

Series Director: Diane Larsen-Freeman

Grammar Dimensions

Form - Meaning - Use

4TH EDITION



Stephen H. Thewlis

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New to the Fourth Edition

- NEW and revised grammar explanations and examples help students and teachers easily understand and comprehend each language structure.
- NEW and revised grammar charts and exercises provide a wealth of opportunities for students to practice and master their new language.
- NEW thematically and grammatically related Internet and *InfoTrac® College Edition activities* in every unit of books 2, 3, and 4 develop student research using current technologies.
- NEW Reflection activities encourage students to create personal language goals and to develop learning strategies.
- NEW design, art, and photos make each activity and exercise more engaging.
- NEW Lesson Planners assist both beginning and experienced teachers in giving their students the practice and skills they need to communicate accurately, meaningfully, and appropriately. All activities and exercises in the Lesson Planner are organized into step-by-step lessons so that no instructor feel overwhelmed.

SEQUENCING OF GRAMMAR DIMENSIONS

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

	<i>Grammar Dimensions</i> Book 1	<i>Grammar Dimensions</i> Book 2	<i>Grammar Dimensions</i> Book 3	<i>Grammar Dimensions</i> Book 4
	Sentence level		Discourse level	
	Book 1	Book 2	Book 3	Book 4
Level	High-beginning	Intermediate	High-Intermediate	Advanced
Grammar level	Sentence and sub-sentence level	Sentence and sub-sentence level	Discourse level	Discourse level
Primary language and communication focus	Semantic notions such as <i>time</i> and <i>place</i>	Social functions, such as <i>making requests</i> and <i>seeking permission</i>	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

OVERVIEW OF THE ENGLISH VERB SYSTEM

Time and Tense

UNIT GOALS

- Review the English verb system
- Keep tenses in the same time frame
- Change the time frame correctly within a passage

OPENING TASK

Comparing Past, Present, and Future

■ STEP 1

Work with a partner: Student A, look at the following information about Bob Lee, a typical American college student. Student B, look at the information on the next page about Bob's grandfather, Robert Lee. Student A, tell Student B about Bob's life. Student B, tell Student A about Robert's life.

BOB LEE

Born: 1987

Family: Two brothers and one sister, living with mother; parents divorced; Bob lives in a college dorm

Occupation: currently a sophomore, studying biology, plans to be a doctor

Regular activities: school, part-time job in the library, time with friend, visiting family some weekends and during school vacations

Hobbies or favorite sports: basketball, skiing, computers, music, TV

Visits to foreign countries: Mexico (once), Canada (twice)

Special skills or abilities: computers, university chorus

Probable activity at this moment: studying for biology midterm



ROBERT LEE

Born: 1930 DIED: 1992

Family: Five brothers, four sisters; only one sister and brother survived childhood; father died of tuberculosis when Robert was 14 years old

Occupation: factory worker, never finished high school

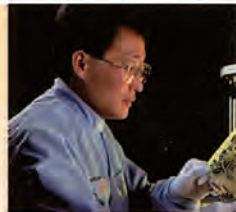
Regular activities: job (12-hour days); helping mother; family life, church

Hobbies or favorite sports: radio, baseball (on factory team)

Visits to foreign countries: none

Special skills or abilities: baseball, harmonica playing

Probable activity when Bob was born: working at the factory



STEP 2

Now work together to create a story for Roberta, Bob's granddaughter. Fill in some information below and then tell another pair of students about how you think Roberta's life will be.

ROBERTA CHONG-DAVIS

Born: 2035

Family: _____

Occupation: _____

Regular activities: _____

Hobbies or favorite sports: _____

Visits to foreign countries or planets: _____

Special skills or abilities: _____

Probable activity at this moment 100 years from today: _____





UNIT 1

Overview of the English Verb System

The form of any verb in English is made up of two things: time frame and aspect.

Time frame tells when something took place. There are three basic time frames: present, past, and future.

Aspect tells how the verb is related to that time, or gives some other information about the quality of the action. (See Unit 2.)

There are four kinds of aspect, and each one has a basic meaning.

ASPECT	MEANING
simple	at that time
progressive	in progress during that time
perfect	before that time
perfect progressive	in progress during and before that time

When we combine the three time frames and the four aspects, we get twelve possible combinations of forms. These forms are called **tenses**, and the name of each tense tells which time frame and which aspect are being used. The charts in Appendix 1, on pages A-1 to A-4, show in more detail the three basic time frames and the tenses that are used in each.

ASPECT ►	SIMPLE	PROGRESSIVE	PERFECT	PERFECT PROGRESSIVE
Time Frame ▼	TENSES			
Present	<i>simple present</i> study/studies give/gives	<i>present progressive</i> am/is/are studying am/is/are giving	<i>present perfect</i> has/have studied has/have given	<i>present perfect progressive</i> has/have been studying has/have been giving
Past	<i>simple past</i> studied gave	<i>past progressive</i> was/were studying was/were giving	<i>past perfect</i> had studied had given	<i>past perfect progressive</i> had been studying had been giving
Future	<i>simple future</i> will study will give	<i>future progressive</i> will be studying will be giving	<i>future perfect</i> will have studied will have given	<i>future perfect progressive</i> will have been studying will have been giving

EXERCISE 1

Read the following numbered passages and identify the time frame of each. Is it present time, past time, or future time?

- (a) Matt had a terrible headache. (b) His tongue was dry, and his eyes were burning. (c) He had been sneezing constantly for nearly an hour. (d) He hated springtime. (e) For most people spring meant flowers and sunshine, but for Matt it meant allergies.
- (a) I really don't know what to do for vacation. (b) My vacation starts in three weeks, and (c) I'm trying to decide what to do. (d) I've been to Hawaii and New York. (e) It's too early in the year to go camping in the mountains. (f) I've been working hard at the office and I really need a break. (g) I've saved enough money to have a really nice trip. (h) I just can't decide where to go or what to do.
- (a) The changing world climate will mean changes in food production. (b) Scientists think that summers throughout North America will become much hotter and drier than they are now. (c) Crops that require a lot of water will be less economical to grow. (d) Society will have to develop different energy sources, (e) since fossil fuels, such as coal and oil, may have become depleted by the end of the next century.
- (a) "Social Darwinism" was a popular theory of the nineteenth century. (b) It compared social and economic development with biological evolution. (c) According to this theory, competition between rich people and poor people was unavoidable. (d) The poor were like dinosaurs who were dying out because they had lost the battle for survival—economic survival.
- (a) Scientific research often has an important social impact. (b) In recent years scientists have discovered that Vitamin B can prevent certain kinds of childhood blindness. (c) As a result, programs have been established that provide education and dietary supplements to children in developing countries.

EXERCISE 2

Choose three of the passages in Exercise 1, and underline each complete verb phrase (the verb plus any auxiliary—*have, do, is*, etc.—that shows the tense of the verb). Name the tense of each verb phrase you have underlined.

EXERCISE 3

Check your knowledge of irregular verb forms by completing the chart on page 4. You may work with other students. When you finish, check your work using Appendix 6, Irregular Verbs, on page A-10.

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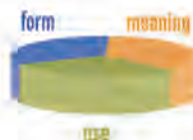
Grammar Dimensions

3

Form • Meaning • Use

4TH EDITION

Stephen H. Thewlis



Through clear and comprehensive grammar explanations, extensive practice exercises, and lively communicative activities, *Grammar Dimensions*, Fourth Edition provides students with the language skills they need to communicate accurately, meaningfully, and appropriately.

Level: Intermediate to high-intermediate

- Grammar explanations focused on form, meaning, and use help students understand the target language.
- Revised *Opening Tasks* can be used as a diagnostic or warm-up exercise to explore students' knowledge of each structure's form, meaning, and use.
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- The *Use Your English* purple pages offer communicative activities that integrate grammar with reading, writing, listening and speaking opportunities.
- Internet activities explore outside sources of language to expand upon students' communication and language.
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- Workbooks provide additional exercises to improve grammar, editing activities to increase students' writing skills, and a test-taking section to enhance students' application skills.
- Lesson Planners contain step-by-step teaching instructions with a choice of lesson plans to suit the needs of individual classrooms and teachers.

Grammar Dimensions, Book 3, Fourth Edition

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ISBN-13: 978-1-4130-2742-6
ISBN-10: 1-4130-2742-3

