理解,是因为“could+不定式完成体”既可以表示可能性——could作“可能,也许”解,不含与过去事实相反的意思(见①),又可表示与过去事实相反情况,用以构成虚拟语气动词形式——could作“能,会”解(见②)。

下述(a)属第一种情况,(b)属第二种情况:

(a) Why hasn't she written to me? (AEP, p. 16) — She could have forgotten your address. (ib, p. 311) 为什么她没给我写信?——也许她忘记了你的通讯地址。

(b) You never came to see me. Why not? You could have seen me at any time (but you didn't). (RGSE, p. 270) 你从没来看过我。为什么不来?你什么时候来都能见到我(但你没来)。

“would+不定式完成体”结构也经常产生歧义:

He would have reached New York. (CEG, p. 133)

①(如果某种条件存在)他就到纽约了(但没有这种条件)。(If some condition had existed, he would have reached New York.)

②他也许到纽约了。(It is possible that he reached New York. We assume he did/has.)

这句之所以有这两种理解,是因为“would+不定式完成体”在这里

既可视作虚拟语气动词形式、表示与过去事实相反的事态(见①), 又可视作陈述语气动词形式、表示不太确定的可能性(见②)。

“ought to/should + 不定式完成体”结构也经常有歧义:

He ought to have gone to the dentist. (CEG, p. 133)

①他应该去看牙医(但没去——这不是我们所期望的)。(He didn't go to the dentist — this is not what we expected.)

②他也许去看牙医了。(Perhaps he went to the dentist — we assume he did.)

Our visitors should have arrived at the airport by now. (AEP, p. 225)

①来宾现在应该到机场了(但没到——这与我的预料相反)。(They haven't arrived, which is contrary to what I expected.)

②来宾现在可能到机场了(至少,我期望如此)。(Perhaps they have arrived — this, at least, is what I expected.)

但是并非这种结构都有歧义,如下面各句都只有一种理解:

Mr X should have gone. Why $\left\{ \begin{array}{l} \text{didn't he go} \\ \text{hasn't he gone} \end{array} \right\}$? (RGSE, p. 268) X 先生应该去,为什么他没去(还没去)?

Have you heard from Maria? She should have started her job on Monday. (CGEL, p. 235) 你接到玛丽亚的信了吗?她可能星期一就开始工作了。

13.4 If he found a patient listener, he would pour out his troubles. (CGEL, p. 1012)

这句可以有两种理解:

①假如他找到一个耐心听他讲话的人,他会把烦恼倾诉出来的。(暗示说话人认为他不可能找到这样的人,相当于:I

don't think he'll find a patient listener.)

- ②(过去)他只要找到耐心听他讲话的人,他总是把烦恼倾诉出来。(并未暗示说话人认为他不可能找到这样的人,相当于:If he found a patient listener, he always poured out his troubles.)

这句之所以有这两种理解,是因为 if-从句中的动词为过去时、主句为“would+不定式”结构,在没有将来时间状语修饰的情况下,整个句子既可以视为非真实条件句——if-从句中的 found 和主句中的 would pour out 均为指将来时间的虚拟语气动词形式(见①),又可以视为真实条件句——if-从句中的 found 和主句中的 would pour out 均为指过去时间的陈述语气动词形式(would 指过去习惯性行为)(见②)。再如下面两句也各有两种理解:

Putting on my coat meant transferring the box from one hand to the other. I wondered stupidly what would happen if I dropped it. (SMA, p. 218)

- ①我穿上大衣就得把手里拿的盒子转一下手。(我胡思乱想) 假定我把它弄掉了,将会如何?(What would happen if I dropped it?)

- ②我穿上大衣就得把手里拿的盒子转一下手。(我胡思乱想) 如果我把它弄掉了,情况将怎样?(What will happen if I drop it?)

If you asked me tomorrow, I should be able to give you the answer. (AEP, p. 95)

- ①假如你明天问我,我将能给你回答。(If you asked me tomorrow, I would be able to give you the answer.)

- ②假如你明天问我,我应该能够给你回答。(If you asked me tomorrow, I ought to be able to give you the answer.)

这两句之所以各有两种理解,前一句是因为 what would happen if

I dropped it 中的 would happen ... dropped 既可视作表示将来时间的虚拟语气(对将来事态的主观设想)(见①),又可视作自由间接引语的动词形式(时态往过去推移、保留疑问句语序)(见②)。后一句是因为 If you asked me tomorrow, I should be able ... 中的 asked ... should be 作为表示对将来时间主观设想的虚拟语气动词形式, should 既可视作无情态意义(should = would, 轻读成 [ʃəd])(见①),又可视作有情态意义(should = ought to, 重读成 [ʃud])(见②)。

(十四)含 not 的否定谓语可视作不同的否定意义——“不如”或“不等于”;“不如”或“和...几乎一样”;“不足”或“不是”;结合并列意义或分开并列意义;其他

14.1 John isn't as tall as Fred. (GU, p. 195)

这句可以有两种理解:

- ①约翰不如弗雷德个儿高。(John is less tall than Fred.)
- ②约翰和弗雷德个儿不一样高。(John's height is not equal to Fred's height.)

这句之所以有这两种理解,是因为“not + as + 形容词 + as”结构既可以表示“不如”(less ... than)的意思(见①),又可以表示“不等”(not equal to 或 not of the same height/price/quality/age/size, etc)的意思(见②)。再如下面两句也都各有两种理解:

This watch is not as expensive as that one. (RGSE, p. 155)

- ①这只表不如那只表贵。(This watch is less expensive than that one.)

②这只表和那只表不一样贵。(The price of this watch is not equal to the price of that one.)

Caesar was not as ruthless as Attila. (CGEL, p. 1137)

①凯萨不象阿弟拉那样残忍。(Caesar was less ruthless than, Attila.)

②凯萨和阿弟拉残忍程度不同(实际比阿弟拉更残忍)。(Caesar was not as ruthless as Attila; indeed, he was more ruthless.)

正因为“not as ... as”结构有歧义, Berry 认为“as ... as”只能用于肯定句, “so ... as”结构才用于否定句:

误: He is not as tall as his father. (MCMEU, p. 88)

正: He is not so tall as his father. (ib.) 他不如他父亲个儿高。
为避免歧义, 表示“不如”的意思时, 可采用“not so ... as”结构; 表示“不等”的意思时, 可采用“not of the same price, etc.”结构:

This watch is not so expensive as that one. (RGSE, p. 155) 这只表不如那只表贵。

This watch is not of the same price as that one. (ib.) 这只表和那只表价钱不同。

ACE 认为下面一句有三种理解:

This table isn't half as wide as it is long. (ACE, p. 168)

①桌子的宽度比桌子长度的一半大。(The width of the table is more than half its length.)

②桌子的宽度比桌子的长度的一半小。(The width of the table is less than half its length.)

③桌子宽度可能是桌子的长度的一半左右。(The width of the table may be more or less than half its length.)

这句之所以有这三种理解, 是因为“not as ... as”结构在这里既可释义为“少于”(less than)(见②), 又可释义为“不等于”(not equal

to)——要么“多于”(more than)(见①),要么“大致相当于”(more or less than)(见③),要么“少于”(less than),即解②。其实,“不等于”即要么“少于”要么“多于”,因此这句实际有两种理解。

14.2 John does not run as fast as Fred. (GRU, p. 105)

这句可以有两种理解:

①约翰跑得不如弗雷德快。(John runs less fast than Fred.)

②约翰和弗雷德跑得不一样快。(John and Fred do not run at the same speed.)

这句之所以有这两种理解,是因为“not as+副词+as”结构既可以释义为“不如”(less+副词+than)(见①),又可以释义为“不同于”(not at the same speed, etc.)(见②)。此外,这句还可以释义为“约翰跑得比弗雷德快”,因为第二句“约翰和弗雷德跑得不一样快”意味着要么“约翰跑得比弗雷德快”,要么“约翰跑得比弗雷德慢”。后一种释义与第一句释义相同,所以第二句的释义具体到这里就意味着“约翰跑得比弗雷德快”了。如果把这种结构中的第一个as改为so,则无歧义了:

John does not run so fast as Fred. 约翰不如弗雷德跑得快。

为了避免上述歧义,表示第一句的意思时,最好采用“not so+副词+as”或“less+副词+than”的结构。

14.3 He is not taller than I am. (MAE, p. 221)

这句可以有两种理解:

①他不如我个儿高,即比我矮。(He is less tall than I am. He is shorter than I am.)

②他不比我个儿高,即和我几乎一样高。(He is almost as tall as I am.)

这句之所以有这两种理解,是因为“not+形容词比较级+than”结

构既可以释义为“不如”(less + 形容词 + than)(见①),又可以释义为“几乎一样”(almost as + 形容词 + as)(见②)。再如下两句也都各有两种理解:

He is not more interested than I am. (MAE, p. 221)

①他不如我感兴趣。(He is less interested than I am.)

②他不比我更感兴趣,即几乎和我一样感兴趣。(He is almost as interested as I am. We have about the same interest.)

Rachel is not more courageous than Saul (is). (CGEL, p. 1136)

①雷切尔不如索尔勇敢。

②雷切尔不比索尔更勇敢(即几乎和索尔一样勇敢)。

“not + 形容词比较级 + than”结构的这两种含义中,第一种比第二种更普遍。除这两种含义外,有时还可以表示对“形容词比较级 + than”结构的否定意义。如:

A: Rachel is more courageous than Saul. 雷切尔比索尔勇敢。

B: No, Rachel is not more courageous than Saul. (= No, it is not true that Rachel is more courageous than Saul.) 不,雷切尔不比索尔勇敢。

与上述情况不同,“not + less + 形容词 + than”结构与“as + 形容词 + as, and perhaps + 形容词比较级 + than”结构的意义相同:

Caesar was not less ruthless than Attila. (CGEL, p. 1137) 凯萨的残忍与阿弟拉的残忍相比有过之而无不及。(Caesar was as ruthless as, and perhaps more ruthless than, Attila.)

为了避免“not + 形容词比较级 + than”结构可能产生歧义,表示“不如”意思时,最好采用“less + 形容词 + than”结构。

14.4 **He didn't arrive earlier than she did. (MAE, p. 221)**

这句可以有两种理解：

①他到得不如她早，即比她晚。(He arrived less early than she did. He arrived later than she did.)

②他到得不比她早，即他俩几乎同时到达。(He arrived almost as early as she did. They arrived about the same time.)

这句之所以有这两种理解，是因为“not + 副词比较级 + than”结构既可以释义为“不如”(less + 副词 + than)(见①)，又可以释义为“和……几乎相同”(almost + as + 副词 + as)(见②)。为了避免上述歧义，可参照括号中提示的英文例句改写。

14.5 Andy isn't five feet tall. (ACE, p. 78)

这句可以有两种理解：

①安迪不满五英尺高。(Andy's height is less than five feet.)

②安迪比五英尺高。(Andy's height is more than five feet.)

这句之所以有这两种理解，是因为“not + 基数词”结构既可以释义为“不足…”(less than + 基数词)，又可以释义为“不是…”——对基数词的否定。具体到这里，“不是…”只能释义为“多于…”(more than + 基数词)，因释义为“少于…”就与“不足…”意义相同了。“不是五英尺”即要么“不足五英尺”(见①)，要么“比五英尺多”(见②)。

再如下面一句也有两种理解：

My son's team didn't lose one game. (SA, p. 39)

①我儿子那队一局也没输。(My son's team didn't lose any games at all.)

②我儿子那队(无论如何至少)有一局没输。(My son's team somehow failed to lose at least one game.)

这句之所以有这两种理解，是因为“not + one”在这里既可以释义为“less than one”——输了不满一局(即一局也没输)(见①)，又可

以释义为“more than one”——输了不只一局(即输了两局或更多局,但又不是全部,即至少有一局没输)(见②)。

14.6 **John and Elizabeth didn't win anything.** (UGE(W), p. 85)

这句可以有两种理解:

- ①约翰和伊丽沙白没有共同获得任何东西。(They won nothing jointly.)
- ②约翰和伊丽沙白没有分头获得任何东西。(They won nothing separately.)

这句之所以有这两种理解,是因为由 and 连接的并列主语接否定谓语时,该主语既可以表示结合意义(见①),又可以表示分开意义(见②),再如下面一句也有两种理解:

John and Mary didn't win a prize. (CGEL, p. 956)

- ①约翰和玛丽没有共同得奖。(John and Mary won no joint prize.)
- ②约翰和玛丽没有分头得奖。(John and Mary won no separate prize.)

与此相仿,否定谓语后面接 and 连接的并列间接宾语结构也有两种理解:

He wouldn't lend his books to Tom and Alice. (CGEL, p. 956)

- ①他不愿意把书借给汤姆和艾丽斯两人,而愿意借给其中的一个。(He would lend his books to either Tom or Alice.)
- ②他既不愿意把书借给汤姆又不愿意把书借给艾丽斯。(He would lend his books to neither Tom nor Alice.)

这句之所以有这两种理解,是因为 Tom and Alice 在这里既可以表示结合意义(见①),又可以表示分开意义(见②)。若把其中的 and 改为 or,则一般只表示分开意义,

He wouldn't lend his books to Tom or Alice. (CGEL, p. 956)
他既不愿意把书借给汤姆,又不愿意把书借给艾丽斯。(He would lend his books to neither Tom nor Alice.)

14.7 John doesn't take a bus or go by train. (GCE, p. 593)

这句可以有两种理解:

①约翰既不乘公共汽车去,也不乘火车去。(John neither takes a bus nor goes by train. / John doesn't take a bus and (he) doesn't go by train. / John doesn't take a bus, nor does he go by train.)

②约翰并非要么乘公共汽车去要么乘火车去(而是既乘公共汽车又乘火车去或既不乘公共汽车又不乘火车去)。(It is not true that John either takes a bus or goes by train.)

这句之所以有这两种理解,是因为 not ... or 在这里既可以释义为“既不...也不”(neither ... nor)(见①),又可以释义为“不是要么...要么”(It is not true that ... either... or ...)(见②)。在前一种释义中,or 在 not 后面意义上相当于 and,在逻辑上同时否定了两种选择的可能性;在后一种释义中,not 在 or 连接的并列成分前的否定,有时逻辑上否定了只有一种选择的可能性,即“不是要么...要么”。“not...or”的这两种用法中,第一种较常见。

“not .. and”结构与“not ... or”结构不同。“not ... and”结构一般有两种释义:“要么不...要么不...”或“既不...又不”。如:

He doesn't (both) have long hair and wear jeans. (EITHER He doesn't have long hair OR He doesn't wear jeans (or both).) (CGEL, p. 934)他要么不留长发,要么不穿牛仔裤;他既不留长发,也不穿牛仔裤。

这两种结构之所以意义不同,是因为无论“not ... or”还是“not ... and”结构中的 or 或 and 都在否定范围之内,因此在表示两种

选择的可能性都被否定时,一般最好用 or 而不用 and。

14.8 Diane isn't old. (ACE, p. 84)

这句可以有两种理解:

①黛安妮(还)不老(即处于青年和中年之间)。(between youth and middle age)

②黛安妮不大(即很年轻)。(very young)

这句之所以有这两种理解,是因为有些形容词的否定结构不等于该形容词的反义词: not old \neq young. 同样, not young \neq old; not tall \neq short; not short \neq tall. 在这种情况下,便产生了歧义:要么表示没达到反义词表达的程度,要么表示超过了反义词表达的程度。前者为解①,后者为解②。再如下面三句也都各有两种理解:

Lina isn't young. (ib.)

①莉娜不年轻了,即到中年了。(middle-aged)

②莉娜不年轻了,即相当于老了。(quite old)

Sid isn't tall. (ib.)

①锡德不高,即中等或低于中等身材。(equal to or less than middle height)

②锡德不高,即很矮。(very short)

Michael isn't short. (ib.)

①迈克尔不矮,即中等身材。(of middle height)

②迈克尔不矮,即相当高。(quite tall)

但是有些形容词的否定结构无歧义,只表示该形容词的反义词的意思。如: not wet = dry; not dirty = clean; not rough = smooth; not dry = wet; not clean = dirty; not smooth = rough; not well = ill/ sick; not sober = drunk; not fresh = stale/ rancid/ addled; not straight = curved. 含这类形容词的否定结构无歧义:

Mary's hands are not wet. (ACE, p. 82) 玛丽的的手不湿,即是

干的。(Mary's hands are dry.)

Jane's hands are not clean. (ib.) 珍妮的手不干净, 即是脏的。

(Jane's hands are dirty.)

14.9 The door doesn't open in wet weather. (EA, p. 92)

这句可以有两种理解:

① 潮湿天气这门开不开, 即不能被打开。(The door can't be opened in wet weather.)

② 潮湿天气这门不开, 即关着。(The door is closed in wet weather.)

这句之所以有这两种理解, 是因为 doesn't open 在这里既可表示被动意义、说明主语的特性(见①), 又可表示主动意义、陈述一事实(见②)。主动形式表示被动意义的结构称“拟似”被动(pseudo-passive)。“拟似”被动的一般现在时表示主语的特性、动作的潜在意义和永久性:

The bread doesn't bake (或 cannot be baked) well in this oven. (SYN, p. 440) 这炉烤不好面包。

Ripe oranges peel (或 can be peeled) easily. (ib.) 熟桔子容易剥皮。

以主动形式表示被动意义的动词一般都是由及物动词转化来的不及物动词。这种动词也可表示主动意义, 一般用来陈述事实:

My skin always peels when I've been in the sun. (LDCE, p. 801) 我在受阳光曝晒后, 皮肤总要脱落。

The door opened and some men came out. (GEW, p. 129) 门开了, 有几个人出来了。

14.10 This gate is not to be opened today. (RGSE, p. 259)

这句可以有两种理解:

①今天人们不打算开这大门。(People are not to open this gate today.)

②今天禁止人们开这大门。(People are forbidden to open this gate today.)

这句之所以有这两种理解,是因为半助动词 *is to* 的否定式 *is not to* 在这里既可以表示主语以外的人们对将来的行为做出的安排(见①),又可以表示对主语以外的人们的禁止(见②)。半助动词 *be to* 通常表示主语对将来行为做出的计划、安排,但有时也可以表示主语以外的人们做出的计划、安排,特别当主语是非人称主语时:

There's to be a rail strike on July 18th. (PEU, § 97) 7月18日将举行铁路罢工。

The expedition is to start in a week's time. (PEG, p. 100) 远征队将在一周后出发;远征将在一周后开始。

下面一句可有三种理解:

I am not to do it. (GEW, p. 17)

①我不打算做这件事。(I have not arranged to do it.)

②(别人)不允许我做这件事。(I am not allowed to do it.)

③我不必做这件事。(I do not have to do it.)

这句之所以有这三种理解,是因为“*be + not + to-不定式*”既可释义为“不打算”(见①),又可释义为“不允许”(见②),还可释义“不必”(见③)。

14.11 *I don't think it's a good idea.* (CGEL, p. 1033)

这句可以有两种理解:

①我不认为那是个好主意(虽然我知道那是个好主意)。(I don't THINK it's a good idea; I KNOW it is.)

②我认为那不是个好主意。(I think it isn't a good idea.)

这句之所以有这两种理解,是因为 not 在这里既可视作无否定转移(形式上和意义上均为主句谓语的否定)(见①),又可视作有否定转移(形式上为主句的否定,意义上为宾语从句的否定)(见②)。一般说来,主句的否定和从句的否定意义是不同的,即使属于“看法”语义范畴的动词作主句的谓语时也并非都允许否定转移,如 assume, presume 和 surmise 就不允许否定转移:

I didn't assume that he knew me. (CGEL, p. 1033) 我没料到
他认识我。

I assumed that he didn't know me. (ib.) 我料想他不认识我。
否定转移的原因是:第一种意义难以与第二种意义区分;从句的内容一般说来是句子的中心所在,因为从语用学的角度看,从句更为重要。允许否定转移、接宾语从句的动词有 anticipate, believe, calculate, expect, figure (非正式美国英语), imagine, reckon (非正式,尤其美国英语), suppose, think。

(十五)同一句法结构表现为不同的语义功能

15.1 His train leaves at five o'clock. (MEV, p. 62)

这句可以有两种理解:

- ① 他乘的火车今天5点发车。(His train leaves at five o'clock today.)
- ② 他乘的火车每天5点发车。(His train leaves at five o'clock every day.)

这句之所以有这两种理解,是因为 leaves 在这里(没有将来时间状语,也没有时间频度状语)既可以表示按规定、时刻表或集体安排即将发生的动作(见①),又可以表示习惯性的动作(见②)。再如下面一句也有这两种理解:

The plane leaves for Chicago at eight o'clock. (GCE, P. 84)

①这架飞机明天8点飞往芝加哥。(The plane leaves for Chicago at eight o'clock tomorrow.)

②这架飞机每天8点飞往芝加哥。(The plane leaves for Chicago at eight o'clock every day.)

如果一般现在时谓语有 tomorrow 等表示将来意义的时间状语修饰,则只能表示将来的动作(见①),有 every day 等表示频度意义的状语修饰,则只能表示习惯性动作(见②)。一般现在时在有两类状语修饰的情况下,通常表现为习惯性行为:

He walks to work. (MEV, P. 5) 他(每天)步行上班。

除非上下文表明为将来的行为(UGE(W), pp. 24-25):

A: The Professor is very busy tomorrow. He gives two lectures in the morning, then he goes to York for a conference. 这位教授明天很忙,上午讲两次课,然后去约克郡参加会议。

B: What time does he leave for York? 他几点出发去约克郡?

A: He catches the 12. 15 train and gets to York just after three. 他乘12点1刻的火车,3点一过就到约克郡了。

B: So he will be pretty tired by the time he gets back. 这样,到回来时,他一定很累了。

15.2 I'm taking Mary out for a meal. (MEV, p. 63)

这句可以有两种理解:

①我现在正带玛丽出去吃饭。(Mary's being taken out for a meal by me.)

②我打算带玛丽出去吃饭。(I'm going to take Mary out for a meal.)

这句之所以有两种理解,是因为现在进行体(am taking out)在这里既可表示现在进行的行为(见①),又可表示计划安排中近期将

发生的行为(见②)。现在进行体表示将来的行为时,句中通常有将来时间状语,否则就可能产生歧义。如下列各句均有歧义:

We're starting a bridge-club. (MEV, p. 63)

①我们正在开办一个桥牌俱乐部。(We're now establishing a bridge-club.)

②我们打算开办一个桥牌俱乐部。(We're to start a bridge-club.)

The Smiths are leaving. (ib.)

①史密斯全家人正(陆续)出发。(The Smiths are going away.)

②史密斯全家人即将出发。(The Smiths are to leave.)

My aunt's coming to stay with us. (ib.)

①我姑姑正来,要与我们聚会。(My aunt is on her way here in order to stay with us.)

②我姑姑打算来与我们聚会。(My aunt is to come to stay with us.)

He's resigning from his job. (ib.)

①他正在办离职手续。(He's leaving his post of his volition.)

②他打算(近期)离职。(He's to resign from his job.)

为了避免歧义,现在进行体表示将来行为时,最好有将来时间状语修饰。

此外,现在进行体除表示进行动作和最近将来的行为外,还可以表示已经开始的行为。如下面两句可以各有两种理解:

Hurry up. The train's starting. (RGSE, p. 260)

①快点! 火车就要开车了。(The train will start very soon.)

②快点! 火车已经开始启动了。(The train has already begun to move.)

Hurry up. The train's just starting. (ib.)

①快点！火车就要开车了。(The train will start very soon.)

②快点！火车刚刚开始移动。(The train has just begun to move.)

15.3 I have lived in China. (RGSE, p. 249)

这句可以有两种理解：

①我曾在中国居住过。(I lived in China at some time in the past.)

②(从那时起)我一直居住在中国。(I have lived in China (since then).)

这句之所以有这两种理解，是因为 live 既可以用作行为动词又可以用作状态动词，其现在完成体 have lived 在这里既可以指过去不定时间曾经发生的行为(见①)，又可以指从过去某时刻起一直持续到现在的状态(见②)。

表示动作行为的动词称行为动词(event verbs)，表示状态的动词称状态动词(state verbs)。有些动词既可以表示行为又可以表示状态。行为动词的现在完成体可以表示过去不定时间发生的行为，这时一般不能有时间长度状语修饰(a)；状态动词的现在完成体可以表示从过去某时刻起一直持续到现在的状态，这时常有 for-短语等表示时间长度的状语或 since 引导的短语或从句修饰(b)：

(a) Have you been to America? (MEV, p. 32) 你去过美国吗？

All my family have had measles. (ib.) 我们全家人都患过麻疹。

(b) We've lived in London since last September. (ib., p. 31) 自去年9月我们一直居住在伦敦。

The house has been empty for ages. (ib.) 这房子长期空着。

下面一句甚至可以有三种理解：

A police inspector has been here. (RGSE, p. 248)

①有名警务员来过这里。(A police inspector has come here and gone away.)

②有名警员自从那时起一直在这里。(A police inspector has been here(since then).)

③有名警务员来这里了。(A police inspector has come here.)

这句之所以有这三种理解，是因为现在完成体谓语 has been here 在这里既可以指过去不定时间的行为(见①)，又可以指到现在为止一直持续的状态(见②)，还可以指到现在为止已经发生的动作(见③)。请看谓语为 be 的现在完成体的这种用法：

a. I have been in countries where it was so hot that you could fry an egg in the sun-baked rock. (RGSE, p. 249)我曾经到过一些国家，那里天气炎热，热得在暴晒的石头上把鸡蛋都能煎熟。

b. He has been in prison for ten years. (CGE, p. 65)他入狱 10 年了。

c. This is the first time I've been here. (RGSE, p. 248)这是我第一次来到这里。

此外，含现在完成进行体的句子偶尔也有歧义。如下面一句就有两种理解：

I've just been painting the house. (MEV, p. 46)

①我刚才还在粉刷房子。(即刚刚停止粉刷房子。)(I have recently stopped painting the house.)

②我刚刚(开始)粉刷房子。(即整个粉刷还没完成，以后还要继续。)(The job as a whole is incomplete and will be resumed later.)

这句之所以有这两种理解，是因为现在完成进行体 have just been

painting 在这里既可以表示说话时刻以前刚刚完成的行为(见①),又可以表示持续到现在(也可能有停顿)、并将持续到将来的行为(见②)。请看这两种用法的例句:

a. It has been raining, but it has stopped now. (RGSE, p. 250)

刚才还在下雨,但现在不下了。

She's been crying again. (MEV, p. 46) 刚才她又哭了。

b. John has been learning English for seven years and at last he has mastered the irregular verbs. (UGE(W), p. 21) 约翰学了七年英语,最终掌握了不规则动词。

I have been living in London since 1970. (RGSE, p. 250) 自从1970年以来我一直住在伦敦。

15.4 **He is going to arrive late at the concert.** (MEV, p. 56)

这句可以有两种理解:

①他想晚点参加音乐会。(He intends to arrive late at the concert.)

②他参加音乐会可能迟到。(It is possible that he will arrive late at the concert.)

这句之所以有这两种理解,是因为“be going to + 不定式”在这里既可以表示主语“He”的意图——现在对将来要做某事的意图(future fulfilment of present intention),又可以表示说话人的推断或可能性——现在已具备将来出现某种结果的原因(future result of present cause)。be going to 表示意图时,释义为“想,打算”(见①);表示推断时,释义为“可能”(见②)。

再如下面一句也有两种理解:

She's going to have another baby. (MEV, p. 55)

①她想再生一个孩子。(She intends to have another baby.)

②她可能又怀孕了。(She is expected to be pregnant again.)

这句之所以有这两种理解,也是因为 *be going to* 在这里既可表示意图(见①),又可表示可能性(见②)。但是,并非这种结构都有歧义,即使是人称主语有时也可以只表示可能性。如:

We's going to find ourselves in difficulty if we carry on like this. (MEV, p. 56) 如果我们继续这样下去,就可能陷入困境。

15.5 *If you love me, I shall be happy.* (MEV, p. 60)

这句可以有两种理解:

- ①如果你现在爱我,我将会幸福。(If you love me now, I shall be happy.)
- ②如果你将来爱我,我将会幸福。(If you love me in the future, I shall be happy.)

这句之所以有这两种理解,是因为 *if*-从句中的一般现在时(*love*)在这里既可指现在(见①),又可指将来(见②)。当其指现在时,该句为错综时间条件句;当其指将来时,该句为相同时间条件句。再如下面两句也各有两种理解:

If you know the answers, you will pass the exam. (MEV, p. 65)

- ①如果你现在知道答案,你将通过考试。(If you know the answers now, you will pass the exam.)
- ②如果你考试的时候知道答案,你将通过考试。(If you know the answers when you take the exam, you will pass the exam.)

If you like I'll get a ticket for you. (PEG, p. 191)

- ①如果你现在想要票,我将给你弄到。
- ②如果你将来想要票,我将给你弄到。

if-从句中一般现在时有歧义的动词,均为状态动词(如 *know*, *love*, *like* 等);若为动作动词的一般现在时,则只表示将来意义:

If he passes his exam, he'll go on to university. (AEP, p. 320)

如果他通过考虑,他将继续上大学。

同时,if-从句中状态动词的一般现在时也并非都有歧义,经常只表示现在意义:

If you want to know, I shall see him. (EV, p. 147) 如果你(现在)想知道,我就去找他。

If those shoes in the window fit me, I shall buy them. (AEP, p. 320) 如果橱窗里的鞋适合我穿,我就买。

15.6 They have /get their work done. (SYN, p. 127)

这句可以有两种理解:

①他们让(雇)别人做他们的活儿。(They employ others to do their work.)

②他们自己做他们的活儿。(Their work is done (by themselves).)

这句之所以有这两种理解,是因为“have/get their work done”中的done的施动者(逻辑主语)在这里既可视作句子主语以外的别人(见①),又可视为主语(they)本身(见②)。“have/get+宾语+-ed分词”结构既可表示主语要求某人对宾语做出某种行为,也可表示主语本身对宾语做出某种行为。表示主语以外的某人做出的行为时,have/get重读,表示主语本身做出的行为时,-ed分词重读。请比较:

The Dean will have the welcoming speech given (by a student).
系主任将让一名学生致欢迎词。

Corky had (或 got) his composition finished by eight o'clock. 科基八点前就把作文写完了。

have/get something done 结构通常表现为第一种含义,但有时也可以表示第二种含义(Trudy Aronson, *English Grammar Digest*, p. 39)。如在下面一句中便表现为第二种含义:

Do you have to have your test answers written in ink? = Do you have to write your test answers in ink? 你必须用墨水写考试答案吗?

但下面一句可有两种理解:

By two o'clock the secretary will have all the reports typed.

①到两点钟,书记将让人把所有的报告材料打完。(…the secretary will have somebody type all the reports.)

②到两点钟,秘书将打完所有的报告材料。(…the secretary will have typed all the reports.)

15.7 Having finished the painting, he gave a sigh of relief.

(AEP, p. 179)

这句可以有两种理解:

①他画完画后松了口气。(When he had finished the painting, he gave a sigh of relief.)

②他因为画完了画才松了口气。(As he had finished the painting, he gave a sigh of relief.)

这句之所以有这两处理解,是因为 having finished the painting 在这里作状语既可以视为表示时间意义(见①),又可以视为表示原因意义(见②)。再如下面一句也有两种理解:

Having failed twice, he didn't want to try again. (PEG, p. 243)

①两次尝试失败之后,他不想再尝试了。(When he had failed twice, he didn't want to try again.)

②因为两次尝试都失败了,他不想再尝试了。(As he had failed twice, he didn't want to try again.)

15.8 Punished, they will not cooperate. (GCE, p. 540)

这句可以有两种理解：

- ①当他们受到惩罚时,就不再合作了。(When they are punished, they will not cooperate.)
- ②如果他们受到惩罚,就不再合作了。(If they are punished, they will not cooperate.)

这句之所以有这两种理解,是因为作状语的-ed 分词分句 punished 在这里既可以视为表示时间(见①),又可以视为表示条件(见②)。如果主句中的一般将来时被一般过去时取代,则无歧义了(只表示原因):

Punished, they did not cooperate. 因为他们受到惩罚,他们就不合作了。

当主句谓语为一般现在时,作状语的-ed 分词分句有的甚至可以有三种理解:

Painted white, this house looks bigger. (RGSE, p. 95)

- ①如果这房子刷白,看上去比原来就大了。(If this house is painted white, it looks bigger.)
- ②当这房子刷白时,看上去就比原来大了。(When this house is painted white, it looks bigger.)
- ③既然这房刷白了,看上去比原来就大了。(Now that this house has been painted white, it looks bigger.)

这句之所以有这三种理解:是因为当主句的谓语为状态动词的一般现在时,-ed 分词分句除可以表示条件意义(见①)和时间意义(见②)外,还可以表示原因意义(见③)。

15.9 Any coin found on this site must be handed to the police. (GCE, p. 877)

这句可以有两种理解:

- ①在这工地上发现的硬币必须交给警察。(Any coin that is

found on this site must be handed to the police.)

- ②在这工地上可能发现的硬币必须交给警察。(Any coin that may be found on this site must be handed to the police.)

这句之所以有这两种理解,是因为过去分词短语作定语既可以视为不含情态动词的定语从句的简缩(见①),又可以视为含有情态动词的定语从句的简缩(见②)。与此相仿,不定式被动式作定语有的也有歧义:

The case to be investigated tomorrow... (GCE, p. 879)

- ①明天将调查的案件……(The case that will be investigated tomorrow...)
- ②明天应该调查的案件……(The case that is to be investigated...)

The animals to be found in Kenya... (ib.)

- ①在肯尼亚能找到的动物……(The animals that can be found in Kenya...)
- ②在肯尼亚找到的动物……(The animals that are found in Kenya...)

The procedure to be followed... (ib.)

- ①必须采取的下一道工序……(The procedure that must be followed...)
- ②应该采取的下一道工序……(The procedure that should be followed...)
- ③将采取的下一道工序……(The procedure that will be followed...)

这种歧义的产生,主要是因为不定式被动式作定语,一般既可以表示将来意义,又可以表示情态意义。虽然这种结构不如定语从句表达的意义更确切,但由于简洁、明快,并且日常生活中上述几种意义经常糅合在一块,故常被人们所采用。

15.10 I like your house painted white. (RGSE, p. 95)

这句可有三种理解:

- ①如果你的房子刷白我就喜欢了。(I like your house(if it is) painted white.)
- ②你的房子刷白后我就喜欢了。(I like your house(when it is)painted white.)
- ③既然你的房子已经刷白,我就喜欢了。(I like your house (now that it has been)painted white.)

这句之所以有这三种理解,是因为在“like+宾语+-ed分词”结构中的-ed分词具有状语的意义,既可以表示条件(见①),又可以表示时间(见②),还可以表示原因(见③)。再如下面一句也有三种理解:

I like the eggs boiled. (DEG, p. 87)

- ①如果鸡蛋煮熟,我就喜欢吃了。(I like the eggs(if they are) boiled.)
- ②鸡蛋煮熟后,我就喜欢吃了。(I like the eggs(when they are)boiled.)
- ③既然鸡蛋煮熟了,我就喜欢吃了。(I like the eggs(now that they have been)boiled.)

虽然这种结构中的-ed分词有状语的意义,但是它与宾语的关系紧密,其逻辑主语就是宾语,所以GCE和DEG等都把它视为宾语补语(object complement)。我们不妨将这种介于状语与宾语补语之间的-ed分词称为准宾语补语(quasi-object complement)。

形容词作准宾语补语的用法比-ed分词更普遍,也往往有歧义:

I like my coffee strong. (DEG, p. 87)

- ①如果咖啡浓,我就喜欢喝。(I like my coffee(if it is)strong.)
- ②咖啡浓时,我喜欢喝。(I like my coffee(when it is)strong.)

③因为咖啡浓,所以我喜欢喝。(I like my coffee(because it is) strong.)

在准宾语补语表达的这三种含义中,时间意义最强、最常见。因此 GCE 认为下面各句句末的形容词主要表现为时间意义(p. 257):

He sells them new. 他把它们趁新卖掉。(He sells them(when they are)new.)

We can drink it hot. 我们能趁热喝(它)。(We can drink it (when it is)hot.)

They picked the apples ripe. 苹果熟了他们就摘。(They picked the apples (when they were)ripe.)

15. 11 **My brother, who has lived in America for over 30 years, can still speak Italian.** (CGEL. p. 1240)

这句可以有三种理解:

①我弟弟在美国居住三十多年了,他还能讲意大利语。(My brother can still speak Italian, and he has lived in America for over 30 years.)

②虽然我弟弟在美国已经居住三十多年了,他还能讲意大利语。(My brother can still speak Italian, although he has lived in America for over 30 years.)

③我弟弟在美国居住三十多年以后,还能讲意大利语。(After over 30 years in America , my brother can still speak Italian.)

这句之所以有这三种理解,是因为非限制性关系分句经常相当于并列分句(a coordinated clause)或状语从句—表示原因、让步、时间等意义。这关系分句的意义既相当于并列分句(见①);又相当于让步状语从句(见②),还相当于时间状语从句(见③)。但一般非限制性关系分句相当并列句(a)还是状语从句(b)意义是明确的:

(a) Then he met Mary, { who invited him to a party.
and she invited him to a party.
(CGE, p. 288)

Here is John Smith

{ , who(m) I mentioned the other day.
; I mentioned him the other day. (ib.)

(b) The manufacturers soon stopped marketing the drug, which was found to have serious side-effects (i. e. because it was found to have serious side-effects). (AEP, p. 131)

只是有时有歧义。如下面一句可有两种理解:

Ann thanked her teacher, who had been very helpful.
(CGEL, p. 1241)

- ① 安的老师对她帮助很大,她感谢他。(Ann thanked her teacher; he had been very helpful.)
- ② 因为老师对安帮助很大,安感谢他。(Ann thanked her teacher because he had been very helpful/for being very helpful.)

此外,当限制性关系分句的先行词表示泛指意义时,这种关系分句有的有条件意义。如下面一句可有两种理解:

Students who work hard pass their exams. (CGEL, p. 1241)

- ① 努力学习的学生能通过考试。(Hard-working students pass their exams.)
- ② 如果努力学习,学生们能通过考试。(If students work hard, they pass their exams.)

15. 12 **Do you remember when we got lost?** (CGEL, p. 1061)

这句可以有两种理解:

①你记得我们的迷路的时间吗？(Do you remember the occasion/the time when we got lost?)

②你记得我们什么时候迷的路吗？(Do you remember when it was that we got lost?)

这句之所以有这两种理解，是因为 when 在这里既可以视为含有先行词的关系副词(relative adverb with its own antecedent)或没有先行词的关系副词(relative adverb without antecedent)，又可以视为引导宾语从句的疑问副词(interrogative adverb introducing dependent clause)(也有人称连接副词)。前者无疑问含义，when 作 the time when 解(见①)；后者有疑问含义，when 作 at what time 或 on what occasion 解(见②)。

再如下面一句也有两种理解：

They asked me what I didn't know. (GCE, p. 739)

①他们问我我不知道的事情。(They asked me that which I didn't know.)

②他们问我我不知道什么。(They asked me, "What don't you know?")

这句之所以有这两种理解，是因为 what 在这里既可视作引导名词性关系分句(nominal relative clause)(见①)，又可视作引导间接疑问分句(interrogative clause)(见②)。what 引导名词性关系分句时，为含有先行词的关系代词(relative pronoun with its own antecedent)，what 既作主句中 asked 的宾语，又作从句中 didn't know 的宾语，因为 what = 先行词 + 关系代词(that/those + which)。what 引导疑问分句时，为疑问代词(interrogative pronoun)，整个 what 分句(而不是 what 一个词)作 asked 的宾语。再如下面两句也都各有两种理解：

They asked me what I knew. (CGEL, p. 1061)

①他们问我我知道的事情。(They asked me the things that I

knew.)

- ② 他们问我知道什么。(They asked me, "What do you know?")

What she wrote was a mystery. (ib.)

- ① 她写的是个神秘的故事。(She wrote a mystery story.)

- ② 她写了什么还是个谜。(即我不知道她写了什么。)(I don't know what she wrote.)

这两句之所以各有两种理解,也是因为 what-分句在这里既可视
为名词性关系分句(见①),又可视作间接疑问分句(见②)。

15.13 I know what stories my uncle tells. (SOS, p. 158)

这句可以有两种理解:

- ① 我知道我叔叔能讲多么吸引人的故事。(“What stories my uncle tells!” I know.)

- ② 我叔叔讲的故事我都懂。(I know as many stories as my uncle tells.)

这句之所以有这两种理解,是因为 what 在这里既可视作感叹形容词、释义为“多么;何等”(How great, etc)(见①),又可视作关系形容词、释义为“所有的”(as many as; any... that)(见②)。若将 I know 改为 I wonder 或 I'm amazed at 则无歧义了,因为这时 what 在前一种结构中只能视为疑问形容词,在后一种结构中只能视为感叹形容词:

I wonder what stories my uncle tells. (SOS, p. 164) 我不知道我叔叔会讲些什么故事。(“What stories does my uncle tell?” I wonder.)

I'm amazed at what stories my uncle tells. (ib.) 我对我叔叔能讲那样好的故事感到吃惊。(“What stories my uncle tells!” I'm amazed.)

当 what 被视为感叹形容词时,其引导的整个从句为 know 的宾语从句;当 what 被视为关系形容词时,what stories(= any stories that/as many stories as)为 know 的宾语,同时起定语从句先行词的作用;当 what 被视为疑问形容词时,其引导的整个从句也是 know 的宾语从句。

15.14 Give me what books you have on the subject.

(OALDCE, p. 996)

这句可以有两种理解:

- ①请把你的有关这个问题的(那些)书给我(——我知道你有什么书)。(Give me the books that you have on the subject.)
- ②请把你的有关这个问题的任何书都给我(——我不知道你有什么书)。(Give me any books that you have on the subject.)

这句之所以有这两种理解,是因为关系形容词(relative adjective) what 在这里既可表示确指意义(definite meaning)、释义为“the...that”(见①),又可表示泛指意义(universal meaning)、释义为“any...that”(见②)。再如下面一句也有两种理解:

I took what books she gave me. (CGEL, p. 1056)

- ①她给我的那些书我接受了。(I took the books that she gave me.)
- ②她给我什么书我都接受了。(I took any books that she gave me.)

但是,并非这种结构都有歧义,如下面两句都只有一种理解:

He gave me what money (=all the money that) he had about him. (DEAU, p. 1200)他把他身边所有的钱都给我了。

You may wear what clothes (=any clothes that) you please.
(ib.)高兴穿什么衣服你就可以穿什么衣服。

whatever 用作关系形容词时有的也有歧义：

He would discuss the war with whatever distinguished visitors had been invited to meet him. (PES, p. 266)

①他将与所有应邀和他会面的尊贵的客人们讨论战争。

(whatever = the ...that)

②他将与任何应邀和他会面的尊贵的客人们讨论战争。

(whatever = any...that)

但是并非这种结构都有歧义。如下面两句均无歧义：

They gave me whatever clothes (= all the clothes that) he possesses. (LMED, p. 1254) 他们把他的衣服都给了我。

You may read whatever book (= any book that) you like.

(DEAU, p. 1212) 你喜欢读哪本书就可以读哪本。

15.15 **What John is is enviable. (PCE, p. 7)**

这句可以有两种理解：

①约翰是值得羡慕。(John is the following; enviable.)

②约翰的工作(或职务)是值得羡慕。(The job John does (or The position John holds) is enviable.)

这句之所以有这两种理解，是因为 what John is 在这里既可作为人称主语 (human subject) (见①)，又可视为非人称主语 (non-human subject) (见②)。What John is is enviable 是 John is enviable 强调主语补语 enviable 的一种结构形式，称 wh-型分裂句 (wh-type cleft sentence) 或“拟似”分裂句 (pseudo-cleft sentence)，在此句中 wh-型分裂句为 what-型分裂句。非强调句的主语为 John，强调句的主语为 what John is。当作主语补语的形容词为既可说明人又可说明事物的形容词时，what-分句便既可理解为人称主语又可理解为非人称主语。如下面一句也有歧义：

What John is is silly. (PCE, p. 7)

①约翰是愚蠢的。(John is this; silly.)

②约翰的工作是无聊的。(The job John does is silly.)

但是,并非这种分裂句都有歧义。如下面两句都各有一种理解:

What John is is worthwhile. (PCE, p. 8) 约翰的工作是值得花时间的。(The job John does is worthwhile.)

What John is is proud. (ib) 约翰是骄傲的。(John himself is proud.)

这两句之所以各有一种理解,是由主语补语的含义决定的:worthwhile(值得花时间)需要非人称主语,意指某事值得花时间;proud(高傲)需要人称主语,意指某人高傲。这样搭配才合理。

15.16 **She suffered very little.** (GCE, p. 458)

这句可以有两种理解:

①她受的罪很轻。(She suffered to a small extent.)

②她很少受罪。(She rarely suffered.)

这句之所以有这两种理解,是因为 very little 在这里既可以视为副词作程度状语(见①),又可以视为副词作时间频率状语(见②)。再如下面两句也各有两种理解:

They scarcely disagreed with him. (GCE, p. 458)

①他们与他意见分歧不大。(They disagreed with him to a minimal extent.)

②他们很少与他产生意见分歧。(They rarely disagreed with him.)

这句之所以有这两种理解,是因为 scarcely 在这里既可以视为程度状语(见①),又可以视为时间频率状语(见②)。有的状语可以有三种理解:

He irritated me enough last night. (GCE, p. 458)

①他昨晚气得我够够。(He irritated me to a sufficient extent

last night.)

②他昨晚总让我生气。(He irritated me sufficiently often last night.)

③他昨晚使我生了很长时间的气。(He irritated me for a sufficiently long time last night.)

这句之所以有这三种理解,是因为 enough 在这里既可以作程度状语(见①),又可以作时间频度状语(见②),还可以作时间长度状语(见③)。

下面三句中的动词修饰语(状语)同样既可以表示程度,又可以表示时间频度或长度:

I have spoken to him enough this morning. (GCE, p. 488)

①今天上午我和他谈得很透彻。(I have spoken to him to a sufficient extent this morning.)

②今天上午我和他谈得时间够长的了。(I have spoken to him long enough this morning.)

We played cards a little last night. (ib.)

①昨晚我们扑克打得还算过瘾。(We played cards to a little extent last night.)

②昨晚我们打了会儿扑克。(We played cards for a short time last night.)

We always have to wait a lot when we go to see the doctor. (ib.)

①我们每次去看病总要挨好多个个儿。(We always have to wait our turn among many others when we go to see the doctor.)

②我们每次去看病总得等很长时间。(We always have to wait a long time when we go to see the doctor.)

15.17 **an oil man**(CGEL, p. 1243)

这名词短语可以有五种理解:

- ①一个卖油的人(a man who sells oil)
- ②一个送油的人(a man who delivers oil)
- ③一个生产油的人(a man who produces oil)
- ④一个调查油的情况的人(a man who investigates oil)
- ⑤一个提倡用油的人(a man who advocates the use of oil)

这短语之所以有这五种理解,是因为 oil 在这里与 man 之间可以表示这五种语义关系。下面五个名词短语分别表示或基本表示了这五种关系:

- ①a flower girl(=a girl or woman who sells flowers in a street or market)一个卖花姑娘
- ②a paper boy(=a boy who delivers newspapers to people's houses)一个报童;一个送报人
- ③a steel worker(=a worker who produces steel)一个炼钢工人
- ④a gas man(=a man who visits one's home to see how much gas one has used in order to calculate payment)一个查煤气表收费的人
- ⑤an insurance man(=a man who advocates insurance and calculates the sum of money paid for it)一个保险推销员

15.18 **The mother is six times older than the child.** (DEAU, p. 1143)

这句可以有两种理解:

- ①母亲的年龄是孩子年龄的六倍。(The mother is six times as old as the child.)
- ②母亲的年龄是孩子年龄的七倍(即大六倍)。(The mother is

seven times as old as the child.)

这句之所以有这两种理解,是因为 six times older 在这里既可以释义为“是六倍”(six times as old)(见①),又可以释义为“是七倍”(seven times as old)(见②)。Evans 在列举了 It is three times as large 和 It is three times larger 两句后说:第一种结构意义很明确,第二种结构意义不明确——对一些人来讲,等于 three times as large,但对另一些人来讲,等于 four times as large。因而第二种说法有歧义,所以应该避免(DCAU, p. 514)。CEU 和 TOEFL by Sharpe 干脆说这种结构是错误的:

* This box is three times heavier than the other. (CEU, p. 65)

* My new glasses cost me three times more than the last pair that I bought. (TOEFL by Sharpe, p. 57)

但在实际生活中,这种说法并非绝无仅有,不过解释有分歧(包括中国的英语专家在内)。如下面四句中前两句的作者持一种看法,后两句的作者持另一种看法:

Kuwait oil wells yield 500 times more than U. S. wells. 科威特油井产油五百倍于美国油井。(张其春、蔡文紫《简明英汉词典》)

The output of cotton in 1979 was five times greater than that in 1973. (……比 1973 年(净)增加四倍。)(章振邦《新编英语语法》上册)

Your vegetable plot is three times larger than ours. 你们的菜地比我们的菜地大三倍。(俞大纲《英语》第六册)

Your house is three times larger than mine. 你的房子比我的房子大三倍。(葛传槩《英语惯用法词典》)

CGEL 认为“倍数+比较级形容词+than”=“倍数+as+形容词+as”:

The Gross National Product is four times higher than (it was) a

decade ago. = The Gross National Product is four times as high as (it was) a decade ago. (CGEL, p. 1139) 国民总产值是十年前的四倍。

比较级形容词为数量形容词 more 时情况也如此:

Five times more people came to the demonstration than (did) last time. = Five times as many people came to the demonstration as (did) last time. (ib.) 参加游行的人数是上次的五倍。

I paid three times more for the meal than they did. = I paid three times as much for the meal as they did. (ib.) 我付的饭钱是他们所付饭钱的三倍。

为了避免“倍数+比较级形容词”结构可能出现的歧义,我们最好采用“倍数+as+形容词”的结构。

15. 19 **John only phoned Mary (an hour ago).** (CGEL, p. 607)

这句可以有两种理解:

1) 约翰只在一小时前(没在其他时间)给玛丽打过电话。(John phoned Mary at no other time than an hour ago.)

2) 约翰给玛丽打电话到现在仅一个小时。(John phoned Mary as recently as an hour ago.)

这句之所以有这两种理解,是因为副词 only 修饰“...ago”这样的时间状语时,既可释义为“只在...(时间)”(at no other time than...)(见①),又可释义为“象...那么近”(as recently as...)(见②)。only 修饰地点状语时,有时既可释义为“只在...(地点)”(at no other place than...),又可释义为“象距...那么近”(as close as...)(偶尔还可释义为“象...一样...的地方”(as...a place as...))。如下面一句有三种理解:

John only lives (in Islington). (CGEL, p. 607)

①约翰只住在 Islington (没住在其他地方)。(John lives in nowhere else except in Islington.)

②约翰住的地方离这里象距 Islington 那么近。(John lives as close as Islington.)

③约翰住在像 Islington 一样简陋的地方。(John lives in as humble a place as Islington.)

有的含 only 的句子甚至可有四种理解:

He's only thinking about marrying a fellow doctor. (ib.)

①他只考虑(尚未作出任何决定)和当医生的同事的结婚之事。(焦点在“thinking”)

②他只考虑和当医生的同事的结婚之事(一直没考虑其他事情。)(焦点在“marrying a fellow doctor”)

③他只考虑和当医生的同事的结婚(不愿娶其他职业的人为妻)。(焦点在“a fellow doctor”)

④他只考虑和当医生的同事的结婚之事(你不能设想他在为疑难病人担心)。(焦点在“(he's thinking about marrying a fellow doctor”)

only, even 和 also 等副词可以置于其所修饰的词之前, 以使人对其集中注意, 这类的副词称作焦点副词(focus adverb), 作指心下加状语(focusing subjuncts)。only, even 和 also 的位置较灵活, 当它们置于动词之前时常有歧义(如上句就有四种理解)。在书面语中, 可把它们放在其所修饰的词之前, 以避免歧义。但在口语中很少这样做, 而是通过重读某词, 使之成为使人注意的焦点。如下面一句也可有四种理解:

Why doesn't he also take the children abroad? (CGEL, p. 86)

①为什么他(除他的妻子外)也不带孩子们出国呢?(Why doesn't he (in addition to his wife) take the children abroad?)

- ② 为什么他(不带妻子出国)也不带孩子们出国呢? (Why doesn't he take *the children* (in addition to his wife) abroad?)
- ③ 为什么他不带孩子们也出国(除带他们到本国的各地去以外)呢? (Why doesn't he take the children *abroad* (in addition to taking them to places in this country)?)
- ④ 为什么他不也带孩子们出国(除了给他们礼物之外等)呢? (Why doesn't he take the children *abroad* (in addition to, say, giving them presents)?)

15. 20 I sent a donation before I was asked to. (CGEL, p. 1081)

这句可以有两种理解:

- ① 我捐款之后有人让我捐款。(I was asked to send a donation after I did so.)
- ② 我捐了款(结果)没人让我(再)捐了。(I sent a donation, with the result that I wasn't asked to do so.)

这句之所以有这两种理解,是因为 *before*-分句在这里既可以理解为事实(主句的行为先发生,从属分句的行为然后也发生了),又可以理解为非事实(主句的行为发生后,阻止了从属分句行为的发生)。前者为解①,后者为解②。但是,并非含 *before*-分句的复合句都有歧义,如下面第一句只能理解为主句的行为先发生、从属分句的行为然后也发生了;第二句只能理解为主句的行为发生后,阻止了从属分句行为的发生:

The play started before he arrived. (=He arrived after the play started.) (CGEL, p. 78) 在他到场之前戏就开始了。

Sally stopped Ted before he had a chance to reply. (ib., p. 1081) 特德还没机会回答萨莉就制止了他。

15. 21 He appeared the insanest of mortals. (HPE, II 3, p. 268)

这句可以有两种理解：

①他好象是个最疯狂的人。(He appeared the insanest mortal.)

②他好象是个很疯狂的人。(He appeared a very insane mortal.)

这句之所以有这两种理解,是因为 the insanest of mortals 在这里既可视为相对最高级意义(见①),又可视为绝对最高级意义(见②)。

英语中“the/that+最高级形容词+of+复数名词”一般表现为绝对最高级意义：

He was the most generous of men. (HEG, p. 272) 他是个很慷慨的人。(He was a very generous man.)

He spoke in the softest of voices. (EPI, p. 59) 他说话声音非常柔和。(He spoke in a very soft voice.)

《新英汉词典》(p. 105)认为下面这句只表现为相对最高级意义：

We are the best of friends. 我们是最好的朋友。

其实,这句还可表现为绝对最高级意义：“我们是很好的朋友。”不少这种结构均有歧义。如下面两句都各有两种理解：

This most extraordinary man succeeded for a time in communicating something of his own spirit to some of the most selfish of politicians. (HPE, I 3, p. 115)

①这个很特殊的人一度成功地把他自己的某种气概传给了一些最自私的政客。

②这个很特殊的人一度成功地把他自己的某种气概传给了一些很自私的政客。

He has attempted an interpretation of the work and personality of that most baffling and original of modern authors, Mr.

H. G. Wells. (ib.)

①他曾试图对那位最迷惑人的、最有创见的现代作家韦尔斯先生的作品和性格进行解释。

②他曾试图对那位很迷惑人的、很有创见的现代作家韦尔斯先生的作品和性格进行解释。

ALDCECT 对此结构的英文有的释义为相对最高级,有的释义为绝对最高级,但中文译文都译作相对最高级:

You have had the best of teachers (i. e. the best of those teachers who were available). 你有了最好的教师。(p. 729)

We are the best of friends (very close friends). 我们是最要好的朋友。(p. 95)

He is the best of husbands (is distinguished among husbands for good qualities). 他是最理想的丈夫。(ib.)

根据英文释义,后两句中文释义似不宜译作相对最高级,根据 HPE,这三句似都各可有两种理解。当这种结构中的复数名词前有 all, the, these, those 等限定词或该结构前有 one of 时,最高级形容词才表示相对最高级意义。

15.22 He is better. (CGEL, p. 459)

这句可以有两种理解:

①他的病情有好转。(He is less ill.)

②他又痊愈了。(He is well again.)

这句之所以有这两种理解,是因为 better 在这里既可视作相对比较级(与 ill 比较,与 well 无关)(见①),又可视作绝对比较级(better=recovered)(见②)。请看这两种用法的例句:

The patient is better today but is still not well enough to get up. (ALD. p. 78)病人今天有好转,但还不能起床。

I'm quite better now. (=I am fully recovered.) (ib.)我现在病

已痊愈了。

better 表示相对意义时,可以用含有比较意义的词语加以修饰 (a);表示绝对意义时,可以用表示绝对程度的强化语加以修饰 (b):

(a) He is $\left. \begin{array}{l} \text{a little} \\ \text{a bit} \\ \text{somewhat} \end{array} \right\}$ better. (CGEL, p. 459) 他病好一些了。

(b) He is completely better. (ib.) 他病完全好了。

better 在这歧义句中两点特别值得注意:

1) 当它视为相对比较级 (relative comparative) 时,不是与原级 (well) 比较,而是与其原级的反义词 (ill) 进行比较。这种用法的比较级的其他例句如:

This string is too thin. I need a thicker piece. (*Longman New Pocket English Dictionary*) 这绳子太细,我需要一根粗的。(thicker 不是与 thick 比较,而是与 thin 比较)

How slow you are! Try and be a little quicker. (ib.) 他太慢了! 快点。(quicker 不是与 quick 比较,而是与 slow 比较)

2) 当它视为绝对比较级 (absolute comparative) 时,不再表示比较,而往往表示对比意义了。这种用法的比较级的其他例子如: an older man (rather old), the better hotels, finer restaurants (CGEL, 7. 85)。再看例句:

Elderly people are often more romantic than younger people. (MEG, p. 137) 老年人经常比年青人更风流。

Few of the aesthetes could keep their balance and remain aesthetes. The more distinguished — for instance, Wilde, Beardsley and Dowson — ended badly. (ib.) 审美家中很少有人能保持情绪稳定,永远是审美家。如怀尔德,比尔兹利和道森这些杰出的审美家结局都很糟。

15.23 Frankly, is he tired? (CGEL, p. 615)

这句可以有两种理解:

- ① 我直率地问你:“他累了吗?”(I ask you frankly, “Is he tired?”)
- ② 你直率地告诉我:“他累了吗?”(Tell me frankly, “Is he tired?”)

这句之所以有这两种理解,是因为 frankly 在这里既可表示讲话人(I)的评论、态度(见①),又可表示听话人(you)的评论、态度(见②)。再如下面一句也有两种理解:

Frankly, does he know about it? (CGEL, p. 627)

- ① 我直率地问:“他知道那件事吗?”
- ② 你直率地告诉我:“他知道那件事吗?”

我们要说要写的每句话几乎都表示我们的态度,即伴随有明确表示态度的陈述分句。如:I think (that)…, I tell you frankly (that)…, I tell you privately (that)…, I put it to you crudely (that) …等:

I tell you frankly that Mr Forster neglects his children.

(CGEL, p. 614) 我直率地告诉你,福斯特先生不关心他的孩子。

这种分句常缩略为副词(即略去 I 和其后的谓语部分)。该副词不仅使人们注意到讲话的内容,而且注意到讲话的方式,它往往是对语言本身含蓄性的评论,因此称评注性状语或外加状语(disjunct):

Frankly, Mr Forster neglects his children. 我直率地说,福斯特先生不关心他的孩子。

Frankly, he hasn't a chance. 我直率地说,他没机会。

常见的这类副词有 honestly, seriously, strictly, truly, truthfully; confidentially, privately, approximately, bluntly, briefly, broadly,

crudely, frankly, generally, roughly, simply 等。在陈述句中,这种状语都表示说话人的态度,无歧义(a);只有在疑问句中才可能有歧义(b);

(a) I don't want the money, confidentially. (CGEL, p. 616) 我推心置腹地说,我不想要这钱。

You ask me what he wants. Quite simply, he wants to move to a better climate. (ib.) 你问我他想干什么。我很坦率地告诉你,他想移居到气候好的地区去。

(b) Very seriously, do you intend to resign? (CGEL, p. 616)

① 我很正重地问你,你想离职吗?

② 你很正重地告诉我,你想离职吗?

15. 24 I'll be staying here next month. (CGEL, p. 536)

这句可以有两种理解:

① 下月他将来这里呆些时候。(He will arrive here next month and stay for an unspecified time.)

② 下月整个月他将呆在这里。(He will be staying here for the whole of next month.)

这句之所以有这两种理解,是因为 next month 既可表示时间位置 (time position), 又可表示时间前跨度 (forward span), 而“will + 不定式进行体”又恰巧既可与时间位置状语 (见①) 连用, 又可与时间前跨度状语 (见②) 连用。若将 next month 改为 for the next month, 则只能表示时间前跨度了:

He'll be staying here for the next month. (CGEL, p. 536) 下月整月他将呆在这里。

若改为 during the next month 也有歧义:

He'll be staying here during the next month. (ib.)

① 他将在下月在这里呆些时候。(He'll be staying here for

some period falling within the month.)

- ②下月整个月他将呆在这里。(He'll be staying here for the whole of the month.)

下句含 during the winter 的结构也有歧义:

We'd better move the dining-table into the kitchen. We'll be eating there during the winter. (AEP, p. 63)

- ①我们最好把饭桌搬到厨房去,冬天(部分时间)我们将在那里吃饭。
②我们最好把饭桌搬到厨房去,冬天(全部时间)我们将在那里吃饭。

请看“will/shall+不定式进行体”与时间位置状语(a)和时间前跨度状语(b)的连用:

(a)I wonder what he'll be doing this time tomorrow. (GPUE, p. 96)我不知道明天这时候他将干什么。

(b)I shall be playing tennis all afternoon. (ib., p. 97)整个下午我将打网球。

15. 25 **You can't imagine what difficulties I have with my children.** (CGEL, p. 1055)

这句可以有两种理解:

- ①你想象不到我在孩子们的身上遇到了多么大的困难。(You can't imagine the great difficulties I have with my children.)
②你想象不到我在孩子们的身上遇到了什么的困难。(You can't imagine the kinds of difficulties I have with my children.)

这句之所以有这两种理解,是因为宾语从句 what difficulties I have with my children 在这里既可视为由原感叹句充当的宾语、有感叹意义(见①)(原感叹句为:What difficulties I have...!),又可

视为由原疑问句充当的宾语、有疑问意义(见②)(原疑问句为: What difficulties do I have...?)。再如下面两句也有歧义:

I told her how late she was. (ib.)

①我告诉她,她到得太晚了。(I told her she was very late.)

②我告诉她,她迟到了多长时间。(I told her the extent to which she was late.)

We all saw how strange a look she gave him. (ib. p. 1056)

①我们都注意到,她看他的神色太奇怪了。(We all saw that she gave him an extremely strange look.)

②我们都注意到,她看他的神色奇怪到什么程度。(We all saw the extent to which the look she gave him was strange.)

这两句之所以有歧义,是因为 how 引导的宾语从句在这里既可视作为原感叹句充当的宾语、有感叹意义(见各①),又可视作为原疑问句充当的宾语、有疑问意义(见各②)。

当 what 引导宾语从句时,若其后紧接单数可数名词,则无歧义——带不定冠词有感叹意义(a),不带不定冠词有疑问意义(b):

(a) They didn't know what a crime he had committed. (...the terrible crime he had committed. 比较: What a crime he had committed!)(CGEL, 15. 7)他们不知道他犯了多么大的罪。

(b) They didn't know what crime he had committed. (...the identity of the crime he had committed. 比较: What crime had he committed?)(ib.)他们不知道他犯了什么罪。

15. 26 Famous men — Henry James, Gandhi, Saul Bellow — have visited this university. (CGEL, p. 1315)

这句可以有两种理解:

①有些著名的人物参观过这所大学,其中有亨利詹姆斯,盖恩

德希和索尔贝洛。

- ②有些著名的人物参观过这所大学,他们是亨利詹姆斯,盖恩德希和索尔贝洛。

这句之所以有这两种理解,是因为作 famous men 同位语的 Henry James, Gandhi, Saul Bellow 在这里既可视作包括(inclusion)意义同位语——列举的这三个人只是参观过这所大学的著名人物中的一部分(见①),又可视作等同(equivalence)意义同位语——列举的这三个人是参观过这所大学的著名人物中的全部(见②)。在讲话中,包括意义同位语通常用升调表示,等同意义同位语通常用降调表示。同位语前若有 for example, eg, say, including 等词语,则表示列举关系(a),若有 namely, that is (to say), in other words 等词语,则表示一致关系(b):

- (a) Many people, including my sister, won't forgive him for that. (CGEL, p. 1315)许多人,包括我姐姐,都不会原谅他做那种事。
- (b) We—that is to say John and I—intend to resign. (CGEL, p. 1309)我们——也就是约翰和我——想离职。

(十六)同一结构的本义与转义或 字面意义与引伸意义不同

16.1 a beautiful dancer (GCE, p. 284)

这短语可以有两种理解:

- ①长得美丽的舞蹈演员(a dancer who is beautiful)
- ②舞姿优美的舞蹈演员(a person who dances beautifully)

这短语之所以有这两种理解,是因为 beautiful 在这里既可视为本义或固有形容词(inherent adjective)——直接描述名词所表示的对象的形容词(见①),又可视作转义或非固有形容词(non-inher-

ent adjective)——不直接描述名词所表示的对象的形容词(见②)。再如下面短语中的 good 也既可视为固有形容词又可视为非固有形容词:

a good soldier (GCE, p. 285)

①人品好的战士(a soldier who is good)

②表现好的战士(one who acts well in his role as a soldier)

a good writer (ib.)

①人品好的作家(a writer who is good)

②文笔好的作家(a writer who writes well)

下述各句中作定语的形容词也都各有两种释义:

The old chairman is still vigorous. (SOS, p. 77)

①这位年纪大的主席还精力充沛。(The chairman who is old is still vigorous.)

②这位昔日的主席还精力充沛。(The one who of old was chairman is still vigorous.)

Nicholas was a poor czar. (SOS, p. 78)

①尼古拉斯是个为人卑劣的沙皇。(Nicholas was a poor person who was also a czar.)

②尼古拉斯是个不称职的沙皇(作为沙皇表现得不称职)。(As a czar Nicholas did poorly.)

Ricky is a colorful cook. (ib.)

①里奇是一个打扮花哨的厨师。(Ricky is a colorful person who is a cook.)

②里奇是个手艺花巧的厨师(作为厨师,里奇烹调花样很多)。(As a cook Ricky is colorful.)

Martin is a brilliant actor. (ib.)

①马丁是个才气横溢的演员。(Martin is an actor who is brilliant.)

②马丁是个演技出色的演员(戏演得出色)。(Martin acts brilliantly.)

但在有些结构中,这类形容词有的只能视为固有形容词:

a brave man(=a man who is brave)(CGEL,p. 436)一个勇敢的人

that old man(=that man who is old)(ib., p. 429)那位老头儿

Nicholas was a poor individual(= he was poverty-stricken).

(SOS,p. 78)尼古拉斯是个穷人

有的只能视为非固有形容词:

a good thief(=someone who thieves well)(GCE,p. 263)善于偷窃的人(a good thief 不等于也不可能 * a thief who is good)

a bad liar(=someone who lies badly)(ib.)不善于讲假话的人(a bad liar 不等于也不可能 * a liar who is bad)

16.2 It is an ill wind that blows nobody good. (LDEI, p. 368)

这句可以有两种理解:

①对人人都不利的风才是恶风。(即恶风对人人都不利。)(An ill wind blows nobody good.)

②多么恶的风也不会对人人都不利。(即多么恶的风对有的人也有利。)(However ill a wind is, it blows somebody good.)

这句之所以有这两种理解,是因为字面意义与引伸意义不同。第一种理解为字面意义,第二种理解为引伸意义。请看对该谚语的中文译文:

使人人遭殃的风才是恶风。(指此失则彼得,没有所有的人都受害的坏事)(《新英汉词典》,pp. 1617-18)

除非是恶风才会对一切人都不利(任何事都对有些人不利,对有些人有利了)。(《英华大词典》,p. 1587)

前一种译法中括号外面的译文为直译,括号内的译为意译;后一种译法中括号外面的译文为较灵活的直译,括号内的译文为意译。细分析起来,括号内外的译文的意义是不完全相同的。对该谚语进行的英文释义也不相同,如下面第一句与第二、三句就不完全相同:

An affair must be very bad indeed if it does not benefit everybody. (OALDCE, p. 429)使任何人都得不到好处的事,就真是一件坏事了。

No matter how bad a happening is, someone can usually gain something from it. (DAI, p. 184)无论发生的事多坏,有人也通常会从中受益。

In every misfortune there is something that is of advantage to someone; someone profits by loss or misfortune. (LDEI, p. 368)世上没有对人人皆不利的事。

请看这种谚语在特定的上下文中的应用:

When Fred got hurt in the game John got a chance to play. It's an ill wind that blows nobody good. (It was a bad thing that Fred got hurt, but for John it was lucky.) (DAI, p. 184)

弗雷德在比赛中受伤时,约翰得到了比赛的机会。世上没有对人人皆不利的事。(弗雷德受伤是件坏事,但对约翰来讲那是件幸运的事。)

“It is a(n)+形容词+名词+that(主语)+谓语”结构若用于非谚语中则一般无歧义,往往取其字面意义:

It's a very exceptional shopping bag that has never carried home one of Nestle's famous products. (PES, p. 294)这是一只非常特殊的购货包,(用它)从未将 Nestle 的一件名产品运送回家。

It is a mighty oak indeed that has grown from the seed planted by such men as John Smith and John Rolfe in the hard struggle

of the early days. (ib.) 约翰·史密斯和约翰·罗尔夫这样的人在早期的艰难奋斗中播下了橡树种子,从这种子成长起来的橡树确实是挺拔的。

但是,含“*It is a(n) + 形容词 + 名词 + that(主语) + 谓语*”结构的谚语一般都会因字面意义与引伸意义的不同而产生歧义:

It is an ill bird that fouls its own nest. (EEG, p. 359)

- ①弄脏自己巢的鸟才是坏鸟。
- ②多坏的鸟也不会弄脏自己的巢;家丑不可外扬。

It is a wise child that knows its own father. (ib.)

- ①了解自己父亲的孩子才是聪明的孩子。
- ②多么聪明的孩子也不了解自己的父亲。

It is a poor heart that never rejoices. (ib.)

- ①从无欢乐的心情才是不好的心情。
- ②多么不好的心情也有欢乐。

It is a great victory that comes without blood. (PES, p. 294)

- ①不伴随流血的胜利才是伟大的胜利。
- ②多么伟大的胜利也伴随着流血。

含“*He is a(n) + 形容词 + 名词 + who(主语) + 谓语*”结构的谚语一般也都有因字面意义和引伸意义的不同而产生的歧义:

He is a good friend who speaks well of us behind our backs. (PES, p. 294)

- ①在背地里说我们好话的人才是好朋友。
- ②多好的朋友在背地里也会说我们的坏话。

在这两种中文的释义或解释中,第二种(引伸意义)才是这种谚语的真正含义,第一种(字面意义)不是这种谚语的本义。

16.3 a live wire (LDEL, p. 370)

这短语可以有两种理解:

①一条通电流的电线 (a wire that has an electric current through it)

②一个生龙活虎的人 (an active, eager, lively person)

这短语之所以有这两种理解,是因为在这里既可被理解为本义(解①),又可被理解为转义(解②)。有些名词短语本义和转义不同,于是便产生了歧义。再如下面几个短语也都各有多种理解:

a rubber stamp (LDEI, p. 312)

①橡皮制的图章 (a rubber instrument that is covered with ink and used to mark official papers to show that they are lawful, effective, etc.)

②不加考虑就同意或批准某事的人或组织 (a person or group that agrees to or approves decisions, laws, etc, without taking an active part in making them)

a back number (ib. , p. 237)

①过期的报纸或杂志 (an old copy of a newspaper or magazine)

②过时的人或物 (a person or thing that is considered old-fashioned and no longer important or of use)

a night owl (ib. , p. 244)

①猫头鹰 (a bird that is active at night, not in the daytime)

②晚睡的人 (a person who stays up late at night)

a head start (ib. , p. 313)

①先起步的马 (a horse that starts a race ahead of the other horses)

②时间上占优势(指比别人早开始) (an advantage over other people, esp. one given to or taken by someone as at the beginning of a race or competition)

a dark horse (ib. , p. 169)

- ①黑马(a horse with dark hair)
- ②实力难测的赛马(a horse in a race, whose ability to win races is unknown)
- ③潜力莫测、可能一鸣惊人的人或物(a person or thing whose true character or worth is unknown but may be better than is thought)

a public house

- ①一所公有的房子(a house belonging to the people as a community or state)
- ②酒店(a house where alcohol may be bought or drunk during fixed hours)
- ③旅店;小旅馆(an inn; a hotel)

a yellow dog

- ①一条黄狗(a dog that is yellow)
- ②一个卑鄙的人(a despicable person)

a blue ribbon

- ①一条蓝缎带(a ribbon which is blue)
- ②一个头等奖(a first prize in competition)

有些类似的结构,不是因为本义与转义的不同而产生的歧义,而是因为既可视为名词短语又可视为一个名词(合成名词中间不带连字符)而产生的歧义。如:

a paper basket(CEGFS, p. 22)

- ①一个纸篓(用纸做的篓)(a basket made of paper)
- ②一个纸篓(装废纸等用的篓)(a basket for paper)

a dust mop(SE, p. 225)

- ①一个用废物制成的拖把(a mop made of dust)
- ②一个干拖把(a mop used for dusting)

这种结构读起来无歧义,因为视为名词短语时,重音落到两个词

上: a *pa*'per *ba*'sket, a *di*'st *mo*'p; 视为合成词时, 重音落到合成词的前一个词上: a *pa*'per *ba*'sket, a *di*'st *mo*'p。在书写时, 若加上连字符, 也只能视为合成词了: a paper-basket, a dust-mop。

16.4 I was on the carpet again yesterday. (CGEL, p. 1530)

这句可以有两种理解:

- ① 昨天我又到地毯上去了。(I was on the rug again yesterday.)
- ② 昨天我又受到了训斥。(即我的上级又训斥了我。)(My superior disciplined me again yesterday; I was carpeted again yesterday.)

这句之所以有这两种理解, 是因为 on the carpet 在这里既可作为字面意义(见①), 又可视为引伸意义(见②)。如果改为以下说法便无歧义:

I was on the new brown carpet again yesterday. (CGEL, p. 1530) 我昨天又到那条新褐色地毯上去了。

因为这句只能视为字面意义, 不能视为引伸意义。只有 on the carpet 才既可作为字面意义又可视为引伸意义。

下面这短语也有两种理解:

not getting to first base (CGEL, p. 8)

- ① (棒球击球手) 没跑到第一垒 (After hitting the ball, the player tried to run round the field, not getting ever to first base.)

- ② 甚至没获得初步成功 (not achieving even initial success)

这短语之所以有这两种理解, 也是因为其既可以视为本义(见①), 又可以视为转义(见②)。

16.5 John kicked the bucket. (LS, p. 258)

这句可以有两种理解：

①约翰踢了一下木桶。(John kicked the wooden pail.)

②约翰死了。(John died.)

这句之所以有这两种理解,是因为 kicked the bucket 在这里既可视为本义——“踢木桶”(见①),又可视作转义(俚语)——“死”(见②)。

再如下面一句也有两种理解：

I'm tied up. (AL, p. 11)

①我被(用绳子)捆绑起来了。(I'm bound with ropes.)

②我很忙。(I'm very busy.)

这句之所以有这两种理解,是因为 be tied up 在这里既可视作字面意义——“被捆绑起来”(见①),又可视作引伸意义——“很忙”(见②)。

16.6 **Mary was more angry than she was sad.** (FCCFE, p. 150)

这句可以有两种理解：

1) 玛丽生气的程度比悲伤的程度大。(The degree to which Mary was angry was greater than the degree to which she was sad.)

2) 与其说玛丽悲伤,不如说她生气。(Mary was angry rather than sad.)

这句之所以有这两种理解,是因为 more 在这里既可视作与 angry 搭配、构成 angry 的比较级(见①),又可视作与 than 搭配、构成准并列型结构(见②)。前者为本义,后者为转义。再如下面一句也有歧义：

I am more thirsty than I am hungry. (ACE, p. 107)

①我渴的程度比我饿的程度大,即我渴,但不很饿。(The de-

gree to which I am thirsty is greater than the degree to which I am hungry. 即 I am thirsty but not very hungry.)

②与其说我饿,不如说我渴。(I am thirsty rather than hungry.)

有时,我们发现 than-分句的主语(人称代词)和动词 be 被括起来,这时通常只释义为“与其说……不如说”,因为 than 接分句时包括此义,than 接形容词时只表示此义:

He's more shrewd than (he is) clever. (CGEL, p. 1133)与其说他聪明,不如说他狡猾。

当 than 前“more+形容词”被词形变化形容词取代(a)、than 直接接形容词(b)、主句的比较成分前有 ever 以及 much 等程度状语修饰(c)时,均无歧义:

(a) Mary was angrier than she was sad. (FCCFE, p. 151) 玛丽生气的程度比悲伤的程度大。(即生气,但不很悲伤。)

(b) Sue was more angry than sad. (ib., p. 153) 与其说苏悲伤,不如说她生气。

(c) Mary was even more angry than she was sad. (ib., p. 151) 玛丽生气的程度比她悲伤的程度甚至更大。

要注意 than 前的比较成分为词形变化形容词时,than 后不能直接接形容词:

* I was angrier than frightened. (GCE, p. 161)

当 than 连接的为 long, tall, wide, thick 等表示空间意义的形容词时,无论主句的比较成分有无程度状语修饰、也无论是词形变化的比较级与否,均无歧义:

The table is more long than it is wide. (FCCFE, p. 149) 桌子的长度比宽度大。

The house is much taller than it is wide. (CGEL, p. 1133) 房子的高度比宽度大得多。

当 than 前的空间意义的形容词为词形变化比较级形式时, than 后不能直接接形容词(a), than 前为“more + 空间意义形容词”时, than 后可直接接形容词, 但只能释义为“与其说…不如说”(b):

(a) * The house is much taller than wide. (CGEL, p. 1133)

(b) It's a big house, but more tall than wide. (more tall than wide = tall rather than wide) (ib., p. 1134) 那是一所大房子, 但与其说它宽, 不如说它高。

16.7 **Annie is a better doctor than she is a cook.** (FCCFE, p. 35)

这句可以有两种理解:

①安妮行医比做饭干得好(既是医生又是炊事员)。(Annie does a better job as a doctor than as a cook.)

②安妮行医比做饭干得好(不一定是医生和炊事员)。(Annie “doctors” better than she cooks.)

这句之所以有这两种理解, 是因为 a better doctor 中的 better 在这里应理解为意义上的状语, 即“行医比……做得好”。she is a cook 既可视为本义“她是个炊事员”, 又可视作转义“她做饭”。视为本义时为解①, 视为转义时为解②。同样, 下面一句也有两种理解:

He is a better scholar than he is a teacher. (FCFE, p. 35)

①他的研究工作比教学工作做得好(既是学者又是教师)。(He performs the function of scholar better as a scholar than as a teacher.)

②他的研究工作比教学工作做得好(不一定是学者和教师)。(He performs the function of scholar better than he teaches.)

此外, “more of a…than”与此相似, 当 than 直接接名词短语时, 有的也有歧义:

She is more of a singer than a dancer.

①她既是歌唱家又是舞蹈家,她歌唱得比舞跳得好。(She sings better as a singer than she dances as a dancer.)

②她歌唱得比舞跳得好(不一定是歌唱家和舞蹈家)。(She sings better than she dances.)

这句之所以有歧义,是因为 She is more of a singer than a dancer 相当于 She is a better singer than she is a dancer. 而后一句中的 She is a dancer. 既可视为本义“她是个舞蹈演员”,又可视为转义“她(会)跳舞”。

(十七)省略——连词、冠词、限定动词、
介词宾语等被省略后,修饰关系
或语义关系不明

17.1 **He said yesterday he had finished the work.** (DCAU, p. 505)

这句可以有两种理解:

①他说他昨天就已完成了这项工作。(He said that yesterday he had finished the work.)

②他昨天说他已完成了这项工作。(He said yesterday that he had finished the work.)

这句之所以有这两种理解,是因为引导宾语从句的连词 that 被省略了。这样,yesterday 在这里既可作为状语修饰 had finished(见①),又可作为状语修饰 said(见②)。如果像上述括号中的英文释义那样把省略的 that 补上,便可避免这种歧义。像 yesterday 介于主句和宾语从句之间的这种修饰语也可视为歧义修饰语(“squinting”modifier)。如果这样分析,这种歧义句也可不视为省略连词 that 的结构。

17.2 **I know (that) he's cheating and I can't do anything about it.** (CGEL, p. 1043)

这句可以有两种理解:

- ①我知道他在作弊,我也知道我对此无可奈何。(I know that he's cheating and that I can't do anything about it.)
- ②我知道他在作弊,(然而)我对此无可奈何。(I know (that) he's cheating; (however) I can't do anything about it.)

这句之所以有这两种理解,是因为 and 后面省略了连词 that,造成修饰关系不明——and 引导的分句在这里既可作为与其前的宾语从句并列(见①),又可作为与其前的复合句并列(见②)。再如下面一句也有两种理解:

The Minister believes that the economy is improving, and unemployment will soon decrease. (CGEL, p. 946)

- ①部长相信经济在好转,(并相信)失业将迅速减少。(The Minister believes that the economy is improving, and that unemployment will soon decrease.)
- ②部长相信经济在好转,因此失业将会迅速减少。(The Minister believes that the economy is improving, so unemployment will soon decrease.)

这句之所以有这两种理解,也是因为 and 引导的分句在这里既可作为与其前的宾语从句并列(见①),又可作为与其前的复合句并列(见②)。如果在 and 后面加入连词 that,则其后的分句只能与其前的宾语从句并列,即解①。

顺便说一下,并列宾语从句中第二个从句前的 that 一般是不能省略的,但当第一个宾语从句前的 that 不省略时,第二个宾语从句前的 that 反而可以省略。有的由于内容决定并无歧义。如:

He said that it must be pretty late, and he really must go.
(PEU, 538)他说时间恐怕不早了,并说他真的该走了。

He said that John would take them by car but (that) they might be late. (GCE, p. 556) 他说约翰将用汽车送他们,但是他们还可能迟到。

17.3 MAN REFUSES TO GIVE UP BITING DOG (SL, p. 169)

这句可以有两种理解:

① 这人不肯放弃(交出)那条(一条/他的)咬人的狗。(The man refuses to give up the (a/his) biting dog.)

② 这人咬住了这坏蛋,不肯张嘴。(The man refuses to give up biting the dog (worthless evil man).)

这句之所以有这两种理解,是因为 biting 在这里(新闻标题)既可视作形容词、作 dog 的定语,又可视作动名词和 dog 一起作 give up 的宾语。视为形容词时,其前省略了限定词 the(a/his),为解①;视为动名词时,其后省略了 the,为解②。再如下面几句报纸标题,由于省略了冠词或助动词等,也都有歧义。

“Vandenberg Reports Open Forum.” (SE, p. 62)

① 这场讨论会是以范登堡的报告开始的。(Vandenberg Reports Open the Forum.)

② 范登堡报道了一场公开的讨论会。(Vandenberg Reports an Open Forum.)

“Unfavorable Surveyor Reports Delayed Michigan Settlement.” (ib., p. 63)

① 令人讨厌的测量员汇报推迟了对密歇根问题的解决。(Unfavorable Surveyor Reports Have Delayed Michigan Settlement.)

② 令人讨厌的测量员汇报了对密歇根问题的推迟解决。(Unfavorable Surveyor Reports a Delayed Michigan Settlement.)

ment.)

由于省略冠词、不定式符号 to 或-ed 词尾等而产生词类归属问题,有的标题可以有三种理解:

“Marshall Calls on Congress to Help Prostrate Europe.”
(SE, p. 63)

- ① 马歇尔号召国会帮助降伏的欧洲。(Marshall Calls on Congress to Help a Prostrate Europe.)
- ② 马歇尔号召国会帮助征服欧洲。(Marshall Calls on Congress to Help to Prostrate Europe.)
- ③ 马歇尔号召国会帮助被征服的欧洲。(Marshall Calls on Congress to Help Prostrated Europe.)

此外,电报电文由于省略冠词等,也经常出现歧义:

ship sails today(SE, p. 62)

- ① 这船今天启航。(The ship sails today.)
- ② 请今天装上船帆。(Ship the sails today.)

这句之所以有这两种理解,是因为它既没有标点符号,也没有大写字母,这样就既可视作句首省略了 the(见①),又可视作 sails 前面省略了 the(见②)。既没有标点符号又没有大写字母的这种句子常用于电文中,在其他情况下,作为句子句首的第一个字母必须大写,而且句末必须有标点。按上述括号中英文的说法可避免歧义。这时,第一句中的 ship 为名词、作“船”解, sails 为动词、作“启航”解;第二句中的 ship 为动词、作“安装”解, sails 为名词、作“船帆”解。

17.4 Freddy likes Susan more than Joan. (ESS, p. 9)

这句可以有两种理解:

- ① 弗丽迪喜欢苏珊胜过喜欢琼。(Freddy likes Susan more than Freddy likes Joan.)

②弗丽迪比琼更喜欢苏姗。(Freddy likes Susan more than Joan likes Susan.)

这句之所以有这两种理解,是因为 than-分句中的省略成分不明。这样,Joan 在这里既可视为 likes 的宾语(省去了与主句相同的主语和限定动词)(见①),又可分为 likes 的主语(省去了与主句相同的限定动词和宾语)(见②)。为了避免这种歧义,可采用动词代用式 do 的说法:

Freddy likes Susan more than he does Joan. 弗丽迪喜欢苏姗胜过喜欢琼。

Freddy likes Susan more than Joan does. 弗丽迪喜欢苏姗胜过琼喜欢苏姗。

再如下面两句也有歧义:

He loves his dog more than his children. (CGEL, p. 1132)

①他对狗的爱胜过对孩子的爱。(He loves his dog more than he loves his children.)

②他对狗的爱胜过他孩子对狗的爱。(He loves his dog more than his children love his dog.)

After many years my teacher remembered me better than my roommate. (PEH, p. 54)

①多年后,老师对我的记忆比我同室人对我的记忆还清楚。(…my teacher remembered me better than my roommate did.)

②多年后,老师对我的记忆比对我同室人的记忆更清楚。(…my teacher remembered me better than he did my roommate.)

than 后面接孤立的宾格人称代词时,在非正式语体中也有歧义:

He loves his dog more than them. (CGEL, p. 1132)

①他对狗的爱胜过对他们的爱。(He loves his dog more than

he does them.)

- ② 他对狗的爱胜过他们对狗的爱。(He loves his dog more than they do.)

这句之所以有这两种理解,是因为 than 后面既可理解为省略了与主句相同的主语和限定动词(见①),又可理解为省略了与主句相同的限定动词和宾语(than-分句中宾格人称代词在非正式语体中可作主语)(见②)。

17.5 I like Joe as well as Jack. (ACE, p. 30)

这句可以有三种理解:

- ① 我和杰克一样喜欢乔。(I like Joe as well as Jack likes Joe.)
② 我和喜欢杰克一样喜欢乔。(I like Joe as well as I like Jack.)
③ 我喜欢杰克和乔。(I like Jack and Joe.)

这句之所以有这三种理解,是因为当将 as……as 视为关联从属连词时,Jack 在这里既可以视为从句的主语—其后省略了动词 likes 和宾语 Joe(见①),又可以视为从句的宾语—其前省略了主语 I 和动词 like(见②)。同时,as well as 在这里还可以视为准并列连词(quasi-coordinator),连接并列宾语 Joe 和 Jack(见③)。

17.6 The trunk on a Dart is actually bigger than the one on many full-sized cars. And a family of five fits inside nicely. (BHE, p. 214)

这两句中的第二句可以有两种理解:

- ① Dart 牌汽车车尾的行李箱实际比许多大型汽车上的行李箱大。五口之家很适合坐在(大型汽车)里面。
② Dart 牌汽车车尾的行李箱实际比许多大型汽车上的行李箱大。五口之家很适合坐在(Dart 牌汽车)里面。

这句之所以有这两种理解,是因为第二句中的 *inside* 后面省略了必要的名词,这样既可以视为省略了 *the full-sized car*(见①),又可以视为省略了 *a Dart*(见②)。广告的作者刊登的第一句话也不严谨——一辆 *Dart* 牌汽车只有 *one trunk*, 一辆大型汽车也只有 *one trunk*, 不可能 *many full-sized cars* 有 *one trunk*(*the one*)。这两句最好作如下改写,以避免因不严谨产生歧义:

The trunk on a Dart is actually bigger than the one on a full-sized car. And a family of five fits inside a Dart. *Dart* 牌汽车车尾的行李箱实际比大型汽车上的行李箱大。五口之家很适合坐在 *Dart* 牌汽车里面。

…*And a family of five fits inside the full-sized car.* …五口之家很适合坐在这种大型汽车里面。

下面一句也有两种理解:

The suspect admits stealing a car from a garage, but he can't remember which. (CGEL, p. 885)

①这可疑的人承认从车库里偷了一辆汽车,但他不记得是哪辆汽车。(The suspect admits stealing a car from a garage, but he can't remember which car.)

②这可疑的人承认从车库里偷了一辆汽车,但他不记得从哪车库偷的。(The suspect admits stealing a car from a garage, but he can't remember which garage.)

这句之所以有这两种理解,是因为 *which* 后面省略了名词中心词,这样既可视作省略了 *car*(见①),又可视作省略了 *garage*(见②)。

17.7 *We are four.* (CGEL, p. 1325)

这句可以有两种理解:

①我们(都)四岁。(We are aged four.)

②我们(共)四人。(There are four of us.)

这句之所以有这两种理解,是因为作表语的基数词 *four* 在这里既可以视为指主语“我们”的年龄(其后省略了 *years old*)(见①),又可以视为指主语“我们”的数量(见②)。

基数词作表语表示主语的年龄(a)或数量(b)的例子如:

a. *She was only five. [five years old]* (CGEL, p. 394) 她刚五岁。

The men are twenty. (ib.) 这些男人(都)二十岁。

b. ‘*How many are you?*’ (CGEL, p. 1325) 你们共几个人?

——‘*We are five.*’ (ib.) 我们共五个人。

‘*Good, now we are four, so let’s start.*’ (ib.) 好了! 现在我们已有四个人了,那么我们开始吧!(这是醉心于打桥牌的人看人手够了时说这番话的。)

在基数词作表语的这两种用法中,第一种较普遍,第二种在特定的上下文中偶尔可见。主语为单数名词或代词时,基数词作表语只能表示年龄,不可能表示数量,这是由主语的单数意义决定的。

17.8 *I gave John what I wanted.* (LS, p. 125)

这句可以有两种理解:

①我把我想给约翰的东西都给了他。(I gave John what I wanted to(give).)

②我把我需要的东西都给了约翰。(I gave John what I required.)

这句之所以有这两种理解,是因为 *wanted* 后面既可以视为省略了与主句谓语相同的动词 *to give*(见①),又可以视为什么也没有省略(见②)。若按上述括号中的英语释义改写便可避免歧义。

为了避免重复,在 *want* 和 *like* 等动词后面作宾语的不定式短语经常省略,既可把 *to*-不定式短语完全省略,又可保留不定式符号 *to*:

You can borrow my pen, if you want. (CGEL, p. 909)

You can borrow my pen, if you want to. (ib., p. 908)

你想借我的钢笔,可以借。

再如,下面一句也可有两种理解:

Ask whom you like. (RHCG, p. 1503)

①你想问谁就问谁。(Ask any person whom you like to ask.)

②你喜欢谁就问谁。(Ask any person whom you are fond of.)

这句之所以有这两种理解,是因为 like 后面既可视为省略了与主句谓语相同的动词 to ask (见①),又可视为无省略(见②)。

17.9 Did you play football or go for a walk? (CGEL, p. 944)

这句可以有两种理解:

①你是踢足球或去散步了吗?(Did you [play football] or [go for WALK]?)

②你是踢足球去了,还是散步去了?(Did you [play FOOTball] or [go for a WALK]?)

这句之所有这两种理解,是因为它既可作为 yes-no 疑问句(见①),又可视为选择疑问句(见②)。这句若扩展成并列句,则只能视为选择疑问句:

Did you play football or did you go for a walk? 即 [Did you play FOOTball] or [did you go for a WALK]? 你是踢足球去了,还是散步去了?

下面这句也有歧义:

Shall we go by bus or train? (CGEL p. 823)

①(yes-no 疑问句)我们乘公共汽车或火车去好吗?

(Shall we go by bus or TRAIN? 回答可是: No, let's take the

CÂR.)

②(选择疑问句)我们是乘公共汽车去,还是乘火车去?

(Shall we go by B¹US or TRÂIN?回答可是:By B¹US.)

这种结构在会话中无歧义,因为 yes-no 疑问句用升调,选择疑问句用降调。

17.10 **Whether right or wrong, he always comes off worst in an argument because of his inability to speak cogently.**

(CGEL, pp. 427-28)

这句可以有两种理解:

①无论他是对还是错,辩论中总是失利的,因为没有能力说服别人。(Whether he is right or wrong, he always comes off worst because of his inability to speak cogently.)

②由于他没有能力说服别人,辩论中总是失利的,无论这对还是错。(Whether it is right or wrong, he always comes off worst because of his inability to speak cogently.)

这句之所以有这两种理解,是因为 whether-分句中的主语和限定动词被省略了,这时 right or wrong 的逻辑主语既可视为主句的主语 he(见①),又可视为主句全句(见②)。若将 right or wrong 改为 rightly or wrongly 其逻辑主语只能视为主句全句:

Whether rightly or wrongly, he always comes off worst in an argument ... (CGEL, p. 928) ... 他在辩论中总是失利,无论这对还是错。

无动词分句的逻辑主语既可是主句的主语(a),又可是主句全句(b),这因意义而定:

(a) If wet, these shoes should never be placed too close to the

heat. (CGEL, p. 427)即使这些鞋湿了,也决不应放得离炉火太近。

(b) If possible, the puppy should be fed four times a day. (ib.)
如果可能,这小狗一天应喂四次。

17. 11 **The recipe requires wine vinegar, not malt.** (CGEL, p. 902)

这句可以有两种理解:

- ①(按)这种烹饪方法(做菜)需要酒醋,不需要麦芽醋。(The recipe requires wine vinegar, not malt vinegar.)
- ②(按)这种烹饪方法(做菜)需要酒醋,不需要麦芽酒(啤酒)。(The recipe requires wine vinegar, not malt (i. e. malt liquor).)

这句之所以有这两种理解,是因为 not malt 后面既可视为有省略——省略了与其对应的成分 vinegar(见①),又可视为无省略——malt 本身为与 wine vinegar 相对应的名词中心词(见②)。但是,并非并列名词短语中的前置定语为名词时,第二个名词短语中的名词中心词被省略后都有歧义。如下面一句只有一种理解:

Do you prefer silver rings or gold? (CGEL, p. 902)你更喜欢银戒指还是金戒指?

这是因为 gold 后面只能视为省略了 rings, gold 本身在这里不能充当名词中心词——“银戒指”和“金子”意义不对应,不合情理。此外,第二个名词短语中的前置定语为名词时,其后的名词中心词也并非都可以省略。如下面一句中的 library 后面只能带有 books:

One tends to look after personal books better than
{ * library
library books } . (CGEL, p. 902)人们一般对个人的书要对

比图书馆的书照顾得精心。

(十八) 替代——关系代词、人称代词、
物主代词、反身代词、指示代词
等的指代成分不明

18.1 We were taken every week to the theatre, which was a great delight to us. (UGE(W), p. 125)

这句可以有两种理解：

- ① 每周都有人带我们去看戏,这对我们来说是非常高兴的事情。(We were taken every week to the theatre. That was a great delight to us.)
- ② 每周都有人带我们去戏院,这戏院我们都很喜欢。(The theatre was a great delight to us. We were taken there every week.)

这句之所以有这两种理解,是因为关系代词 *which* 的先行词在这里既可视为主句全句(见①),又可视作 *the theatre*(见②)。若作如下改写,*which* 的先行词则只能视为主句全句(a)或只能视为 *the theatre*(b):

- (a) We went to the theatre every week, which was our one relaxation. (UGE(W), p. 125) 每周都有人带我们去看戏,这是我们的一种娱乐。
- (b) We were taken every week to the theatre, at which new plays were constantly produced. (ib.) 每周都有人带我们去戏院,在这戏院不断有新戏上演。

再如下面两句也都各有两种理解：

The discussion ended with a statement that further price increases were inevitable, which infuriated all of us. (BCHE, p.

144)

①讨论以声明物价不可避免地进一步上涨而结束,这使我们都生气。(which 的先行词是(the fact that)the discussion ended with the statement)

②讨论以声明物价不可避免地进一步上涨而结束,物价不可避免地进一步上涨使我们都生气。(which 的先行词是 further price increases were inevitable)

The singer gave five encores, for which he received enthusiastic applause. (UGE(W), p. 125)

①这歌手应听众要求又唱了五次,为此(这六次歌唱)博得了热烈的掌声。(which 的先行词是主句全句)

②这歌手应听众要求又唱了五次,对又唱的这五次听众报以热烈的掌声。(which 的先行词是 five encores)

如果第二句作如下改写,which 的先行词则只能是主句全句(a)或 five encores(b):

(a)He gave five encores, which was a very generous acknowledgement of the welcome he had received. 他应听众的要求又唱了五次,以表示对听众给予欢迎的感谢。

(b)He gave five encores, all of which were quite new to the audience. 他应听众要求又唱了五次,这五次所唱的对听众来说都是新歌。

含限制性定语从句的结构由于关系代词指代不明,也可能产生歧义。如:

The students of the men who are members (SE, p. 215)

①是成员的那些人的学生

②那些人中是成员的学生

The equipment of the group which is there(ib.)

①在那里的那组人的设备

②那组人中在那里的设备

It is the beginning of a speech which is important. (ib.)

①这是重要的发言的开始

②这是发言中重要内容的开始

The requirements of the courses which are listed (ib.)

①列举的课程中必修的部分

②课程中列举的必修的部分

这些结构之所以各有两种理解,也是因为关系代词指代不明,其先行词既可是与其邻近的名词(见①),又可是与其较远的名词(见②)。

18.2 Jack told Carl that he was ungrateful. (HW, p. 67)

这句可以有两种理解:

①杰克告诉卡尔他(杰克)忘恩负义了。(即杰克对卡尔说:“我忘恩负义了。”) (Jack said to Carl, “I am ungrateful. ”)

②杰克告诉卡尔他(卡尔)忘恩负义了。(即杰克对卡尔说:“你忘恩负义了。”) (Jack said to Carl, “You are ungrateful. ”)

这句之所以有这两种理解,是因为宾语从句中的人称代词 he 在这里既可以指 Jack(见①),又可以指 Carl(见②)。再如下面一句也有两种理解:

Mother told Mary that she believes she should reduce. (MCMEU, p. 122)

①妈妈告诉玛丽,她(妈妈)认为她(妈妈)应减肥。(即妈妈对玛丽说:“我认为我应减肥。”) (Mother said to Mary, “I believe I should reduce. ”)

②妈妈告诉玛丽,她(妈妈)认为她(玛丽)应减肥。(即妈妈对玛丽说:“我认为你应减肥。”) (Mother said to Mary, “I believe you should reduce. ”)

这句之所以有这两处理解,是因为 that-分句中的第二个 she 既可以理解为指 Mother(见①),又可以理解为指 Mary(见②)。为了避免上述歧义,除可以参照括号中的英文例句改写外,还可将这两句中的 told 改为 confessed 或在人称代词后面加注(如 she 后面加 Mary):

Jack confessed to Carl that he was ungrateful. 杰克向卡尔承认他忘恩负义了。

Mother told Mary that she believes she(Mary) should reduce. 妈妈告诉玛丽她认为她(玛丽)应减肥。

同样,下面这句含有动词 told 的歧义句(a),改写为含有 confessed to 的句子(b)后,就只有一种含义了:

(a) Pete told Bill that he'd lied. (PE. p. 69)

①皮特告诉比尔他(皮特)说谎了。

②皮特告诉比尔他(比尔)说谎了。

(b) Pete confessed to Bill that he'd lied. (ib.)

皮特向比尔承认他说谎了。

18.3 When the boss fired Pete, he was noisy about it. (PE, p. 69)

这句可以有两种理解:

①老板解雇皮特时他(老板)大吵大闹。(When he fired Pete, the boss was noisy about it.)

②老板解雇皮特时他(皮特)大吵大闹。(When he was fired by the boss, Pete was noisy about it.)

这句之所以有这两种理解,是因为 he 在这里既可指代状语从句中的 the boss(见①),又可指代状语从句中的 Pete(见②)。此外,句中的 it 指代也不明确。为了避免上述歧义和指代不明,可作如下两种改写:

When the boss fired him, Pete was noisy in his protest. (ib.) 当老板解雇皮特时,皮特大声提出抗议。

When he fired Pete, the boss was noisy in his complaints against him. (ib.) 当老板解雇皮特时,老板对他大声抱怨。

有时,在状语从句后面的主句中,主格人称代词和所有格人称代词同时出现,它们所指代的对象既可理解为同一个名词,又可理解为不同的名词,这就出现了歧义:

After Mrs. Henry scolded little Sylvia, she regretted her rudeness. (HW, p. 67)

①亨利夫人斥责了小西尔维亚以后,她(西尔维亚)对她(亨利夫人)的无礼态度感到遗憾。(After Mrs. Henry scolded her, little Sylvia regretted her rudeness.)

②亨利夫人斥责了小西尔维亚以后,她(亨利夫人)悔恨她(自己)的无礼态度。(After scolding little Sylvia, Mrs. Henry regretted her own rudeness.)

这句之所以有这两种理解,是因为 she 和 her 在这里既可以指代不同的人(she 指 Sylvia, her 指 Mrs. Henry)(见①),又可以指代相同的人(she 和 her 都指 Mrs. Henry)(见②)。

18.4 He dropped the quart of beer on his toe and broke it. (PE, p. 69)

这句可以有两种理解:

①他把这夸脱容器的啤酒掉在脚趾上,把脚趾砸坏了。

②他把这夸脱容器的啤酒掉在脚趾上,把夸脱容器摔坏了。

这句之所以有这两种理解,是因为 it 在这里既可指代 his toe(见①),又可指代 the quart(见②)。为避免歧义,可重复上述名词:

He dropped the quart of beer on his toe and broke his toe(或 the quart). ……砸坏了脚趾(或摔坏了这夸脱容器)。

下面一句可有三种理解：

The seed catalogue contained a beautiful color phtograph of the new hybrid rose, so Tom decided to buy it. (BCHE, p. 144)

①种子目录册上登载着一张新杂交玫瑰花的美丽彩照，因此汤姆决定买它(这朵玫瑰花)。

②……因此汤姆决定买它(这本目录册)。

③……因此汤姆决定买它(这张照片)。

为避免歧义，可不用人称代词 it，而说出被指代的名词：

The seed catalogue contained a beautiful color photograph of the new hybrid rose, so Tom decided to buy the rose (or the catalogue or the photograph). 种子目录册上登着一张新杂交玫瑰花的美丽彩照，因此汤姆决定买这朵玫瑰花(或这目录册或这张照片)。

18.5 Jack took Jim home in his car. (SL, p. 190)

这句可以有两种理解：

①杰克用他的(杰克的)汽车把吉姆送回家。(Jack took Jim home in his (Jack's) car.)

②杰克用吉姆的汽车把他送回家。(Jack took Jim home in his (Jim's) car.)

这句之所以有这两种理解，是因为 his 在这里既可视为指 Jack(见①)，又可视为指 Jim(见②)。如果把 Jim 改为 Jill，则只有一种理解：

Jack took Jill home in his car. (SL, p. 190) 杰克用他的汽车把吉尔送回家。

这是因为 Jill 是女性，不可能用 his 指代。

再如下面两句也都各有两种理解：

Mary and Alice decided to work together on her project. (BD-

HE. p. 137)

①玛丽和艾丽斯决定一起研究她的(玛丽的)方案。

②玛丽和艾丽斯决定一起研究她的(艾丽斯的)方案。

Dr. Atkins wrote to the director of the environmental laboratory to report that the program schedule did not permit his participation in the project. (ib.)

①阿特金斯先生给环境研究室主任写信,报告说计划安排不允许他(阿特金斯)参加这项设计。

②……报告说计划安排不允许他(环境研究室主任)参加这项设计。

为了避免上述歧义,这两句可分别作如下改写:

Mary and Alice decided to work together on Mary's (或 Alice's) project.

In a letter to the director of the environmental laboratory, Dr. Atkins wrote, "The program schedule does not permit my (或 your) participation in the project."

18. 6 Benjamin told Michael that it would be difficult to shave himself. (GTG, p. 27)

这句可以有两种理解:

①本杰明告诉迈克尔他(本杰明)自己刮脸是困难的。(Benjamin told Michael that it would be difficult to shave himself (Benjamin).)

②本杰明告诉迈克尔他(迈克尔)自己刮脸是困难的。(Benjamin told Michael that it would be difficult to shave himself (Michael).)

这句之所以有这两种理解,是因为 to shave himself 中的 himself 在这里既可指 Benjamin(见①),又可指 Michael(见②)。像上述括号

中的英文释义那样,采用加注的办法可避免歧义。

18.7 **The boy threw a stick over the fence. That accounts for the barking of the dog. (SE, p. 244)**

这两句中的第二句可以有两种理解:

- ① 这男孩把木棍扔过栅栏,这就是狗叫的原因。(The boy threw a stick over the fence, which accounts for the barking of the dog.)
- ② 这男孩把木棍扔过栅栏,这木棍使狗叫起来。(The boy threw a stick over the fence. The stick accounts for the barking of the dog.)

这句之所以有两种理解,是因为 *that* 在这里既可视作指代其前的整个主句(见①),又可视作指代 *a stick*(见②)。若将第二句改为以下说法也有歧义:

It made the dog bark. (ib.)

- ①…这就引起了狗叫。
- ②…这木棍引起了狗叫。

这也是因为 *it* 指代不明——指代其前的整句意义(见①),或指代 *a stick*(见②)。下面两句中的第二句也有两种理解:

A few of our competitors, eager to win new contracts, are even willing to pay bribes to foreign officials. This is the difference between our company and our competitors. (BCHE, p. 144)

- ① 我们的竞争者中有几个渴望获签新合同,甚至愿意向外国官员行贿。这(渴望获签新合同)是我们公司和我们竞争者之间的分歧所在。
- ②……这(愿意向外国官员行贿)是我们公司和我们竞争者之间的分歧所在。

这也是因为 *this* 指代不明——既可以指代 *eager to win new con-*

tracts(见①),又可指代 willing to pay bribes to foreign officials(见②)。为避免此歧义,作如下改写,则只表达解②意义:

We are as eager as our competitors to win new contracts but unlike them, we are unwilling to bribe foreign officials. (ib.) 我们和我们的竞争者一样,渴望获签新合同,但是和他们不同的是我们不愿意向外国官员行贿。

下面人称代词作主语的结构也都有歧义:

The boys have called their mother. They are waiting now.
(SE, p. 243)

① 男孩们叫他们的母亲了。他们(男孩们)现在正在等候。

② 男孩们叫他们的母亲了。他们(男孩们和他们的母亲)现在正在等候。

The boys have called their mothers. They are waiting now.
(ib.)

① 男孩们叫他们的母亲们了。他们(男孩们)现在正在等候。

② 男孩们叫他们的母亲们了。他们(男孩们和母亲们)现在正在等候。

③ 男孩们叫他们的母亲们了。她们(母亲们)现在正在等候。

I happened to walk into Professor Howard's office when he was bawling a student out. He appeared unruffled, but I could tell he was angry. (BHE, p. 214)

① 当霍华德教授正在痛斥一个学生时我恰巧走进他的办公室。他(霍华德)好象很平静,但我看得出来他(霍华德)在生气。

② 当霍华德教授正在痛斥一个学生时我恰巧走进他的办公室。他(这学生)好象很平静,但我看得出来他(这学生)在

生气。

(十九) 同一名词短语、介词短语或动词短语
等, 英国英语和美国英语的意义不同

19.1 the second floor (DEU, p. 202)

这短语可以有两种理解:

① 第二层楼 (the second level of a building) (美国英语)

② 第三层楼 (the third level of a building) (英国英语)

这短语之所以有这两种理解, 是因为美国英语和英国英语对“楼层”的说法不同。美国英语地下室为 basement, 第一层楼为 the first floor; 英国英语地下室为 basement, 第一层楼为 the ground floor, 第二层楼为 the first floor, 第三层楼为 the second floor...

美国英语		英国英语
3rd floor	=	2nd floor
2nd floor	=	1st floor
1st floor	=	ground floor
basement	=	basement

下面这两句中的第二句也有歧义:

This is a ten-storey building. He lives on the top floor.

① 这是一幢十层的楼房, 他住在顶层(第十层) (the tenth floor) (美国英语)

② 这是一幢十层的楼房, 他住在顶层(第九层) (the ninth floor) (英国英语)

19.2 We felt sure they would arrive in time. (AEP, p. 224)

这句可以有两种理解:

① 我们肯定他们迟早会到的。(We felt sure they would arrive

sooner or later.)

- ②我们肯定他们会及时到的。(We felt sure they would arrive early enough.)

这句之所以有这两种理解,是因为 in time 在这里既可释义为“迟早”(sooner or later)或“最终”(eventually)(特别是美国英语)(见①),又可释义为“及时”(early enough)或“过些时候”(after some lapse of time)(特别是英国英语)(见②)。但 in time 并非在任何句中都有歧义,如在下面第一句中只能释义为“及时”,第二句中只能释义为“迟早”:

Will you be home in time to see the children before they go to bed?(LDCE, p. 1160) 请你在孩子们睡觉之前及时到家照料一下他们好吗?

It will grow bigger in time. (GEW, p. 227) 迟早它会长大的。

19.3 He's in school. (GCE, p. 310)

这句可以有两种理解:

- ①他(在)求学。(He attends/ is attending school.)
②他在学校(建筑物内)。(He is actually inside the building — not, e. g. on the playing fields.)

这句之所以有这两种理解,是因为 in school 在美国英语和英国英语中释义不同:美国英语释义为“求学”(见①),英国英语释义为“在校”(见②)。如果将 in school 中的 in 改为 at 则可避免歧义:

He's at school. (GCE, p. 310) 他在求学。(英国英语)

19.4 I'll give you a ring tonight. (LDCE, p. 956)

这句可以有两种理解:

- ①今晚我将给你打电话。(I'll telephone you tonight.)
②今晚我将给你一个戒指。(I'll give you a circle worn on the

finger tonight.)

这句之所以有这两种理解,是因为 give someone a ring 既可视作固定习语、释义为“给某人打电话”(telephone someone)(见①),又可视为非固定习语、其中的 ring 释义为“戒指”(a circle worn on the finger)(见②)。释义为“给某人打电话”为非正式语体,主要是美国英语用法;释义为“给某人一个戒指”为正式语体,主要是英国英语的用法。

19.5 2/ 6/ 81 (CGU, p. 76)

这日期表示法可以有两种理解:

①1981年6月2日(2 June 1981)

②1981年2月6日(6 February 1981)

这种表示法之所以有两种理解,是因为英国英语和美国英语在完全使用数字表示日期上方法不同,第一种理解为英国英语,第二种理解为美国英语。再如:

7/ 2/ 82 (CGEL, p. 396)

①1982年2月7日(7(th) February 1982)(英国英语)

②1982年7月2日(July 2(nd), 1982)(美国英语)

在非正式语体中,日期的简缩形式之间除可用竖线隔开外,还可用句号(圆点)隔开,这时也有两种理解:

7·2· 82 (CGEL, p. 396)

①1982年2月7日(7(th) February 1982)(英国英语)

②1982年7月2日(July 2(nd), 1982)(美国英语)

为了避免歧义,我们最好像上述括号中的英文释义那样将月份用单词表示出来。但要注意,“日”最好不用单词形式,而要用数字形式,因为英国英语认为单词不可接受。如“在5月25日”和“3月10日”:

可写作: on May 25th(CEU, p. 76)

不可写作: * on May the twenty-fifth(ib.)

读作: on May the twenty-fifth(ib.)

可写作: March 10(th), 10(th) March, 10th of March (PEG, p. 282)

读作: March the tenth, the tenth of March(ib.)

“年”也要用数字、而不用单词表示:

可写作: the year 1822 (CEU, p. 76)

不可写作: * the year eighteen twenty-two(ib.)

读作: the year eighteen twenty-two(ib.)

不过,在美国英语中,“日”也可用单词(序数词)表示,但要位于“月”前,而且带 the 和 of:

the sixth of June (*Barron's Practice Exx. for the TOEFL*, p. 53)

the second of September(ib. , p. 55)

附录一

英语歧义结构检索(每条第一例)

二、词汇歧义(Lexical Ambiguity)

(一)名词	页号
1.1 John was looking for the glasses. (2)	(12)
1.2 The sheep grazed in this field. (2)	(13)
1.3 He is not much of a scholar. (2)	(14)
1.4 The accused pleaded 'Not guilty'. (2).....	(14)
(二)形容词	
2.1 John is a poor mechanic. (2)	(16)
2.2 these Spanish students(2)	(17)
2.3 The suit is light. (2)	(18)
(三)副词	
3.1 The dog is not allowed to run outside. (2)	(19)
3.2 They drive too fast. (2).....	(20)
(四)情态助动词	
4.1 Henry can drive my car now. (2)	(20)
4.2 You may be out late this evening. (2)	(23)
4.3 You must be very quick. (2).....	(24)
4.4 Shall we see him this evening?(2)	(25)
4.5 They should be home now. (2).....	(26)
4.6 You will sit there. (2)	(27)
(五)半助动词	

- 5.1 Every clause has to contain a finite verb. (2) (29)
- 5.2 If we are to win the competition, we must start
training now. (2) (29)

(六) 实义动词

- 6.1 I'm getting a present tomorrow. (2) (31)
- 6.2 They missed her. (2) (32)
- 6.3 He saw that she swept under the beds. (3) (33)
- 6.4 The Queen is expected to arrive on time for the
celebrations (2) (34)
- 6.5 Peter broke the window. (2) (35)
- 6.6 Mary held a New Zealand passport. (2) (36)
- 6.7 She took in the stranger. (3) (37)

(七) 冠词

- 7.1 The president is too powerful. (2) (38)
- 7.2 John wants to fly an aeroplane over the North
Pole. (2) (39)
- 7.3 My sister goes to the theatre every month. (2) ... (41)

(八) 代词

- 8.1 Whoever told you that was lying. (2) (43)
- 8.2 John must talk to someone. (2) (44)

(九) 数词

- 9.1 one billion (45)

(十) 介词

- 10.1 They should stand up before me. (2) (46)
- 10.2 She is from Sinkiang. (2) (47)

(十一) 连词

- 11.1 After the marathon race the runners were very
tired, if not exhausted. (2) (48)

- 11.2 As he was standing near the door, he could
hear the conversation in the kitchen. (2) (49)
- 11.3 While I was working at night in the library, I
saw Jane often. (2) (50)
- 11.4 Since I lost my glasses yesterday, I haven't
been able to do any work. (2) (51)
- 11.5 He will come in case he is wanted. (2) (51)
- 11.6 Someone removed his brushes so that he couldn't
paint. (2) (52)

(十二) 双重词类词

- 12.1 We saw her duck. (2) (54)
- 12.2 They fed her dog biscuits. (2) (55)
- 12.3 We are all ready. (2) (55)
- 12.4 The scriptwriter was promoted for his entertaining
new ideas. (2) (56)
- 12.5 How do you get down from an elephant? (2) ... (57)

三、结构歧义 (Structural Ambiguity)

结构层次不同——(一)至(五)

(一) 同一词可视为不同的词类

- 1.1 a pretty little house (2) (58)
- 1.2 The child looks backward. (2) (59)
- 1.3 The watch ran fast. (2) (60)
- 1.4 He turned on his supporters. (2) (61)
- 1.5 The committee will see through the plan which
you have suggested. (2) (62)
- 1.6 They expected nothing less than an attack. (2) (63)
- 1.7 The door was closed. (2) (64)
- 1.8 Let me go. (2) (66)

- 1.9 Morton has more expensive clothes than I have.
(2) (67)
- 1.10 Most reputable writers have abandoned this
claim. (2) (69)
- 1.11 He called Checkers home. (2) (70)
- 1.12 She has passed her exams in French, German
and English literature. (2) (71)
- 1.13 Have you any postage stamps? I only want to
borrow one. (2) (71)
- 1.14 a little cake (2) (72)
- 1.15 a divinely inspired work (2) (73)

(二) 同一词或短语等可视为不同的句子成分

- 2.1 Some of the children are walking to the lake in
the park. (2) (73)
- 2.2 He hit the man with a stick. (2) (76)
- 2.3 ...who (the rabbit) in the end walks towards
the stoat seeking to devour him. (2) (76)
- 2.4 The man, wearing such dark glasses, obviously
could not see clearly. (2) (77)
- 2.5 We ate a lot. (2) (79)
- 2.6 I'll tell you later if I can find the time. (2) (80)
- 2.7 I clearly remembered the time when I looked
at my watch. (2) (81)
- 2.8 We must ask the farmer who owns the fields
where we can camp. (3) (81)
- 2.9 A report that he stole was ultimately sent to
the police. (2) (82)
- 2.10 Who's the captain? (2) (83)

- 2.11 He shot himself. (2) (85)
- 2.12 Mr. Smith our milkman has been hurt. (2) (85)
- 2.13 He brought his friend a doctor and a gentleman.
(2)..... (87)
- 2.14 Anna Wilson, not my best friend, voted against
me. (2) (87)
- 2.15 Many neighbors I know would have reacted
the same way. (2) (88)
- 2.16 Hazeltine asked how old Sam was. (2) (89)
- 2.17 They have shined shoes. (2) (90)
- 2.18 She showed her baby pictures. (2) (91)
- 2.19 Jim liked racing horses. (2)..... (92)
- 2.20 * Who did you show your daughter?(2) (93)
- 2.21 John was frightened by the new methods. (2)..... (95)
- 2.22 Richard (the villain) forced his sister into marriage.
(2)..... (95)
- 2.23 Today will be fine. (2) (97)

(三)位于句中的修饰语既可视作修饰其前的成分,又可视作修饰其后的成分

- 3.1 The book he was reading quickly bored him.
(2) (98)
- 3.2 She said when the play ended she would
change her clothes and go to the party.
(2) (100)
- 3.3 To speak the truth frankly is an unsafe policy.
(2) (101)
- 3.4 Religious faith without doubt is a comfort
to many people. (2) (102)

3. 5 She promised on her way home to visit him.
 (2) (103)
3. 6 His physician told him frequently to exercise.
 (2) (103)
3. 7 He spoke of seeing me also in New York. (2).....(104)
3. 8 Policemen are usually unarmed in Britain. (2).....(105)
3. 9 She has tried consciously to stop worrying
 about her career. (2) (106)

(四)同一动词形式可视为不同的搭配关系或不同种类的动词

4. 1 No one liked the portrait he had painted. (2) ... (107)
4. 2 What will you have to drink?(2) (108)
4. 3 What worries me is being ignored by everyone.
 (2)..... (109)
4. 4 The man decided on the train. (2) (111)
4. 5 Climbing plants can look strange. (2) (112)
4. 6 She likes entertaining actors. (2) (113)
4. 7 The car stopping gave me a bit of a jar. (2) (114)
4. 8 He was warned by a light flashing repeatedly.
 (2)..... (115)
4. 9 I like her cooking. (3) (116)
4. 10 There was no smoking in the corridors. (2) ... (117)
4. 11 I caught the boy waiting for my daughter.
 (3) (118)
4. 12 I noticed a man hidden behind the bushes.
 (2) (121)
4. 13 She left me to get on with her work. (2) (121)
4. 14 John had a book stolen from the library. (3) ... (122)
4. 15 I found her an entertaining partner. (2) (124)

4. 16 Hieronimo appeared in a dangerous mood. (2)··· (126)
4. 17 You've been working in the garden for hours.
 What are you growing?(2) (126)
4. 18 He wants a girl to finish the cleaning. (4) (127)
4. 19 I saw John on a bus. (2) (129)
4. 20 I cooked the meat dry. (2) (130)
4. 21 a racing yacht(2) (131)

(五)形容词各修饰语或名词属格可视为不同层次的修饰关系

5. 1 small boat anchorage(2) (132)
5. 2 He had some French onion soup. (3) (134)
5. 3 an old man's bicycle(3) (136)
5. 4 this chic woman's clothing(3) (138)
5. 5 The son of Pharaoh's daughter was the
 daughter of Pharaoh's son. (2) (140)
5. 6 that dog of Robert's(2) (142)

结构关系不同——(六)至(十二)

(六)修饰语与并列(名词、形容词、动词等)中心词既可视作就近修饰又可视作并列修饰;冠词和数词等限定词与并列名词中心词既可视作限定其并列的整体又可视作限定其并列的个体

6. 1 He wrote long articles and books. (2) (144)
6. 2 a surgeon and a diagnostician of great skill(2) ···(147)
6. 3 The neighbourhood is infested with stray
 cats and dogs of questionable parentage.
 (4)..... (148)
6. 4 The Municipal Art Gallery is famous for
 its still life paintings and drawings by Van Gogh.
 (4)..... (150)
6. 5 men and women who work hard(2) (152)

6. 6 The souvenirs they bought were very cheap
and gaudy. (2) (154)
6. 7 He paints pictures and plays the violin well.
(2)..... (155)
6. 8 John reported to me and I informed Bob that
everything was ready. (2) (156)
6. 9 If Mary has recovered from the flu she
is in the supermarket and the children are
at a play centre. (2) (157)
6. 10 A friend and helper stood nearby. (2) (158)
6. 11 There are ten boys and girls in the playgroup.
(2) (160)

(七)由 and 连接的前(后)置定语、并列's 属格、并列物主代词、并列宾语补语与名词中心词既可视作结合修饰(或限定)又可视为分开修饰(或限定)

7. 1 He specializes in selling old and valuable books.
(2) (161)
7. 2 the bills for gas and (for)electricity(5) (163)
7. 3 John's and Mary's children(5) (165)
7. 4 his and her books(2) (167)
7. 5 Those are the shelves for books on skills,
trades, and hobbies. (4) (168)
7. 6 He painted the cars black and white. (2) (169)

(八)修饰语与非并列(名词、动词等)中心词既可视作就近修饰又可视为分隔修饰

8. 1 The wire made the contact itself. (2) (170)
8. 2 Doris watched her children doing their homework
for a short time. (2) (171)

8. 3 I knew that you had seen him before I met you.
(2)..... (172)
8. 4 He said he was coming today. (2) (172)
8. 5 When did she promise to meet him?(2)..... (173)
8. 6 The combatants agreed to sign a peace treaty
in Geneva last week. (3) (174)
8. 7 He decided to retire when he reached the age of
sixty. (2) (175)
8. 8 the smiles of delight on all the faces that she recalled
(2)..... (176)
8. 9 They promised her a party every Saturday night.
(2)..... (178)

(九)由 and 连接的并列主语、并列谓语、并列状语以及复数主语和复数宾语既可视作结合意义又可视作分开意义;由两个 and 或两个 or 连接的并列宾语、由 and 和 or 连接的并列短语和分句可视作不同组合的并列

9. 1 John and Mary won the prize. (2) (179)
9. 2 John and Mary are married. (2) (181)
9. 3 Jill and Ben visited their uncles. (3) (184)
9. 4 John read and answered letters(2) (185)
9. 5 That evening we stayed indoors, reading and
writing letters. (2) (185)
9. 6 Two philosophy students stalked two linguists.
(3)..... (185)
9. 7 We thanked John and Peter and Robert. (3) ... (187)
9. 8 Adam will take Lucy or Cathy and Diana. (2) ... (188)
9. 9 Alice went to Birmingham and she met Cyril
or she called on David. (2) (190)

9. 10 I was taught by the man who taught Mabel
and the woman who taught you and Fred.
(2) (191)

(十) 修饰语与被修饰语可视为不同的搭配或修饰关系

10. 1 My friendly neighbour will talk to anyone. (2) ... (192)
10. 2 The patriotic Americans have great respect
for their country's constitution. (2) (193)
10. 3 Della is most efficient. (2) (195)
10. 4 Pronouns agree with their antecedent. (2) (197)
10. 5 They argued about nothing. (2) (198)
10. 6 John was willingly sent to friends for the
summer (by his mother). (2) (199)
10. 7 Was she more or less courteous? (2) (200)

(十一) 含 not 的否定谓语可视为不同的否定范围——助动词的否定或主动词的否定；主语或谓语的全部否定或部分否定；谓语的否定或状语的否定；连系动词的否定或表语的否定

11. 1 You may not disturb us. (2) (202)
11. 2 All the children didn't sleep. (2) (204)
11. 3 Everybody can't win in Las Vegas. (2) (205)
11. 4 Both of them are not students. (2) (206)
11. 5 He doesn't (both) have long hair and wear
jeans. (2) (207)
11. 6 The ambassador did not leave London to
take up an appointment in Africa. (2) (208)
11. 7 I wasn't listening all the time. (3) (208)
11. 8 I didn't leave home because I was afraid
of my father. (2) (210)
11. 9 They don't drive too fast. (3) (212)

11.10 Usually he doesn't sleep for two days at a
time. (2) (212)

11.11 His hardest decision was not to allow the
children to go to summer camp. (2) (213)

(十二)同一结构中的各词语可视为不同的逻辑关系

12.1 The lamb is too hot to eat. (2) (214)

12.2 She is too kind a girl to refuse. (2) (216)

12.3 She is friendly enough to help. (2) (217)

12.4 It is easy to call. (2) (217)

12.5 The man was good to leave. (2) (219)

12.6 The shooting of the hunters was terrible.
(2) (220)

12.7 The reminiscences of the Prime Minister
were very amusing. (2) (220)

12.8 Everyone was waiting for Bill's surprise.
(4) (222)

12.9 John's gift was stolen. (2) (223)

12.10 Ralph took my picture. (4) (225)

12.11 I hate lying. (2) (226)

12.12 He is the best man to choose. (2) (227)

潜在关系不同——(十三)至(十九)

(十三)同一限定动词形式可视为不同的时态或不同的语气

13.1 They hit the ball. (2) (228)

13.2 The guests will have arrived. (2) (229)

13.3 He might have realized that you were pulling
his leg. (2) (229)

13.4 If he found a patient listener, he would
pour out his troubles. (2) (232)

(十四)含 not 的否定谓语可视为不同的否定意义——“不如”或“不等于”；“不如”或“和…几乎一样”；“不足”或“不是”；合并并列意义或分开并列意义；其他

- 14.1 John isn't as tall as Fred. (2) (234)
- 14.2 John does not run as fast as Fred. (2) (236)
- 14.3 He is not taller than I am. (2) (236)
- 14.4 He didn't arrive earlier than she did. (2) ... (237)
- 14.5 Andy isn't five feet tall. (2) (238)
- 14.6 John and Elizabeth didn't win anything. (2)
..... (239)
- 14.7 John doesn't take a bus or go by train. (2)
..... (240)
- 14.8 Diane isn't old. (2) (241)
- 14.9 The door doesn't open in wet weather. (2)
..... (242)
- 14.10 This gate is not to be opened today. (2) ... (242)
- 14.11 I don't think it's a good idea. (2) (243)

(十五)同一句法结构表现为不同的语义功能

- 15.1 His train leaves at five o'clock. (2) (244)
- 15.2 I'm taking Mary out for a meal. (2) (245)
- 15.3 I have lived in China. (2) (247)
- 15.4 He is going to arrive late at the concert. (2)
..... (249)
- 15.5 If you love me, we shall be happy. (2) (250)
- 15.6 They have/get their work done. (2) (251)
- 15.7 Having finished the painting, he gave a sigh
of relief. (2) (252)
- 15.8 Punished, they will not cooperate. (2) (252)

15. 9 Any coin found on this site must be handed
to the poilce. (2) (253)
15. 10 I like your house painted white. (3) (255)
15. 11 My brother, who has lived in America
for over 30 years, can still speak Italian.
(3)..... (256)
15. 12 Do you remember when we got lost?(2) ... (257)
15. 13 I know what stories my uncle tells. (2) (259)
15. 14 Give me what books you have on the subject.
(2)..... (260)
15. 15 What John is is enviable. (2) (261)
15. 16 She suffered very little. (2) (262)
15. 17 an oil man(5) (264)
15. 18 The mother is six times older than the child.
(2)..... (264)
15. 19 John only phoned Mary(an hour ago).
(2)..... (266)
15. 20 I sent a donation before I was asked to.
(2)..... (268)
15. 21 He appeared the insanest of mortals. (2) ... (268)
15. 22 He is better. (2) (270)
15. 23 Frankly, is he tired?(2) (272)
15. 24 He'll be staying here next month. (2) (273)
15. 25 You can't imagine what difficulties I have
with my children. (2) (274)
15. 26 Famous men—Henry James, Gandhi, Saul
Bellow—have visited this university.
(2)..... (275)

(十六)同一结构的本义与转义或字面意义与引伸意义不同

- 16.1 a beautiful dancer(2) (276)
- 16.2 It is an ill wind that blows nobody good.
(2) (278)
- 16.3 a live wire(2) (280)
- 16.4 I was on the carpet again yesterday. (2) (283)
- 16.5 John kicked the bucket. (2) (283)
- 16.6 Mary was more angry than she was sad.
(2) (284)
- 16.7 Annie is a better doctor than she is a cook.
(2) (286)

(十七)省略——连词、冠词、限定动词、介词宾语等被省略后,修饰关系或语义关系不明

- 17.1 He said yesterday he had finished the work.
(2) (287)
- 17.2 I know(that)he's cheating and I can't do
anything about it. (2) (287)
- 17.3 MAN REFUSES TO GIVE UP BITING DOG
(2) (289)
- 17.4 Freddy likes Susan more than Joan. (2) (290)
- 17.5 I like Joe as well as Jack. (3) (292)
- 17.6 The trunk on a Dart is actuallyy bigger
than the one on many full-sized cars. And
a family of five fits inside nicely. (2) (292)
- 17.7 We are four. (2) (293)
- 17.8 I gave John what I wanted. (2) (294)
- 17.9 Did you play football or go for a walk ? (2) ... (295)
- 17.10 Whether right or wrong,he always comes

- off worst in an argument because of his
inability to speak cogently. (2) (296)
17. 11 The recipe requires wine vinegar, not malt.
(2)..... (197)
- (十八) 替代——关系代词、人称代词、物主代词、反身代词、指示代词等的指代成分不明
18. 1 We were taken every week to the theatre,
which was a great delight to us. (2) (298)
18. 2 Jack told Carl that he was ungrateful. (2) ... (300)
18. 3 When the boss fired Pete, he was noisy about
it. (2) (301)
18. 4 He dropped the quart of beer on his toe and
broke it. (2) (302)
18. 5 Jack took Jim home in his car. (2) (303)
18. 6 Benjamin told Michael that it would be
difficult to shave himself. (2) (304)
18. 7 The boy threw a stick over the fence. That
accounts for the barking of the dog.
(2) (305)
- (十九) 同一名词短语、介词短语或动词短语等, 英国英语和美国英语的意义不同
19. 1 the second floor (2) (307)
19. 2 We felt sure they would arrive in time. (2) (307)
19. 3 He's in school. (2) (308)
19. 4 I'll give you a ring tonight. (2) (308)
19. 5 2/6/81 (2) (309)

注: 每条例句后括号内的数字指该句可作若干种歧义理解。

附录二

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