

PLATINUM EDITION

GRAMMAR DIMENSIONS

FORM, MEANING, and USE

WORKBOOK

汤姆森三维英语语法

— 白金版 —

第二册 练习册

Diane Larsen-Freeman 主编
(美) Cheryl Benz 著
Ann Roemer



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出版说明

目前，教育部发表了适用于全日制义务教育普通高级中学的《英语课程标准》。从新的英语课程标准所反映和规定的课程性质、基本理念、设计思路、课程目标以及内容中，我们不难看出我国英语教学的目的、目标、观点、内容、实施、策略、手段和评价等各方面都要进行重大改革，以使基础教育阶段的英语教育水平有较大的提高，满足21世纪人才培养的需要。

英语教学的特点之一是要使学生尽可能多地从不同渠道、以不同形式接触和学习英语，亲身感受和直接体验语言及语言应用。因此，在英语教学中，除了合理有效地使用教科书以外，还应该积极开发其他课程资源。一些外语特色学校，或者双语学校率先引进了一些英语原版的跨学科教材作为选修教材，其目的就是让学生从更多的方面接触英语，提高学生的学习兴趣，有利于开发学生的多元智能。为此，北京华章图文信息有限公司特别精选了一些国外的优秀教材作为高中的选修教材供广大师生选用。这些选修教材包括英语原文阅读、文学欣赏、学校生活、科技探索、英语语法、计算机英语等。它们的题材和体裁都是学生所关心、所感兴趣的，这样，学生学习就会相对轻松，容易奏效。兴趣会是天生，也会后天养成，有时一时激发的兴趣也会使人改变初衷、改变人生。我们相信这些构思新颖、设计独特、精美实用的选修教材会给学生留下深刻的印象，他们的兴趣会转化为持续的行动，成为未来的文学家、科学家、精英和各个领域的人才。在特创的跨学科英语环境中，他们不仅学会了其他学科的知识，而且会为以后的高考、就业和其他选择打下良好的基础。

《汤姆森三维英语语法-白金版》(Platinum Edition Grammar Dimensions)是汤姆森学习出版集团献给本世纪的一大礼物。作者Diane Larsen-Freeman以独特的视角，把语法的作用从FORM、MEANING和USE三个不同维度以全新的理念，深入浅出地加以解释，使学生更深刻地理解语法、提高他们的语言分析能力；使教师打破传统的语法，发展全新的、建立在FORM、MEANING和USE上的三维语法教学法。有的专家在解释“国家英语课程标准”对语法部分的要求时说过，我们不是不讲语法，我们必须把语言的形式和语言的意义以及作用联系在一起。Diane Larsen-Freeman的《汤姆森三维英语语法-白金版》使教师在教语法时更轻松、更有效、更清晰；丰富的练习、真实的交际活动使学生对原以为枯燥的语法从不同维度理解的更加深刻。

《汤姆森三维英语语法-白金版》是以任务型教学理念编写的语法教科书。全书共有4册，每册教材包括：

1. 学生用书+三维CD-ROM

Grammar Dimensions Student Book units are designed to be clear, comprehensive, flexible, and communicative.

Goals: • Focus students' attention on the learning they will do in each chapter.

Opening Task: • Contextualizes the target grammatical structure.

• Enable teachers to diagnose their students' performance and identify the aspect of structure with which their students have the most difficulty.

• Provides a roadmap for the grammar points students need to work on in that unit.

Focus Boxes: • Present the form, meaning, or use of a particular grammatical structure.

• Focus students' attention to a particular feature of the target structure. Each rule or explanation is preceded by examples, so teachers can have students work inductively to try to discover the rule on their own.

Exercises: • Provide a wealth of opportunity to practice the form and meaning of the grammar structures.

• Help students develop the skill of "grammaring"—the ability to use structures accurately, meaningfully, and appropriately.

• Are varied, thematically coherent, but purposeful.

• Give students many opportunities to personalize and own the language.

Communicative • Help students practice grammar and communication in tandem.

Activities: • Are engaging!
• Encourage the students to use their new language both inside and outside the classroom.
• Provide an opportunity to practice reading, writing, listening, and speaking skills, helping students realize the communicative value of the grammar they are learning.

三维CD-ROM

- Grammar 3D provides additional practice for 34 of the key grammar structures found in the text series.
- Offers over 500 activities for the beginning to advanced students.
- Provides an instructional “help page” that allows students to access grammar explanations at any point.
- Provide feedback that helps students understand their errors and guides them toward correct answers.
- Free with each Student Book.

2. 学生用书磁带

- Provide listening activities for each unit so students can practice listening to grammar structures in context.

3. 练习册

- Provide additional exercises for each grammar point presented in the student text.
- Offer question types found on the TOEFL® Test.

4. 教师用书

• Facilitate teaching by providing in one place notes and examples, answer keys to the Student Book and Workbook, page references to all the components, the tapescript for the audiocassette activities, and tests with answer keys for each unit.

• Minimize teacher preparation time by providing step-by-step teaching suggestions for every focus box and activities in the Student Book.

《汤姆森三维英语语法-白金版》的特色:

- User friendly and contextualized grammar explanations help students understand the target language.
- Students practice the form, meaning, and appropriate use of each grammar structure.
- Motivating and communicative activities in the texts and workbooks help students practice grammar and communication in tandem, eliciting self-expression and personalized practice.
- Listening activities expand the target structures.

《汤姆森三维英语语法-白金版》一书不仅给我们英语语法教学引进了一套全新的教学理念,而且为教育手段的升级提供了可扩展的资源。三维CD-ROM和Grammar Dimensions网站(<http://gdonline.heinle.com>)改变了传统教学的模式,有利于开展多媒体教学、远程教学,从而扩展了书本和教室的空间。更适应当前教育的发展趋势,更有利于学生学习,从而跳出应试教育的圈子,向素质教育迈进。只有开创了面向未来的教育体系,才会获得持续发展的能力。

希望《汤姆森三维英语语法-白金版》一书以及三维CD-ROM和Grammar Dimensions网站能在你英语学习的路上成为可圈可点的一段。忘记枯燥的语法带给你的烦恼,让英语语法学习成为美好而难忘的回忆。

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SIMPLE PRESENT

Habits, Routines, and Facts

▶ EXERCISE 1 (Focus 1, page 2)

Read about the students in their writing class. Underline the verbs that tell about habits (things they do again and again, sometimes without realizing it) or routines (things they do regularly). The first one has been done for you as an example.



Writing is my favorite class because of my classmates. Even though they work hard to improve their writing, they like to have fun, too. Raul and Suzette study the hardest. They always listen carefully to the directions and raise their hands when they have a question. They are good students, and they try to encourage other students. Jean Marc is my best friend in the class. He always helps me with my writing assignments. Before I rewrite my papers, I always ask him to read them. He helps me see my mistakes.

There is only one student who doesn't participate in class—Yaniv. He always interrupts the teacher and whispers to other students. Sometimes he eats and drinks in class. Besides that, he never pays attention, and he hardly ever does his assignments.

EXERCISE 2 (Focus 2, page 2)

Write five sentences about habits or routines of a good student. Then write five sentences about the habits or routines of a poor student.

A GOOD STUDENT

1. _____

2. _____

3. _____

4. _____

5. _____

A POOR STUDENT

6. _____

7. _____

8. _____

9. _____

10. _____

EXERCISE 3 (Focus 2, page 2)

The following chart lists the responses of some students to a survey. Using the information on the chart, answer the questions below in complete sentences. The first one has been done for you as an example.

Do you . . .	Yes	No
1. discuss politics with native English speakers?	Raul	Yaniv
2. listen to the radio in English?	Valentina	Wan-Yin
3. watch movies or TV in English?	Mohammed	Yaniv
4. speak English at work or school?	Jean Marc Wan-Yin	
5. read English-language newspapers or magazines	Suzette	Yaniv Valentina
6. go to English class every day?	Su-Ling	
7. write letters in English	Suzette Raul	Su-Ling
8. practice English with native speakers?	Roberto	Valentina

1. Who listens to the radio in English?

Valentina listens to the radio in English.

2. Who writes letters in English?

3. Who doesn't read English-language newspapers or magazines?

4. Who doesn't discuss politics with English speakers?

5. Who doesn't watch movies in English?

6. Who speaks English at work or at school?

7. Who goes to English class every day?

8. Who practices English with native speakers?

9. Who watches movies or TV in English?

10. Who doesn't listen to the radio in English?

▶ EXERCISE 4 (Focus 2, page 2)

With a partner, take turns asking each other the eight questions from the chart in Exercise 3. Record your partner's short answers below.

▶ EXAMPLE: You: *Do you discuss politics with native English speakers?*

Your partner: *No, I don't.*

You write: *No, he doesn't.*

Partner's Name _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Now find a new partner. Tell your new partner the information you learned from your first partner.

▶ EXAMPLE: *Raul doesn't discuss politics with native English speakers.*

EXERCISE 5 (Focus 2, page 2)

Complete the puzzle by writing in the correct form of each missing verb in the numbered sentences at the left. The first one has been done for you as an example.

1. A spider has eight legs.
2. Sometimes a lizard _____ its color.
3. A parrot _____ up to 50 years.
4. A fish _____ in the ocean.
5. A panda _____ bamboo sprouts.
6. A bird _____ a nest before she lays an egg.
7. A bat _____ at night.
8. A raccoon always _____ its food.
9. A frog _____ flies with its tongue.
10. A dolphin lives in the water, but it _____ air.
11. A bird _____ on her nest after she lays an egg.

- | | | | | |
|-----|---|---|---|---|
| 1. | | H | A | S |
| 2. | — | — | N | — |
| 3. | | — | I | — |
| 4. | — | — | M | — |
| 5. | | — | A | — |
| 6. | — | — | L | — |
| 7. | | | F | — |
| 8. | | — | A | — |
| 9. | — | — | C | — |
| 10. | — | — | T | — |
| 11. | | | S | — |

EXERCISE 6 (Focus 3, page 4)

Do you use several different strategies when you learn a different language, or do you depend on only one or two? Read the sentences below. For each, write the adverb of frequency that best describes your habits as you are learning English.

1. I practice saying new words in sentences so I can remember them.
2. I remember new words by drawing pictures of them.
3. I try to speak like native English speakers.
4. I start conversations with native English speakers.
5. I take notes in English class.
6. I read my notes at home.
7. I try to think in English.
8. I look for similarities and differences between English and my language.
9. I ask English speakers to correct my pronunciation.
10. I try to notice my errors when I speak a language.

EXERCISE 7 (Focus 3, page 4)

Rewrite the statements from Exercise 6 as questions. Ask a partner how often he or she uses each of the different strategies. Record the answers.

► **EXAMPLE:** **You:** *How often do you practice new words in a sentence so you can remember them?*

Your partner: *I sometimes practice new words in sentences.*

You write: She sometimes practices new words in sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PRESENT PROGRESSIVE AND SIMPLE PRESENT

Actions and States

► EXERCISE 1 (Focus 1, page 20)

Read the following paragraphs and underline the present progressives and the time expressions that indicate the action is in progress at or around the time of speaking. The first one has been done for you.

Mohammed is an exchange student from Kuwait who's living in Toronto this academic year. His teachers and classmates are worried about him because he looks tired and is acting differently from the way he usually acts. He's usually very outgoing, and he talks and laughs with the other students, both inside the classroom and out. But these days he isn't smiling much. Normally, Mohammed has lunch in the cafeteria, but today he isn't eating there. He often goes outside to smoke a cigarette, but he's not there smoking today.

Finally, someone asked Mohammed what was wrong. Mohammed explained that he is a Muslim (a follower of Islam). In the lunar calendar, it's now the month of Ramadan, so he's fasting.* This month he isn't eating, drinking, or smoking during daylight hours. The purpose of Ramadan is to teach discipline, and fasting teaches compassion for people who are hungry and thirsty.

Everyone at Mohammed's school is glad that he's all right and that he's just trying to be a good Muslim.

*to fast: not to eat

EXERCISE 2 (Focus 2, page 21)

Using the verbs from the list in the present progressive, complete the dialogues about the following pictures. Be careful—some of them are short answers, some are negative, and others need a pronoun (*you, he, she, etc.*).

► EXAMPLE: Are they taking a plane to the conference?

No, they're taking the train.

check	punch	type
die	quit	use
file	stand	water
fill	take	wear



1. _____

someone _____
those letters for me? I need them right now.

Yes, Marcia _____.



2. Who _____ my computer?

Dave _____.



3. Jody, _____

those papers for Ms. Baxter?

No, I _____.

Jim _____.



4. That poor plant _____.

I know. That's why I _____ it.



5. _____ in or
_____ out, sir?
I _____ in.



6. Why _____ in line?
It's 7:00, time for the morning shift to begin.
They _____ in.



7. Where _____ out the application
forms?

In the Human Resources office.



8. What _____
for the job interview today?

I _____
my best dress.



9. Why _____ off his tie?
It's 5 o'clock.

