PLATINUM EDITION

GRAMMAR DIMENSIONS

FORM, MEANING, and USE

汤姆森三维英语语法

白金版

第二册 学生用书

Diane Larsen-Freeman (美) Heidi Riggenbach Virginia Samuda 著





PLATINUM EDITION

GRAMMAR DIMENSIONS

FORM, MEANING, and USE

汤姆森三维英语语法

一百金版

第二册 学生用书

Diane Larsen-Freeman 上編

(美) Heidi Riggenbach

Virginia Samuda





Diane Larsen-Freeman, Heidi Riggenbach, Virginia Samuda: Grammar Dimensions 2

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

All rights reserved. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means-graphic, electronic, or mechanical, including photocopying, recording, taping, or information storage and retrieval systems-without the written permission of the publisher.

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 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,未经出版社书面许可,本书的任何部分不得已任何方式复印或抄袭。

版权所有,侵权必究。

本书版权登记号:图字:01-2002-0723

图书在版编目(CIP)数据

汤姆森三维英语语法学生用书:白金版/(美)弗里曼(Freeman, D. L.)著; -北京:机械工业出版社,2002.4

书名原文: Grammar Dimensions 2 ISBN 7-111-09993-1

I. 汤... II.弗 III. 英语 - 语法 - 教学参考资料 IV. H314

中国版本图书馆CIP数据核字 (2002) 第014177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)

山东高唐印刷有限责任公司印刷・新华书店北京发行所发行

责任编辑:李淑新

2002年3月第1版第1次印刷

850mm×1168mm 1/16·27.25 印张

印数: 0.001-5 000册

定价: 43.00元(共四册合计193.00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,他们不仅在进行跨学科中学会了其他学科的知识,而且对他们所面临的高考、就业和其他选择都会打下良好的基础。

《汤姆森三维英语语法-白金版》(Platinum Edition Grammar Dimensions)是美国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 structure 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 time.
- 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.

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:

此为试读,需要完整PDF请访问: www.ertongbook.com

- · 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(http://gdonline.heinle.com)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我们的烦恼,让英语语法学习成为我们成长中美好而难忘的回忆。

北京华章图文信息有限公司 外语编辑部

A Special Thanks

The series director, authors, and publisher would like to thank the following individuals who offered many helpful insights and suggestions for change throughout the development of *Grammar Dimensions*.

Jane Berger Solano Community College, California Mary Bottega San Jose State University **Mary Brooks** Eastern Washington University Christina Broucosault California State Polytechnic University José Carmona **Kudson Community College** Susan Carnell University of Texas at Arlington Susana Christie San Diego State University Diana Christopher Georgetown University Gwendolyn Cooper Rutgers University Sue Cozzarelli EF International, San Diego Catherine Crystal Laney College, California **Kevin Cross** University of San Francisco Julie Damron Interlink at Valparaiso University, Indiana Glen Deckert Eastern Michigan University Eric Dwyer University of Texas at Austin Ann Eubank Jefferson Community College Alice Fine UCLA Extension Alicia Going The English Language Study Center, Oregon **Molly Gould** University of Delaware Maren M. Hargis San Diego Mesa College Mary Herbert University of California, Davis Extension

Jane Hilbert ELS Language Center, Florida International University Eli Hinkel Xavier University Kathy Hitchcox International English Institute, Fresno Joyce Hutchings Georgetown University Heather Jeddy Northern Virginia Community College Judi Keen University of California, Davis, and Sacramento City College Karli Kelber American Language Institute, New York University Anne Kornfeld LaGuardia Community College Kay Longmire Interlink at Valparaiso University, Indiana Robin Longshaw Rhode Island School of Design Bernadette McGlynn ELS Language Center. St. Joseph's University Billy McGowan Aspect International, Boston Margaret Mehran Queens College Richard Moore University of Washington Karen Moreno Teikyo Post University, Connecticut Gino Muzzetti Santa Rosa Junior College, California Mary Nance-Tager LaGuardia Community College, City University of New York Karen O'Neill San Jose State University Mary O'Neal Northern Virginia Community

College

Nancy Pagliara Northern Virginia Community College Keith Pharis Southern Illinois University Amy Parker ELS Language Center, San Francisco Margene Petersen ELS Language Center, Philadelphia Nancy Pfingstag University of North Carolina, Charlotte Sally Prieto Grand Rapids Community College India Plough Michigan State University Mostafa Rahbar University of Tennessee at Knoxville **Dudley Reynolds** Indiana University Ann Salzman University of Illinois at Urbana-Champaign Jennifer Schmidt San Francisco State University Cynthia Schuemann Miami-Dade Community College Jennifer Schultz Golden Gate University. California Mary Beth Selbo Wright College, City Colleges of Chicago Stephen Sheeran Bishop's University, Lenoxville, Quebec Kathy Sherak San Francisco State University Keith Smith ELS Language Center, San Francisco Helen Solorzano Northeastern University

ONIT 1

SIMPLE PRESENT

Habits, Routines, and Facts

UNIT GOALS:

- To know when to use simple present tense
- To form simple present tense correctly
- To understand the meanings of various adverbs of frequency
- To place adverbs of frequency in correct sentence position

OPENING TASE Novies Contrain Claimer?



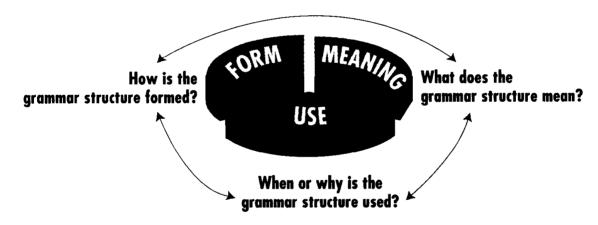
A Word from Diane Larsen-Freeman, Series Director



Before *Grammar Dimensions* was published, teachers would always ask me, "What is the role of grammar in a communicative approach?" These teachers recognized the importance of teaching grammar, but they associated grammar with form and communication with meaning, and thus could not see how the two easily fit together. *Grammar Dimensions* was created to help teachers and students appreciate the fact that grammar is not just about form. While grammar does indeed involve form, in order to communicate, language users also need to know the meaning of the forms and when to use

them appropriately. In fact, it is sometimes not the form, but the *meaning* or appropriate use of a grammatical structure that represents the greatest long-term learning challenge for students. For instance, learning when it is appropriate to use the present perfect tense instead of the past tense, or being able to use two-word or phrasal verbs meaningfully, represent formidable challenges for ESL students.

The three dimensions of form, meaning, and use can be depicted in a pie chart with their interrelationship illustrated by the three arrows:



Helping students learn to use grammatical structures accurately, meaningfully, and appropriately is the fundamental goal of *Grammar Dimensions*. It is consistent with the goal of helping students to communicate meaningfully in English, and one that recognizes the undeniable interdependence of grammar and communication.

Enjoy the Platinum Edition!

To learn more about form, meaning, and use, read *The Grammar Book: An ESL/EFL Teacher's Course*, Second Edition, by Marianne Celce-Murcia and Diane Larsen-Freeman, also from Heinle & Heinle. It helps both prospective and practicing teachers of ESL/EFL enhance their understanding of English grammar, expand their skills in linguistic analysis, and develop a pedagogical approach to teaching English grammar that builds on the three dimensions. ISBN: 0-8384-4725-2.

Welcome to Grammar Dimensions, Platinum Edition!

The most comprehensive communicative grammar series available.

Updated and revised, *Grammar Dimensions, Platinum Edition*, makes teaching grammar easy and more effective than ever. Clear grammar explanations, a wealth of exercises, lively communicative activities, technology resources, and fully annotated Teacher's Editions help both beginning and experienced teachers give their students the practice and skills they need to communicate accurately, meaningfully, and appropriately.

Grammar Dimensions, Platinum Edition, is:

Communicative	 Students practice the form, meaning, and use of each grammar structure.
	• Improved! A variety of communicative activities helps students practice grammar and communication in tandem, eliciting self-expression and personalized practice.
	 Students learn to communicate accurately, meaningfully, and appropriately.
Comprehensive	• Improved! Grammar is presented in clear charts.
	 A wealth of exercises helps students practice and master their new language.
	 The Workbook provides extra practice and helps students prepare for the TOEFL® Test.
	 Engaging listening activities on audiocassette further reinforce the target structure.
	 New! Enclosed CD-ROM includes over 500 activities and gives students even more practice in mastering grammar and its use in language. FREE!
Clear	 Improved! Simplified grammar explanations help both students and teachers easily understand and comprehend each language structure.
	 Improved! A fresh new design makes each activity engaging.
	• New! Communicative activities ("the Purple Pages") are now labeled with the skill being practiced.
	 New! The Teacher's Edition has page references for the Student Book and Workbook, minimizing extra preparation time.









User-Friendly for Students

- Contextualized grammar explanations and examples help students understand the target language.
- New! Goals at the beginning of each unit focus students' attention on the learning they will do.
- Sample phrases and sentences model the appropriate use of the structure.

User-Friendly for Teachers

- New! Teacher's Edition now contains answers, tests, tape scripts, and complete, step-by-step teaching suggestions for every activity.
- New! "Purple Page" activities are now labeled with the skill.
- Improved! A tight integration among the Student Book, the Workbook and the Teacher's Edition make extension activities easy to do.

Flexible

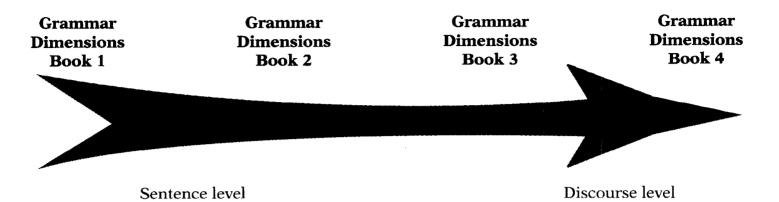
- Instructors can use the units in order or as set by their curriculum.
- Exercises can be used in order or as needed by the students.
- "Purple Page" activities can be used at the end of the unit or interspersed throughout the unit.

Effective

Students who learn the form, meaning, and use of each grammar structure will be able to communicate more accurately, meaningfully, and appropriately.

Grammar Dimensions, Platinum Edition

With *Grammar Dimensions, Platinum Edition*, students progress from the sentence level to the discourse level, and learn to communicate appropriately at all levels.



	Grammar Dimensions, Book 1	Grammar Dimensions, Book 2	Grammar Dimensions, Book 3	Grammar Dimensions, Book 4
Level	High beginning	Intermediate	High intermediate	Advanced
Grammar level	Sentence and subsentence level	Sentence and subsentence level	Discourse level	Discourse level
Primary language and communication focus	Semantic notions such as time and place	Social functions, such as <i>making</i> requests and seeking permission	Cohesion and coherence at the discourse level	Academic and technical discourse
Major skill focus	Listening and speaking	Listening and speaking	Reading and writing	Reading and writing
Outcome	Students form accurate, meaningful, and appropriate structures at the sentence level.	Students form accurate, meaningful, and appropriate structures at the sentence level.	Students learn how accurate, meaningful, and appropriate grammatical structures contribute to the organization of language above the simple sentence.	Students learn how accurate, meaningful, and appropriate grammatical structures contribute to the organization of language above the simple sentence.

Unit Organization

Used with or without the Workbook and the *Grammar 3D* 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 unit.
Opening Task	 Contextualizes the target grammatical structure. Enables teachers to diagnose their students' performance and identify the aspect of the structure with which their students have the most difficulty. Provides a roadmap for the grammar points students need to work on in that chapter.
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 Activities ("The Purple Pages")	tandem.

Student Book Supplements

Audiocassettes	• Provide listening activities for each unit so students can practice listening to grammar structures in context.
Workbooks	 Provide additional exercises for each grammar point presented in the student text.
	 Offer question types found on the TOEFL® Test.
CD-ROM	• Grammar 3D provides additional practice for 34 of the key grammar structures found in the text series.
	 Offers over 500 activities for beginning to advanced students.
	 Provides an instructional "help page" that allows students to access grammar explanations at any point.
	 Provides feedback that helps students understand their errors and guides them toward correct answers.
	• Free with each Student Book!
Teacher's Editions	• Facilitate teaching by providing in one place notes and examples, answer keys to the Student Book and Workbook, page references to all of 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 activity in the Student Book.

The *Grammar Dimensions, Platinum Edition* Student Books and the additional components help teachers teach and students learn to use English grammar structures in communication accurately, meaningfully, and appropriately.

Acknowledgments

Series Director Acknowledgments

This edition would not have come about if it had not been for the enthusiastic response of teachers and students using the previous editions. I am very grateful for the reception *Grammar Dimensions* has been given.

I am also grateful for all the authors' efforts. To be a teacher, and at the same time a writer, is a difficult balance to achieve . . . so is being an innovative creator of materials, and yet, a team player. They have met these challenges exceedingly well in my opinion. Then, too, the Heinle & Heinle team has been impressive. I am grateful for the leadership exercised by Erik Gundersen, formerly of Heinle & Heinle. I also appreciate all the support from Charlotte Sturdy, Eric Bredenberg, Mike Burggren, Mary Beth Hennebury, and Marianne Bartow. Deserving special mention are Amy Lawler and Nancy Jordan, who never lost the vision while they attended to the detail with good humor and professionalism.

I have also benefited from the counsel of Marianne Celce-Murcia, consultant for the first edition this project, and my friend. Finally, I wish to thank my family members, Elliott, Brent, and Gavin, for not once asking the (negative yes—no) question that must have occurred to them countless times: "Haven't you finished yet?"

Author Acknowledgments

We'd like to give very special thanks to our families, to our friends and above all, to each other, for hanging in through this.

Contents

Unit 1	Simple Present 1	
Opening	Task 1	
Focus 1	Verbs in the Simple Present Tense (Use) 2	
Focus 2	Simple Present Tense (Form) 2	
Focus 3	Showing How Often Something Happens (Form/Meaning) 4	
Focus 4	Talking About Facts (Use) 11	

Use Your English Activities 13

Unit 2	Present Progressive and Simple Present 18		
Opening	Opening Task 18		
Focus 1	Present Progressive: Actions in Progress (Use) 20		
Focus 2	Present Progressive (Form) 21		
Focus 3	Simple Present or Present Progressive? (Use) 22		
Focus 4	Verbs Not Usually Used in the Progressive (Meaning) 26		
Focus 5	States and Actions (Use) 28		

Use Your English Activities 31

Unit 3	Talking About the Future 34	
Opening Task 34		
Focus 1	Talking about the Future with Will and Be Going To (Meaning) 36	
Focus 2	Will and Be Going To (Form) 37	
Focus 3	Making Predictions: Will or Be Going To? (Use) 38	
Focus 4	Future Plans and Intentions: Be Going To (Use) 39	



Focus 5	Two More Uses of Will: Making Quick Decisions and
	Serious Promises (Use) 41

Use Your English Activities 44

Unit 4	Asking Questions 48	
Opening '	Task 48	
Focus 1	Review of Yes/No Questions (Form/Meaning) 50	
Focus 2	Review of Wh-Questions (Form / Meaning) 52	
Focus 3	Wh-Questions That Focus on the Subject (Form/Meaning) 54	
Focus 4	Wh-Questions with Rising Intonation: Checking Information (Use) 57	
Focus 5	Choice Questions (Form/Meaning/Use) 58	
Focus 6	Tag Questions (Form/Meaning) 60	
Focus 7	Tag Question Intonation (Use) 63	

Use Your English Activities 66

Unit 5	Modals of Probability and Possibility 70
Opening '	Task 70
Focus 1	Using Could, May, Might, and Must to Show How Certain You Are about a Present Situation (Meaning) 72
Focus 2	Modals of Probability and Possibility (Form) 74
Focus 3	Modals of Probability and Possibility in the Past (Form) 77
Focus 4	Modals of Probability and Possibility with the Progressive (Form) 79
Focus 5	Future Probability and Possibility with Modals (Meaning) 81

Use Your English Activities 84

Unit 6	Past Progressive and Simple Past with Time Clauses 88	
Opening '	Task 88	
Focus 1	Past Progressive and Simple Past (Use) 90	
Focus 2	Past Progressive (Form) 91	
Focus 3	When, While, and As Soon As (Meaning) 92	

