

Series Director: **Diane Larsen-Freeman**

Grammar Dimensions

Form • Meaning • Use

4TH EDITION



Jan Frodesen

Janet Eyring

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New to the Fourth Edition

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

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.

EXERCISE 1

In *The Story of My Life*, high school student Farah Ahmedi tells about growing up in Kabul, Afghanistan, during the war between the mujahideen and the Soviets, her life as a refugee in Pakistan, and her immigration to the United States along with her mother, the only other surviving member of her family. The following passages are from her book. Underline the verbs of main clauses in each sentence. Then identify the time frame for each passage: present, past, or future. Circle any words and phrases that help to signal the time frame. The first one has been done as an example.

Example:

- (a) Our caseworker, Zainab, came from Sudan. (b) Years ago she had been a refugee like us. (c) World Relief had brought her to America. (d) She had found her footing here, gone to school, gotten her degree, and now she worked for the organization.
 Time frame: *past*
- (a) You have to realize how vastly this world differed from the one we left behind. (b) Everything moves quickly in America. (c) You notice the difference sharply if you have come from a slow-placed land like Pakistan. (d) Here in America events unfold in a flash. (e) Outside your window the traffic never stops zooming. (f) On the street no one has time to answer your questions.
- (a) Alyce invited us to her house for Thanksgiving that first year. (b) We had never seen a turkey before and didn't know what it was. (c) We never imagined a bird could grow so big. (d) My mother didn't eat any of it.
- (a) My mother now has a bit of a social life of her own. (b) She has gotten to know some other Afghan women in the neighborhood. (c) On warm days they all walk to the park together with their thermoses. (d) They sit on the grass and chat and have tea. (e) In the last couple of months my mother has even started going to school. (f) She is going to an English-language course three times a week.
- (a) In my ESL classes I got to know an Indian girl named Apanza. (b) I met two Afghan girls as well. (c) They had come to America one year earlier than I and had therefore gone to American schools one year longer, but we were all in the same class. (d) In any case, I had companions now.
- (a) Next year I'll be out of ESL altogether. (b) Even my English class will be mainstream. (c) Officially, at least, I'll be caught up.

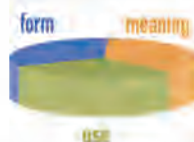
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Grammar Dimensions

Form • Meaning • Use

4TH EDITION

Jan Frodesen • Janet Eyring



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-intermediate to advanced

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- **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.
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