

# GRAMMAR DIMENSIONS

*Form, Meaning, and Use*

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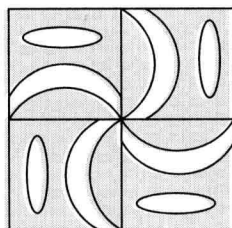
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# Grammar Dimensions

## Book Two



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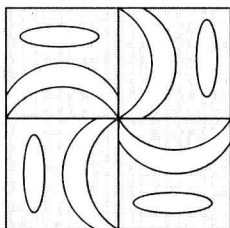
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# *Grammar Dimensions*

## *Book Two*

### Form, Meaning, and Use



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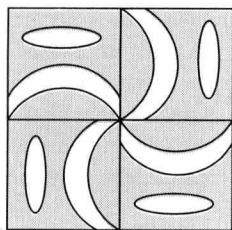
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# Preface to *Grammar Dimensions: Form, Meaning, and Use*

## To the Teacher

### ABOUT THE SERIES

With the recent emphasis on communication, the teaching of grammar has often been downplayed, or even overlooked entirely. Although one would not want to argue the goal of having students be able to communicate successfully, it is important to recognize that a major means to this end is to teach students to use grammatical structures. Some grammatical structures may be acquired naturally without instruction, but it is assumed by the creators of this series that explicit focus on the troublesome aspects of English will facilitate and accelerate their acquisition. The teaching needs to be done, however, in such a way that the interdependence of grammar and communication is appreciated.

In this regard, it is crucial to recognize that the use of grammatical structures involves more than having students achieve formal accuracy. Students must be able to use the structures meaningfully and appropriately as well. This series, therefore, takes into account all three dimensions of language: syntax/morphology (form), semantics (meaning), and pragmatics (use). The relevant facts about the **form, meaning, and use** of English grammatical structures were compiled into a comprehensive scope and sequence and distributed across a four-book series. Where the grammatical system is complex (e.g., the verb-tense system) or the structure complicated (e.g., the passive voice), it is revisited in each book in the series. Nevertheless, each book is free-standing and may be used independently of the others in the series if the student or program needs warrant.

Another way in which the interdependence of grammar and communication is stressed is that students first encounter every structure in a meaningful context where their attention is not immediately drawn to its formal properties. Each treatment of a grammatical structure concludes with students being given the opportunity to use the structure in communicative activities. The point of the series is not to teach grammar as static knowledge, but to have students use it in the dynamic process of communication. In this way grammar might better be thought of as a skill, rather than as an area of knowledge.

It is my hope that this book will provide teachers with the means to create, along with their students, learning opportunities that are tailored to learners' needs, are enjoyable, and will maximize everyone's learning.

### ABOUT THE BOOK

This book deals with basic sentence and subsentence grammatical structures. It also introduces language forms that support certain social functions such as making requests and seeking permission.



Units that share certain features have been clustered together. No more than three or four units are clustered at one time, however, in order to provide for some variety of focus. As the units have been designed to stand independently, it is possible for a syllabus to be constructed that follows a different order of structures than the one presented in the book. It is also not expected that there will be sufficient time to deal with all the material that has been introduced here within a single course. Teachers are encouraged to see the book as a resource from which they can select units or parts of units which best meet student needs.

## Unit Organization

### TASKS

One way in which to identify student needs is to use the **Tasks**, which open each unit as a pre-test. Learner engagement in the Tasks may show that students have already learned what they need to know about a certain structure, in which case the unit can be skipped entirely. Or it may be possible, from examining students' performance, to pinpoint precisely where the students need to work. For any given structure, the learning challenge presented by the three dimensions of language is not equal. Some structures present more of a form-based challenge to learners; for others, the long-term challenge is to learn what the structures mean or when to use them. The type and degree of challenge varies according to the inherent complexity of the structure itself and the particular language background and level of English proficiency of the students.

### FOCUS BOXES

Relevant facts about the form, meaning, and use of the structure are presented in **Focus Boxes** following the Task. Teachers can work their way systematically through a given unit or can pick and choose from among the Focus Boxes those points on which they feel students specifically need to concentrate.

### EXERCISES

From a pedagogical perspective, it is helpful to think of grammar as a skill to be developed. Thus, in this book, **Exercises** have been provided to accompany each Focus Box. Certain of the Exercises may be done individually, others with students working in pairs or in small groups. Some of the Exercises can be done in class, others assigned as homework. Students' learning styles and the learning challenge they are working on will help teachers determine the most effective way to have students use the Exercises. (The Instructor's Manual should be consulted also for helpful hints in this regard.)

### ACTIVITIES

At the end of each unit are a series of **Activities** that help students realize the communicative value of the grammar they are learning and that offer them further practice in using the grammar to convey meaning. Teachers or students may select the Activities from which they believe they would derive the most benefit and enjoyment. Student performance on these Activities can be used as a post-test as well. Teachers should not expect perfect performance at this point, however. Often there is a delayed effect in learning anything, and even some temporary backsliding in student performance as new material is introduced.

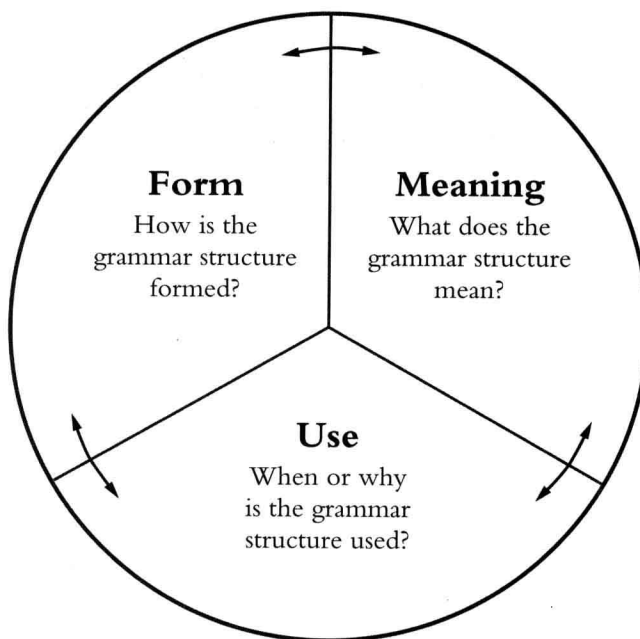
## OTHER COMPONENTS

An **Instructor's Manual** is available for this book. The Manual contains answers to the Exercise questions and grammatical notes where pertinent. The Manual also further discusses the theory underlying the series and “walks a teacher through” a typical unit, suggesting ways in which the various components of the unit might be used and supplemented in the classroom.

A student **Workbook** also accompanies this book. It provides additional exercises to support the material presented in this text. Many of the workbook exercises are specially designed to help students prepare for the TOEFL (Test of English as a Foreign Language).

## To the Student

All grammar structures have a form, a meaning, and a use. We can show this with a pie chart:



Often you will find that you know the answer to one or more of these questions, but not to all of them, for a particular grammar structure. This book has been written to help you learn answers to these questions for the major grammar structures of English. More importantly, it gives you practice with the answers so that you can develop your ability to use English grammar structures accurately, meaningfully, and appropriately.

At the beginning of each unit, you will be asked to work on a **Task**. The Task will introduce you to the grammar structures to be studied in the unit. However, it is not important at this point that you think about grammar. You should just do the Task as well as you can.

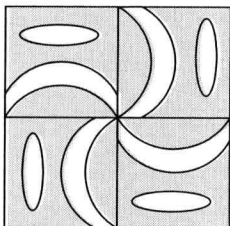
In the next section of the unit are **Focus Boxes** and **Exercises**. You will see that the boxes are labeled with **FORM**, **MEANING**, **USE**, or a combination of these, corresponding to the three parts of the pie chart. In each Focus Box is information that answers one or more of the questions in the pie. Along with the Focus Box are Exercises that should help you put into practice what you have studied.

The last section of each unit contains communicative **Activities**. Hopefully, you will enjoy doing these and at the same time receive further practice using the grammar structures in meaningful ways.

By working on the Task, studying the Focus Boxes, doing the Exercises, and engaging in the Activities, you will develop greater knowledge of English grammar and skill in using it. I also believe you will enjoy the learning experience along the way.

Diane Larsen-Freeman





# Acknowledgments

## Series Director Acknowledgments

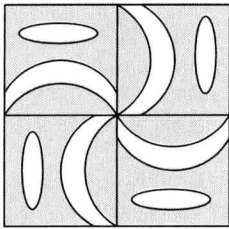
As with any project this ambitious, a number of people have made important contributions. I need to thank my students in the MAT Program at the School for International Training and audiences worldwide for listening to me talk about my ideas for reconciling the teaching of grammar with communicative language teaching. Their feedback and questions have been invaluable in the evolution of my thinking. One student, Anna Mussman, should be singled out for her helpful comments on the manuscript that she was able to provide based on her years of English teaching. A number of other anonymous teacher reviewers have also had a formative role in the development of the series. I hope they derive some satisfaction in seeing that their concerns were addressed wherever possible. In addition, Marianne Celce-Murcia not only helped with the original scope and sequence of the series, but also provided valuable guidance throughout its evolution.

I feel extremely grateful, as well, for the professionalism of the authors, who had to put into practice the ideas behind this series. Their commitment to the project, patience with its organic nature, and willingness to keep at it are all much appreciated. I insisted that the authors be practicing ESL teachers. I believe the series has benefited from this decision, but I am also cognizant of the demands it has put on the authors' lives these past few years.

Finally, I must acknowledge the support of the Heinle and Heinle "team." This project was "inherited" by Heinle and Heinle during its formative stage. To Dave Lee, Susan Mraz, Lisa McLaughlin, and especially Susan Maguire, who never stopped believing in this project, I am indeed thankful. And to Nancy Mann, who helped the belief become a reality, I am very grateful.

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