

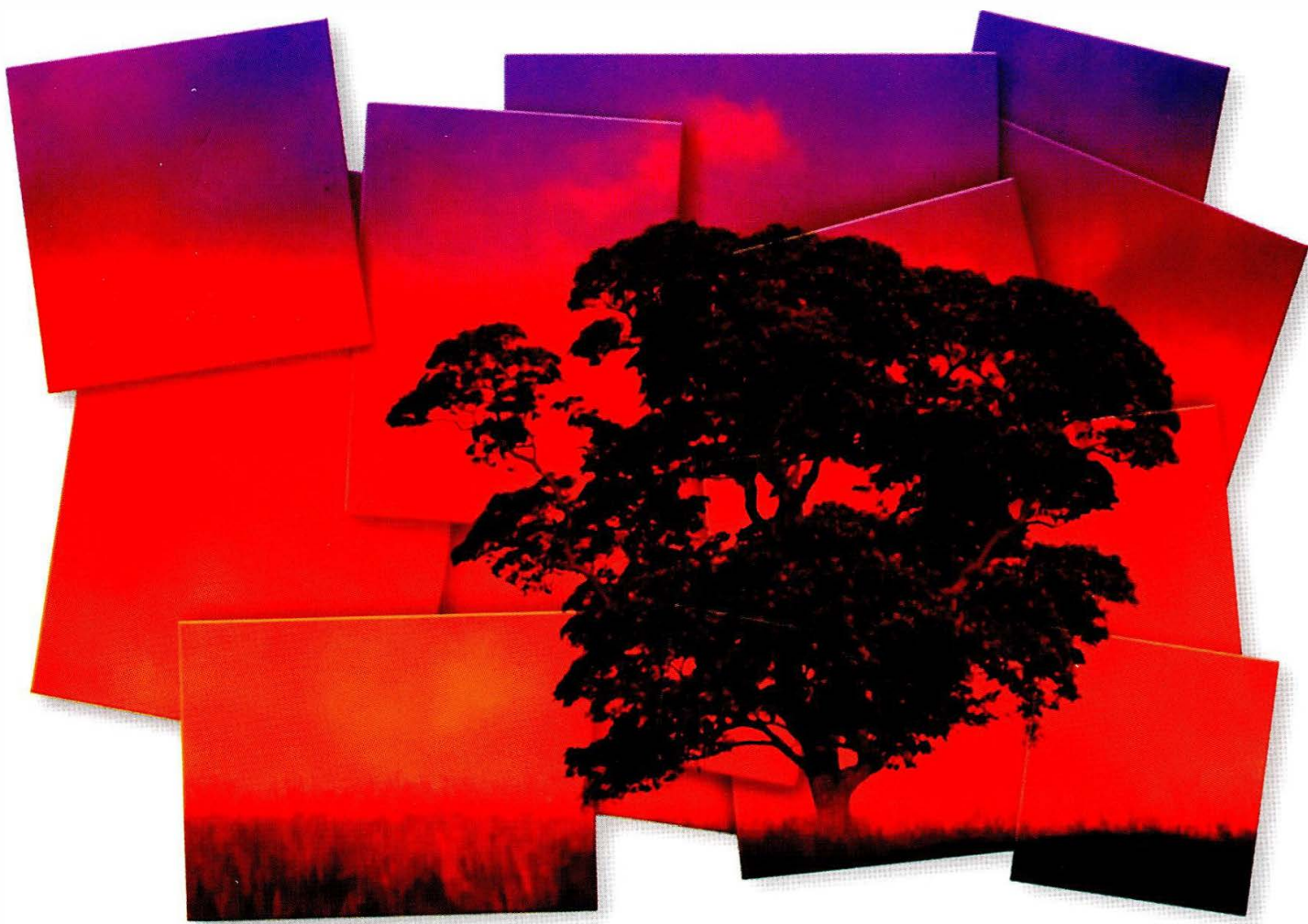
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Series Director: Diane Larsen-Freeman

Grammar Dimensions

Form - Meaning - Use

4TH EDITION



Jan Frodesen

Janet Eyring

Series Director: Diane Larsen-Freeman

Grammar Dimensions

Form • Meaning • Use

4TH EDITION

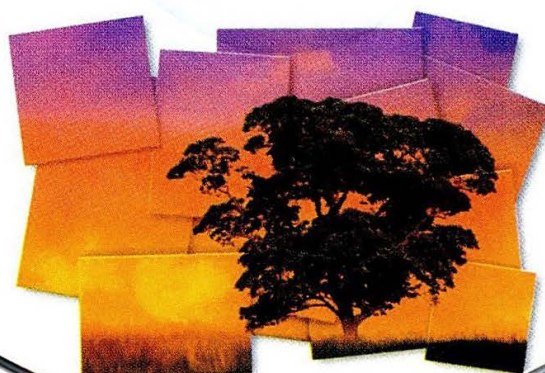
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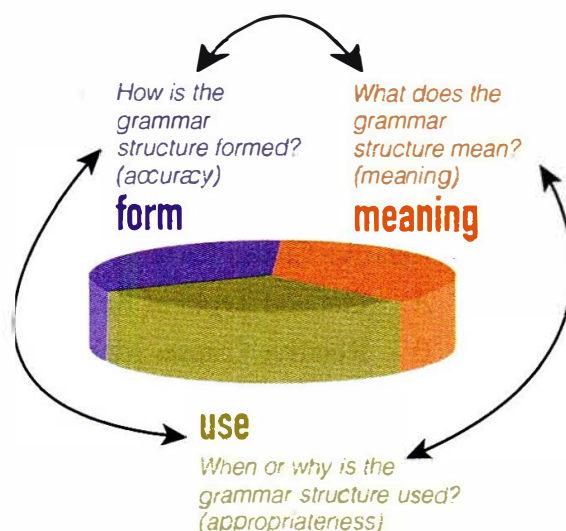
A Word from Diane Larsen-Freeman, Series Editor



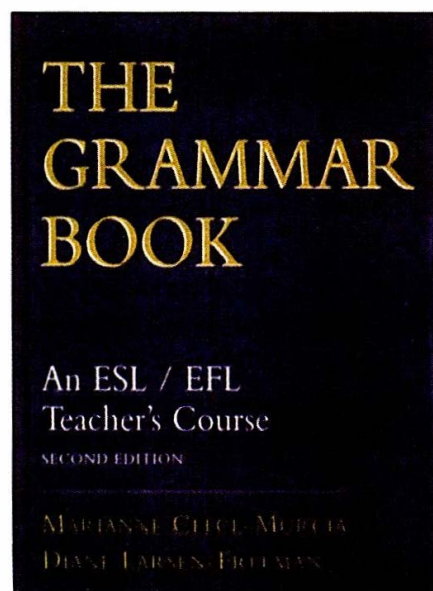
Before *Grammar Dimensions* was published, teachers would ask me, “What is the role of grammar in a communicative approach?” These teachers recognized the importance of teaching grammar, but they associated grammar with form and communication with meaning, and thus could not see how the two easily fit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

To understand more about teaching grammar effectively, read *Teaching Language: From Grammar to Grammar* by Diane Larsen-Freeman. ISBN: 0-8384-6675-3.

Enjoy the Fourth Edition of *Grammar Dimensions*!

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 student's 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.

VERB TENSES IN WRITTEN AND SPOKEN COMMUNICATION

UNIT GOALS

- Use verb tenses correctly to describe events and situations
- Use verb tenses consistently
- Understand why tense and time frames may change

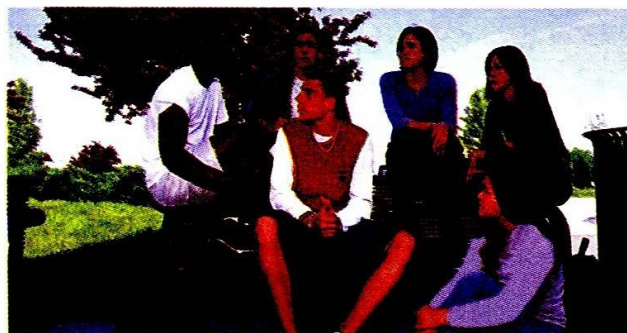
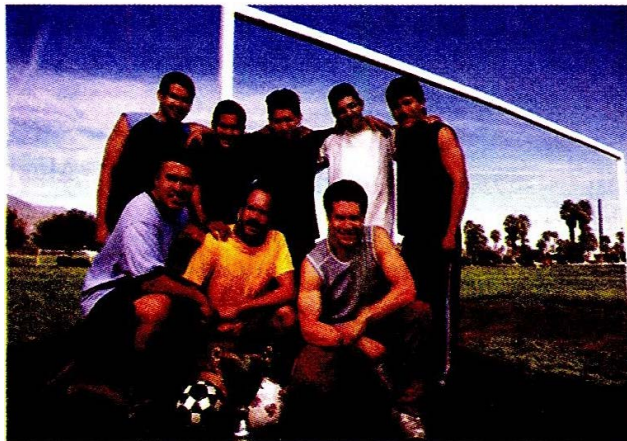
OPENING TASK

Describing In-Groups

■ STEP 1

Read the following information about *in-groups* and find the definition of this term.

Gordon Allport, a Harvard psychologist, used the term *in-groups* to describe the groups that individuals are part of at one time or another. We are born into some in-groups, such as our ethnic groups, our hometowns, and our nationalities. We join other in-groups through our activities, such as going to school, making friends, entering a profession, or getting married. Some in-groups, such as ethnic groups, are permanent, but others change as our activities, beliefs, and loyalties change.



■ STEP 2

Read the list of in-group memberships that Kay, a Thai-American woman in her mid-thirties, currently belongs to or has belonged to in the past.

the family she grew up in	students from her elementary and secondary school
her own family (husband Mark and child Hanna)	Princeton University students
Thai people (her ethnic group)	Stanford Medical School students
residents of Bangkok (where she was born)	physicians (her profession)
residents of Chicago (where she lived from ages 8 to 18)	Buddhists (her religion)
residents of Palo Alto, California (the city she lives in now)	National Organization for Women members
her girlhood group of friends	her neighborhood volleyball team
the Girl Scouts (as a child)	Sierra Club members
	residents of the United States

■ STEP 3

Make a list of some in-groups to which you belonged as a child (pick an age between 5 and 12 years old). Some of these groups might be the same as present ones. Next, make a list of in-groups that you belong to now. Finally, create a third list which consists of your present in-groups that you believe will remain important groups for you ten years from now.

■ STEP 4

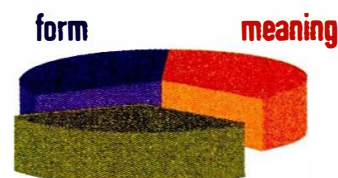
Compare your lists with another class member. Discuss which groups on your childhood lists have changed and which have remained important groups to you at the present time.

■ STEP 5

As an out-of-class assignment, write three paragraphs. For the first paragraph, describe a childhood in-group that was especially important to you. For the second paragraph, write about your current involvement in an in-group. In the third paragraph, speculate about what might be some new in-groups for you in the future—for example, a new school, a profession, your own family (as contrasted to your family of origin)—and when you think some of them might become a part of your life. Save your paragraphs for Exercise 2.

FOCUS 1

The English Verb System: Overview



Verbs in English express how events take place in time. The verb tenses give two main kinds of information:

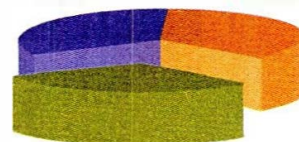
Time Frame When the event takes place: now, at some time in the past, or at some time in the future.

Aspect The way we look at an action or state: whether it occurs at a certain point in time (for example, *stop*) or lasts for period of time (for example, *study*). (See Unit 2 for more detail on verb aspect.)

Time frame and aspect combine in twelve different ways in English.

ASPECT	TIME FRAME		
	PRESENT	PAST	FUTURE*
Simple (at that point in time)	<i>stop/stops</i> <i>study/studies</i> (simple present)	<i>stopped</i> <i>studied</i> (simple past)	<i>will stop</i> <i>will study</i> (simple future)
Progressive (in progress at that point in time)	<i>am/is/are stopping</i> <i>am/is/are studying</i> (present progressive)	<i>was/were stopping</i> <i>was/were studying</i> (past progressive)	<i>will be stopping</i> <i>will be studying</i> (future progressive)
Perfect (before that time)	<i>has/have stopped</i> <i>has/have studied</i> (present perfect)	<i>had stopped</i> <i>had studied</i> (past perfect)	<i>will have stopped</i> <i>will have studied</i> (future perfect)
Perfect Progressive (in progress during and before that time)	<i>has/have been stopping</i> <i>has/have been studying</i> (present perfect progressive)	<i>had been stopping</i> <i>had been studying</i> (past perfect progressive)	<i>will have been stopping</i> <i>will have been studying</i> (future perfect progressive)

*Please note that there are many ways to express the future time frame in English. The chart above gives examples of the future using *will* only. See Focus 7 in Unit 2 for other ways.



EXAMPLES

- (a) **Who** was it that gave you that information?
- (b) **Why** was it (that) they decided to move?
- (c) **When** was it (that) you left Shanghai?

EXPLANATIONS

***Wh*-Cleft Question**

In *Wh*-questions, *it* and *be* are inverted, changing the order to *be* + *it* after the question word (question word + *be* + *it*). In examples (b) and (c), *that* is in parentheses because it is optional.

- (d) **Was** it out of pity (that) he let the old man move into his house?
- (e) **Is** it Spanish 3 (that) you're taking this quarter?

***Yes-No* Cleft Questions**

We must also invert *it* and *be* in *yes-no* questions.

- (f) **What a nice essay** it was (that) you wrote about your father!

***What a* + Noun Phrase**

This type of cleft sentence (*What a* + noun phrase + *it* + *be*) expresses wonder, delight, admiration, or surprise.

- (g) I told you before (that) it was **Marsha** who called you, not **Marianne**.
- (h) The President announced (that) it was because he was ill that he would not be seeking re-election.

***That* Clauses**

As you have seen in some exercises in this unit, focus elements may be *that* clauses in reported speech.

EXERCISE 10

Make up a cleft sentence or question for each situation that follows to emphasize some piece of information.

Example: You told a friend that *The Lord of the Rings* was going to be on TV on Monday night. He thought you said Tuesday and missed seeing it. Tell him what you said.

I told you it was on Monday night that it was going to be on, not Tuesday!

1. You're not sure why a customer service representative at a bank wanted to know your place of birth for a checking account application you were filling out. Ask him.
2. You want to compliment a classmate on a great speech that she gave in class the day before.
3. You've been listening to a history lecture about China and missed hearing the date when the Chinese revolution ended the Manchu dynasty. Politely ask your instructor to tell you the date again.
4. You and your family are watching the news. The newscaster has just announced the cause of a major plane crash to have been an engine failure. A member of your family was distracted and didn't hear this information. Tell him or her what the newscaster said.
5. You have been trying to call a close friend for three hours, but the line has been busy. You wonder who she could be on the line with. When you finally get through, you ask her.



EXERCISES

(second parts)

UNIT 4

List of Words for Short-Term Memory Experiment (page 61)

book, hand, street, tree, sand, rose, box, face, pencil, nail, pan, dog, door, school, shoe, cloud, watch, lamp, stair, glue, bottle, card, movie, match, hammer, dance, hill, basket, house, river

Definition of the Serial Position Effect (page 61)

If a person is asked to recall a list of words in any order immediately after the list is presented, recall of words at the beginning and end of the list is usually best; words in the middle of a list are not retained as well. This observation is based on a model of learning that assumes the first words are remembered well because they are rehearsed and because short term memory at that point is relatively empty. The last words are remembered well because they are still in the short-term memory' if the person tries to recall immediately.

UNIT 7

Opening Task (page 134)

Student B

Guess the Correct Answer:

1. (a) seahorse, (b) boa constrictor, (c) Canadian goose
2. (a) *War and Peace* by Leo Tolstoy, (b) *The Great Gatsby* by F Scott Fitzgerald, (c) *Pride and Prejudice* by Jane Austen
3. (a) Thomas Edison, (b) Richard Nixon, (c) Henry Thoreau
4. (a) mucker, (b) hooker inspector, (c) belly builder

Create a Definition: (* indicates the correct answer)

5. a fly
It is actually classified as a beetle.
(a) dragonfly, (b) flycatcher, *(c) firefly
6. a person
He or she pretends to be someone else.
(a) cornball, *(b) imposter, (c) daytripper

(Continued)

7. a jar

Ancient Greeks and Romans used it to carry wine.

*(a) amphora, (b) amulet, (c) aspartame

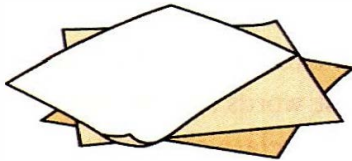
8. a piece of clothing

It is composed of loose trousers gathered about the ankles,

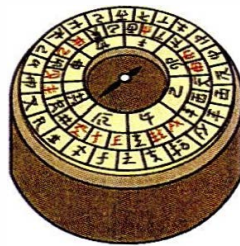
(a) bodice, (b) causerie, *(c) bloomers

UNIT 8

Opening Task (page 148)



Paper
About A.D. 105



Magnetic Compass
1100s



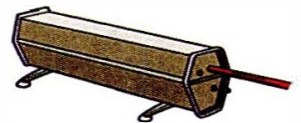
Television
1920s



Safety Elevator
1853



Typewriter
1867



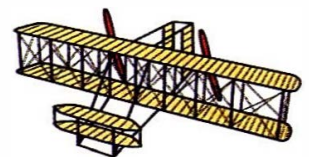
Laser
1960



Telephone
1876



Gasoline Automobile
1885



Airplane
1903

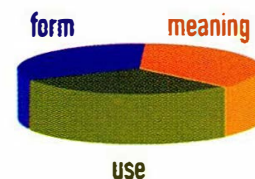
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Grammar Dimensions

Form • Meaning • Use

4TH EDITION

Jan Frodesen • Janet Eyring



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Level: High-intermediate to advanced

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WORKBOOK

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Grammar Dimensions

Form • Meaning • Use
Workbook

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VERBS

Aspect and Time Frames

EXERCISE 1 (Focus 1, page 14)

Fill in each blank with the simple present, simple future, or simple past form of the verb in parentheses, as appropriate.

1. I once _____ (have) two beautiful Siamese cats.
2. Our office _____ (contact) you first thing in the morning. Don't leave until you hear from us.
3. Chlorophyll _____ (make) leaves green.
4. In those days, we _____ (decorate) eggs for Easter, using many different colors.
5. Come January, we _____ (own) our house outright and no longer be mortgaged to the bank.
6. We _____ (think) we _____ (see) a ghost on the stairway, but it was only the moonlight and a puff of dust from a cracked window.
7. The latest figures _____ (reveal) that the average American family has pizza at least once a week.
8. When I get to college, I _____ (spend) a half hour every day writing in my journal.
9. Buy the new improved Nutri-Milk. Every serving _____ (give) a full day's supply of vitamin C and calcium.
10. I _____ (believe) you only when you present me with incontrovertible proof.

EXERCISE 2 (Focus 1, page 14)

For each sentence, do the following: (1) Identify the tense of the underlined verb. (2) Decide which of the five uses in Focus 1 each verb represents and write the letter from the list below in the blank before the sentence.

- a. Expresses a general idea, relationship, or truth
- b. Describes a habitual action
- c. Describes a mental perception or an emotion
- d. Expresses possession or a personal relationship
- e. Establishes the time frame or a moment of focus

NONRESTRICTIVE RELATIVE CLAUSES

EXERCISE 1 (Focus 1, page 166)

Complete the sentences below using a restrictive relative clause in (a) and a nonrestrictive relative clause in (b).

Example: a. The violin that was used by Beethoven himself sold for \$1,000,000.

b. The violin, which is an instrument I love, takes years to learn to play well.

1. a. The cellular phone _____ hasn't been as good as I had hoped.
b. Cellular phones, _____, are banned in certain restaurants.
2. a. If you want more information, you'll have to consult the database _____.
b. If you want more information, you'll have to consult a database, _____.
3. a. The McDonald's _____ is a favorite place for students to meet.
b. McDonald's, _____, is the largest restaurant chain in the world.
4. a. The dog _____ once saved a child's life.
b. The dog, _____, has often proved useful to people.
5. a. Clouds _____ are called fog.
b. My younger sister loves to lie on the grass and look at clouds, _____.
6. a. I got an A on the paper _____.
b. The history paper I turned in, _____, got an A.
7. a. The encyclopedia _____ has just been shipped.
b. The encyclopedia, _____, has evolved over the centuries.
8. a. Personal computers _____ are needed to run many new programs.
b. Personal computers, _____, are found almost everywhere in the world today.
9. a. The fax machine _____ frequently has a long line of people waiting to use it.
b. The fax machine, _____, is used by children in Japan to exchange messages and compare homework assignments.
10. a. The horse _____ was trained by my uncle.
b. The horse, _____, was first domesticated over 2,500 years ago.

EXERCISE 2 (Focus 2, page 171)

You are a new student at a college, living away from home, writing a letter to your good friend Chris. You are including information about the following: the school, the students, your advanced English course, your English teacher, the town, and your living situation. Below is a group of nonrestrictive relative clauses. Find the best places to put the clauses in the letter that follows. You will also have to add information of your own and punctuate correctly.

- A. with whom I had a nice talk today at lunch
- B. which is a pleasant community
- C. which has four rooms in addition to a living room, kitchen, and bathroom
- D. which I check every day
- E. which has an enrollment of five thousand
- F. all of whom are students
- G. who come from all over the world
- H. whose courses, I understand, are very popular
- I. all of which make for some stimulating discussion
- J. which is a place I've always wanted to visit
- K. which so far has been challenging and quite interesting

Dear Chris,

I'm sorry I haven't written in a while, but life has been very busy these past weeks as I try to settle into college and a new routine. Let me tell you a little about the school, the advanced English course I'm taking, the town, and the place where I'm living.

The school _____

The students, _____ are

_____ with many ideas,

_____ I'm taking an advanced English course

_____ My English teacher

_____ is from San Francisco

_____ and has taught in

I feel fortunate to have this teacher _____.

The school is located _____ I managed to find a place to live

_____ I share

That's all for now. I'll write more when I get the chance. Send _____

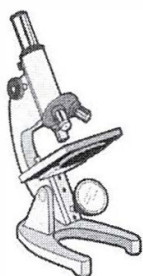
I hope that everything is well with you and your family.

Your friend,

EXERCISE 3 (Focus 2, page 171)

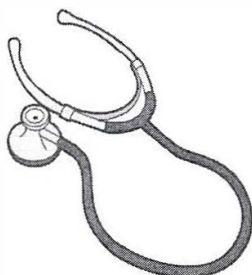
Below are tools, instruments, and accessories from various fields. Describe the object and identify a field it typically is used in.

Example:



The microscope, which is an optical instrument with a lens or a combination of lenses that magnify small objects, is used in scientific and medical research.

1. stethoscope



2. hammer



FOCUSING AND EMPHASIZING STRUCTURES: *It*-Clefts and *Wh*-Clefts

EXERCISE 1 (Focus 1, page 442)

The following columns consist of general knowledge information. Match the focus element with the appropriate clause and then write a complete sentence beginning with *It + be* and linking the two elements with *that*, *who*, or *where*. Make any other necessary changes.

Example: It was Florence that led the Renaissance in the arts. (3.g)

- | | |
|------------------------|--|
| 1. Carl Jung | a. reached China during the rule of Kublai Khan. |
| 2. Dubai | b. made the first successful flight in a gasoline-powered aircraft. |
| 3. Florence | c. is the pilgrimage to the holy city of Mecca during the twelfth month of the Islamic year. |
| 4. Marco Polo | d. the first book was printed. |
| 5. Versailles | e. developed the psychoanalytical theory of archetypes. |
| 6. the Wright Brothers | f. is the most rural state in the United States. |
| 7. China | g. led the Renaissance in the arts. |
| 8. the Black Death | h. the treaty that ended World War I was signed. |
| 9. Wyoming | i. the world's tallest building is located. |
| 10. the Haj | j. wiped out more than a third of Europe's population in the fourteen century. |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

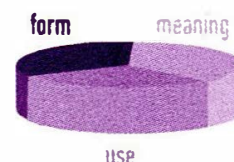
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