



华章英语系列教材

4

PLATINUM EDITION

GRAMMAR DIMENSIONS

FORM, MEANING, and USE

WORKBOOK

汤姆森三维英语语法

— 白金版

第四册 练习册

(美) Diane Larsen-Freeman 主编
Gene Parulis 著



机械工业出版社
China Machine Press

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Diane Larsen-Freeman, Gene Parulis: Grammar Dimensions, Workbook 4

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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途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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外语编辑部

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VERB TENSES IN WRITTEN AND SPOKEN COMMUNICATION

► EXERCISE 1 (Focus 1, page 2)

Fill in each blank with the correct form of the verb in parentheses.

(1) Five years ago, Raul _____ (arrive) in this country. (2) He _____ (never be) here before. (3) At the moment, he _____ (study) computer science. (4) He _____ (expect) that he _____ (work) as a programmer in another year. (5) "If that job _____ (not work out)," he told me, "I _____ (go) back to school in another field."

(6) For the past two years, he _____ (live) in a small museum as a caretaker. (7) He _____ (have) a tiny room of his own, but when the museum _____ (close), he _____ (have) the whole place to himself. (8) The only time I _____ (ever be) to a party in a museum _____ (be) when Raul _____ (invite) me a few weeks ago.

(9) "_____ (ever thought) about returning home?" I asked Raul the other day. (10) "Maybe someday I _____ (go) back," he said, "but only to visit."

(11) Raul said last week he _____ (speak) briefly to his brother who _____ (try) for months to get a visa. (12) Apparently, his brother _____ (give up).

(13) This coming January, I _____ (know) Raul for three years.

▶

The following passage is from a popular novel, *The Kitchen God's Wife*, by Amy Tan. Cover the original version, which appears below, and then fill in the blanks with the correct verb tenses. After you have done that compare the original with your own work. How do you explain any differences?

And then there is my cousin Bao-bao, whose real name is Roger. Everyone in the family _____ (call) him Bao-bao ever since he _____ (be) a baby, which _____ (be) what *bao-bao* _____ (mean)—“precious baby.” Later, we _____ (keep) calling him that because he _____ (be) the crybaby who always _____ (wail) the minute my aunt and uncle _____ (walk) in the door, claiming we other kids _____ (pick) on him. And even though he _____ (be) now thirty-one years old, we still _____ (think) of him as Bao-bao—and we _____ (be) still _____ (pick) on him.

Original

And then there is my cousin Bao-bao, whose real name is Roger. Everyone in the family has been calling him Bao-bao ever since he was a baby, which is what *bao-bao* means—"precious baby." Later, we kept calling him that because he was the crybaby who always wailed the minute my aunt and uncle walked in the door, claiming we other kids had been picking on him. And even though he's now thirty-one years old, we still think of him as Bao-bao—and we're still picking on him.

EXPLANATION OF DIFFERENCES

(try) for months to get a visa. (12) Apparently his brother

Raul said last week he _____ (speak) briefly to his brother

_____ (go) back," he said, "but only to visit."

(ever thought) about returning home?" I asked Raul the

_____ (be) when Raul _____ (live) in a museum.

(have) the whole place to himself. (8) The only time I

▶ EXERCISE 3 (Focus 2, page 4)

Complete the following sentences in your own words.

1. When I was younger _____
2. By the year 2020 _____
3. At 3 P.M. yesterday _____
4. Since I last saw Marion _____
5. At this very moment _____
6. During the reign of Kublai Khan _____
7. In the coming century _____
8. Just a minute ago _____
9. After I graduate _____
10. After the last ice age _____
11. For the past ten years _____
12. In 1066 _____
13. By the time my parents see this report _____
14. This year _____
15. Tomorrow evening _____

▶ EXERCISE 4 (Focus 3, page 6)

Each of the following passages has one sentence with a verb tense that is inappropriate in the context. Identify those sentences and correct them.

1. (a) The earth is the fifth largest planet and the third from the sun. (b) It is the only planet in the solar system known to have water. (c) Its day length, caused by its rotation, is between that of Neptune (16 hours) and that of Mars (24.5 hours). (d) Earth's seasons are caused by its tilt; when the north pole of the planet is pointed toward the sun, it will be summer in the northern hemisphere, and when it points away, it will be winter.
2. (a) The moon is larger than Pluto, the smallest planet in the solar system. (b) Its rotation takes exactly the same time as its orbit around the earth; thus it always shows the same side to the earth. (c) The moon wasn't solely responsible for raising and lowering the oceans of the earth, but its pull is 2.2 times greater than that of the sun.

3. (a) Pluto's orbit is so irregular that it is now inside of Neptune's orbit. (b) Only after 1999 will Pluto be the farthest planet from the sun again. (c) Pluto took almost 248 earth years to go around the sun. (d) It rotates once every 6.4 days.
4. (a) Mercury is the second smallest planet in our solar system. (b) Because Mercury is so close to the sun, its year takes only 88 earth days. (c) However, Mercury rotates much more slowly than Earth, so a day on Mercury will take almost 59 earth days; therefore, its year is less than two Mercury days long.
5. (a) Predicting the movements of the planets was important to many past cultures, who believed that their fates were related to those of the planets. (b) Today, many cultures still follow the movements of the planets and have paid special attention to their positions on important days such as births, deaths, and anniversaries.
6. (a) The planets retained a special influence over our collective imagination. (b) Countless love poems deal with the moon and the planets—one of which, Venus, is also the name of the goddess of love. (c) And no pair of lovers can fail to appreciate the beauty of a full moon in a clear sky.
7. (a) We were discussing sports the other day. (b) Rob said he loved baseball. (c) Mary said she had always been crazy about soccer. (d) Tim tells us that he played basketball.
8. (a) We were amazed at the number of species we see in Costa Rica: 71 types of birds, plus monkeys, crocodiles, frogs, turtles, butterflies, and plants. (b) It was a wonderful experience that I will never forget.
9. (a) On the cruise you will be able to eat anytime you want. (b) You will have opportunities to explore ancient ports and ruins and listen to lectures by expert guides. (c) You will have enjoyed the trip immensely.
10. (a) A passion for hiking has long kept Czechs on the move—their national hiking club dates from 1888. (b) Partly inspired by the June 1990 issue of *National Geographic* magazine, Czechs and Austrians create the Czech Greenway, a 250-mile network of trails between Vienna and Prague. (c) Traversable by foot, bicycle, horseback, or canoe, the system connects medieval castles and towns with the countryside.

► **EXERCISE 5** (Focus 4, page 8)

Circle the correct verb forms in the following passages.

1. I'm sitting in the living room of my grandparents' home. I (a. am not b. haven't been c. wasn't) here in years. I (a. remember b. have remembered c. remembered) how dark and large and full of strange furniture the room was when I (a. am b. have been c. was) a child. The room (a. is b. has been c. was) ideal for playing hide and seek. Though it's the

same room with mostly the same furniture, it (**a. seems b. has seemed c. seemed**) to have shrunk.

2. I graduate from high school next week. Next year I (**a. go b. will go c. will have gone**) to community college. I (**a. take b. am taking c. will take**) some computer classes, I think, but I'm not sure what I (**a. do b. am doing c. will do**) with the rest of my life! Everything today (**a. has b. is having c. will have**) to do with computers. My dad says that if I learn how to use one, he (**a. buys b. is buying c. will buy**) me one.

I used to go to a certain high school, but I (**a. have gotten b. get c. was getting**) straight Fs. My parents (**a. switch b. have switched c. switched**) me to another school; I (**a. get b. have gotten c. got**) As and Bs now. The new school (**a. helped b. has helped c. helps**) me a lot. In the old school I (**a. go b. was going c. have gone**) nowhere.

(Adapted from Gordon Mathews, *What Makes Life Worth Living? How Japanese and Americans Make Sense of Their World*. Berkeley: University of California Press, 1996, p. 111.)

3. My wife is a real support to me. One night I (**a. look b. have looked c. looked**) at her and at our kids sleeping beside us. She (**a. look b. have looked c. looked**) so tired from taking care of them—I (**a. feel b. have felt c. felt**) I couldn't quit my job, however much I hated it. Later I did tell her I (**a. want b. have wanted c. wanted**) to quit; she said, 'Go ahead.' When I (**a. ask b. have asked c. asked**) her how we'd eat, she said we'd go to her parents' farm to live. If we could really do that, it'd be great.

In this country, most husbands don't listen to their wives; they just (**a. gave b. give c. have given**) orders, so their wives (**a. became b. become c. will become**) like dolls, deprived of their own feelings. I'm lucky my wife (**a. was not b. is not c. has not been**) like that.

(Adapted from Gordon Mathews, *What Makes Life Worth Living? How Japanese and Americans Make Sense of Their World*. Berkeley: University of California Press, 1996, p. 84.)

4. I (**a. am writing b. was writing c. have been writing**) this column for ten years, and in that time, the number of subscribers to the magazine has more than tripled. Most of today's readers (**a. probably never read b. are probably never reading c. have probably never read**) the basic information that I (**a. have written b. wrote c. write**) about ten years ago. It (**a. was b. has been c. is**) all too easy to forget that the things I do automatically, after decades of photography, may be unknown to someone just starting out. I (**a. am also learning b. also learned c. have also learned**) many new things in the past ten years that can be shared with new and old readers of my column.

To find wildlife, you must know wildlife, and there is no better way of knowing wildlife than living with it. Raised on a farm in the hills of northwestern New Jersey, I (**a. hunt and roam b. have hunted and roamed c. hunted and roamed**) the fields and

woods around the Delaware River since age 11. Even before that, I read about wildlife, observing it and taking notes, and I still (**a. do b. did c. have done**) that today.

(Adapted from Leonard Lee Rue III, "Finding Wildlife," *Outdoor Photographer*, June 1996, p. 18.)

5. As you journey through the lush, unspoiled western coast of British Columbia, before long you'll come upon a mystical white apparition—a white bear. Called "Spirit Bear" or "Ghost Bear" by the native KITASOO who (**a. are living b. lived c. have lived**) here for thousands of years, this gentle variation of the black bear (**a. wasn't b. isn't c. hasn't been**) an albino. It (**a. got b. gets c. has gotten**) its pure white coat from a double recessive gene for white hair.

A KITASOO legend tells of Raven, the Creator of all life, deciding to turn every tenth bear white to evoke memories of when ice and snow (**a. cover b. covered c. has covered**) the land. We now (**a. knew b. know c. have known**) this last ice age (**a. ends b. ended c. has ended**) 10,000 years ago. And when Raven (**a. did b. does c. has done d. had done**) his magic, he (**a. issued b. issues c. had issued**) a proclamation: Moksgm'ol, the white bear, (**a. will live b. would live c. is living d. has been living**) in this place, in peace, forever.

(Adapted from James Lawrence, "Spirit Bear," *Outdoor Photographer*, June 1996, pp. 40–41.)

6. Ask renowned nature photographer David Muench for the formula behind *Ancient America's* magic and you'll get a deceptively simple answer: Prepare thoroughly. Go to the sacred places. Wait. Look. Feel. Then shoot.

But the art of David Muench's photography (**a. has never been painted b. is never painted c. was never painted**) solely with the tools of location, light, pattern, texture, color, or technical mastery. Muench also (**a. has known b. knows c. knew**) how to let the miracles happen.

The seed of *Ancient America* (**a. has been planted b. is planted c. was planted**) in Muench's mind at the foot of a four-thousand-year-old bristlecone pine. "I always (**a. have wanted b. want c. wanted**) to do something with bristlecones," he recalls. "That desire (**a. has expanded b. expands c. expanded**) to the largest and the tallest trees, the sequoias and redwoods. And it (**a. has gelled and formulated b. gels and formulates c. gelled and formulated**) in my mind for maybe ten years or more. Nowadays, everything (**a. has been becoming b. is becoming c. was becoming**) so technical in the world. I (**a. have felt b. feel c. felt**) it was important with the book to touch on something [vital]—our natural beginnings. I (**a. am not sitting b. was not sitting c. haven't been sitting**) in judgment, but rather wanting to make sure we don't lose the purest sense of our natural world."

(Adapted from James Lawrence, "Ancient America," *Outdoor Photographer*, June 1996, pp. 30–36.)

(Focus 4, page 8)

Rewrite this description of a past event in the present tense to make it seem more immediate.

A student took an exam in a large lecture course with over 300 students. At the end of the period, the professor announced that time was up and the students had to turn in their exams. All the students came to the front and put their exams in a pile, except for one student who remained at his seat for 10 extra minutes furiously filling in answers. When the student came to the front to hand in the exam, the professor told him that his grade would be lowered for taking too much time. Suddenly the student stiffened and indignantly asked the professor, "Do you know who I am?" The surprised professor replied, "No." The student replied, "Good!" and with one quick motion, he lifted the huge pile of papers and placed his in the middle.

[illegible]

Four students sharing a dormitory room stayed out late one night and were too tired to get up in time for their early class the next morning. On the way to school, they all agreed on an excuse to tell their professor. They arrived near the end of class and went up to the professor to ask if they could make up the day's quiz. The professor asked them why they were late, and they told him that it was because they had had a flat tire on the way to school. The professor told them to take their seats in separate corners of the room and each take out a sheet of paper for their quiz. He then asked them each to write down which tire was flat.

[illegible]
