

Series Director: **Diane Larsen-Freeman**

# Grammar Dimensions

**Form • Meaning • Use**

4TH EDITION



**Victoria Badalamenti**  
**Carolyn Henner-Stanchina**

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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.thomson.com/grammardimensions](http://elt.thomson.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.

# THE VERB *BE*

## Affirmative Statements, Subject Pronouns

### UNIT GOALS

- Use correct forms of the verb *be* in affirmative statements
- Use subject pronouns
- Use correct forms of contractions with subjects and the verb *be*
- Introduce, greet people, and say good-bye formally and informally

### OPENING TASK

#### Introductions

#### STEP 1

Look at the pictures. Who are these people? Guess the information and fill in each box. Share your guesses with a partner.



An Phan



Nakiso Moyo



Jackie Veras



Young Min and Mi Jun Kim

| NAME                    | AN PHAN    | NAKISO MOYO | JACKIE VERAS | YOUNG MIN AND MI JUN KIM |
|-------------------------|------------|-------------|--------------|--------------------------|
| Country                 |            | Zimbabwe    |              |                          |
| Nationality             | Vietnamese |             |              |                          |
| Age                     |            |             |              |                          |
| Single/Married/Divorced |            |             | divorced     |                          |
| Occupation              |            |             |              | shopkeepers              |

## STEP 2

Look at An's information card. Then complete the information card about yourself. Introduce yourself to the class.

### INFORMATION CARD

Name: An Phan

Country: Vietnam

Nationality: Vietnamese

Age: 22 years old

Single/Married/Divorced: single

Occupation: student

### INFORMATION CARD

Name: My name is \_\_\_\_\_.

Country: I am from \_\_\_\_\_.

Nationality: I'm \_\_\_\_\_.

Age: I'm \_\_\_\_\_.

Single/Married/Divorced: I'm \_\_\_\_\_.

Occupation: I'm \_\_\_\_\_.

\* See Appendix 9 on page A-14 for answers to your guesses in Step 1.





## FOCUS 1

## Be: Affirmative Statements

### SINGULAR

| SUBJECT | VERB BE |                              |
|---------|---------|------------------------------|
| Jackie  | is      | from the Dominican Republic. |
| An      |         | a student.                   |

### PLURAL

| SUBJECT              | VERB BE |               |
|----------------------|---------|---------------|
| Young Min and Mi Jun | are     | shopkeepers.  |
| Shopkeepers          |         | hard-working. |

## EXERCISE 1

Here are true statements about the people in the Opening Task. Fill in the correct form of *be* in each sentence.

1. An \_\_\_\_\_ single.
2. Young Min and Mi Jun \_\_\_\_\_ Korean.
3. Nakiso \_\_\_\_\_ from Zimbabwe.
4. Jackie \_\_\_\_\_ Dominican.
5. Young Min and Mi Jun \_\_\_\_\_ shopkeepers.
6. An \_\_\_\_\_ 22 years old.
7. Jackie \_\_\_\_\_ a secretary.
8. Nakiso \_\_\_\_\_ a Web designer.
9. Jackie \_\_\_\_\_ 34 years old.
10. Young Min and Mi Jun \_\_\_\_\_ both 50 years old.
11. An \_\_\_\_\_ a student.
12. Jackie \_\_\_\_\_ divorced.
13. Young Min and Mi Jun \_\_\_\_\_ married.
14. Nakiso \_\_\_\_\_ 28 years old.

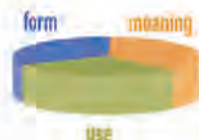
Series Director: Diane Larsen-Freeman

# Grammar Dimensions

## Form • Meaning • Use

4TH EDITION

Victoria Badalamenti • Carolyn Henner-Stanchina



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

### Level: High-Beginning

- **Grammar explanations focused on form, meaning, and use** help students understand the target language.
- **Revised Opening Tasks** can be used as a diagnostic or warm-up exercise to explore students' knowledge of each structure's form, meaning, and use.
- **Updated topics, grammar charts, and grammar exercises** provide detailed grammar practice.
- The **Use Your English purple pages** offer communicative activities that integrate grammar with reading, writing, listening and speaking opportunities.
- **Internet activities** explore outside sources of language to expand upon students' communication and language.
- **Reflection activities** clarify students' learning styles and encourage students to create personal learning strategies.
- **Workbooks** provide additional exercises to improve grammar, editing activities to increase students' writing skills, and a test-taking section to enhance students' application skills.
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