

3

Series Director: Diane Larsen-Freeman

Grammar Dimensions

Form - Meaning - Use

4TH EDITION



Stephen H. Thewlis

FOURTH EDITION

3

Series Director: **Diane Larsen-Freeman**

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Form • Meaning • Use

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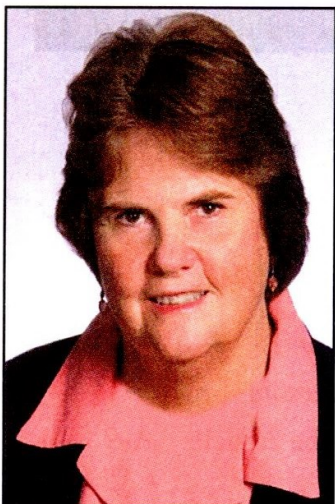
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A Word from Diane Larsen-Freeman, Series Editor

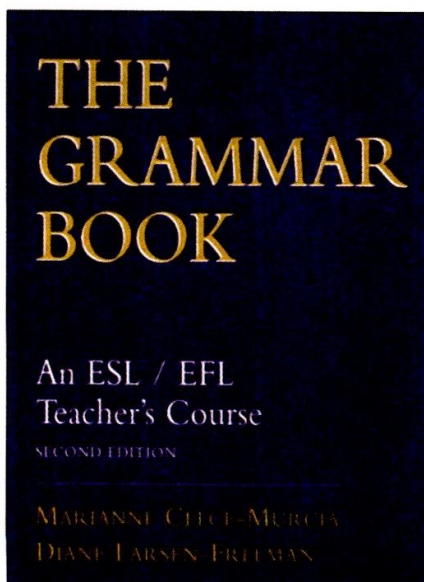
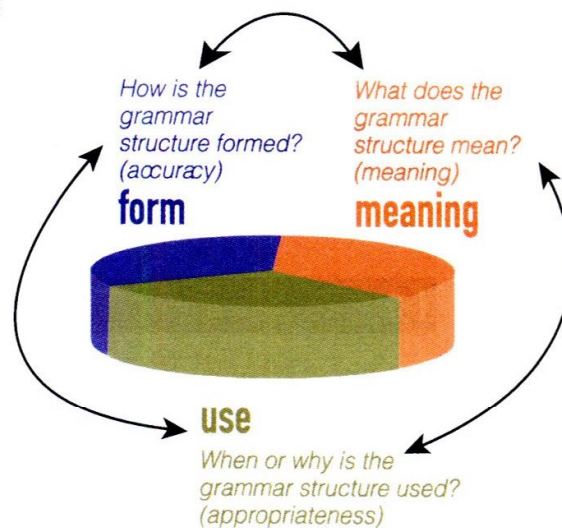


Before *Grammar Dimensions* was published, teachers would ask me, “What is the role of grammar in a communicative approach?” These teachers recognized the importance of teaching grammar, but they associated grammar with form and communication with meaning, and thus could not see how the two easily fit 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 English language learners.

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.



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. ISBN: 0-8384-4725-2. Enjoy the Fourth Edition!

Welcome to *Grammar Dimensions*, Fourth Edition!

The clearest, most comprehensive and communicative grammar series available! The fourth edition of *Grammar Dimensions* is more user-friendly and makes teaching grammar more effective than ever.

GRAMMAR DIMENSIONS IS COMPREHENSIVE AND CLEAR.

Grammar Dimensions systematically addresses the three dimensions of language—form, meaning, and use—through clear and comprehensive grammar explanations and extensive practice exercises. Each unit methodically focuses on each students' dimension and then integrates what they have learned in end-of-unit activities. In addition, grammatical structures are recycled throughout the series allowing students to practice and build upon their existing knowledge.

GRAMMAR DIMENSIONS IS COMMUNICATIVE.

Grammar Dimensions includes a large variety of lively communicative and personalized activities throughout each unit, eliciting self-expression and personalized practice. Interactive activities at the start of each unit serve as diagnostic tools directing student learning towards the most challenging dimensions of language structure. Integrated activities at the end of each unit include reading, writing, listening, and speaking activities allowing students to practice grammar and communication in tandem. New research activities encourage students to use authentic Internet resources and to reflect on their own learning.

GRAMMAR DIMENSIONS IS USER-FRIENDLY AND FLEXIBLE.

Grammar Dimensions has been designed to be 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. In addition, a tight integration between the Student Book, the Workbook, and the Lesson Planner makes teaching easier and makes the series more user-friendly.

GRAMMAR DIMENSIONS IS EFFECTIVE.

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

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

Guided Tour of Grammar Dimensions 3

Unit goals provide a roadmap for the grammar points students will work on.

“Opening Task” can be used as a diagnostic warm-up exercise to explore students’ knowledge of each structure.

UNIT
4



PASSIVE VERBS

UNIT GOALS

- Review passive form and meaning
- Know when to include the agent
- Use *get* passives
- Choose between passive and active

OPENING TASK

Has the Earth Been Visited by Beings from Outer Space?

Stonehenge is a circle of giant stones. It is located far away from anything else in the middle of a plain in southern England.

The Nazca Lines are a group of huge pictures drawn in the desert of western Peru that can only be seen from an airplane.


Certain structures around the world have very mysterious origins. Many people believe that these places are clear proof that beings from other planets have visited the Earth, because no one can explain exactly how or why they were constructed.

STEP 1

Two of the most famous of these mysterious structures are Stonehenge and the Nazca Lines. Read about one of them in the chart on the next page and then answer the questions.

FOCUS 1

Review of Passive Verb Forms




EXAMPLES	EXPLANATIONS
(a) The Nazca Lines were discovered by airplane pilots. (b) They weren't discovered until the 1930s. (c) How were such huge designs built?	<p><i>be</i> + past participle (+ <i>by</i> phrase)</p> <p>Form all passive verbs in the same way. Only the <i>be</i> auxiliary changes form. There is often no information about who or what performed the action, but when there is, it appears as a <i>by</i> phrase.</p>
(d) Stonehenge was constructed of rocks that came from many miles away. (e) The Nazca Lines were made by removing soil and rocks to expose the different-colored soil underneath.	<p>Change <i>be</i> auxiliary to indicate:</p> <ul style="list-style-type: none"> singular or plural
(f) Stonehenge was constructed long before Britain was invaded by the armies of Rome. (g) The Nazca Lines weren't discovered until the 1930s because they weren't seen by people on the ground.	<ul style="list-style-type: none"> affirmative or negative
(h) Mysterious structures are found in a number of places in the world. (i) Some were discovered this century. (j) Perhaps the reasons for their existence will be discovered with further research. (k) Many theories explaining their existence have been proposed. (l) While they were being built, civilization was still very young.	<p>time frame (<i>present, past, future</i>) and aspect (<i>simple, perfect, progressive</i>)</p>
(m) The Nazca Lines may be destroyed, if further protection can't be provided. (n) Preservation efforts for all such mysterious structures ought to be started without delay. (o) Both Stonehenge and the Nazca Lines might have been used to predict astronomical events.	<ul style="list-style-type: none"> modal information (<i>prediction, ability, advisability, possibility, etc.</i>)

“Focus” sections present the form, meaning, and/or use of a particular structure helping students develop the skill of “grammaring”—the ability to use structures accurately, meaningfully, and appropriately.

Clear grammar charts present rules and explanation preceded by examples, so teachers can have students work inductively to try to discover the rule on their own.

Purposeful exercises provide a wealth of opportunity for students to practice and personalize the grammar.

EXERCISE 13



Decide whether active or passive forms should be used in these sentences, and write the correct form in the blank. There may be more than one correct choice.

The age of pyramid-building in Egypt (1) _____ (begin) about 2900 BCE. The great pyramids (2) _____ (intend) to serve as burial places for the Pharaohs, as the kings of Egypt (3) _____ (call). Construction on the largest pyramid (4) _____ (start) around 2800 BC for Khufu, the King of the Fourth Dynasty, or Cheops, as he (5) _____ (refer to) by Greek historians. It (6) _____ (be) 482 feet high and 755 feet long. The Pyramids as a group (7) _____ (comprise) one of the Seven Wonders of the Ancient World. The other Six Wonders no longer (8) _____ (stand), and modern archaeologists (9) _____ (know) of them only through the descriptions that (10) _____ (write) at the time they still (11) _____ (exist).

Use Your English

ACTIVITY 1 reading/speaking

The article in Exercise 12 discussed discrimination against social minorities in the United States. Share your ideas and opinions about discrimination with other students.

STEP 1 Read the article again and discuss these questions with a partner or in a small group:

1. What is the main idea of this article?
2. What are some common reasons for discrimination mentioned in the article?
3. What examples does the article give of successful progress in eliminating discrimination in the United States?
4. What examples does the article provide about discrimination against women? Can you think of other examples?
5. The article discusses legalized discrimination and social discrimination. Name one example of each kind of discrimination against gay people.

Koreans in Japan Turks in Germany Arabs in France Chinese in Southeast Asia Jews in Eastern Europe Hindus in Sri Lanka	Catholics in Northern Ireland people with physical disabilities people with certain political beliefs people with certain physical characteristics (fat people, short people, left-handed people, etc.)
---	--

STEP 2 Listed below are examples of some other social groups that sometimes face discrimination. Identify one example that you are familiar with and describe that discrimination to another student.

STEP 3 With your partner think of one additional example and describe the discrimination that this group faces to the rest of the class.

STEP 4 Discuss whether there are situations in which legal or social discrimination can ever be justified. Report the results of your discussion to the rest of the class.

PASSIVE VERBS 61

“Use Your English” (fondly known as the purple pages) offer communicative activities that integrate grammar with reading, writing, listening, and speaking skills. Communicative activities consolidate grammar instruction with enjoyable and meaningful tasks.

ACTIVITY 2 writing

Go to the library, on *InfoTrac® College Edition*, or on the Internet. Use a search engine like Google® or Yahoo® and find enough information to write a brief report on the history of a famous structure or public monument. Include facts about its design, construction, and function, and why it is famous. Use the passive voice at least three times in your report. Pick one of these examples, or choose one of your own.

The Eiffel Tower (Paris)	Latin American Tower (Mexico City)
The Golden Gate Bridge (San Francisco)	The Imperial Palace (Tokyo)
The Statue of Liberty (New York)	The Temple of Heaven (Beijing)
Angkor Wat (Cambodia)	The Channel (between England and France)
The Parthenon (Athens)	The Sydney Opera House (Australia)

ACTIVITY 3 writing

Have you ever had a day that was so unlucky that it made you wish that you had never even gotten out of bed? What happened? Was it unlucky because of what happened to you or because of something you did? Were you the “agent” or the “receiver” of your unlucky events? Write a paragraph that describes what happened on that day.

ACTIVITY 4 listening

STEP 1 Listen to the news broadcast and, in your notebook, write a one-sentence summary of what the news broadcast is about.

STEP 2 Read the following questions and then listen to the news broadcast again. Answer the questions in complete sentences.

62 UNIT 4

Research activity using *InfoTrac® College Edition* and the Internet encourages students to read articles on carefully selected topics and use this information to reflect on a theme or on information studied in each unit. *InfoTrac® College Edition*, an Online Research and Learning Center, appears in Grammar Dimensions 2, 3, and 4 and offers over 20 million full-text articles from nearly 6,000 scholarly and popular periodicals. Articles cover a broad spectrum of disciplines and topics—ideal for every type of researcher. Instructors and students can gain access to the online database 24/7 on any computer with Internet access.

Engaging listening activities on audio cassette and audio CD further reinforce the target structure.

1. What was announced today?
2. When did Velasquez probably paint the portrait?
3. How did the painting get into the closet?
4. Why didn't officials know about the painting's existence?
5. Who authenticated the painting?
6. What is being done now, as a result of this discovery?
7. How much is the painting worth?

STEP 3 Compare your answers with a partner's. Listen to the news broadcast a third time to check answers that you disagree on or are unsure about. Share your final answers with the rest of the class.

ACTIVITY 5 research on the web

Go on the Internet and use a search engine like Google® or Yahoo® to find out how one or more of the common items listed below are manufactured. If you prefer, you can talk about some other item you are familiar with. Report your findings to the rest of the class.

glass milkshakes salmon chips ripe porcelain paper

ACTIVITY 6 reflection

Read a newspaper or listen to a national TV or radio news broadcast in English and write down three examples of passive verbs that you hear. Try to identify the receiver and the agent, if it is stated, and suggest why the passive form was used. If possible, have a partner listen independently to the same broadcast or read the same newspaper and then compare your answers.

PASSIVE VERBS 63

Reflection activities help students understand their learning style and create learning strategies.

Supplements

These additional components help teachers teach and student learn to use English grammar structures accurately.

The Lesson Planner

The lesson planner facilitates teaching by providing detailed lesson plans and examples, answer keys to the Student Book and Workbook, references to all of the components, and the tapescript for the audiocassette activities. The Lesson Planner minimizes teacher preparation time by providing:

- Summary of main grammar points for the teacher
- Information for the teacher on typical student errors
- Step-by-step guidelines for every focus box, exercise, and activity
- Suggested correlations between exercises and activities in the Use Your English pages
- Suggested timing for each exercise and each lesson
- Lead-in suggestions and examples for focus boxes
- Suggestions for expansion work follow most exercises
- Balance of cognitive and communicative activities
- Explanation for the teacher of the purpose of each activity, in order to differentiate cognitive from communicative emphasis
- Occasional methodology notes to anticipate possible procedural problems.



Assessment CD-ROM with ExamView Pro Test Generator

The Assessment CD-ROM allows instructors to create customized quizzes and tests quickly and easily from a test bank of questions. Monitoring student understanding and progress has never been easier! The answer key appears with instructor copies of each quiz or test created.



Audio Program

Audio cassettes and CDs provide listening activities for each unit so students can practice listening to grammar structures.

Workbook

Workbooks provide additional exercises for each grammar point presented in the student text. Also offers editing practice and questions types found on many language exams.



Web site

Features additional grammar practice activities: elt.heinle.com/grammardimensions.

Empirical and Experiential Support for the *Grammar Dimensions* Approach

Opening Task Activities

The approach to teaching grammar used in the *Grammar Dimensions* series is well-grounded empirically and experientially. The Opening Task in each unit situates the learning challenge and allows students to participate in and learn from activity right from the beginning (Greeno 2006). In addition, students don't enter the classroom as empty vessels, waiting to be filled (Sawyer 2006). By observing how students perform on the Opening Task, teachers can analyze for themselves what students know and are able to do and what they don't know or are not able to do. Teachers can thus select from each unit what is necessary for students to build on from what they already bring with them.

Consciousness-Raising Exercises and Focus Boxes

Many of the exercises in *Grammar Dimensions* are of the consciousness-raising sort, where students are invited to make observations about some aspect of the target structure. This type of activity promotes students' noticing (Schmidt 1990), an important step in acquiring the grammar structure. The Focus Boxes further encourage this noticing, this time very explicitly. Explicit formulations of the sort found in the Focus Boxes can lead to implicit acquisition with practice (DeKeyser 1998). Moreover, certain learners (those with analytic learning styles) benefit greatly from explicit treatment of grammar structures (Larsen-Freeman and Long 1991).

Productive Practice and Communicative Activities

However, noticing by itself is insufficient. In order to be able to use the grammar structure, students need productive practice (Gatbonton and Segalowitz 1988; Larsen-Freeman 2003). Therefore, many of the exercises in *Grammar Dimensions* are of the output practice sort. Furthermore, each unit ends with communicative activities, where attention to the grammar is once again implicit, but where students can use the grammar structure in "psychologically authentic" or meaningful ways. Psychological authenticity is very important in order for students to be able to transfer what they know to new situations so that they can use it for their own purposes (Blaxton 1989) and so they are not left to contend with the "inert knowledge problem," (Whitehead 1929) where they know about the grammar, but can't use it.

The Three Dimensions of Grammar: Form, Meaning, and Use

Finally, applied linguistics research (Celce-Murcia and Larsen-Freeman 1999) supports the fundamental premise underlying *Grammar Dimensions*: that knowing a grammar structure means being able to use it accurately, meaningfully, and appropriately. Form focus or meaning focus by itself is insufficient (Larsen-Freeman 2001); all three dimensions—form, meaning, and use—need to be learned.

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ADVERBIAL PHRASES AND CLAUSES

UNIT GOALS

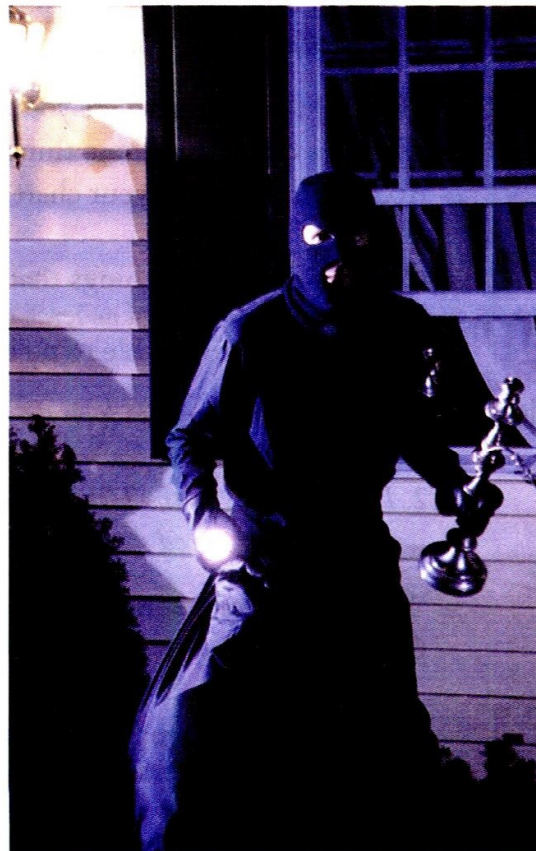
- Identify phrases and clauses
- Correctly position adverbs
- Correctly position adverbial phrases and clauses

OPENING TASK

**Who? What? Which? Where? When?
Why? How?**

STEP 1

Newspaper reporters say that all basic news information about people and events can be summarized by asking and answering only the seven “Universal Questions” (Who? What? Which? Where? When? Why? How?). Summarize the following newspaper article by writing *Wh*-questions. Write as many questions as you need to in order to summarize all the important information.



Ski Mask Bank Robber Strikes Again

VANCOVER, BC— Columbia Savings and Loan was struck by a bank robber for the third time this year. An unidentified man in a blue ski mask entered the bank during the busiest time of the day and demanded money from the cashier.

Although three security officers were on duty, the thief was able to escape on foot. Bank officials estimate total losses of over ten thousand dollars. Police have been interviewing witnesses in hopes of getting a more complete description of the thief.

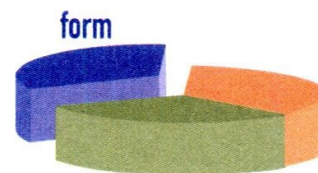
Similar robberies in other parts of the city have led police to suspect that the same person might be responsible for all three robberies. Authorities are concerned about the fact that robberies have increased a great deal in the last three months. As a result, bank officials say, they will begin to install metal detectors in order to prevent people from entering banks with guns.

■ STEP 2

Give your questions to a partner. Your partner should try to reconstruct the article by writing answers to your questions. Do the same with your partner's list of questions.

■ STEP 3

Compare your partner's answers with your questions and with the article. Your partner should do the same with your answers. Is any important information missing from your answers? Was there anything that you did not know how to ask about? Were there questions that you could not answer?



Phrases are groups of related words.

EXAMPLES	EXPLANATIONS
(a) An unidentified man in a blue ski mask has been robbing city banks for several months.	Noun phrases: noun + determiner and modifiers <i>Who, whom, and what</i> ask about noun phrases.
(b) An unidentified man in a blue ski mask has been robbing city banks for several months.	Verb phrases: auxiliaries + verb <i>What . . . do . . .</i> asks about verb phrases.
(c) An unidentified man in a blue ski mask has been robbing city banks for several months.	Prepositional phrases: preposition + noun phrase Adjective prepositional phrases give more information about nouns. <i>Which</i> asks about adjective phrases.
(d) An unidentified man in a blue ski mask has been robbing city banks for several months.	Adverbial prepositional phrases give more information about verbs. <i>Where, when, how, why, how long, how often, and how much</i> ask about adverbial phrases.

Clauses are groups of related words that contain both a subject and a verb.

EXAMPLES	EXPLANATIONS
(e) A man robbed the bank.	Independent clauses can function as sentences.
(f) Have you heard that a man robbed the bank?	Dependent clauses cannot function as sentences.
(g) A man robbed the bank that we visited yesterday.	Adjective clauses (also called relative clauses) give more information about noun phrases.
(h) A man robbed the bank before the police could arrive to catch him.	Adverbial clauses give more information about verb phrases.

The following chart shows how different kinds of *Wh*-questions focus on different parts of the sentences and can be answered with either phrases or clauses.

	WH-QUESTIONS	PHRASES	CLAUSES
Who/Whom	Who reported the crime to the police?	The security manager did.	Whoever is responsible for security reported it.
	Who(m) did the police arrest?	They arrested the old man.	They arrested the man who they found hiding in the alley.
What	What have you told the reporters?	I told them my experience.	I told them that the investigation is still not finished.
What . . . do	What did the police do?	They tried to catch the thief.	They hoped that they would find the criminal.
Which	Which teller was robbed?	It was the teller with the blonde hair.	The teller who was interviewed by the police was.
Where	Where did the thief go?	He went down the street, towards the park.	The thief went where the police couldn't find him.
When	When did they finish the investigation?	They finished it on Tuesday at 3:00.	They finished it when they had collected all the evidence.
How	How did the thief get away?	He got away on foot.	The thief disappeared as if he had become invisible.
How _____	How busy was the bank yesterday?	It was busier than usual.	It was so busy that nobody noticed the thief.
How long	How long has that officer been on the police force?	He's been a policeman for a long time.	He has been a policeman since he first moved to the city.
How often	How often has this bank been robbed?	It's been robbed from time to time.	It's been robbed as often as any other bank has been robbed.
How much	How much money did the thief take?	He took too much to count.	He took so much that they haven't determined the entire amount.
Why	Why did you go to the bank?	I went for some money.	I went to the bank because I needed money.
		I went to the bank to cash a check.	I went to the bank so that I could cash a check.

EXERCISE 1

There is a popular American TV quiz show called *Jeopardy*. Contestants are given answers, and they must provide a question for each answer. Play *Jeopardy* with a partner. Here are some answers. For each answer, decide what form it is (phrase or clause) and make up a suitable question.

Examples: Answer 1: *by studying (phrase):*

Question 1: *How can I get a good score on the TOEFL® Test*?*

Answer 2: *once I get a good score on the TOEFL Test (clause):*

Question 2: *When will you begin your university studies?*

- | | | |
|---------------------------|-------------------------------|------------------------------------|
| 1. the president | 9. because he needs money | 16. until he passes the TOEFL test |
| 2. He went to the movies. | 10. because of the TOEFL test | 17. to my brother |
| 3. I am. | 11. by practicing | 18. a book and a pen |
| 4. in 2004 | 12. My sister can. | 19. too expensive |
| 5. at noon | 13. in order to learn English | 20. as long as I am a student |
| 6. from Japan | 14. to find a good job | 21. so he can buy books |
| 7. for fun | 15. the old man | |
| 8. after I finish school | | |

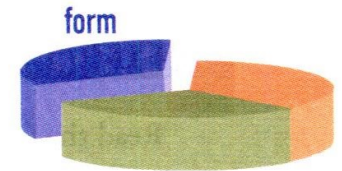
EXERCISE 2

Each of these sentences consists of two or more clauses. Put brackets around each clause, as shown in the example.

Example: [Although John is a little homesick], [he still plans to stay in France for at least a year].

1. Matt likes to get up early most days, but he prefers to sleep late on weekends.
2. Denise has a lot of work that has to get done, so she won't consider taking a vacation.
3. Because they feel war is too destructive, many people are opposed to military solutions for international problems.
4. I once met a man who looked just like a friend of mine.
5. John is looking for an additional job that he can do in his spare time because he needs some extra money.
6. I know an old lady who swallowed a fly.
7. Although I have many friends, I still enjoy meeting people that I've never met before.
8. Last night after dinner Peter wrote to an old friend who(m) he went to school with.

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Adverbials are words, phrases, and clauses that answer questions like *how*, *how often*, *how much*, *where*, *when*, and *why*.

EXAMPLES	EXPLANATIONS
(a) Biff never goes downtown anymore.	adverbs
(b) Biff exercises as often as possible at the gym on Saturdays .	adverbial phrases
(c) Biff works out because he wants to improve his physique .	adverbial clauses

Most adverbial information follows the verb phrase (verb + object) and usually appears in a basic order (some other variations are possible).

VERB PHRASE	MANNER	PLACE	FREQUENCY	TIME	PURPOSE OR REASON
what . . . do	how	where	how often	when	why
(d) <i>Biff lifts weights</i>	<i>vigorously</i>	<i>at the gym</i>	<i>every day</i>	<i>after work</i>	<i>to fight stress.</i>

Some adverbs can come before the verb or between the auxiliary and the main verb.

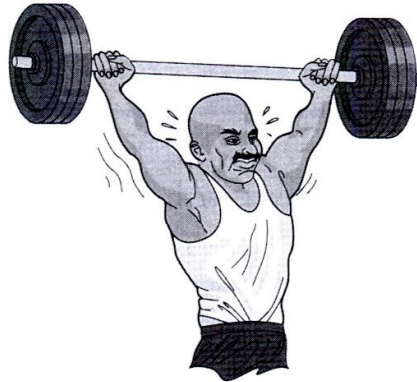
EXAMPLES	EXPLANATIONS
(e) Gladstone often goes on strange diets	Adverbs of frequency: affirmative: <i>always, often, usually, sometimes</i> negative: <i>seldom, rarely, hardly ever, never</i>
(f) He has never lost more than a few pounds.	
(g) He has rigorously avoided sweets for more than a year.	Adverbs of manner: <i>rigorously, quickly, completely, etc.</i>
(h) He recently lost fifty pounds.	Indefinite adverbs of time: <i>recently, typically, previously, finally, etc.</i>

EXERCISE 3

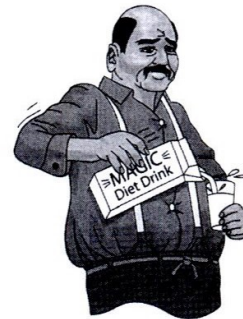
Read the following passage then follow these directions:

1. Circle the verb phrase in every sentence.
2. Underline the adverbs and adverbial phrases.
3. Decide whether the meaning of each adverbial is frequency, manner, place, time, or reason/purpose.

The first paragraph has been done for you as an example.



Biff Bicep



Gladstone Gulp

frequency

Biff Bicep and Gladstone Gulp are close friends. (1) They are always trying to change the way they look because neither one is very pleased with his appearance, (2) but they do it differently.

manner

Biff Bicep is a serious body-builder. (3) He tries to increase the size of his muscles by lifting weights at a gym near his house. (4) He usually goes there at the same time every day. (5) He drinks special vitamin supplements to gain weight and (6) works out vigorously twice a day—in the morning and in the afternoon. (7) He usually starts out on an exercise bike to warm up his muscles. Then he moves on to his exercises. (8) He exercises his upper body on Mondays, Wednesdays, and Fridays. (9) On Tuesdays, Thursdays, and Saturdays, he does exercises to develop the muscles of his lower body. (10) He never works out on Mondays, so his muscles can have a chance to rest.

Gladstone Gulp is a serious dieter. (11) He always seems to be trying to lose weight by going on special weight-reducing diets whenever he feels too heavy. (12) He usually drinks a special diet drink at breakfast and lunch. (13) Sometimes he doesn't eat anything after breakfast in order to save a few calories. (14) He also tries not to snack in between meals. (15) As a result, he is usually really hungry when he gets home, and (16) so he often goes directly to the kitchen to find something to eat. Although he is a serious dieter, he's not a terribly successful one. (17) He has never permanently lost more than a few pounds. (8) He's always looking for a magic way to lose weight without having to diet or exercise.

EXERCISE 4

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

Example: He gains back the lost weight. (quickly) (usually)

He usually *gains the lost weight back* quickly.

Usually he *quickly gains back* the lost weight.

1. Gladstone Gulp goes on a new diet. (because he feels heavy) (every few months)
2. He uses diet pills. (to increase his metabolism) (regularly)
3. He rides an exercise bicycle. (occasionally) (to use up calories) (very hard)
4. He trades diet plans. (with his friend Biff) (sometimes)
5. He reads about every new diet. (in magazines) (carefully) (whenever he can)
6. He doesn't follow their directions. (carefully) (always)
7. He drinks a special vitamin supplement. (usually) (to make sure he gets proper nutrition)

EXERCISE 5

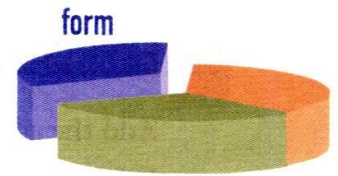
Interview a classmate and find out something that he or she does:

1. every day
2. for his or her health
3. very well
4. before bedtime
5. outdoors
6. occasionally
7. better than anyone else in his or her family
8. automatically
9. with considerable difficulty
10. after class

Write complete sentences about these activities and report them to the class.

FOCUS 3

Position and Order of Adverbial Phrases



When there is more than one adverbial phrase in a clause, the order usually follows these guidelines.

EXAMPLES	EXPLANATIONS
<p>(a) AWKWARD: He exercises vigorously at the gym <u>every Monday, Wednesday, and Friday</u> after work.</p> <p>(b) BETTER: He exercises vigorously at the gym after work <u>every Monday, Wednesday, and Friday</u>.</p>	<p>Shorter adverbial phrases usually come before longer adverbial phrases. Since the frequency phrase is long, it is better to have it follow the time phrase.</p>
<p>(c) Many people frequently eat dinner in <u>neighborhood restaurants</u> in Toronto.</p> <p>(d) NOT: Many people frequently eat dinner in Toronto in <u>neighborhood restaurants</u>.</p>	<p>When there are two adverbial phrases of the same kind (place, time, etc.), the more specific adverbial phrase always comes first.</p>
<p>(e) AWKWARD: He washes his car <u>carefully in the driveway</u> with a special soap once a week.</p> <p>(f) BETTER: Once a week, he <u>carefully washes his car</u> in the driveway with a special soap.</p>	<p>It is not common to have more than two or three adverbials after the verb phrase. If there are several adverbials, then one is usually moved to the beginning of the sentence.</p>

EXERCISE 6

Identify the meaning (*place, frequency, reason, time, etc.*) and form (*adverb, adverb phrase, adverbial clause*) of the underlined adverbials in the numbered sentences in the article on the next page. Tell why you think they appear in the order that they do. There may be several possible reasons, so discuss your ideas with a partner. The first one has been done for you as an example.

Example: (a) manner, adverb, (b) place, adverbial prepositional phrase, (c) time, adverbial clause, (d) time, adverbial phrase.

Reasons: adverbials follow general manner, place, and time order.

Bizarre Attack by Wild Pigs on Rampage



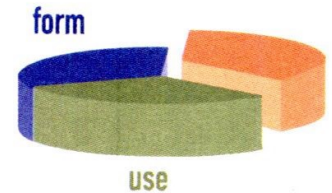
Buttonwillow, GA—Mary Morris is a lucky woman tonight. (1) She is resting (a) comfortably (b) at her Buttonwillow home (c) after doctors released her from Button-willow Hospital (d) earlier this afternoon. Early this morning she was involved in one of the strangest automobile accidents in local history. Her car was attacked by a herd of wild pigs.

(2) “I was driving (a) on a dirt road (b) along the river, (c) just like I always do.” she told reporters in an impromptu news conference at the hospital, (d) “when I hit a muddy patch of road. I got out of the car to try to push it out of the mud. (3) (a) While I was doing that a herd of pigs (b) suddenly came (c) out of the bushes (d) to attack me. There were so many of them that I was completely surrounded, but I was able to get back into the car. (4) I (a) finally scared them (b) back into the bushes (c) by blowing the horn. (5) Then I sat (a) there (b) for several hours (c) before I felt safe enough to leave the car and (d) could look for some help.” Ms. Morris was treated for gashes on her legs and shock. She was given a tetanus shot, and released later in the day.

Scientists are a little puzzled as to why the pigs might have attacked in the first place. Animal psychologist Dr. Lassie Kumholm suggested that it may have been because one of the females in the herd could have just given birth near where the car got stuck. (6) (a) Sometimes pigs can (b) suddenly become aggressive (c) quite quickly (d) if their young are threatened. This herd of pigs is a well-known nuisance. (7) They have (a) repeatedly caused minor damage (b) in the area (c) for the last several years, but this is the first time they have been known to actually attack humans. (8) (a) On several occasions local property owners have sent petitions (b) to county offices (c) to complain about the problem.

FOCUS 4

Putting Adverbial Phrases at the Beginning of a Sentence



EXAMPLES	EXPLANATIONS
<p>(a) Once a week, Jeff carefully washes his car in the driveway with a special soap.</p> <p>(b) In the suitcase, Matt found an extra wool sweater that had been knitted by his grandmother.</p> <p>(c) NOT: Matt found an extra wool sweater that had been knitted by his grandmother in the suitcase.</p>	<p>Most adverbials can also appear at the beginning of a clause or sentence for the following reasons.</p> <ul style="list-style-type: none"> • if there are several other adverbs or adverbial phrases, or if the object of the verb phrase is very long
<p>(d) Carefully and slowly, Jeff carried the heavy tray of fragile glasses to the table.</p>	<ul style="list-style-type: none"> • in order to emphasize adverbial information
<p>(e) Matt and Jeff have a beautiful apartment. Along one wall, there are big windows with a marvelous view.</p> <p>(f) Matt was born in 1965. In 1988, he moved to San Francisco.</p> <p>(g) John became quite fluent in French. As a result, he was able to get a job with a company that exports computer parts to West Africa.</p>	<ul style="list-style-type: none"> • to show logical relationships between sentences.

Most adverbials can be placed at the beginning of the sentence without making other changes in word order, but some require a question word order when they are put at the beginning of the sentence.

EXAMPLES	EXPLANATIONS
<p>Normal Position:</p> <p>(h) Gladstone seldom loses more than a few pounds.</p> <p>Emphatic Position:</p> <p>(i) Seldom does Gladstone lose more than a few pounds.</p>	<ul style="list-style-type: none"> • negative adverbs of frequency (<i>never, seldom, rarely</i>)

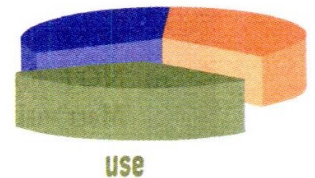
EXERCISE 7

Make these sentences more emphatic by moving the adverbial to the beginning of the sentence. Be sure to change the word order if necessary.

1. I have rarely seen such a mess.
2. Gladstone is often so hungry that he eats an entire cake.
3. He usually doesn't lose control.
4. We will never finish this project.
5. Steve seldom feels unhappy for very long.
6. Denise printed out the letter of complaint quickly and efficiently, and sent it special delivery to Mr. Green.

FOCUS 5

Position of Adverbial Clauses



Most adverbial clauses appear after the main clause, but many can also come before the main clause.

EXAMPLES	EXPLANATIONS
<p>(a) As if it were the easiest thing in the world, Biff did a triple backflip and ended with a handstand.</p> <p>(b) As soon as John got to the airport, he began to have second thoughts about going to France.</p>	<ul style="list-style-type: none"> to emphasize the adverbial clause
<p>(c) Until Jeff moved to San Francisco, he had never seen the ocean. He had never been to a disco or eaten Chinese food. He had never even fallen in love.</p> <p>(d) Whenever John thought about Mary, he began to feel guilty. He would imagine her sitting sadly at home alone, writing him long letters. He felt that he wasn't missing her as much as she was missing him.</p>	<ul style="list-style-type: none"> to establish a context that applies to several sentences
<p>(e) I usually read the paper before I take a shower.</p> <p>(f) After I read the paper, I usually take a shower.</p> <p>(g) If you wash the dishes, then I'll dry them and put them away.</p>	<ul style="list-style-type: none"> to show sequence

(Chart continued on next page)

Certain adverbial clauses almost always appear after the main clause.

EXAMPLES	EXPLANATIONS
<p>(h) Matt works out where Biff works out.</p> <p>(i) AWKWARD: Where Biff works out, Jeff works out.</p> <p>(j) Wherever he goes, Matt makes new friends and has wonderful adventures.</p>	<ul style="list-style-type: none"> adverbial clauses of place except those that begin with <i>wherever</i> or <i>everywhere</i>
<p>(k) John worked all summer so (that) he would have enough money to study in France.</p> <p>(l) AWKWARD: So that he would have enough money to study in France, John worked all summer.</p>	<ul style="list-style-type: none"> adverbial clauses of result with <i>so that</i>
<p>(m) Matt visited his grandmother for he knew she had been sick.</p> <p>(n) NOT: For he knew she had been sick, Matt visited his grandmother.</p>	<ul style="list-style-type: none"> adverbial clauses of reason with <i>for</i>

Punctuation of adverbial clauses depends on their position in a sentence.

EXAMPLES	EXPLANATIONS
<p>(o) After I took the examination, I ate lunch.</p> <p>(p) I ate lunch after I took the examination.</p>	<p>Adverbial clauses before the main clause are followed by a comma. No extra punctuation is necessary if they appear after the main clause.</p>
<p>(q) Since you don't have much money, I'll pay for dinner.</p>	
<p>(r) I'll pay for dinner since you don't have much money.</p>	

EXERCISE 8

Work with a partner to answer these questions about the sentences below. The first sentence has been done as an example.

- a. Does the adverbial clause in these sentences appear before or after the main clause?
- b. Decide which of the reasons listed in Focus 5 can be used to explain why the author chose to put the adverbial clauses in this order.
 1. Because Biff enjoys vigorous exercise, he tends to pursue sports that build up his muscles.
a. *before* _____ b. *to emphasize the adverbial clause* _____
 2. On the other hand, Gladstone practices exercises like yoga because for him exercise is a means of relaxation.
a. _____ b. _____
 3. Both Biff and Gladstone want to lose weight because they want to feel and look better.
a. _____ b. _____
 4. Because Mary Morris may have stopped her car too close to a newborn piglet, she became the victim of a bizarre attack.
a. _____ b. _____
 5. When the ski-mask robber entered the bank, he showed the teller a gun and demanded money.
a. _____ b. _____
 6. Columbia Savings and Loan had already been robbed three times when the ski-mask robber appeared yesterday.
a. _____ b. _____
 7. The bank manager told the press about the robbery so that the public would become aware of the need for more security.
a. _____ b. _____
 8. Since he first agreed to work on the project in 1985, he has spent more than twenty years trying to educate people about global warming.
a. _____ b. _____

Use Your English

ACTIVITY

1

speaking/writing

STEP 1

Find out some basic information about another student in the class by asking some of the seven “Universal Questions” that were described in the Opening Task. Here are some suggested topics.

Who:	name, family background
What:	hobbies, special interests, plans for the future
Where:	home town, current living situation
When:	date of birth, date of arrival in this country, date of expected completion of English studies
How Long:	length of time in this country, amount of previous English study
How Often:	regular activities, hobbies
How Much:	special skills, abilities, and interests
Why:	reasons and goals for studying English, joining this class, leaving home

STEP 2

Report the information to the rest of the class in a short written paragraph or oral presentation.

ACTIVITY

2

speaking

An “ulterior motive” is a hidden reason for doing a good thing. For example, helping a friend who is in trouble is a good thing to do, but if your real reason for doing it is because you want that person to lend you money later, your motive may make your action a bad one.

STEP 1

In a small group discuss the following situations. For each situation identify some “pure motives”—reasons for doing the action that would make it a good or generous act—and some “ulterior motives”—hidden reasons that would make the act a selfish one.

- loaning someone money
- not telling a friend some bad news
- being friendly and obedient to a rich relative
- working harder than anyone else at your job

STEP 2

Based on your discussion decide whether people’s actions should be judged by what they do (their actions) or why they do it (their motivations). Present your opinion and your reasons to the rest of the class.

ACTIVITY

3

writing/speaking

Which form of motivation is more common in your day-to-day activities: extrinsic motivation or intrinsic motivation?

Extrinsic motivation is **purpose**. You do something in order to achieve something else, such as studying business in order to get a high-paying job in the future.

Intrinsic motivation is **cause**. You do something because you like the activity itself, such as studying business because you love being a student and enjoy economic theory.

STEP 1

Decide whether your basic motivation for each of the activities listed below is extrinsic or intrinsic. Identify additional things you do because of intrinsic motivation. Make a four column chart in your notebook. In the first column in your chart, write three things you do because of intrinsic motivation.

studying English

watching TV

cleaning the house

driving a car

reading newspapers

doing homework

cooking

exercise

shopping

STEP 2

Interview three other students in the class to find out things they do because of intrinsic motivation. Write the information in the chart in your notebook. Use one column for each student.

STEP 3

Form a group with two or three other students whom you did not interview, and compare all the information you have gathered. As a group, decide on answers to the following question and present your ideas to the rest of the class.

What are the three most common characteristics shared by all things that people do because of intrinsic motivation? For example, do intrinsically motivated activities result in self-improvement? Are they pleasurable? Do people feel unhappy if they don't have an opportunity to pursue these activities?

ACTIVITY

4

listening



CD Tracks 6, 7

STEP 1

Listen to the two recorded news broadcasts. Based on what you hear write as many questions as you can with *Who*, *What*, *Where*, *When* *Why* and *How* about each broadcast and give them to a partner to answer. You may need to listen to the broadcasts more than once in order to ask and answer the questions.

STEP 2

Compare your questions and answers with those of another pair of students. As a group try to write a summary of one of the news stories.

ACTIVITY

5

speaking

The world seems to be divided into two kinds of people: morning people (who do their best work early in the day) and night people (who are sleepy in the morning, and are most productive in the late afternoon or even late at night). Which kind are you? Interview a partner to find out which kind of person he or she is.

STEP 1

Find out **how** your partner does each activity in the chart below at the time of day listed. (Some examples have been provided.) Ask about two additional activities.

STEP 2

Decide on whether your partner is a morning person or a night person, and report your findings to the rest of the class.

WHAT? \ WHEN?	EARLY MORNING: HOW?	AFTER LUNCH: HOW?	LATE AT NIGHT: HOW?
vigorous exercise	Slowly	Well, but not if he's hungry	Easily, but it keeps him awake
balancing your checkbook			
thinking up original ideas			
relaxed reading for pleasure			
concentrated reading for work or school			
social activity and conversation			

ACTIVITY

6

research on the web



Which means of weight control do you follow? The one used by Biff Bicep or the one used by Gladstone Gulp? Use *InfoTrac® College Edition*, to enter “diet and exercise” and scan a few articles to see which system the experts recommend for weight control. Prepare a list of the three advantages and three disadvantages of each approach and decide which one is most appropriate for your individual personality. Report your ideas to the rest of the class, or compare them with those of a partner.

ACTIVITY

7

language strategy

Language teachers recommend that students keep a journal or language learning log to record their progress, goals, and questions. Studies have proven that students who do this learn more quickly and effectively. Here is one example of a language learning log format. Fill out your log at least once a week during this course. Turn it in or discuss it with your teacher or with another student in the class.

LANGUAGE LEARNING LOG

Section 1. MISTAKES, CORRECTIONS, AND EXPLANATIONS

Write down **five mistakes** that you made in either writing or speaking in the last week. For each mistake write the correct form. In your own words, explain what was wrong with your original sentence.

Examples: Mistake: I exercise usually three times a week.
Correction: I usually exercise three times a week
Explanation: Usually must go before the verb.

Section 2. QUESTIONS

Write **three questions** you have about any aspect of grammar that you have read, heard, or studied in the last week. Your teacher will return your journal with an explanation of your questions.

Examples: Where do adverbial clauses usually appear?
How many adverbs can I use in a single sentence?
My friend said “Never have I seen such a mess!” Is that correct word order? Why does he use question word order?

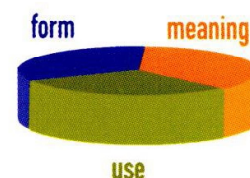
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