

Series Director: Diane Larsen-Freeman

# Grammar Dimensions

Form - Meaning - Use

4TH EDITION



Stephen H. Thewlis

Series Director: Diane Larsen-Freeman

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Form • Meaning • Use

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# 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

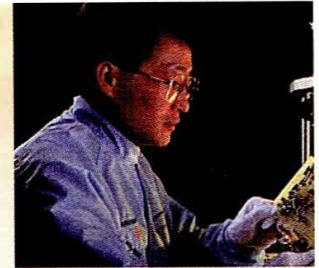
Regular activities: job (12-hour days); helping mother; family life, church

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: \_\_\_\_\_

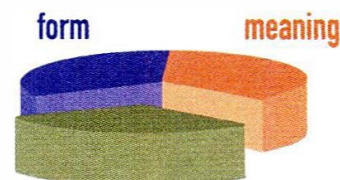
Probable activity at this moment 100 years from today: \_\_\_\_\_





# FOCUS 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

BASE FORM	PAST TENSE FORM	PAST PARTICIPLE FORM	BASE FORM	PAST TENSE FORM	PAST PARTICIPLE FORM	BASE FORM	PAST TENSE FORM	PAST PARTICIPLE FORM
become	became	become	go	_____	_____	sing	_____	_____
begin	_____	_____	_____	_____	ground	_____	sank	_____
_____	bent	_____	_____	grew	_____	_____	_____	sat
_____	_____	bet	hang	_____	_____	sleep	_____	_____
bind	_____	_____	_____	had	_____	_____	slid	_____
_____	bit	_____	hear	_____	_____	_____	_____	spoken
_____	_____	bled	_____	hid	_____	speed	_____	_____
blow	_____	_____	_____	hit	_____	_____	spent	_____
_____	broke	_____	_____	held	_____	_____	_____	split
_____	_____	brought	hurt	_____	_____	spread	_____	_____
build	_____	_____	_____	kept	_____	_____	sprang	_____
_____	_____	bought	_____	_____	known	_____	_____	stood
catch	_____	_____	lead	_____	_____	steal	_____	_____
_____	chose	_____	_____	left	_____	_____	stuck	_____
come	_____	_____	lend	_____	_____	_____	_____	stung
_____	cost	_____	_____	_____	let	strike	_____	_____
cut	_____	_____	make	_____	_____	swear	_____	_____
_____	_____	dug	_____	_____	meant	_____	swept	_____
do	_____	_____	meet	_____	_____	_____	swam	_____
_____	drew	_____	_____	put	_____	_____	_____	swung
_____	_____	drunk	_____	_____	quit	take	_____	_____
drive	_____	_____	read	_____	_____	_____	taught	_____
_____	ate	_____	_____	rode	_____	_____	_____	torn
_____	_____	fallen	_____	_____	rung	tell	_____	_____
feed	_____	_____	rise	_____	_____	_____	thought	_____
_____	felt	_____	_____	ran	_____	_____	_____	thrown
_____	fought	_____	_____	_____	said	understand	_____	_____
find	_____	_____	see	_____	_____	_____	woke	_____
_____	fit	_____	_____	sought	_____	_____	_____	worn
fly	_____	_____	_____	_____	sold	weave	_____	_____
forbid	_____	_____	send	_____	_____	_____	wept	_____
forget	_____	_____	_____	set	_____	_____	_____	won
_____	forgave	_____	_____	_____	shaken	wind	_____	_____
_____	_____	frozen	shine	_____	_____	_____	wrote	_____
get	_____	_____	_____	shot	_____	_____	_____	_____
_____	gave	_____	_____	_____	shut	_____	_____	_____



# OVERVIEW OF THE ENGLISH VERB SYSTEM

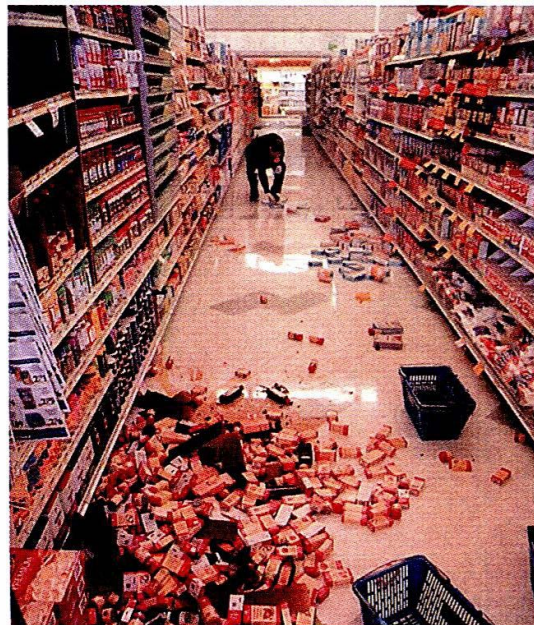
## Aspect

### UNIT GOALS

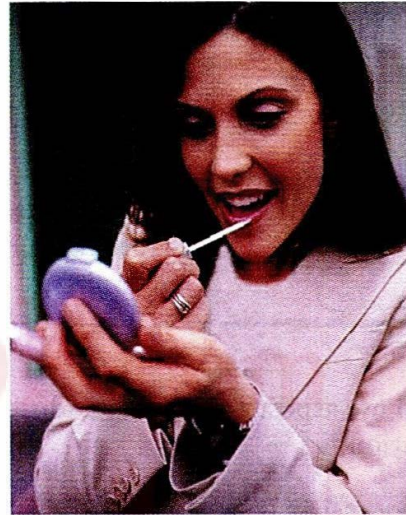
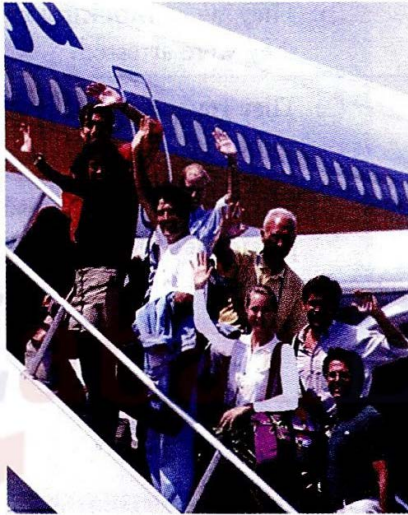
- Review aspect in English verbs
- Review the simple tenses
- Use progressive, perfect, and perfect progressive aspects appropriately

### OPENING TASK

A Picture Is Worth a Thousand Words







### ■ STEP 1

With a partner, discuss each of these photographs and together write sentences about them. Your sentences should answer these questions.

- What has just happened? Why do you think so?
- What is happening now? Why do you think so?
- What is going to happen next? Why do you think so?

### ■ STEP 2

Once you have described all the pictures, compare your descriptions with two other pairs of students. Do you all agree? Did you use the same verb tenses in your descriptions?

### ■ STEP 3

Report any interesting similarities and differences to the rest of the class.



**FOCUS 1**

**Overview of Aspect**

The basic aspect meanings listed on page 2 in Unit 1 indicate the time relationship between one verb and another.

ASPECT	MEANING	EXAMPLE
simple	at that time	(a) The police <b>arrested</b> the protesters at 2:45 P.M.
progressive	<b>in progress during</b> that time	(b) They <b>were blocking</b> the street when they were arrested.
perfect	<b>before</b> that time	(c) They <b>had stopped</b> traffic for over an hour.
perfect progressive	<b>in progress during and before</b> that time	(d) They <b>had been protesting</b> the president's decision when the arrests started.

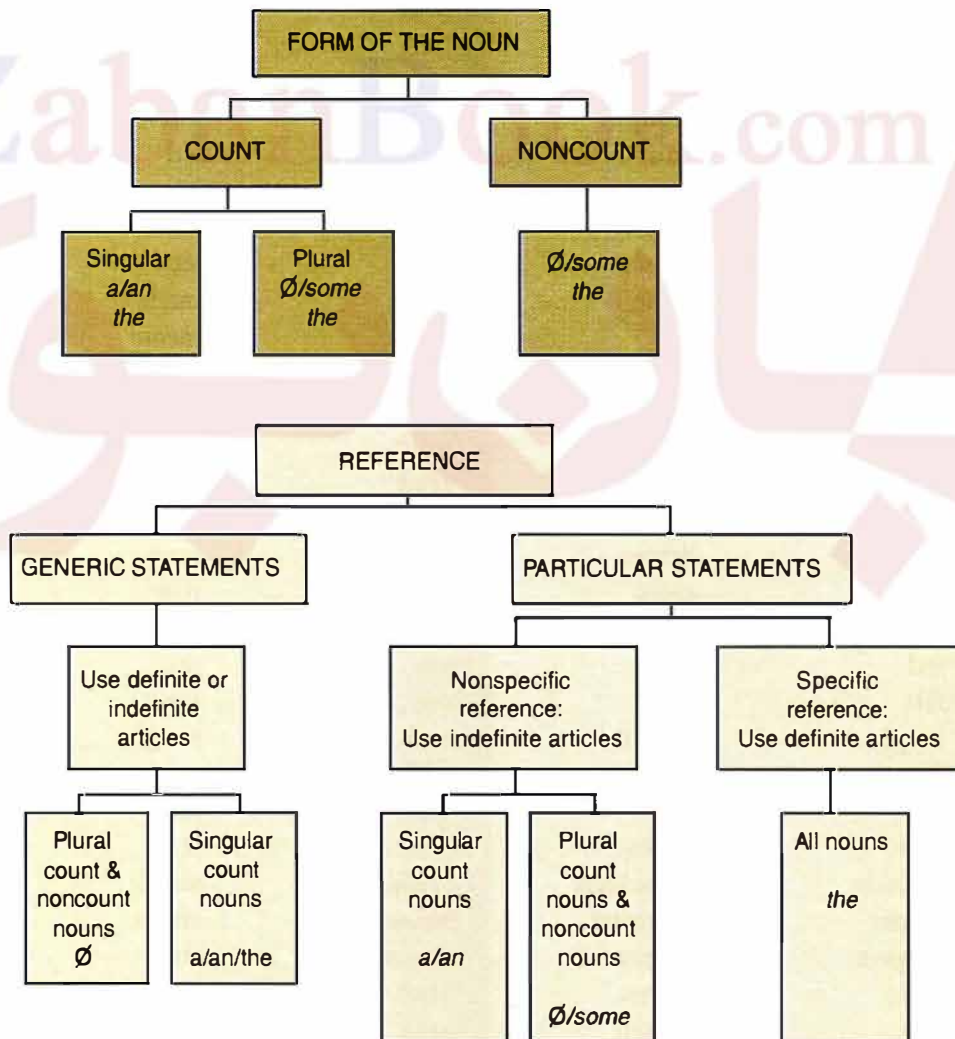
We also use aspect to describe additional distinctions about an action or situation:

EXAMPLES	EXPLANATIONS
(e) The protester <b>disrupted</b> the politician's speech.	Aspect indicates whether the action or situation: • happens just once OR • happens continuously or repeatedly
(f) Protesters <b>have been disrupting</b> politician's speeches as long as politicians <b>have been making</b> them.	
(g) The police <b>are arresting</b> the protester, but <u>perhaps he'll escape</u> .	• is still happening OR • is completed
(h) The police <b>have arrested</b> the protester, so he won't be able to escape.	
(i) Shopkeepers <b>are storing</b> some of their breakable items on the floor until the threat of earthquake aftershocks has passed.	• is temporary OR • is permanent
(j) Shopkeepers in earthquake areas <b>store</b> expensive, breakable items on the lower shelves in order to lessen the possibility of damage.	



**APPENDIX 5 The Basic Rule for Choosing the Correct Form of the Article**

1. What is the form of the noun? Noncount or count? Singular or plural?
2. Is the noun used to make a generic reference or particular reference?  
 Does it describe a class of things or does it refer to a particular item?
3. If it refers to a particular thing, is the reference specific or nonspecific?



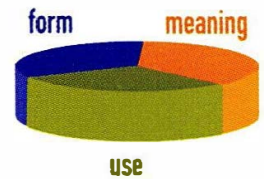
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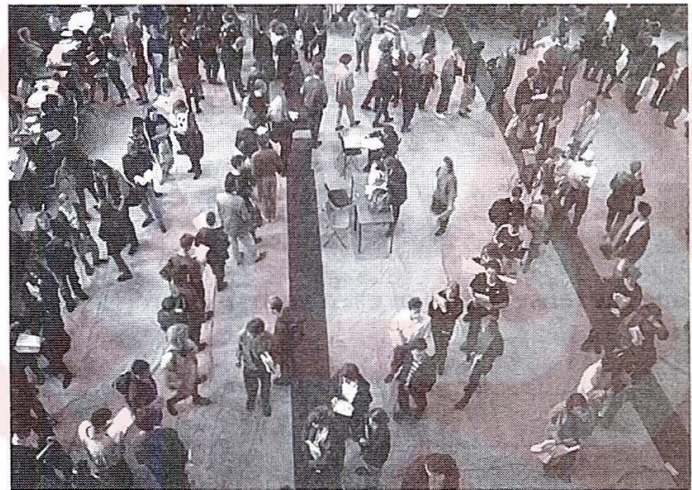
# OVERVIEW OF THE ENGLISH VERB SYSTEM

## Time and Tense

### EXERCISE 1 (Focus 1, page 2)

Select the appropriate form of each verb in parentheses.

Robert (1) \_\_\_\_\_ (be) really worried. Right now, most students (2) \_\_\_\_\_ (register) for their fall courses, but he (3) \_\_\_\_\_ (can [negative]). The computer (4) \_\_\_\_\_ (say) that Robert (5) \_\_\_\_\_ (owe) the university \$14,000 for last semester. He (6) \_\_\_\_\_ (know) that his father (7) \_\_\_\_\_ (pay) that tuition bill last year!



What (8) \_\_\_\_\_ (shall) Robert do? The registrar (9) \_\_\_\_\_ (ask) for a copy of the canceled tuition check. Robert (10) \_\_\_\_\_ (call) his father later tonight. He (11) \_\_\_\_\_ (hope) that his father (12) \_\_\_\_\_ (keep) good records.

### EXERCISE 2 (Focus 1, page 2)

Name the time frame (present, past, or future) of each verb in Exercise 1.

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

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

### EXERCISE 3 (Focus 2, page 5)

Select the appropriate form of each verb in parentheses.

Scientists (1) \_\_\_\_\_ (discover) that being left-handed is linked to death at an earlier age. A psychologist at the University of California at San Bernardino (2) \_\_\_\_\_ (test) people who (3) \_\_\_\_\_ (switch) from being left-handed to being right-handed, as well as those who (4) \_\_\_\_\_ (remain) left-handed. Both groups (5) \_\_\_\_\_ (die) at an earlier age than the general population.

One way to explain this result (6) \_\_\_\_\_ (be) that most electrical machinery is built for right-handed people. Accidents (7) \_\_\_\_\_ (occur) when this equipment is used by "lefties."

The scientists (8) \_\_\_\_\_ (recommend [negative]) forcing children to become right-handed. Instead, their report (9) \_\_\_\_\_ (focus) on the special needs of left-handed people and how society (10) \_\_\_\_\_ (change, already) to accommodate those needs.

### EXERCISE 4 (Focus 2, page 5)

Name the tense (form) of each verb in Exercise 3.

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

### EXERCISE 5 (Focus 3, page 7)

Mark each of the following passages with a slash (/) to show where the time frame changes. The first one has been done for you.

1. I'm always happy when winter is over. / Last year I fell on some ice and hurt my hip. I went to the hospital for X rays and had to remain in bed for a week. / Now my hip hurts whenever it rains.
2. Every day people are discovering new uses for old materials. Just yesterday I read a story about using old tire tubes for floating down the river. The story said that the old tubes could be used for a year or more. What will they think of next?
3. For more than 30 years, Dr. Simmons has been treating patients in the office on the first floor of his home. He has fixed broken bones and delivered babies in this office. Recently, however, the county medical association ordered him to move his office to a separate building. The association



# OVERVIEW OF THE ENGLISH VERB SYSTEM

## Aspect

### EXERCISE 1 (Focus 1, page 14)

Circle the meaning of the aspect of the highlighted verb.

**Example:** *Tom has been collecting stamps since he was 10 years old.*

- He no longer collects them.
- He still collects them.

- Janet is keeping some of her furniture at her parents' house until her new house is ready.
  - This is temporary.
  - This is permanent.
- The student interrupted the professor's lecture to clarify a point.
  - This happened just once.
  - This happens repeatedly.
- Charles sings in the student choir every week.
  - He is doing this right now.
  - He does this on a regular basis.
- Tom has been painting his apartment for over a week.
  - The painting job is complete.
  - The painting job is unfinished.
- Teachers wear chalk on their clothes.
  - They usually do this.
  - They have been doing this recently because it is stylish.

### EXERCISE 2 (Focus 2, page 16 and Focus 3, page 17)

Decide whether to use the simple or the progressive aspect of each verb in parentheses in the following sentences. Fill in the correct form in the blanks.

- The duplicating machine \_\_\_\_\_ (keep) making handouts for the instructors.
- The postal carrier \_\_\_\_\_ (deliver) the mail when the dog \_\_\_\_\_ (attack).
- Last night, I \_\_\_\_\_ (take) the wrong bus.

# ADVERBIAL PHRASES AND CLAUSES

## EXERCISE 1 (Focus 1, page 30)

Complete each sentence below with an adverbial. First read each sentence carefully to determine the meaning of what is being asked or stated. If you need help, refer to pages 30 to 31 of your textbook.

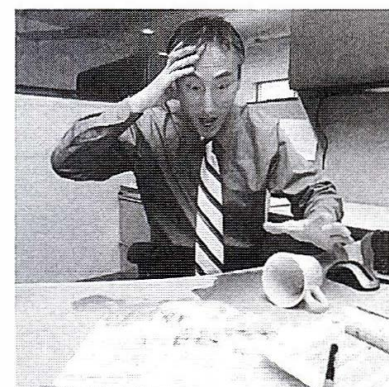
- \_\_\_\_\_ will you spend on your next vacation?
- \_\_\_\_\_ will you spend your next vacation?
- \_\_\_\_\_ have you been living in this city?
- I'll clean the apartment \_\_\_\_\_ I have time.
- \_\_\_\_\_ does Rita manage to afford such an expensive car?
- \_\_\_\_\_ did Gloria return to her country so suddenly?
- \_\_\_\_\_ do you visit your family?
- \_\_\_\_\_ did Pedro dress for his interview?
- The professor asked \_\_\_\_\_ each student had spent on the term project.
- \_\_\_\_\_ I had the chance, I spoke to Denise about the assignment.

## EXERCISE 2 (Focus 2, page 33)

Underline the adverbials in each sentence and then label each. Follow the example.

**Example:** *Kate always objects loudly when someone at work forgets to turn on the photo copier.*  
*frequency      manner time      place      purpose and reason*

- Usually companies have rules regarding where and when workers can eat in the office.
- At Worldwide Internet Company, employees may eat only in the kitchen area and only at lunchtime or on breaks.
- Ms. Lionetti vigorously enforces this rule to keep the office machines clean.
- Once I heard her explain that a spilled cup of coffee ruined a piece of equipment in the computer area.





5. She replaced the computer right away.
6. The next day, there were signs on all the walls that clearly explained the new policy.
7. Food and drinks could be had only in the kitchen area and only at specified times in order to reduce accidents.
8. In the past, employees had often spilled soda on the computer keyboards.
9. Now, the computers are always working because no drinks are allowed in the computer room.
10. These days, Ms. Lionetti often complains that no one has remembered to make coffee.

### **EXERCISE 3** (Focus 3, page 36)

Add the adverbials in parentheses to each sentence. More than one position may be possible.

**Example:** Jack doesn't get to class. (sometimes) (on time)

*Sometimes Jack doesn't get to class on time.*

*Jack sometimes doesn't get to class on time.*

1. Belinda goes to the Bahamas. (every winter) (to make sure she gets to go snorkeling)

---



---

2. She swims two miles. (to keep in shape) (every day) (in the ocean)

---



---

3. Belinda applies sunscreen. (whenever she can) (to her skin)

---



---

4. She eats fruit and fish. (because they are fresh) (every day)

---



---

5. She stopped eating beef and chicken. (recently) (to lose weight)

---



---

6. She will continue to eat. (when she goes home) (carefully)

---



---

Choose the *one* word or phrase that best completes each sentence.

- When Daniel disappeared and there was absolutely no trace of him, we realized that he \_\_\_\_\_ his disappearance for a long time.
  - planned
  - had been planning
  - had planned
  - was planning
- We \_\_\_\_\_ a ten-page paper for Professor Danielson, but I said what I had to say in seven pages, so I turned my paper in with an explanatory note to the instructor.
  - must write
  - should write
  - were supposed to write
  - should have written
- Maria said that she \_\_\_\_\_ from a business trip the day before.
  - was returning
  - would return
  - returned
  - had returned
- The weatherman predicted that the snow \_\_\_\_\_ falling sometime the following afternoon.
  - will start
  - would start
  - was about to start
  - was supposed to start
- Carol \_\_\_\_\_ her word, so now she had to make good on her promise.
  - had given
  - had been giving
  - was giving
  - gave
- Amy didn't think she had a chance of winning the piano competition, but she \_\_\_\_\_ by turning in an inspired performance of Prokofiev's Third Concerto.
  - could win
  - could have won
  - was able to win
  - had won
- When Tim asked why he had to go to bed, his mother repeated to him the saying that the early bird \_\_\_\_\_ the worm.
  - was supposed to catch
  - was able to catch
  - caught
  - catches
- As a child, Chris wondered why \_\_\_\_\_ so much of their time complaining about or criticizing other people.
  - are people spending
  - people spends
  - people spent
  - did people spend



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