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Series Director: Diane Larsen-Freeman

Grammar Dimensions

Form - Meaning - Use

4TH EDITION



Victoria Badalamenti
Carolyn Henner-Stanchina

FOURTH EDITION

1

Series Director: **Diane Larsen-Freeman**

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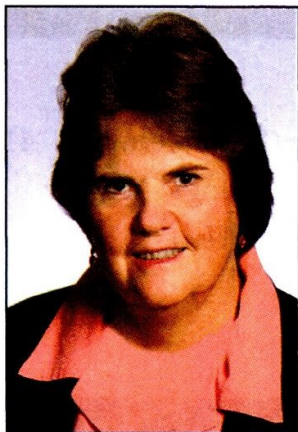
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A Word from Diane Larsen-Freeman, Series Editor



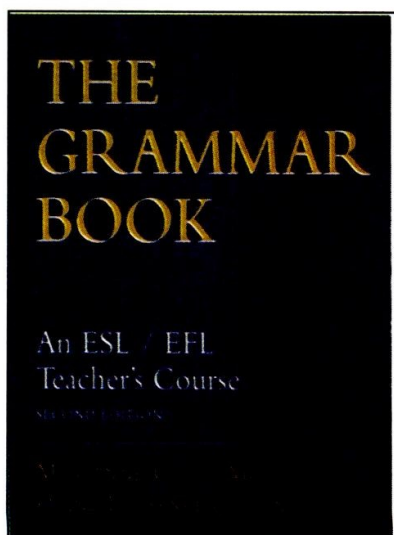
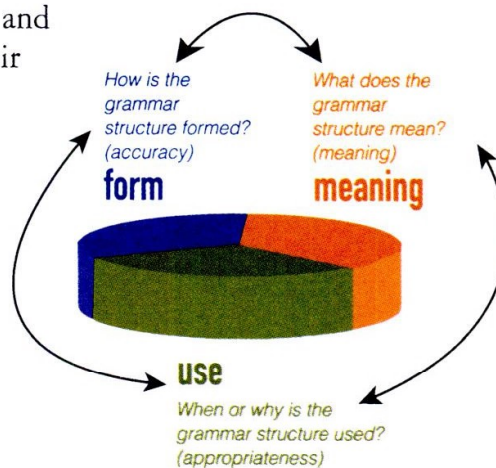
Before *Grammar Dimensions* was published, teachers would ask me, “What is the role of grammar in a communicative approach?” These teachers recognized the importance of teaching grammar, but they associated grammar with form and communication with meaning, and thus could not see how the two easily fit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

Enjoy the Fourth Edition of *Grammar Dimensions*!



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 learn about theory that has informed *Grammar Dimensions*, consult *Teaching Language: From Grammar to Grammaticing*, also by Diane Larsen-Freeman. ISBN: 0-8384-6675-3.

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 students' 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.

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 activities in book 1 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 feel 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

Guided Tour of Grammar Dimensions 1

Unit goals provide a roadmap for the grammar points students will work on.

“Opening Task” can be used as a diagnostic warm-up exercise to explore students’ knowledge of each structure.

UNIT

3

THE VERB BE

Information Questions, // with Time and Weather, and Prepositions of Location

UNIT GOALS

- Ask information questions with the verb be
- Use // to talk about the weather and the time
- Use prepositions of location

OPENING TASK

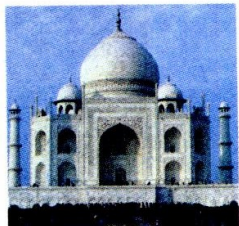
World Knowledge Game

Test your world knowledge. Work in groups of five. One person reads each answer aloud. The group makes the question. Use the pictures to help you.

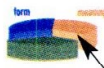
Example: The Taj Mahal

One student reads the answer aloud: *The answer is "in India."*

The group makes the question: *Where is the Taj Mahal?*



FOCUS 1 Information Questions With *Be*



We use *wh-*question words (such as *who, what, when, where, why* and *how*) to ask for specific information.

QUESTION WORD	BE	SUBJECT	ANSWER	MEANING
What	is	the Amazon?	a river	THING
Where	are	the Himalayas?	in India, Nepal, and China	PLACE
Who	is	the lead singer of U2?	Bono	PEOPLE
How	is	the weather in Argentina in June?	It's cold.	COMPARISON
When	is	Thanksgiving in the United States?	on the fourth Thursday in November	TIME
It's 9:00 p.m. * in New York.	is	it in San Francisco?	It's 6:00 p.m.	CLOCK TIME
How old	are	the Pyramids in Egypt?	about 4,700 years old	AGE
Why	is	July 4 th special in the United States?	because it's Independence Day	REASON

*A.M. = afternoon, evening, night

EXERCISE 1

Fill in the blanks with one of these *wh-*question words: *what, where, how, who, when, how old, what time, why*. The first has been done for you.


<p>Questions</p> <ol style="list-style-type: none"> 1. <u>How old</u> is the Great Wall of China? 2. _____ are the authors of <i>Grammar Dimensions: Book 1</i>? 3. _____ is Morocco? 4. _____ is the weather in the summer in Washington, D.C.? 	<p>Answers</p> <p>about 2,200 years old</p> <p>Victoria Badalamenti and Carolyn Henner-Stanchina</p> <p>in Africa</p> <p>It's hot.</p>
--	--

“Focus” sections present the form, meaning, and/or use of a particular structure helping students develop the skill of “grammaring”—the ability to use structures accurately, meaningfully, and appropriately.


Clear grammar charts present multiple examples, so teachers can have students work inductively to try to discover the rule on their own. More challenging grammar parts are accompanied by complete explanations.

Purposeful exercises provide a wealth of opportunity for students to practice and personalize the grammar.

EXERCISE 9



Work with a partner. Look at the map of the time zones in the United States. Take turns asking the time and answering the questions. Make two questions of your own.



Example: It's 7:00 A.M. in San Francisco. What time is it in Philadelphia? 10 A.M.

1. It's 10:45 P.M. in Miami. What time is it in Salt Lake City?
2. It's 6:30 P.M. in Minneapolis. What time is it in New Orleans?
3. It's 10:30 P.M. in Santa Fe. What time is it in Chicago?
4. It's 2:15 A.M. in Los Angeles. What time is it in Boston?
5. It's 9:10 A.M. in Dallas. What time is it in Portland?
6. It's 10:20 A.M. in Atlanta. What time is it in Denver?
7. It's 10:05 A.M. in Seattle. What time is it in Cleveland?
8. It's 6:00 P.M. in New York. What time is it in your hometown?
9. _____?
10. _____?

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Use Your English

ACTIVITY 1 speaking

"Test Your World Knowledge" Game
Make two teams.

STEP 1 Team 1 chooses a category and an amount of money. Team 2 asks a question with *where* or *what*. If Team 1 answers correctly, they get the money.

STEP 2 Team 2 chooses a category and an amount of money. Team 1 asks a question with *where* or *what*. If Team 2 answers correctly, they get the money. The team with the most money at the end wins.

Example: Team 1: "Monuments" for \$10.
Team 2: *Where is the Forbidden City?*
Team 1: *It's in Beijing, the People's Republic of China.*

	Monuments	Famous Places	Countries	Rivers, Mts., Deserts	Capitals
Question	<i>Where is the ...?</i>	<i>Where is ...?</i>	<i>Where is ...?</i>	<i>Where is ...?</i>	<i>What's the capital of ...?</i>
\$10	The Forbidden City	The Great Barrier Reef	Katmai	The Andes Mountains	The United States
\$20	The Parthenon	Victoria Falls	Buenos Aires	The Gobi Desert	Chile
\$30	The Kremlin	The Grand Canyon	Havana	The Ganges River	Myanmar
\$40	The Eiffel Tower	The Pyramids	Athens	Mt. Everest	Finland
\$50	The Statue of Liberty	Machu Picchu	New Delhi	The Mekong Delta	Mexico

The Spanish Speaking Student

42 UNIT 3

The "Use Your English" section (fondly known as the purple pages) offers communicative activities that integrate grammar with reading, writing, listening, and speaking skills. Communicative activities consolidate grammar instruction with enjoyable and meaningful tasks.

Engaging listening activities on audio cassette and audio CD further reinforce the target structure.

ACTIVITY 8 listening

Listen to the telephone conversation between Jenny and John. The phone connection is very bad. Fill in the blanks with the questions you hear.

CD Track 2

Jenny: Hello?
John: Hi, Jenny!!! _____?
Jenny: I'm fine.
John: It's John!!!
Jenny: John?? You sound so far away. _____?
John: I'm in China!!!
Jenny: What?? _____?
John: I'm here to study . . . in Beijing. It's really great . . . hello, hello???
Jenny: _____?
Jenny: Yes, John. I'm just really sleepy.
John: Sleepy? Why? _____?
Jenny: It's 3:00 in the morning here, John! Remember . . . the time difference!??
John: Oh, I'm so sorry, Jenny. I'll call you back later.
Jenny: OK, good idea! Bye.
John: Bye!

ACTIVITY 9 reflection

When you study, it is helpful to have a study area. Ask a partner about his or her study area and study habits. Talk about your study area.

Example: Where is your study area? Is it quiet or noisy? What is in your study area? books? class notes? When is your study time?

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Reflection activities help students understand their learning style and create learning strategies.

Research activity using the Internet encourages students to read articles on carefully selected topics and use this information to reflect on a theme or on information studied in each unit.

ACTIVITY 5 research on the web

STEP 1 Work in pairs. Choose a country that you want to visit. Use an Internet search engine such as Yahoo® or Google® or Ask® to search for information about a country.

Hint: Use the keywords *world* and *fact* to find a Web site with this information. Make a chart like this in your notebook.

COUNTRY:	Location	Capital	Weather (Climate)	Language	Population	Currency

STEP 2 Join another pair and ask each other questions about your countries.

Example: *What is your country?* Indonesia
Where is Indonesia? In Southeast Asia
What's the capital of Indonesia? Jakarta

ACTIVITY 6 speaking

Work with a partner from another country. Teach your partner two expressions in your native language. Your partner asks you questions about the meaning, the spelling, and the pronunciation.

ACTIVITY 7 speaking/writing

Draw a map of your hometown or your home now. Describe your map to your partner. Then write down the description. Use prepositions of location.

Example: *This is my house. It's on Main Street. It's next to the drugstore. The drugstore is on the corner of Main and 1st Avenue. The supermarket is opposite the drugstore.*

44 UNIT 3

Supplements

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.

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.

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THE VERB *BE*

Affirmative Statements, Subject Pronouns

UNIT GOALS

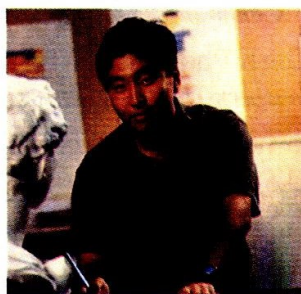
- Use correct forms of the verb *be* in affirmative statements
- Use subject pronouns
- Use correct forms of contractions with subjects and the verb *be*
- Introduce, greet people, and say good-bye formally and informally

OPENING TASK

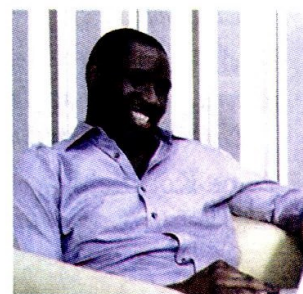
Introductions

STEP 1

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



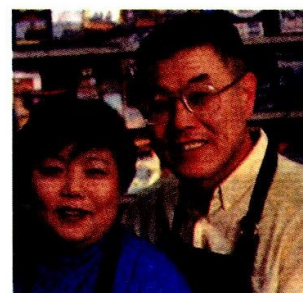
An Phan



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 _____.

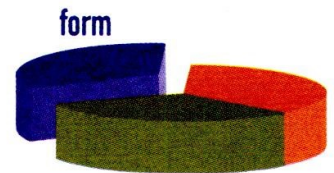
Single/Married/Divorced: I'm _____.

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

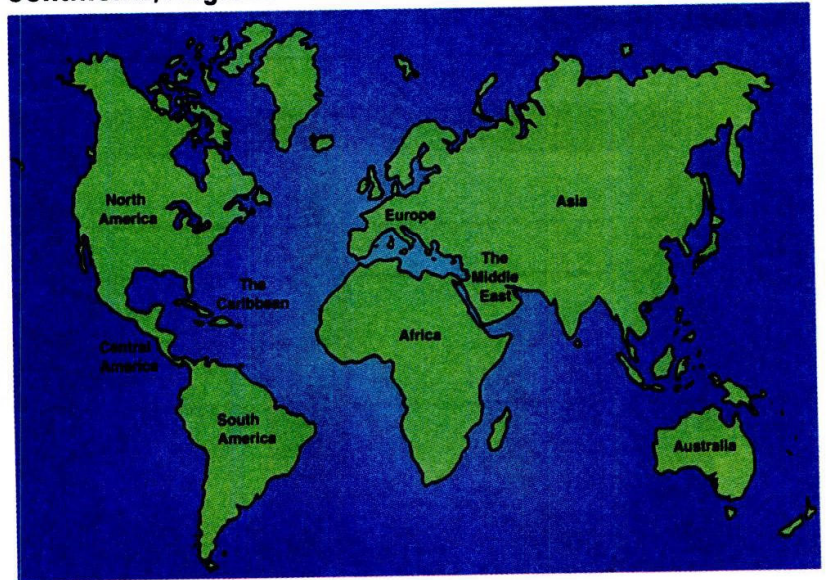
Here are true statements about the people in the Opening Task. Fill in the correct form of *be* in each sentence.

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.

EXERCISE 2

Use the world map to complete each sentence. Use the verb *be*. Write two sentences of your own. The first one has been done for you.

Continents/Regions



1. Japan is in Asia.
2. The Dominican Republic and Haiti _____.
3. Hungary, Slovakia, and the Czech Republic _____.
4. Nicaragua _____.
5. Portugal _____.
6. Tunisia and Morocco _____.
7. Canada _____.
8. Bolivia, Paraguay, and Uruguay _____.
9. Vietnam and Cambodia _____.
10. Iran _____.
11. Kenya and Tanzania _____.
12. _____.
13. _____.

EXERCISE 3

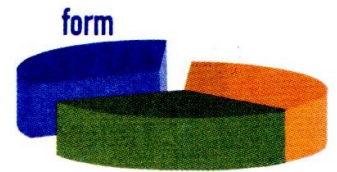
Complete each sentence with the verb *be* and the name of a country. Write two sentences of your own.

Example: Tokyo is in Japan.

1. Florence and Rome _____.
2. Buenos Aires _____.
3. London _____.
4. Ho Chi Minh City _____.
5. New Delhi _____.
6. Melbourne and Sidney _____.
7. _____.
8. _____.

FOCUS 2

Subject Pronouns with *Be*



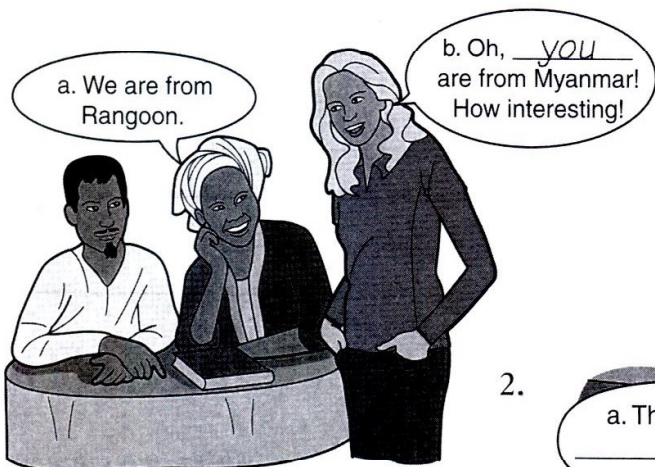
SUBJECT PRONOUN	VERB <i>BE</i>	
I	am	single.
You	are	married.
He She It	is	Brazilian.
We You They	are	from Korea.

NOTE: Use subject pronouns only after you know the subject.
 Chen is Chinese. He is from Shanghai.

EXERCISE 4

Read the dialogues. Fill in the blanks with a subject pronoun.
 The first one has been done for you.

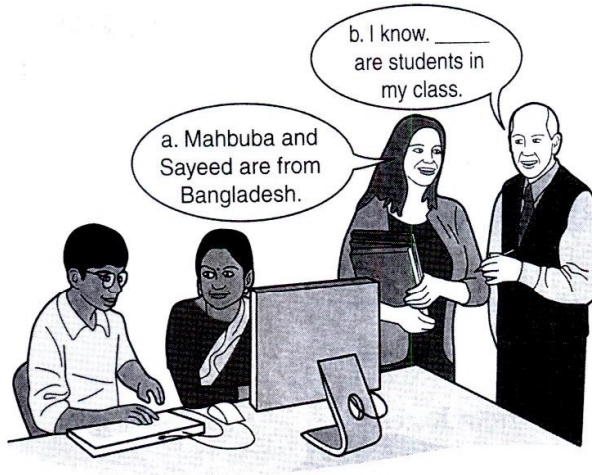
1.



2.



3.



4.



5.



6.



EXERCISE 5

The subject pronouns in the sentences below are not correct. Circle the incorrect pronouns. Then write the correct sentences in the blanks or in your notebook.

1. Narong and Panya are from Thailand.

You are Southeast Asian.

They are Southeast Asian.

2. David is a teacher in the ESL program.

She is from Minnesota.

_____.

3. You and Hamid are Algerian.

They are from Algeria.

_____.

4. Tokyo is in Japan.

She is the capital city.

_____.

5. Joel and I are from Montpellier.

They are from France.

_____.

6. Ricardo and Jose Luis are from Lima.

You are Peruvian.

_____.

7. Klara is from Prague.

He is Czech.

_____.

FOCUS 3

Contraction with *Be*



SUBJECT PRONOUN + <i>BE</i>	<i>BE</i> CONTRACTIONS
I am	I'm
You are	You're
He is	He's
She is Korean.	She's from Korea.
It is	It's
We are	We're
You are	You're
They are	They're

EXERCISE 6

Information Gap. Here is a list of students in an ESL class. Work with a partner. Student A looks at List A and makes a statement about Student B on the list. Student B looks at List B on page A-15 and makes a second statement with a subject pronoun about Student 1.

Example: Student A says: *Mario is from Peru.* OR *Mario's from Peru.*

Student B says: *He is Peruvian.* OR *He's Peruvian.*

LIST A

MEN	COUNTRY	NATIONALITY
1. Mario	Peru	
2. Mohammed		Moroccan
3. Hideki and Yoshi	Japan	
4. Leonardo		Dominican
5. Oumar	Senegal	

MEN	COUNTRY	NATIONALITY
6. Lilik		Indonesian
7. Krystyna	Poland	
8. Liisa and Katja		Finnish
9. Belen	Spain	
10. Margarita and Dalia		Brazilian

11. I

12. You

EXERCISE 7

Make summary statements about the students in the ESL class in Exercise 6. Use the continents/regions and countries below. The first one has been done for you.

1. Africa Two students are from Africa. One is from Morocco, and one is from Senegal.
2. Asia _____
3. Europe _____
4. South America _____
5. Dominican Republic _____
6. Finland _____

EXERCISE 8

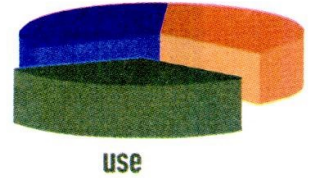
Think about the people and places in this unit. Match the people and places on the left with the information on the right. Make two statements aloud. In the first statement, use the person's name. In the second statement, use the subject pronoun and a *be* contraction.

Example: 1. *Mi Jun is Korean. She's 50 years old.*

- | | | |
|-------------------------|---|-------------------------------------|
| 1. Mi Jun | → | a. in Vietnam/the capital |
| 2. Dominican Republic | | b. a shopkeeper/hard-working |
| 3. Jackie | | c. Korean/50 years old |
| 4. Young Min and Mi Jun | | d. an island/in the Caribbean |
| 5. An Phan | | e. Dominican/divorced |
| 6. Seoul | | f. Zimbabwean/28 years old |
| 7. Hanoi | | g. in Korea/the capital |
| 8. Young Min | | h. Vietnamese/from Ho Chi Minh City |
| 9. Nakiso | | i. married/from Korea |

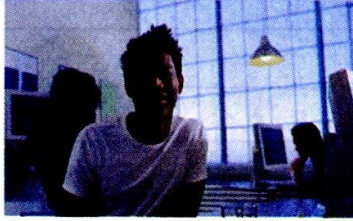
FOCUS 4

Using *Be* for Introductions

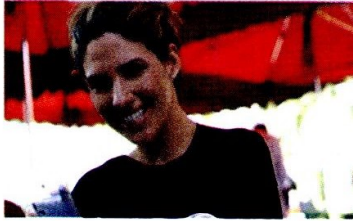


EXAMPLES

- (a) Hello. My name's Gustavo.
I'm from the Philippines.



- (b) Hi! I'm Jennifer Brown.
I'm from Florida.
Please call me Jenny.



- (c) **Susan:** Hello, John.
This is Mario Ortiz.
He's from the Philippines.

John: Hi, Mario. Nice
to meet you.

Mario: Nice to meet you too, John.



- (d) **Jeff:** Hi, my name is Jeff
Jones. I'm from California.
What's your name?

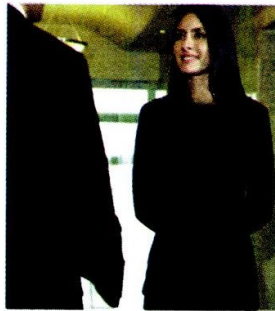
Alicia: Alicia Torres.

Jeff: Where are you from?

Alicia: I'm from Chile.

Jeff: Nice to meet you.

Alicia: Pleased to meet you, too.



EXPLANATIONS

Introducing yourself

Introducing another person

Meeting someone for the first time

EXERCISE 9

STEP 1 Work in a group of four. Each person in the group introduces himself or herself to the group.

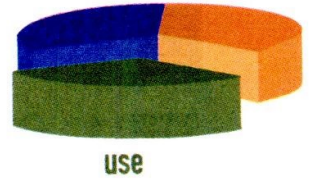
Example: *Hello. I'm Yoshida Tokoyama. Please call me Yoshi. I'm from Japan.*

STEP 2 Separate into two pairs. Each pair visits another pair in the class. Introduce your partner to the new pair.

Example: **A:** *This is Yoshi. He's from Japan.*
B: *Nice to meet you, Yoshi.*

FOCUS 5

Greetings and Good-byes



EXAMPLES

(a) **Ms. Chen:** Good morning,
Mr. Silver.

Mr. Silver: Good morning,
Ms. Chen. How are you
today?

Ms. Chen: I'm fine,
thank you. How are you?

Mr. Silver: Just fine,
thank you. Have a good day.



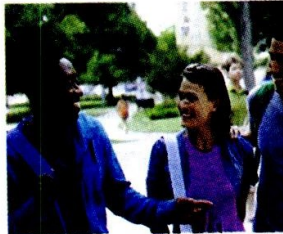
(b) **Bill:** Hello, Lautaro. How's everything?

Lautaro: Fine, thanks.
How are you?

Bill: Great, thanks.

Lautaro: Well, see you
later.

Bill: Take care.

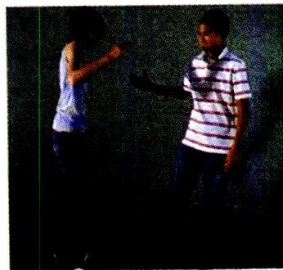


(c) **Jake:** Hey, Yoshi. How're
you doing?

Yoshi: I'm OK. How
about you?

Jake: Not bad.

Yoshi: I'm late for class.
See you later.

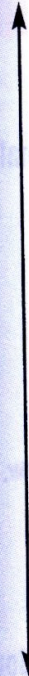


(d) Hello, Ms. Smith.
NOT: Hello, Ms. Susan Smith.
NOT: Hello, Ms. Susan.

EXPLANATIONS

Greetings and good-byes can be formal or informal (very friendly).

Formal



Informal

Use a title (*Mr., Mrs., Ms., Dr., Professor*) with a family name (last name), not with the full name, and rarely with the first name.

EXERCISE 10

STEP 1 Go back to Focus 5. Add the greetings, responses to greetings, and good-byes to the list.

GREETINGS	RESPONSES	GOOD-BYES
Good morning. How are you today?	I'm fine, thank you.	Have a good day.

STEP 2 Here are additional ways to greet, respond, and say good-bye. Add them to the correct list above.

Hi
 Not Bad
 Hey!
 Goodbye
 I'm OK.
 What's up?
 What's new?
 So Long
 Bye
 See you tomorrow.
 How's it going?
 I'm good
 Take care.
 Very well, thank you.
 Pretty good

STEP 3 Start a Learning Journal in a notebook. Section 1 is *Words and Expressions*. Listen to how people talk outside of class. Add the phrases from the chart above and add new phrases you hear to your Learning Journal. See Appendix 11 on page A-24 for more greetings.

EXERCISE 11

Form two parallel equal lines (A and B) in the middle of the room. Face your partner. Greet your partner and then say good-bye. Then, move to the left to face a new partner. Continue greeting and saying good-bye to your partners in new and different ways.

Example: Student A: *Hi. How are you?*
 Student B: *Fine thanks. And you?*
 Student A: *I'm great.*
 Student B: *Take it easy!*
 Student A: *Bye-bye.*

EXERCISE 12

Fill in the blanks in the conversation. Check *formal* or *informal*.

CONVERSATION 1	FORMAL	INFORMAL
Liz: Good morning, Professor Ramos.		
Prof. Ramos: _____, Liz. _____?		
Liz: I'm just fine, thank you. _____?		
Prof. Ramos: I'm very well, thank you. Nice to see you again.		
Liz: _____, too!		

CONVERSATION 2	FORMAL	INFORMAL
Peter: Hi there, Mandy. How are you doing?		
Mandy: _____, thanks. How about you?		
Peter: _____.		
Mandy: _____, Pete.		
Pete: Bye-bye.		

CONVERSATION 3	FORMAL	INFORMAL
Sarah: Hey, Michele. _____ my friend, Leo.		
Michele: _____, Leo.		
Leo: Nice to meet you, too.		

Use Your English

ACTIVITY

1

writing/listening

On a piece of paper, write three sentences about yourself. Do not write your name on the paper. Give the paper to your teacher. Your teacher reads each paper and the class guesses who the person is.

Example: I am 22 years old. I'm from Indonesia. I'm Southeast Asian.

ACTIVITY

2

writing/speaking

STEP 1

Work in groups of 6. Make a chart like the chart below in your notebook.

NAME	COUNTRY	NATIONALITY	AGE	MALE/FEMALE	SINGLE/MARRIED/DIVORCED

STEP 2

Write summary statements about the students in your group. Report your findings to the class.

Example: Six students are Asian. One student is 18 years old.

ACTIVITY

3

speaking

Work with a partner. Choose a situation below and write a dialogue. Role-play in front of the class.

1. You are a student. Greet one of your teachers in school.
2. You are in the cafeteria at school. Greet your classmate.
3. Introduce yourself to a new person.
4. Introduce your friend to another classmate.
5. Greet a friend on the street. Say good-bye.

ACTIVITY

4

research on the web



Work with a partner. Find a picture of a person from a different country in an interesting occupation. Use the **images** search area in an Internet search engine such as Yahoo®, Google®, or Ask®. Print out the photo. Then write about the person.

Example: Enter the words *Russia* and *doctor* in a search engine. Click on the *Images* search for a photo.

This is Yuri Petrova. He's from Moscow. Moscow is in Russia. He is Russian. He's a doctor. He's 37 years old. He's married.



ACTIVITY

5

listening



STEP 1

Listen to the conversations. Decide with your classmates if speakers in conversations 1, 2, and 3 use appropriate or inappropriate language.

STEP 2

Listen to the conversations again. Fill in the blanks.

CD Track 1

- Paul:** Hey, Mike. _____?

Mike: Not bad. _____, Paul?

Paul: Oh, _____. Listen, I have class right now. _____.

Mike: _____.
- Ms. Jones:** Good morning, Marie. I'm Ms. Jones. _____.

Marie: _____, Sally. _____?
- Daughter:** Mom, Dad, this is my friend, Scott, from school . . .

Parents: _____, Scott.

Scott: Yeah, thanks.

ACTIVITY

6

reflection

People often use gestures when they introduce themselves. In the United States, what gestures do people use? What gestures do people use in your country?

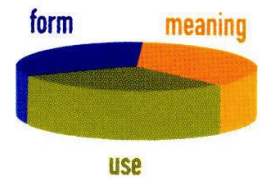
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Grammar Dimensions

Form - Meaning - Use

4TH EDITION

Victoria Badalamenti - Carolyn Henner-Stanchina



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- **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.
- **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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