

Diane Larsen-Freeman, *Series Director*

Grammar Dimensions

Form • Meaning • Use

Fourth Edition

Grammar Dimensions gives grammar meaning by applying it to reading, writing, listening, and speaking!

“...being able to use grammar structures does not only mean using forms accurately; it means using them meaningfully and appropriately as well.”

Diane Larsen-Freeman
Teaching Language: From Grammar to Grammaring



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Grammar Dimensions

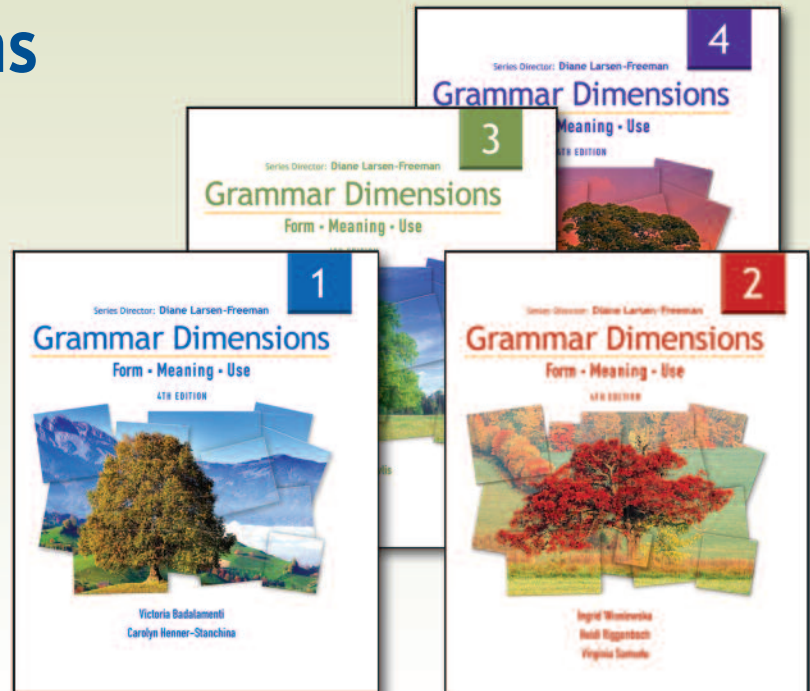
Form, Meaning, Use

Fourth Edition

“Grammar Dimensions was created to help teachers and students appreciate the fact that grammaring is not just about form. To communicate, language users also need to know the meaning of the forms and when to use them appropriately.”

Diane Larsen-Freeman

Adapted from the foreword of
Grammar Dimensions, Fourth Edition



FOCUS 4 *Wh*-Questions with Rising Intonation: Checking Information

EXAMPLES	EXPLANATIONS
(a) A: Where are you from? B: Vanuatu.	Most <i>Wh</i> -questions end with falling intonation.
(b) A: Where are you from? B: Vanuatu. It's in the south Pacific.	A <i>Wh</i> -question with rising intonation shows that you are not sure about what you heard or that you want to check that you heard something correctly. The <i>Wh</i> -word is also stressed (said strongly).
(c) A: Jennifer Lopez was here last night. B: Who was here last night? A: Jennifer Lopez.	
(d) A: Jennifer Lopez was here last night. B: Who?	Sometimes, just the <i>Wh</i> -word (with rising intonation) is used.

EXERCISE 6

Complete the conversation with appropriate *Wh*-questions. For each question, draw an arrow → or ↗ to show if the question ends with falling or rising intonation.

Albert: So, what did you think of the new Eisentraut movie?
Leslie: It was O.K., I guess, but I expected something more from a movie that cost \$200 _____ million to make.

- Albert: _____
Leslie: \$200 million. Amazing, isn't it? It's hard to imagine that amount of money.
- Albert: _____
Leslie: It's an action movie set in the future, but I thought it was rather slow-moving. In fact, I almost fell asleep a couple of times.
- Albert: _____
Leslie: It's about two hours, maybe a little longer. Luckily the seats were really comfortable.
- Albert: _____
Leslie: At that new movie theater on Fourth Street, across from the parking garage. It only opened a couple of weeks ago, so it's got a state-of-the-art sound system, thick carpets, terrific popcorn. . . .
- Albert: _____
Leslie: Twelve dollars.
- Albert: _____
Leslie: Twelve dollars . . . I'm not kidding! I can't believe I spent twelve bucks on a movie that really wasn't very good.

ASKING QUESTIONS: Yes/No, *Wh*-, Tag, and Choice Questions 51

Clear charts and exercises focus on form, meaning, and use.

Exercises in every section practice and reinforce key grammar points.

UNIT 4

ASKING QUESTIONS

Yes/No, *Wh*-, Tag, and Choice Questions

UNIT GOALS

- Understand formation of different types of questions
- Understand meaning of different types of questions
- Recognize the uses of different intonation patterns for various question types

OPENING TASK

Any Questions?

STEP 1

What kinds of questions do you ask in class? Work with a partner to make a list of useful questions for learning English.

STEP 2

What questions could you ask the teacher in the newspaper article? Work alone or with other students to complete the questions on the facing page.

42 UNIT 4

Opening Tasks explore students' prior knowledge.

available!

Use Your English

ACTIVITY 1 speaking/listening

STEP 1 Your teacher is going to stick a piece of paper on your back and on the backs of your classmates. Get up and walk around the class, looking at what is written on your classmates' backs.

STEP 2 Your job is to guess what is written on your back. You can find this out by asking questions. You can also answer the questions that your classmates ask you about what is written on their backs. For the first five minutes, you can only ask *Yes/No* questions. Refuse to answer any question that is not a *Yes/No* question. When your teacher gives you a signal, you can ask any kind of question that you like. Here are some possible *Yes/No* questions to ask: Is this a person? Is this person male or female? Is this an object? Is it expensive? Is this an animal? Is this food? Here are some possible *Wh-*questions: How big is this? Where was she or he born? What color is this?

ACTIVITY 2 speaking/writing

The international student office at your school is preparing a short guide for students who have just arrived in this country. The purpose of this guide is to give new students a clear idea of what to expect when they arrive here. You have been asked to write a chapter called "Frequently asked questions."

Get together with two or three other students and write the answers to the questions that people in this country frequently ask those of other students in the class. Use the information you have gathered to make a list of the questions that people here frequently ask and that new students should be ready to answer.

56 UNIT 4

How is the grammar structure formed? (accuracy)

form

What does the grammar structure mean? (meaning)

meaning



USE When or why is the grammar structure used? (appropriateness)

The purple pages offer communicative activities that apply grammar to reading, writing, listening, and speaking.

ACTIVITY 7 speaking/writing

...ing to write an essay on one of these topics: (1) Learning a ... (2) Applying for a job, or (3) Using the Internet for research. ... main questions will your essay answer? Compare your questions ... ent. Write your questions on the board and choose the best ...

speaking/listening

...ph and give it to your teacher. Your teacher will mix up the ... uite them randomly. Look at your photograph for thirty seconds ... ck to the teacher. The teacher will put all the photographs on a ... up. Students will take turns being questioned by the class. When ... e classmates will ask you questions about the picture you looked ... guess which picture it was. Try to use all types of questions: ... ment form, choice, and tag.

research on the web

Edition® Option: Go to InfoTrac to find information about a ... nterested in. Type in the name of the country and *Fact File*, for ... *Fact File*®. Make a list of questions using information in the ... lassmates if they know the answers.

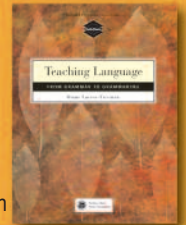
reflection

Choose one aspect of learning English, for example, writing or ... a questionnaire about how students in your class learn and ... Interview other students in your class using your questionnaire. ... to the class. What general patterns did you find?

ASKING QUESTIONS: Yes/No, Wh-, Tag, and Choice Questions 69

Also by Diane Larsen-Freeman:

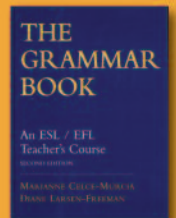
TEACHING LANGUAGE: From Grammar to Gramming



Diane Larsen-Freeman

In this pioneering book the author promotes the fluid and dynamic notions of reason-driven grammaring, which she defines as "the ability to use grammar structures accurately, meaningfully, and appropriately."

THE GRAMMAR BOOK An ESL/EFL Teacher's Course Second Edition



Marianne Celce-Murcia, Diane Larsen-Freeman

The revised edition of *The Grammar Book* offers grammatical descriptions and teaching suggestions organized into sections dealing with form, meaning, and use.

South City College 2006 Teacher of the Year!

Teacher of the Year

Congratulations to Elena Dominguez, who was named Teacher of the Year. Elena was born in Venezuela and now lives in South City. She came to South City College five years ago to complete her Masters in Education. She started teaching Spanish here three years ago.

Elena is married and has one daughter. She speaks Spanish and is planning a study trip to Mexico with her students next spring. She likes jogging and cycling. Her favorite food is pineapple. She loves teaching because she learns something new every day.

What _____? When _____? Do you _____? You are _____, don't you?

You are _____, aren't you? Did you _____? How many _____? Where _____?

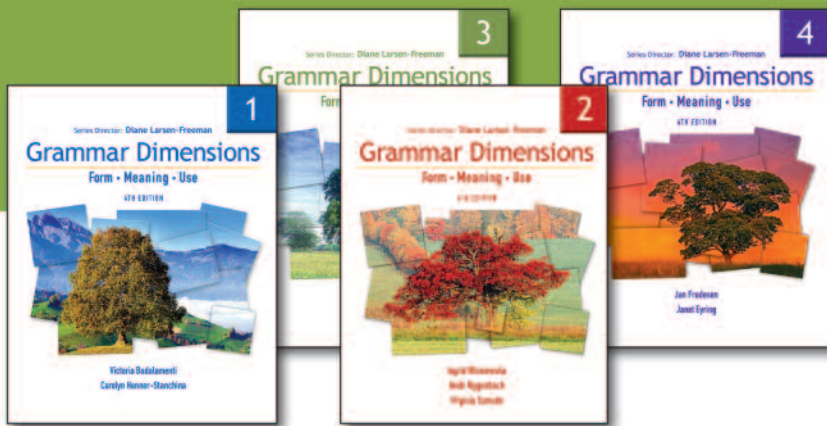
Why _____? Can you _____? Are you _____?

STEP 3 With a partner, role-play the conversation between you and Elena Dominguez.

ASKING QUESTIONS: Yes/No, Wh-, Tag, and Choice Questions 49

The step-by-step format of the opening task can be used as a warm-up or diagnostic.

Web-based activities offer additional practice and give the option to use grammar points in connection with contemporary topics and events.



Grammar Dimensions

Form, Meaning, Use, Fourth Edition

Diane Larsen-Freeman, *Series Director*

- Book 1: Victoria Badalamenti, Carolyn Henner-Stanchina
- Book 2: Ingrid Wisniewska, Heidi Riggenschach, Virginia Samuda
- Book 3: Stephen Thewlis
- Book 4: 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.

- ▶ **Grammar explanations and exercises 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.
- ▶ 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.
- ▶ **NEW!** *Grammar Cafe* for *Grammar Dimensions* provides **20 hours of online grammar practice** that supports the lessons taught in the student books.
- ▶ **"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.
- ▶ **Lesson Planners** contain step-by-step teaching instructions with a choice of lesson plans to suit the needs of individual classrooms and teachers.
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