

PLATINUM EDITION

# GRAMMAR DIMENSIONS

FORM, MEANING, and USE

**WORKBOOK**

# 汤姆森三维英语语法

— 白金版 —

第一册 练习册

---

(美) Diane Larsen-Freeman 主编  
Cheryl Benz 著

---



机械工业出版社  
China Machine Press

THOMSON

★  
汤姆森学习出版集团

华章英语系列教材

1

PLATINUM EDITION

# GRAMMAR DIMENSIONS

FORM, MEANING, and USE

WORKBOOK

## 汤姆森三维英语语法

— 白金版

第一册 练习册

江苏工业学院图书馆  
藏书章

(美) Diane Larsen-Freeman  
Cheryl Benz

主编  
著

Diane Larsen-Freeman, Cheryl Benz: Grammar Dimensions, Workbook 1

Copyright © 2000 by Heinle & Heinle, a division of Thomson Learning.

All rights reserved.

Authorized Bilingual Edition by Thomson Learning and CMP. No part of this book may be reproduced in any form without the express written permission of Thomson Learning and CMP.

Authorized Bilingual Edition for sale in P.R. China only.

本书英文影印版由汤姆森学习出版集团授权机械工业出版社出版，未经出版者书面许可，不得以任何方式复制或抄袭本书的任何部分。

版权所有，侵权必究。

本书版权登记号：图字：01-2002-0722

图书在版编目（CIP）数据

汤姆森三维英语语法练习册：白金版/（美）弗里曼（Freeman, D. L.）著. -北京：机械工业出版社，2002.6

书名原文：Grammar Dimensions (Workbook 1)

ISBN 7-111-09992-3

I. 汤… II. 弗… III. 英语-语法-习题 IV. H314-44

中国版本图书馆CIP数据核字（2002）第014178号

机械工业出版社（北京市西城区百万庄大街22号 邮政编码 100037）

责任编辑：李淑新 韩 庆

北京昌平奔腾印刷厂印刷·新华书店北京发行所发行

2002年6月第1版第1次印刷

889mm × 1194mm 1/16 · 12.75印张

印数：0 001-5 000册

定价：16.00 元（共四册 合计68.00元）

凡购本书，如有倒页、脱页、缺页，由本社发行部调换。

# 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。

北京华章图文信息有限公司

外语编辑部

# C O N T E N T S

UNIT 1	▶	The Verb <i>Be</i> : Affirmative Statements, Subject Pronouns	1
UNIT 2	▶	The Verb <i>Be</i> : <i>Yes/No</i> Questions; <i>Be</i> + Adjective, Negative Statements	5
UNIT 3	▶	The Verb <i>Be</i> : <i>Wh</i> -Question Words, Prepositions of Location	10
		Exercises for the TOEFL® Test, Units 1–3	20
UNIT 4	▶	Nouns: Count and Noncount Nouns, <i>Be</i> + Adjective + Noun	23
UNIT 5	▶	The Verb <i>Have</i> : Affirmative and Negative Statements, Questions and Short Answers, <i>Some/Any</i>	30
UNIT 6	▶	<i>This/That/These/Those</i> : Possessives	39
		Exercises for the TOEFL® Test, Units 4–6	49
UNIT 7	▶	<i>There Is/There Are</i> : <i>A/An</i> Versus <i>The</i>	52
UNIT 8	▶	Simple Present Tense: Affirmative and Negative Statements, Time Expressions: <i>Like/Want/Need</i>	57
UNIT 9	▶	Simple Present Tense: <i>Yes/No</i> Questions, Adverbs of Frequency, <i>Wh</i> -Questions	67
		Exercises for the TOEFL® Test, Units 7–9	76
UNIT 10	▶	Imperatives and Prepositions of Direction	79
UNIT 11	▶	Quantifiers	86
UNIT 12	▶	Adverbs of Manner	91
		Exercises for the TOEFL® Test, Units 10–12	97
UNIT 13	▶	Direct and Indirect Objects, Object Pronouns	100
UNIT 14	▶	<i>Can</i> , <i>Know How To</i> , <i>Be Able To</i> , <i>And/But/So/Or</i>	107

<b>UNIT 15</b>	▶	Present Progressive Tense	113
		Exercises for the TOEFL® Test, Units 13–15	125
<b>UNIT 16</b>	▶	Adjective Phrases: <i>Another, The Other, Other(s), The Other(s)</i> , Intensifiers	128
<b>UNIT 17</b>	▶	Past Tense of <i>Be</i>	135
<b>UNIT 18</b>	▶	Past Tense	140
		Exercises for the TOEFL® Test, Units 16–18	149
<b>UNIT 19</b>	▶	Reflexive Pronouns, Reciprocal Pronouns: <i>Each Other</i>	152
<b>UNIT 20</b>	▶	Future Time: <i>Will</i> and <i>Be Going To</i> , <i>May</i> and <i>Might</i>	156
<b>UNIT 21</b>	▶	Phrasal Verbs	167
		Exercises for the TOEFL® Test, Units 19–21	174
<b>UNIT 22</b>	▶	Comparison with Adjectives	177
<b>UNIT 23</b>	▶	Comparison with Adverbs	182
<b>UNIT 24</b>	▶	Superlatives	187
<b>UNIT 25</b>	▶	Factual Conditionals: <i>If</i>	192
		Exercises for the TOEFL® Test, Units 22–25	196



## THE VERB BE

### Affirmative Statements, Subject Pronouns

#### ▶ EXERCISE 1 (Focus 1, page 2)



My name is Juan.  
I'm from Mexico.  
I am 19.  
I'm single.  
I'm a student.



I'm Julia.  
I'm German.  
I'm 19.  
I'm single.  
I'm a student.



My name is Rosa.  
I'm Puerto Rican.  
I'm 35 years old.  
I'm divorced.  
I am a teacher.



I'm Yumiko  
I'm from Japan.  
I'm 35.  
I'm married.  
I'm an engineer.

**Put the sentence in the correct order.**

▶ **EXAMPLE:** are/ Juan and Rosa/ Hispanic. Juan and Rosa are Hispanic.

1. divorced. / is / Rosa \_\_\_\_\_
2. Yumiko / Japanese. / is \_\_\_\_\_
3. are / single. / Juan and Julia \_\_\_\_\_
4. 35. / The engineer / is \_\_\_\_\_
5. is / The German / a student. \_\_\_\_\_
6. from Puerto Rico. / The teacher / is \_\_\_\_\_
7. Juan and Julia / 19 years old. / are \_\_\_\_\_



8. a student. / is / The Mexican \_\_\_\_\_
9. Asian. / Yumiko / is \_\_\_\_\_
10. are / single. / The students \_\_\_\_\_

► **EXERCISE 2** (Focus 1, page 2)

Fill in the blanks with *is* or *are*.

► **EXAMPLE:** The students \_\_\_\_\_ *are* 19 years old.

1. Yumiko \_\_\_\_\_ Japanese.
2. Rosa \_\_\_\_\_ a teacher.
3. The engineer \_\_\_\_\_ Japanese.
4. Yumiko and Rosa \_\_\_\_\_ 35.
5. The students \_\_\_\_\_ 19 years old.

► **EXERCISE 3** (Focus 2, page 4)

Replace the noun phrase with a subject pronoun.

► **EXAMPLE:** Julia is German. She is a student.

1. Julia is from Europe. \_\_\_\_\_ is German.
2. Juan and Julia are 19 years old. \_\_\_\_\_ are single.
3. Rosa is from Puerto Rico. \_\_\_\_\_ is a teacher.
4. The student is 19 years old. \_\_\_\_\_ is Mexican.
5. Japan is a country. \_\_\_\_\_ is in Asia.
6. My name is Yumiko. \_\_\_\_\_ am Japanese.
7. You and I are from Asia. \_\_\_\_\_ are Asians.
8. Mexico is a country. \_\_\_\_\_ is in North America.
9. Juan is from Mexico. \_\_\_\_\_ is single.
10. Rosa is a teacher. \_\_\_\_\_ is divorced.

## ► EXERCISE 4 (Focus 2, page 4)

Write three sentences about yourself using *be*. Then write three sentences about a partner.

► EXAMPLE: I am from Brazil.

### YOU

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### PARTNER

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## ► EXERCISE 5 (Focus 3, page 7)

Rewrite the sentence using contractions (subject pronoun + *be*).

► EXAMPLE: Juan is Hispanic. He's Hispanic.

1. Julia and Juan are single. \_\_\_\_\_
2. Julia is a student. \_\_\_\_\_
3. Rosa is from Puerto Rico. \_\_\_\_\_
4. Yumiko is an engineer from Japan. \_\_\_\_\_

5. Mexico and the United States are in North America. \_\_\_\_\_
6. My name is Julia. I am European. \_\_\_\_\_
7. Julia and I are students. \_\_\_\_\_
8. Julia and Rosa are single. \_\_\_\_\_
9. Yumiko is 35 years old. \_\_\_\_\_
10. Juan is a student from Mexico. \_\_\_\_\_

► **EXERCISE 6** (Focus 4, page 9)

1. Ask your partner the following questions:
  - a. What's your name?
  - b. Where are you from?
  - c. How are you?
2. Introduce your partner to the other people in your class.

► **EXERCISE 7** (Focus 4, page 9)

Think about the correct way to greet the people listed below. Write *formal* if the greeting should be formal. Write *informal* if the greeting can be informal. Act out the greetings with a partner.

1. your teacher \_\_\_\_\_
2. your mother \_\_\_\_\_
3. a classmate \_\_\_\_\_
4. a young child \_\_\_\_\_
5. a doctor \_\_\_\_\_
6. a police officer \_\_\_\_\_

## THE VERB BE

Yes/No Questions, Be + Adjective, Negative Statements

### ► EXERCISE 1 (Focus 1, page 16)

Fill in the blanks below. Then choose the correct answer to the puzzles.

#### GUESS THE PLACE

\_\_\_\_\_ this place in Europe?

Yes, \_\_\_\_\_.

\_\_\_\_\_ in Russia?

No, \_\_\_\_\_.

\_\_\_\_\_ in France?

\_\_\_\_\_, it is.

\_\_\_\_\_ a museum?

Yes, \_\_\_\_\_.

\_\_\_\_\_ in Paris?

Yes, \_\_\_\_\_.

Is it \_\_\_\_\_?

(the Hermitage, the Louvre)

#### GUESS WHO I AM

Am I female?

No, \_\_\_\_\_.

\_\_\_\_\_ an actor?

\_\_\_\_\_, you aren't.

\_\_\_\_\_ a singer?

No, \_\_\_\_\_.

\_\_\_\_\_ an athlete?

\_\_\_\_\_, you are.

\_\_\_\_\_ a soccer player?

Yes, \_\_\_\_\_.

\_\_\_\_\_ from Brazil?

Yes, you are.

Am I \_\_\_\_\_?

(Pele, Michael Jordan)

## GUESS WHO WE ARE

Are we girls?

\_\_\_\_\_, you aren't.

\_\_\_\_\_ from the United States?

No, \_\_\_\_\_.

\_\_\_\_\_ from Great Britain?

Yes, \_\_\_\_\_.

\_\_\_\_\_ part of the royal family?

\_\_\_\_\_, you are.

Are we \_\_\_\_\_?

(Prince William and Prince Harry, Ted and John Kennedy)

### ► EXERCISE 2 (Focus 1, page 16)

Imagine that you are a famous person. Your partner must guess who you are by asking Yes or No questions.

► EXAMPLE: A: Are you an actress?

B: Yes, I am.

A: Are you an American?

B: No, I'm not . . .

### ► EXERCISE 3 (Focus 2, page 18)

busy	good	sick	healthy	ugly	young
angry	energetic	funny	overweight	strong	tall
happy	beautiful	poor	serious	weak	sad
thin	messy	rich	intelligent	loud	noisy
athletic	frightened	shy	outgoing	quiet	tired
organized	interesting	short	talkative	neat	calm
nervous	homesick	handsome	friendly	lonely	old

## PART A

Write five sentences describing yourself. Use the list of adjectives on page 6 to help you.

► EXAMPLE: I am outgoing.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## PART B

Using the same list, write five sentences about your parents.

► EXAMPLE: My parents are happy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## PART C

Using the same list, write five sentences about someone else in your family.

► EXAMPLE: My uncle is athletic.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

► **EXERCISE 4** (Focuses 1 and 2, page 16 and page 18)

Share with a partner some of the sentences you wrote in Exercise 3. Ask Yes or No questions about the people your partner describes.

► **EXAMPLE:** A: *My uncle is athletic.*

B: *Is he a basketball player?*

A: *No he isn't; he is a tennis player.*

► **EXERCISE 5** (Focus 3, page 22)

Using the list of adjectives from Exercise 3, write five *negative* statements about yourself. Share the statements with your partner.

► **EXAMPLE:** I am not neat.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

► **EXERCISE 6** (Focus 3, page 22)

Write sentences describing the pictures, using the cues and negative statements. Follow the example.



2 + 2 = ?





► **EXAMPLE:** tall building / short The building isn't short. It's tall.

1. big mouse / small \_\_\_\_\_

2. boring speaker / interesting \_\_\_\_\_

3. crying baby / quiet \_\_\_\_\_

4. fat Santa / thin \_\_\_\_\_

5. young woman / old \_\_\_\_\_

6. handsome man / ugly \_\_\_\_\_

7. soft toy / hard \_\_\_\_\_

8. busy bees / lazy \_\_\_\_\_

9. easy problem / difficult \_\_\_\_\_

10. tired children / awake \_\_\_\_\_

## THE VERB BE

### Wh-Question Words, Prepositions of Location

#### ▶ EXERCISE 1 (Focus 1, page 30)

Complete the story by filling in each blank with the correct question word and the form of *be*. The first one has been done for you as an example.

**Monte:** Welcome to the “64-Cent Question,” the game show where we ask easy questions and the contestants can win up to 64 cents. I’m your host Monte Money, and our two contestants tonight are Feliz Happy and Sandy Beach.



**Monte:** How are you tonight, Feliz?

**Feliz:** I’m just happy to be here, Monte.

**Monte:** Great, and \_\_\_\_\_ you, Sandy?

**Sandy:** Fine, thank you, Monte.

**Monte:** Great, now let’s begin tonight’s game. The first question is for you, Feliz.

\_\_\_\_\_ the capital of the United States?

**Feliz:** Washington, D.C.

**Monte:** Right! Now, for you Sandy. \_\_\_\_\_ the director of the movie *ET*?

**Sandy:** Steven Spielberg.

**Monte:** Great! Now Feliz, \_\_\_\_\_ plants green?

**Feliz:** Because they contain chlorophyll.

**Monte:** You’ve got it. Sandy, \_\_\_\_\_ the pyramids in Egypt?

**Sandy:** About 4,700 years old.

**Monte:** Correct! Feliz, \_\_\_\_\_ the first day of spring?

**Feliz:** March 21.