

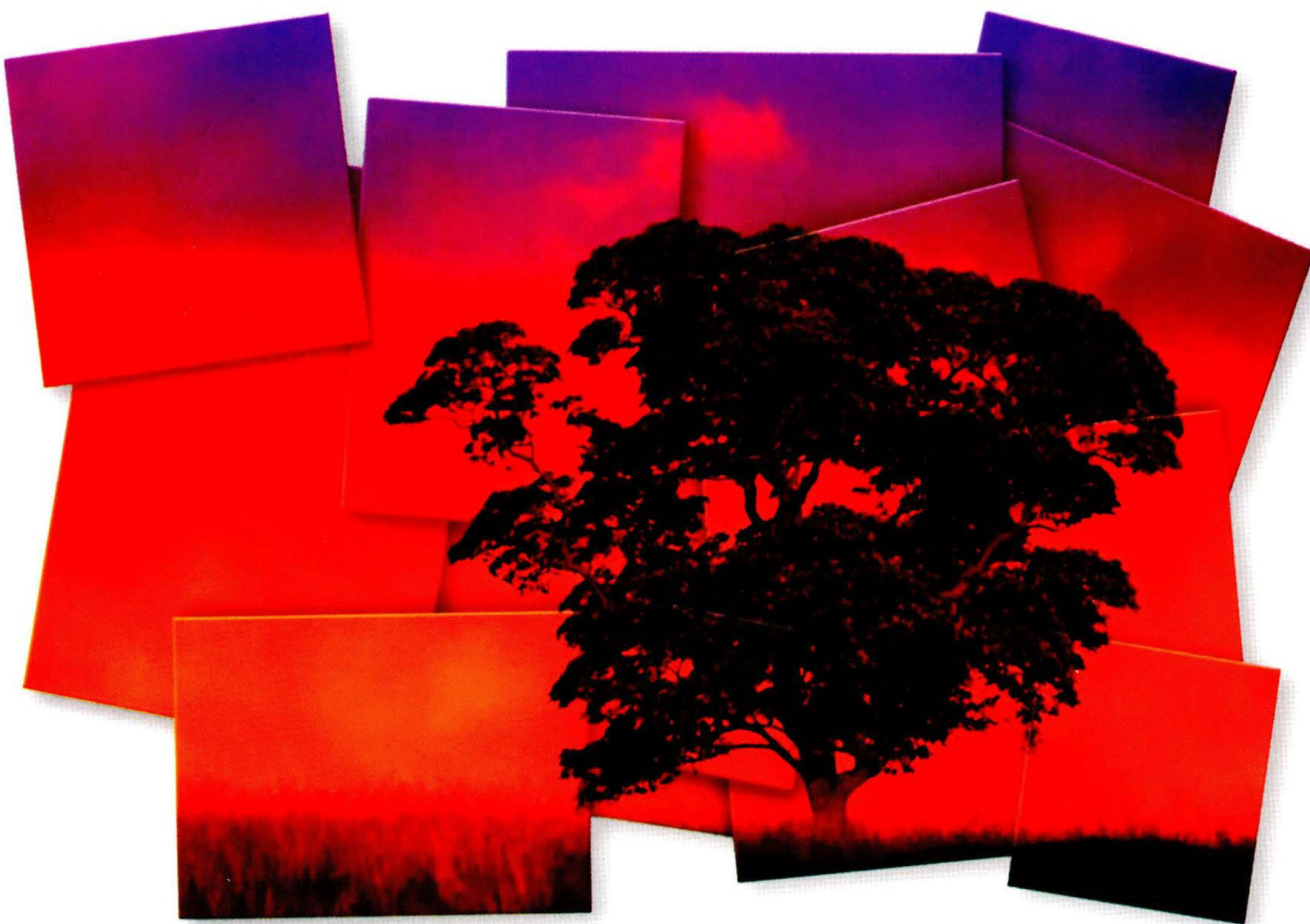
4

Series Director: Diane Larsen-Freeman

Grammar Dimensions

Form - Meaning - Use

4TH EDITION



Jan Frodesen

Janet Eyring

FOURTH EDITION

4

Series Director: **Diane Larsen-Freeman**

Grammar Dimensions

Form • Meaning • Use

Jan Frodesen
Janet Eyring



CONTENTS

Unit 1 Verb Tenses in Written and Spoken Communication 1

Opening Task 1

- Focus 1 The English Verb System: Overview (Form/Meaning) 2
Focus 2 Moment of Focus (Meaning/Use) 4
Focus 3 Consistency in Tense Usage (Use) 6
Focus 4 Time-Frame Shifts in Written and Spoken Communication (Use) 8

Use Your English Activities 10

Unit 2 Verbs Aspect and Time Frames 12

Opening Task 12

- Focus 1 Review of Simple Tenses (Use) 14
Focus 2 Review of Progressive Verbs (Use) 18
Focus 3 Review of Perfect Verbs (Use) 21
Focus 4 Review of Perfect Progressive Verbs (Use) 25
Focus 5 Summary: Present Time Frame (Form/Meaning/Use) 27
Focus 6 Summary: Past Time Frame (Form/Meaning/Use) 29
Focus 7 Summary: Future Time Frame (Form/Meaing/Use) 32

Use Your English Activities 35

Unit 3 Subject-Verb Agreement 38

Opening Task 38

- Focus 1 Overview of Subject-Verb Agreement (Form) 40
Focus 2 Identifying Head Nouns in Long Subjects (Form) 42
Focus 3 Agreement in Sentences with Correlative Conjunctions: *Both . . . And*;
Either . . . Or; *Neither . . . Nor* (Form) 44
Focus 4 Agreement with Noncount Nouns, Collective Nouns, and Nouns
Derived from Adjectives (Form) 46
Focus 5 Subjects Requiring Singular Verbs (Form) 48
Focus 6 Agreement with Fractions, Percentages, and Quantifiers (Form) 51
Focus 7 Exceptions to Traditional Agreement Rules (Use) 55

Use Your English Activities 57

Unit 4

Passive Verbs 60

Opening Task 60

- Focus 1 Overview of Passive versus Active Verb Use (Use) 62
- Focus 2 Review of Passive Verb Forms (Form) 64
- Focus 3 Stative Passives in Contrast to Dynamic Passives (Use) 67
- Focus 4 Uses of Stative Passive Verbs (Use) 69
- Focus 5 Complex Passives (Form/Use) 72
- Focus 6 Contexts for the Use of Complex Passives (Use) 74
- Focus 7 Using the Passive to Create Cohesion in Discourse (Use) 76

Use Your English Activities 79

Unit 5

Article Usage 82

Opening Task 82

- Focus 1 Classification versus Identification Meaning of Articles (Form/Meaning) 84
- Focus 2 Special Uses of the Definite Article (Use) 88
- Focus 3 Review and Special Uses of Ø (Zero Article) (Use) 90
- Focus 4 Particular versus Generic Reference of Articles (Use) 92
- Focus 5 *The* + Plural Nouns for General Reference (Use) 93
- Focus 6 Abstract Generic versus Concrete Generic (Use) 95
- Focus 7 Definitions of Common Nouns (Form/Meaning/Use) 98
- Focus 8 Articles with Names of Body Parts (Form) 99
- Focus 9 Articles with Names of Illnesses (Form) 101

Use Your English Activities 105

Unit 6

Reference Words and Phrases 108

Opening Task 108

- Focus 1 Review of Reference Forms (Form) 110
- Focus 2 Reference Forms with *The* and Demonstrative Determiners (Form/Use) 113
- Focus 3 Using Personal Pronouns versus *The* Noun Phrases (Use) 116
- Focus 4 Demonstrative Determiners and Pronouns (Meaning/Use) 118
- Focus 5 Using Demonstrative Determiner + Noun Phrase for Clear Reference (Use) 121
- Focus 6 Demonstrative Forms versus *The* and *It/Them* References (Use) 123

Focus 7	Reference Forms with <i>Such</i> (Form/Meaning)	125
Focus 8	<i>Such</i> versus Demonstrative Determiners (Meaning)	128
Use Your English Activities		131

Unit 7 **Relative Clauses Modifying Subjects 134**

Opening Task 134

Focus 1	Overview of Restrictive Relative Clauses (Form/Meaning)	136
Focus 2	Making Nouns Phrases More Specific with Relative Clauses (Meaning)	139
Focus 3	Review of Reduced Relative Clauses (Form)	142

Use Your English Activities 145

Unit 8 **Relative Clauses Modifying Objects 148**

Opening Task 148

Focus 1	Type of Relative Clauses Modifying Objects (Form)	150
Focus 2	Using Relative Clauses to Modify Nouns (Meaning)	152
Focus 3	Multiple Relative Clauses (Use)	154
Focus 4	Deleting Relative Pronouns (Form)	157
Focus 5	Relative Clauses in Formal and Informal Communication (Use)	159

Use Your English Activities 161

Unit 9 **Nonrestrictive Relative Clauses 164**

Opening Task 164

Focus 1	Relative versus Nonrestrictive Relative Clauses (Form/Meaning)	166
Focus 2	Nonrestrictive Relative Clauses in Definitions (Use)	171
Focus 3	Using a Relative Clause to Comment on an Entire Idea (Use)	172
Focus 4	Using Nonrestrictive Relative Clauses to Quantify and Comment about Features (Form/Use)	174

Use Your English Activities 176

Unit 10 **Relative Adverb Clauses 180**

Opening Task 180

Focus 1	Relative Adverbs versus Relative Pronouns (Meaning)	182
Focus 2	Pattern 1: Relative Adverb Clauses that Modify Nouns (Form)	184

Focus 3	Pattern 2: Relative Adverbs without Head Nouns (Form)	188
Focus 4	Pattern 3: Head Nouns without Relative Adverbs (Form)	189
Focus 5	Contexts for Relative Adverb Patterns (Use)	191

Use Your English Activities 193

Unit 11 Correlative Conjunctions 196

Opening Task 196

Focus 1	Correlative Conjunctions for Emphasis (Meaning)	198
Focus 2	Joining Phrases and Clauses with Correlative Conjunctions (Form)	200
Focus 3	Correlative Conjunctions: Parallelism; Being Concise (Use)	203

Use Your English Activities 206

Unit 12 Sentence Connectors 210

Opening Task 210

Focus 1	Connectors (Form/Meaning)	212
Focus 2	Addition Connectors (Meaning/Use)	215
Focus 3	Alternative Connectors (Meaning/Use)	219
Focus 4	Exemplifying, Identifying, and Clarifying Connectors (Meaning/Use)	221
Focus 5	Similarity Connectors (Meaning/Use)	225
Focus 6	Contrast and Concession Connectors (Meaning/Use)	227
Focus 7	Connectors Expressing Effects/Results and Purposes (Meaning/Use)	231
Focus 8	Punctuation of Sentence Connectors (Form)	234

Use Your English Activities 236

Unit 13 Modal Perfect Verbs 240

Opening Task 240

Focus 1	Review of Modal Perfect Verbs (Form)	242
Focus 2	Expressing Judgments about Past Situations: <i>Should Have, Could Have, Might Have</i> (Meaning/Use)	244
Focus 3	Expressing Obligations and Expectations: <i>Be Supposed to Have, Be to Have</i> (Meaning/Use)	247

Focus 4	Inferring/Making Deductions from Past Evidence: <i>Must (Not) Have, Can't Have, Should (Not) Have,</i> <i>Would (Not) Have (Meaning/Use)</i> 248
Focus 5	Expressing Guesses about Past Situations: <i>May Have, Might Have, Could Have, Can Have (Meaning)</i> 250
Focus 6	Expressing Results of Unreal Conditions: <i>Would Have, Could Have, Might Have (Meaning)</i> 252
Focus 7	Predicting the Completion of a Future Event: <i>Will Have, Shall Have (Meaning/Use)</i> 255
Focus 8	Summary of Modal Perfect Verbs (Form/Meaning/Use) 256
Use Your English Activities 258	

Unit 14 Discourse Organizers 260

Opening Task 260

Focus 1	Overview of Discourse Organizers (Form/Use) 262
Focus 2	Sequential Connectors: Chronological and Logical (Meaning/Use) 264
Focus 3	<i>There + Be</i> as a Topic Introducer (Form/Use) 268
Focus 4	Summary Connectors (Use) 271
Focus 5	Rhetorical Questions to Introduce and Shift Topics (Form/Use) 273
Focus 6	Rhetorical Questions to Focus on Main Points (Use) 274

Use Your English Activities 278

Unit 15 Conditionals *If, Only If, Unless, Even Though, Even If* 280

Opening Task 280

Focus 1	Review of Conditional Sentences with <i>If</i> (Form/Meaning) 282
Focus 2	Exclusive Conditions: <i>Only If</i> and <i>Unless</i> (Meaning) 286
Focus 3	Fronted <i>Only If</i> and <i>Not Unless</i> Clauses (Form/Use) 289
Focus 4	<i>If . . . Not</i> versus <i>Unless</i> (Meaning) 290
Focus 5	<i>Even Though</i> and <i>Even If</i> (Meaning) 292
Focus 6	Giving Advice (Use) 294

Use Your English Activities 297

Unit 16 Reducing Adverb Clauses 300

Opening Task 300

- Focus 1 Reducing Adverb Clauses of Time (Form/Meaning) 302
- Focus 2 Reducing Adverb Clauses That Show Cause (Form/Meaning) 304
- Focus 3 Position and Punctuation of Reduced Adverb Clauses (Form/Meaning) 306
- Focus 4 Reduced Adverbial Clauses with Emotive Verbs (Meaning) 308
- Focus 5 Avoiding Dangling Participles (Meaning) 309

Use Your English Activities 311

Unit 17 Preposition Clusters 314

Opening Task 314

- Focus 1 Verb + Preposition Clusters (Form) 316
- Focus 2 Verb + *With* Clusters (Meaning) 318
- Focus 3 Verb + *From* Clusters (Meaning) 319
- Focus 4 Verb + *For* Clusters (Meaning) 320
- Focus 5 Adjective + Preposition Clusters (Form) 322
- Focus 6 Multiword Preposition Clusters (Form) 323
- Focus 7 Preposition Clusters: Introducing a Topic/Identifying a Source (Use) 326

Use Your English Activities 328

Unit 18 Gerunds and Infinitives 330

Opening Task 330

- Focus 1 Overview of Gerunds and Infinitives (Form) 332
- Focus 2 Infinitives and Gerunds in Perfective, Progressive, and Passive (Form) 334
- Focus 3 Gerunds versus Infinitives (Meaning) 337
- Focus 4 Gerunds and Infinitives as Direct Object (Form) 340
- Focus 5 *For* with Infinitives and *'s* with Gerunds (Form) 343
- Focus 6 Gerunds as Object of Prepositions and Phrasal Verbs (Form) 346

Use Your English Activities 349

Unit 19 Perfective Infinitives 352

Opening Task 352

- Focus 1 Review of Perfective Infinitive Structures (Form) 354
- Focus 2 Expressing Past Events (Meaning) 356
- Focus 3 Progressive and Passive Forms of Perfective Infinitives (Form) 358
- Focus 4 Negative Forms of Perfective Infinitives (Form/Use) 359
- Focus 5 Expressing Likes, Preferences, and Dislikes Contrary to Past Fact (Use) 361
- Focus 6 Expressing Other Emotions and Attitudes with Perfective Infinitives (Form/Use) 363
- Focus 7 Expressing Uncertainty about Past Events (Use) 365
- Focus 8 Expressing Obligations, Intentions, and Future Plans (Use) 367
- Focus 9 Perfective Infinitives with *Enough* and *Too* (Use) 368

Use Your English Activities 370

Unit 20 Adjective Complements in Subject and Predicate Position 372

Opening Task 372

- Focus 1 Overview of Adjective Complements (Form) 374
- Focus 2 Adjective Complements in Subject and Predicate Position (Form/Use) 376
- Focus 3 Infinitives, Gerund, and *That* Clauses (Meaning) 379

Use Your English Activities 381

Unit 21 Noun Complements Taking *That* Clauses 384

Opening Task 384

- Focus 1 Overview of Noun Complements (Form/Meaning) 386
- Focus 2 *That* Clause Noun Complements versus Restrictive Relative Clauses (Meaning) 389
- Focus 3 *That* Clause Noun Complements in Subject Position (Use) 390
- Focus 4 *The Fact That* . . . (Use) 392
- Focus 5 *That* Clause Noun Complements Following Transitive Adjectives and Phrasal Verbs (Form) 393

Use Your English Activities 396

Unit 22 Subjunctive Verbs in *That* Clauses 398

Opening Task 398

- Focus 1 Subjunctive Verbs in *That* Clauses (Form/Use) 400
Focus 2 Subjunctive Verbs in Noun Complements (Form) 401
Focus 3 Subjunctive Verbs in Adjective Complements (Form) 403

Use Your English Activities 404

Unit 23 Emphatic Structures Emphatic *Do*, *No* versus *Not* 406

Opening Task 406

- Focus 1 Emphatic Structures (Form/Meaning) 408
Focus 2 Some Ways to Use Emphatic *Do* (Use) 409
Focus 3 *Not* versus *No* (Form/Meaning) 412
Focus 4 When to Use *No* for Emphasis (Use) 414

Use Your English Activities 416

Unit 24 Fronting Structures for Emphasis and Focus 418

Opening Task 418

- Focus 1 Fronted Structures (Form) 420
Focus 2 Order of Subjects and Auxiliaries (Form) 422
Focus 3 Patterns of Inversion with Fronted Structures (Form) 426
Focus 4 Fronted Negative Forms: Adverbials (Form) 428
Focus 5 Fronted Negative Forms: Objects and Conjunctions (Form) 430
Focus 6 Fronted Structures: Emphasizing, Contrasting, and Focusing on Unexpected Information (Use) 432
Focus 7 Fronted Structures: Creating Cohesion in Discourse (Use) 435

Use Your English Activities 437

Unit 25 Focusing and Emphasizing Structures *It*-Clefts and *Wh*-Clefts 440

Opening Task 440

- Focus 1 Structure of *It*-Cleft Sentences (Form/Meaning) 442
Focus 2 Focus Elements in Cleft Sentences (Form) 444
Focus 3 *It*-Clefts in Spoken and Written Communication (Meaning) 446

Focus 4	<i>It</i> -Clefts: Emphasizing Time, Place, and Characters (Meaning)	449
Focus 5	Other Forms of Cleft Sentences (Form/Meaning)	451
Focus 6	<i>Wh</i> -Clefts (Use)	453
Focus 7	Using <i>Wh</i> -Clefts for Emphasis (Use)	454

Use Your English Activities 455

Appendices

A-1

Appendix 1	Summary of Verb Tenses	A-1
	A. Present Time Frame	A-1
	B. Past Time Frame	A-2
	C. Future Time Frame	A-3
Appendix 2	Forms of Passive Verbs	A-5
Appendix 3	Sentence Connectors	A-6
Appendix 4	Gerunds and Infinitives	A-7
	A. Overview of Gerunds and Infinitives	A-7
	B. Verbs Followed by Infinitives and Gerunds	A-8
Appendix 5	Preposition Clusters	A-10
Appendix 6	Relative Clause Patterns	A-11
	A. General Types of Relative Clauses	A-11
	B. Relative Clauses Modifying Subjects	A-11
	C. Patterns of Relative Adverbial Clauses	A-12
Appendix 7	Complement Patterns	A-13
	A. Verb Complements	A-13
	B. Adjective Complements	A-13
Appendix 8	Common Irregular Verbs	A-15

Answer Key

(Puzzles and Problems Only) A-16

Exercises

(Second Parts) A-17

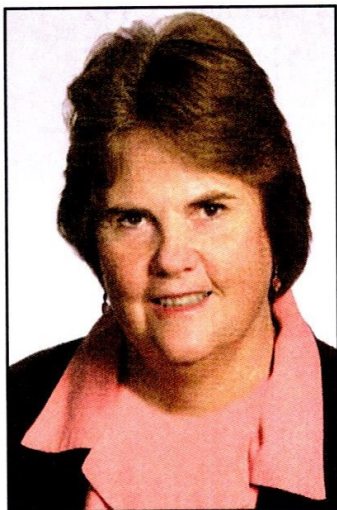
Credits

C-1

Index

I-1

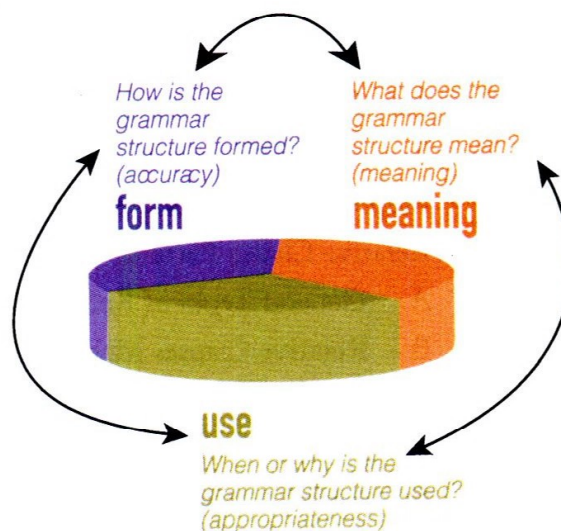
A Word from Diane Larsen-Freeman, Series Editor



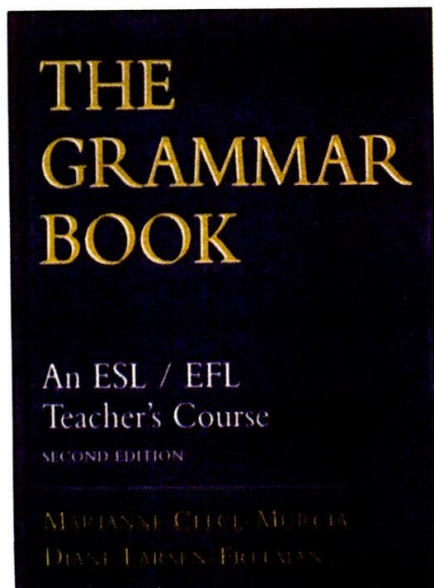
Before *Grammar Dimensions* was published, teachers would ask me, “What is the role of grammar in a communicative approach?” These teachers recognized the importance of teaching grammar, but they associated grammar with form and communication with meaning, and thus could not see how the two easily fit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



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 understand more about teaching grammar effectively, read *Teaching Language: From Grammar to Grammar* by Diane Larsen-Freeman. ISBN: 0-8384-6675-3.

Enjoy the Fourth Edition of *Grammar Dimensions*!

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 student's 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 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

Guided Tour of Grammar Dimensions 4

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.

FOCUS 8 Such versus Demonstrative Determiners

EXAMPLES

(a) When Mr. Clark came to our restaurant, he complained about the location of his table, criticized the menu, insulted the waiter, and failed to leave a tip. We hope we never again have to deal with ...

Specific: (1) this person. Type: (2) such a person.

(b) Two types of dinosaurs with birdlike hips were stegosaurs and ankylosaurs.

Specific: (1) These dinosaurs ... Type: (2) Such dinosaurs ... were herbivorous.

(c) In the United States, it has become common for the media to report every medical problem that the President suffers and every medical treatment, however minor, he receives. Does the public really need ...

Specific: (1) this information? Type: (2) such information?

EXPLANATIONS

Such refers to a class or type of thing. Consequently, reference phrases with *such* have a more general meaning than *this*, *that*, *these*, or *those* before nouns.

(1) refers to Mr. Clark.
(2) refers to any person who would act the way Mr. Clark did.

(1) refers to stegosaurs and ankylosaurs.
(2) refers to all dinosaurs with birdlike hips.

(1) refers to information about medical problems and medical treatment.
(2) refers more generally to information that is personal and unimportant in the context.

EXERCISE 11

Work with a partner or a small group to answer the following questions based on the examples in the chart above.

1. Which words after *such* (*a/an*) (person, dinosaurs, information) repeat a word in the preceding sentence? Which do not? How can you explain this difference?

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

UNIT 6 REFERENCE WORDS AND PHRASES

UNIT GOALS

- Know the different reference forms in English
- Know the different uses of reference forms for linking ideas
- Use the appropriate reference forms for different contexts
- Avoid unclear reference by using appropriate forms

OPENING TASK
Do Men and Women Communicate Differently?

In recent decades, there has been much research about whether men and women have different communication patterns in social situations, workplaces, classrooms, and other contexts.

STEP 1

Decide whether each of the following statements is true or false; that is, whether you think it accurately describes communication patterns or not. Be prepared to give reasons or examples for your choices. You may want to state specific conditions under which you believe a statement is generally accurate. An example is given for the first one.

“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 rules and explanation preceded by examples, so teachers can have students work inductively to try to discover the rule on their own.

EXERCISE 12

2. Can you think of words that might be substituted for those occurring after *such* (*a/an*) in the examples? Are they more general or more specific than the words in the examples? How do they change the meaning?

Example: *such a person—such a grinch* (more specific; describes Mr. Clark negatively)

3. Often a modifier can be used to make a “class” word more specific. For example, *advanced* in “at such an advanced age” makes it clear that reference is to those ages late in life. In the examples in the chart on page 128, what modifiers could be added to define more specifically the words following *such* (*a*)?

STEP 1 For each of the four word pairs below, think of one or more categories that could be used to classify or characterize them. Then make up a word pair of your own and indicate possible categories for it.

Example: Word pair: football, hockey
Categories: sports, spectator sports, popular sports

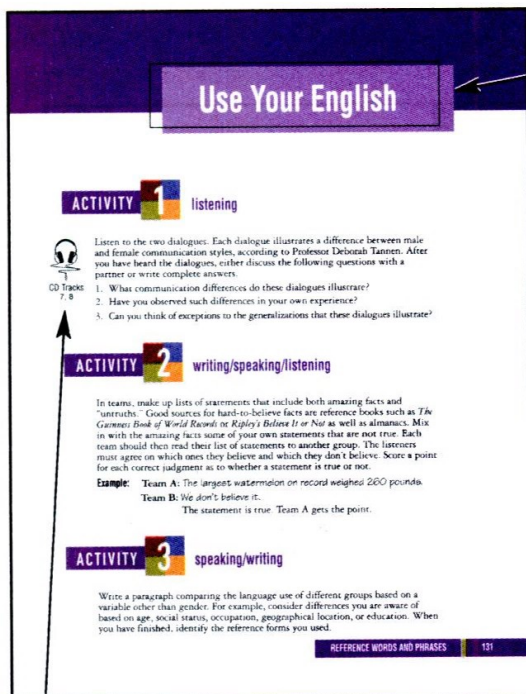
WORD PAIR	CATEGORIES
a. love, anger	
b. jeeps, mountain bikes	
c. earthquakes, hurricanes	
d. backgammon, chess	
e. your choice (list-related words):	

STEP 2 Now select one of your categories for each word pair. Add to each pair other words or phrases that could be classified by this term.

Example: *Spectator sports: soccer, basketball, basketball*

STEP 3 Write one or two sentences for each set of words above. Use *such* plus the category you selected. (The items could be the word pairs given or the words you added.)

Example: *I know many people who spend a lot of time watching football and basketball on television. However, I prefer to be active rather than sitting and watching such spectator sports.*

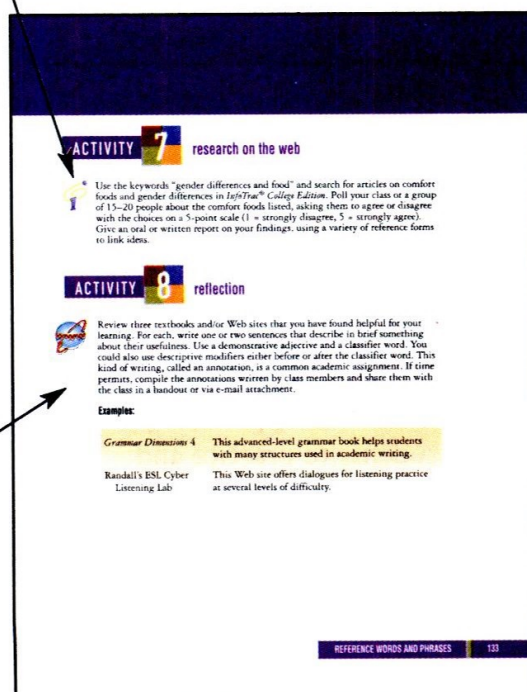
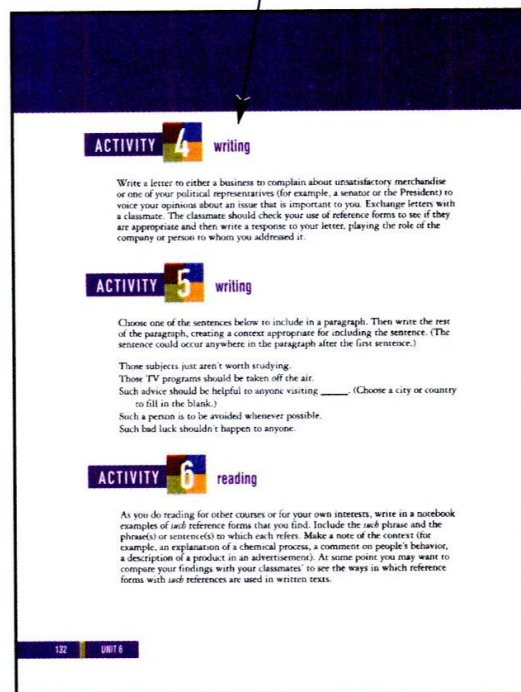


Engaging listening activities on audio cassette and audio CD further reinforce the target structure.

Research activity using *InfoTrac® College Edition* and 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. *InfoTrac® College Edition*, an Online Research and Learning Center, appears in Grammar Dimensions 2, 3, and 4 and offers over 20 million full-text articles from nearly 6,000 scholarly and popular periodicals. Articles cover a broad spectrum of disciplines and topics—ideal for every type of researcher. Instructors and students can gain access to the online database 24/7 on any computer with Internet access.

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

“Use Your English” section offers communicative activities that integrate grammar with reading, writing, listening, and speaking skills. Communicative activities consolidate grammar instruction with enjoyable and meaningful tasks.



Supplements

These additional components help teachers teach and students 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* 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. They also offer editing practice and question 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.

References

- Blaxton, T. (1989). Investigating dissociations among memory measures: Support for a transfer-appropriate processing framework. *Journal of Experimental Psychology: Learning, Memory, and Cognition* 15 (4): 657–668.
- Celce-Murcia, M. and D. Larsen-Freeman. (1999). *The grammar book: An ESL/EFL teacher's course*. Second Edition. Boston: Heinle & Heinle.
- De Keyser, R. (1998). Beyond focus on form: Cognitive perspectives on learning and practicing second language grammar. In C. Doughty and J. Williams (eds.), *Focus on Classroom Second Language Acquisition*. Cambridge: Cambridge University Press, 42–63.
- Gatbonton, E. and N. Segalowitz. (1988). Creative automatization: Principles for promoting fluency within a communicative framework. *TESOL Quarterly* 22 (3): 473–492.
- Greeno, J. (2006). Learning in activity. In R. K. Sawyer (ed.), *The Cambridge handbook of learning sciences*. Cambridge: Cambridge University Press, 79–96.
- Larsen-Freeman, D. (2001). Teaching grammar. In M. Celce-Murcia (ed.), *Teaching English as a Second or Foreign Language*. Third edition. Boston: Heinle & Heinle, 251–266.
- Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Boston: Heinle & Heinle.
- Larsen-Freeman, D. and M. Long. (1991). *An introduction to second language acquisition research*. London: Longman.
- Sawyer, R. K. (2006). Introduction: The new science of learning. In R. K. Sawyer (ed.), *The Cambridge handbook of learning sciences*. Cambridge: Cambridge University Press, 1–16.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics* 11 (2), 129–158.
- Whitehead, A. N. 1929. *The aims of education*. New York: MacMillan.

Acknowledgments from the Series Director

This fourth edition would not have come about if it had not been for the enthusiastic response of teachers and students using all the previous editions. I am very grateful for the reception *Grammar Dimensions* has been given.

I am also grateful for all the authors' efforts. To be a teacher, and at the same time a writer, is a difficult balance to achieve . . . so is being an innovative creator of materials, and yet, a team player. They have met these challenges exceedingly well in my opinion. Then, too, the Heinle, team has been impressive. I am grateful for the leadership exercised by Jim Brown, Sherrise Roehr, and Tom Jefferies. I also appreciate all the support from Anita Raducanu, Amy Mabley, Sarah Barnicle, Laura Needham, Chrystie Hopkins, Mary Beth Hennebury, and Crystal Parenteau of Pre-PressPMG. Deserving special mention are Amy Lawler and Yeny Kim, who never lost the vision while they attended to the detail with good humor and professionalism.

I have also benefited from the counsel of Marianne Celce-Murcia, consultant for the first edition of this project, and my friend. Finally, I wish to thank my family members, Elliott, Brent, and Gavin, for not once asking the (negative yes-no) question that must have occurred to them countless times: "Haven't you finished yet?" As we all have discovered, this project has a life of its own and is never really finished! And, for this, I am exceedingly grateful. Happy Gramming all!

A Special Thanks

The series director, authors, and publisher would like to thank the following reviewers whose experienced observations and thoughtful suggestions have assisted us in creating and revising *Grammar Dimensions*.

Michelle Alvarez <i>University of Miami</i> Coral Gables, Florida	Diana Christopher <i>Georgetown University</i>	Nikki Ellman <i>Laney College</i> Oakland, California
Edina Pingleton Bagley <i>Nassau Community College</i> Garden City, New York	Gwendolyn Cooper <i>Rutgers University</i>	Ann Eubank <i>Jefferson Community College</i>
Jane Berger <i>Solano Community College,</i> California	Julia Correia <i>Henderson State University</i> Arkadelphia, Arkansas	Alice Fine <i>UCLA Extension</i>
Mary Bottega <i>San Jose State University</i>	Sue Cozzarelli <i>EF International, San Diego</i>	Alicia Going <i>The English Language Study</i> Center, Oregon
Mary Brooks <i>Eastern Washington University</i>	Catherine Crystal <i>Laney College, California</i>	Molly Gould <i>University of Delaware</i>
Christina Brouqsault <i>California State Polytechnic</i> University	Kevin Ccross <i>University of San Francisco</i>	Maren M. Hargis <i>San Diego Mesa College</i>
José Carmona <i>Hudson Community College</i>	Julie Damron <i>Interlink at Valparaiso</i> University, Indiana	Penny Harrold <i>Universidad de Monterrey</i> Monterrey, Mexico
Susan Carnell <i>University of Texas at Arlington</i>	Glen Deckert <i>Eastern Michigan University</i>	Robin Hendrickson <i>Riverside City College</i> Riverside, California
Susana Christie <i>San Diego State University</i>	Eric Dwyer <i>University of Texas at Austin</i>	Mary Herbert <i>University of California, Davis</i> Extension

Jane Hilbert
*ELS Language Center,
 Florida International
 University*

Eli Hinkel
Xavier University

Kathy Hitchcox
*International English
 Institute, Fresno*

Abeer Hubi
*Altarbia Alislamia Schools
 Riyadh, Saudi Arabia*

Joyce Hutchings
Georgetown University

Heather Jeddy
*Northern Virginia
 Community College*

Judi Keen
*University of California,
 Davis, and Sacramento
 City College*

Karli Kelber
*American Language Institute,
 New York University*

Anne Kornfield
*LaGuardia Community
 College*

Kay Longmire
*Interlink at Valparaiso
 University, Indiana*

Robin Longshaw
Rhode Island School of Design

Robert Ludwiczak
*Texas A&M University
 College Station, Texas*

Bernadette McGlynn
*ELS Language Center, St.
 Joseph's University*

Billy McGowan
Aspect International, Boston

Margaret Mehran
Queens College

Richard Moore
University of Washington

Karen Moreno
*Teikyo Post University,
 Connecticut*

Gino Muzzetti
*Santa Rosa Junior College,
 California*

Mary Nance-Tager
*LaGuardia Community
 College, City University of
 New York*

So Nguyen
*Orange Coast College
 Costa Mesa, California*

Karen O'Neill
San Jose State University

Mary O'Neal
*Northern Virginia
 Community College*

Nancy Pagliara
*Northern Virginia
 Community College*

Keith Pharis
Southern Illinois University

Amy Parker
*ELS Language Center, San
 Francisco*

Margene Petersen
*ELS Language Center,
 Philadelphia*

Nancy Pfingstag
*University of North
 Carolina, Charlotte*

Sally Prieto
*Grand Rapids Community
 College*

India Plough
Michigan State University

Mostafa Rahbar
*University of Tennessee at
 Knoxville*

Dudley Reynolds
Indiana University

Dzidra Rodins
*DePaul University
 Chicago, Illinois*

Ann Salzman
*University of Illinois at
 Urbana-Champaign*

Jennifer Schmidt
*San Francisco State
 University*

Cynthia Schuemann
*Miami-Dade Community
 College*

Jennifer Schultz
*Golden Gate University,
 California*

Mary Beth Selbo
*Wright College, City Colleges
 of Chicago*

Mary Selseleh
*American River College
 Sacramento, California*

Stephen Sheeran
*Bishop's University,
 Lenoxville, Quebec*

Kathy Sherak
*San Francisco State
 University*

Sandra E. Sklarew
*Merritt Community College
 Oakland, California*

Keith Smith
*ELS Language Center, San
 Francisco*

Helen Solorzano
Northeastern University

Jorge Vazquez Solorzano
*Bachillerato de la Reina de
 Mexico*

S. C., Mexico, D. F.,
 Mexico

Christina Valdez
*Pasadena City College
 Pasadena, California*

Danielle Valentini
*Oakland Community College
 Farmington Hills,
 Michigan*

Amelia Yongue
*Howard Community College
 Columbia, Maryland*

PASSIVE VERBS

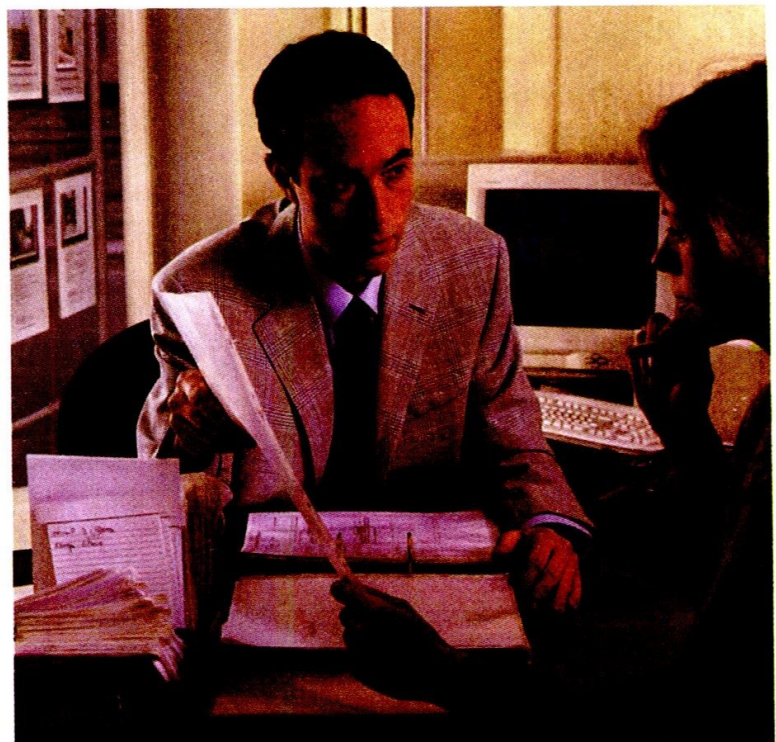
UNIT GOALS

- Know when to use passive verbs rather than active verbs
- Use correct forms of *be* and *get* passives
- Know the correct form and use of passives in descriptions
- Use passives correctly after *that* clauses and infinitive clauses
- Use passives to create connections in discourse

OPENING TASK

A Short-Term Memory Experiment

Short-term memory describes the brain function in which information is retained temporarily, somewhere between 30 seconds and a few minutes. Numerous experiments have been conducted to test the recall of information stored in short-term memory, resulting in various theories about memory. One phenomenon believed to characterize short-term memory is called the *serial position effect*. In this task, you will be testing this effect. (You will find out later exactly what it means.)



■ STEP 1

Work with a partner. One person will be the researcher; the other will be the subject. Have a blank piece of paper and a pen ready. The subject's book should be closed.

■ STEP 2

Researcher: Show the list of words on page A-17 to your partner. Ask your partner to study the list of words for one minute. After one minute has passed, close the book.

■ STEP 3

Subject: Immediately write down on the blank sheet of paper as many words as you can recall for one minute. You can write the words in any order. Then give the list to the researcher. Note: It is important that you start writing immediately after the study time is up.

■ STEP 4

Read the explanation of the serial position effect on page A-17. Do the results of your experiment support or contradict this belief about short-term memory?

■ STEP 5

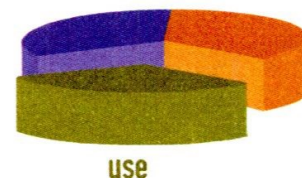
Write a brief report of the experiment, using the written list of words as your data. Assume that your reader has no previous information about your experiment. Describe the procedures and summarize the results. Use the model below to start the report. Save the report for exercises later in the unit.

Memory Experiment

This experiment was conducted to test the serial position effect on recalling information. One subject participated in the experiment. The subject was shown a list of 30 common words . . .

FOCUS 1

Overview of Passive versus Active Verb Use

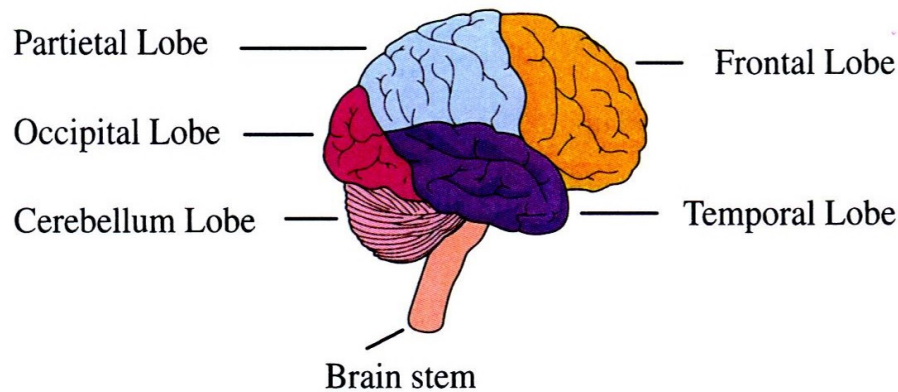


EXAMPLES		EXPLANATIONS
ACTIVE VERBS	PASSIVE VERBS	
<p>(Agent)</p> <p>(a) The brain retains information temporarily in short-term memory.</p>	<p>(Recipient)</p> <p>(b) Information is retained temporarily by the brain in short-term memory.</p>	<p>We often use passive instead of active in the following contexts:</p> <ul style="list-style-type: none"> when we want to focus on the receiver of an action (recipient) rather than the performer (agent) of the action. We do this by making the recipient the grammatical subject. We may express the agent in a <i>by</i>-phrase following the verb.
<p>(c) I asked the subject to look at the word list for one minute.</p>	<p>(d) The subject was asked to look at the word list for one minute.</p>	<ul style="list-style-type: none"> when the agent is less important than the recipient of an action. In reporting research procedures, for example, we do not need to refer to the researcher.
<p>(e) The subject wrote down all the words she could remember. She recalled a total of 13 words.</p>	<p>(f) The subject wrote down all the words she could remember. A total of thirteen words were recalled.</p>	<ul style="list-style-type: none"> when the agent is obvious from the context.
<p>(g) It appears that something is altering the rats' brain cells.</p>	<p>(h) It appears that the rats' brain cells are being altered.</p>	<ul style="list-style-type: none"> when the agent is unknown.
<p>(i) The researchers who did this study have made several major errors in analyzing the data.</p>	<p>(j) Several major errors have been made in analyzing the data.</p>	<ul style="list-style-type: none"> when we want to avoid mentioning the agent. For example, we may not want to say who is responsible for some wrongdoing or mistake.

EXERCISE 1

Provide a likely reason for each of the italicized passive verbs in the sentences below. Refer to the explanations in Focus 1.

Example: Two masterpieces of sixteenth-century painting *were taken* from the museum.
The agent is unknown.



1. One method that is *used by* psychologists in research on memory is the relearning method.
2. In the relearning method, people have to relearn information that *was learned* earlier.
3. Sometimes when you *are introduced* to another person, you forget the person's name a few minutes later.
4. It seems that some misleading statements *were made* in advertising your auto repair services.
5. We have just received reports that a bomb *was set off* in the airport terminal shortly before midnight.
6. Construction of the Leaning Tower of Pisa *was begun* by Bonanno Pisano in 1173.
7. Small bits of information *are often remembered* by grouping the information into larger units, known as chunks.
8. Short-term memory *has been called* "a leaky bucket."

EXERCISE 2

Reread the first paragraph of the Opening Task on pages 60–61. Identify the passive verbs and state why they are used.

EXERCISE 3

With your partner for the Opening Task, identify any passive verbs you used in your report, and state why they are used. If you didn't use any passive verbs, find one or two sentences that you might change from active to passive based on the information in Focus 1. State what use each would reflect.



All passive verbs are formed with *be* or *get* + past participle.

EXAMPLES	EXPLANATIONS
<p>(a) I am called by telemarketers more than I would like.</p> <p>(b) The garbage gets picked up once a week.</p>	<p>SIMPLE PRESENT <i>am/is/are</i> (or <i>get</i>) + past participle</p>
<p>(c) The possibility of life on Mars is being explored.</p> <p>(d) We are getting asked to do too much!</p>	<p>PRESENT PROGRESSIVE <i>am/is/are</i> + <i>being</i> (or <i>getting</i>) + past participle</p>
<p>(e) The butterflies were observed for five days.</p> <p>(f) Many homes got destroyed during the fire.</p>	<p>SIMPLE PAST <i>was/were</i> (or <i>got</i>) + past participle</p>
<p>(g) The Olympics were being broadcast worldwide.</p> <p>(h) She was getting beaten in the final trials.</p>	<p>PAST PROGRESSIVE <i>was/were</i> + <i>being</i> (or <i>getting</i>) + past participle</p>
<p>(i) Short-term memory also holds information that has been retrieved from long-term memory.</p> <p>(j) Did you hear he's gotten fired from his job?</p>	<p>PRESENT PERFECT <i>has/have</i> + <i>been</i> (or <i>gotten</i>) + past participle The passive with a form of GET instead of BE is common in spoken English.</p>
<p>(k) This store has been being remodeled for six months now! I wonder if they'll ever finish.</p> <p>(l) Our computer system has been getting threatened by viruses a lot this year.</p>	<p>PRESENT PERFECT PROGRESSIVE* <i>has</i> + <i>been</i> + <i>being</i> (or <i>getting</i>) + past participle</p>
<p>(m) The National Anthem had already been sung when we entered the baseball stadium.</p> <p>(n) He was disappointed to learn that the project hadn't gotten completed in his absence.</p>	<p>PAST PERFECT <i>had</i> + <i>been</i> (or <i>gotten</i>) + past participle</p>
<p>(o) The horse races will be finished in an hour.</p> <p>(p) The rest of the corn will get harvested this week.</p>	<p>SIMPLE FUTURE <i>will</i> + <i>be</i> (or <i>get</i>) + past participle</p>

EXAMPLES	EXPLANATIONS
(q) I bet most of the food will have been eaten by the time we get to the party. (r) The unsold books will have gotten sent back to the publishers by now.	FUTURE PERFECT <i>will + have + been (or gotten) + past participle</i>
(s) The election results will have been getting tallied by the time we reach the headquarters	FUTURE PERFECT PROGRESSIVE* <i>will + have + been + being (or getting) + past participle</i>
(t) A different chemical could be substituted in this experiment. (u) Don't stay outside too long. You may get burned by the blazing afternoon sun.	MODAL VERBS (Present Time Frame) <i>modal (can, may, should, etc.) + be (or get) + past participle</i>
(v) All of our rock specimens should have been identified , since the lab report is due. (w) The file might have gotten erased through a computer error.	MODAL VERBS (Past Time Frame) <i>modal (can, may, should, etc.) + have + been (or gotten) + past participle</i>

*Note: The *be* form of these passive tenses is quite rare. Even the *get* form is not very common.

EXERCISE 4

Rewrite each sentence below to put focus on the recipients of action rather than on the performers (agents) of the action. Delete the agent if you do not think it needs to be mentioned. In some cases, you may want to restate the agent in a prepositional phrase beginning with *in* rather than with *by*.

Example: The brain stores information.

Information is stored in the brain.

1. A bundle of millions of fibers connects the brain cells.
2. In visual processing, the right hemisphere of the brain registers unfamiliar faces; the left hemisphere registers familiar ones.
3. The memory does not store an exact replica of experience.
4. The brain alters, organizes, and transfers information into one or more memory stores.
5. The multistore model of memory cannot explain some facts about processing information.

(Continued on next page)

6. Researchers are now investigating other ways in which we organize information in long-term memory.
7. Scientists have demonstrated the difference between recognition and recall in numerous experiments.
8. The researchers used case studies of stroke victims to learn more about information storage.

EXERCISE 5

Rewrite the underlined sentences or clauses in the following research report, changing the verbs to passives. Delete the agent if it is not needed.

Example: Researchers gave students a questionnaire about food likes and dislikes.

Students were given a questionnaire about food likes and dislikes.

(1) Psychologist Elizabeth Loftus and a team of researchers have been exploring a new method of weight control that involves manipulating subjects' memories about certain kinds of food. (2) In a series of experiments, the research team convinced university students that certain foods made them sick when they were children. (3) The scientists said they also successfully implanted positive memories about nutritious fruits and vegetables.

(4) In one experiment involving attitudes toward strawberry ice cream, the researchers asked 131 students to complete forms in

which they described food experiences, likes and dislikes. (5) The researchers then gave the subjects a computer analysis of their responses. (6) The analysis inaccurately told some students that strawberry ice cream had made them sick as children. (7) Later, almost 20 percent of these students agreed on a questionnaire that this kind of ice cream had sickened them and that they planned not to eat it in the future. (8) In a second experiment, the researchers encouraged students to detail the imaginary ice cream episode. (9) At the end of this experiment, an even greater percentage of the students believed the false information. (10) Although the scientists have been able to plant false memories about strawberry ice cream,

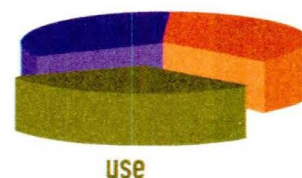


they have not been able to implant false memories about two popular snack foods: chocolate chip cookies and potato chips. (11) Loftus believes that researchers could resolve this problem of limited influence by additional feedback and drills. (12) Meanwhile, Stephen Behnke, ethics director of the American Psychological Association is concerned about the ethics of such research. (13) He comments that the deliberate implanting of false memories raises serious ethical questions. (14) Loftus acknowledges that scientists need to discuss ethical issues, but she notes that parents often tell their children things that aren't true.

Information summarized and adapted from "Swallowing a Lie May Aid in Weight Loss, Research Suggests," Rosie Mestel, *Los Angeles Times*, August 2, 2005.

FOCUS 3

Stative Passives in Contrast to Dynamic Passives



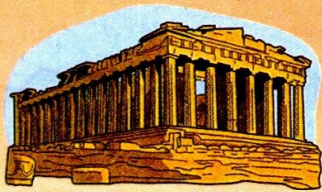
EXAMPLES		EXPLANATIONS
DYNAMIC PASSIVES	STATIVE PASSIVES	<p>Many verbs can be either dynamic or stative depending on their meaning. <i>Dynamic</i> passive verbs describe activities. <i>Stative</i> passive verbs do not report activities; they express states or conditions. Stative passive verbs do not have agents. (More about stative verbs in Focus 4.)</p>
<p>(a) The missing library book was found in the parking lot by a custodian.</p> <p>(c) Our telephone line is finally being connected tomorrow.</p> <p>(e) Stella was called for a job interview yesterday.</p>	<p>(b) A map of Miami can be found on the Internet.</p> <p>(d) The transmission of a car is connected to the gearshift.</p> <p>(f) The biological rhythm with a period of about 24 hours is called a circadian rhythm.</p>	

EXERCISE 6

Each of the famous monuments or group of buildings below can be matched to two descriptions in a–j. (1) Match each landmark to the appropriate descriptions. (2) Rewrite each description as a sentence with a passive verb (or verbs) to put focus on the monuments and buildings as the main topics. (3) Delete the agents if they do not add much to the meaning or if they can be inferred from the context. (4) Make any other necessary changes.

Example: *The Parthenon is considered to represent the peak of Greek architectural achievement.*

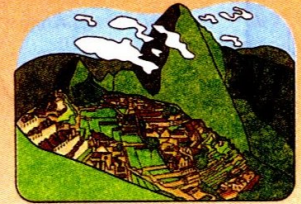
MONUMENTS AND BUILDINGS



1. The Parthenon



2. Osaka Castle



3. Machu Picchu



4. Angkor Thom



5. The Pyramids of Giza

DESCRIPTIONS

- a. Some call this Peruvian ruin the “Lost City of the Incas.”
- b. The Cambodian god-king Suryavarman II intended it to be a funerary monument for himself.
- c. Unlike in Europe, where builders used stone for castles, builders made this of wood.
- d. People believe that workers constructed them using mounds or ramps to position the stone blocks.
- e. Many consider it the peak of Greek architectural achievement.
- f. In ancient times, a large complex of buildings surrounded them.
- g. Located south of the Cambodian capital of Angkor Thom, people built it in the twelfth century.
- h. Pericles had it built to celebrate Athens’ victory over the Persians.
- i. You can find this fifteenth-century ruin on a high mountain ridge above the Urubama Valley in Peru.
- j. Historians regard it as the most formidable stronghold in Japan before people destroyed it in the early seventeenth century.

FOCUS 4

Uses of Stative Passive Verbs



use

Stative passive verbs have a number of descriptive uses in discourse. Note that many of the stative passives in the examples below are followed by prepositions such as *in*, *with*, *by*, or *for*.

EXAMPLES	USES
<p>(a) The Amazon River is located in Brazil.</p> <p>(b) The ratel, a fearless animal, is found in Africa and India.</p> <p>(c) The Secret Service agents were positioned near the President.</p>	<ul style="list-style-type: none"> To describe location or position <i>Located</i> is often used in geographical description. <i>Found</i> typically describes plant and animal habitats. <i>Positioned</i> often suggests placement. Other verbs: <i>placed</i>, <i>situated</i>, <i>bordered (by)</i>, <i>surrounded (by)</i>
<p>(d) <i>The Daily Scandal</i> is filled with untrue stories.</p> <p>(e) The sea horse's body is covered with small bony plates.</p>	<ul style="list-style-type: none"> To describe characteristics or qualities This type of description is common in science.
<p>(f) Temperature is measured in degrees.</p> <p>(g) The elements are listed according to weight.</p>	<ul style="list-style-type: none"> To describe manner or method This use is common in science and mathematics.
<p>(h) France is divided into regions.</p> <p>(i) Geology is made up of many subfields, such as seismology and petrology.</p>	<ul style="list-style-type: none"> To describe part-whole relationships Other verbs: <i>composed (of)</i>, <i>organized into</i>
<p>(j) The Geiger counter is used for detecting radiation.</p> <p>(k) Greetings such as "How are you?" are intended to promote communication, not to get information.</p>	<ul style="list-style-type: none"> To describe purpose These verbs may be followed by <i>for</i> + gerund (verb + <i>-ing</i>) or an infinitive (<i>to</i> + verb). Other verbs: <i>designed</i>, <i>meant</i>

EXAMPLES	USES
<p>(l) Do you know the old song that begins: "The knee bone's connected to the thigh bone"?</p> <p>(m) The two buildings are joined by an elevated walkway.</p>	<ul style="list-style-type: none"> To describe physical connection <p>Other verbs: <i>attached (to), accompanied (by), separated (by, from)</i></p>
<p>(n) El Greco is best known for his religious paintings.</p> <p>(o) Nagoya Castle is considered one of the greatest fortresses in the history of Japan.</p>	<ul style="list-style-type: none"> To describe reputation or association <p>Other verbs: <i>regarded (as), thought to be, viewed (as); linked to; associated with</i></p>
<p>(p) The ratel is also known as "the honey badger."</p> <p>(q) Pants having legs that flare out at the bottom are called bellbottoms.</p>	<ul style="list-style-type: none"> To define or name <p>Other verbs: <i>labeled, named, termed</i></p>

EXERCISE 7

Identify the stative passive verbs in the following passage and state the use of each, based on the categories in Focus 4.

Example: The answer can be found deep inside the brain.

Stative passive: *can be found* Use: *to describe location*

(1) What makes people engage in the activities they do, whether running marathons, solving crossword puzzles, or playing a musical instrument? (2) Gregory Burns, a neuroscientist and psychiatrist, says that the answer can be found deep inside the brain. (3) In his book, *Satisfaction: The Science of Finding True Fulfillment*, Burns claims that explanations for the activities people pursue are connected not with pleasure and happiness but rather with satisfaction. (4) While pleasure and happiness may be regarded as passive emotions, satisfaction, according to Burns, is a much more active component. (5) Satisfaction, in turn, is made up of two essential ingredients that humans, by nature, desire: novelty and challenge. (6) Burns has identified the neurotransmitter dopamine, a structure that has long been associated with happiness and well-being, as a key element in the biology of satisfaction. (7) In adolescence, a time of life that is known for impulsive behavior and great enthusiasm, our brains are rich with dopamine. (8) As people grow older, they need a greater stimulus to trigger the flow of dopamine. (9) The hormone cortisol has also been linked to feelings of satisfaction. (10) Although cortisol is known mainly as a stress hormone, the level of this hormone rises during vigorous exercise and thus can elevate mood and even help to improve memory. (11) According to Burns, this is why even physical activities that cause pain can be regarded as satisfying. (12) This area of psychology has been called "positive psychology" because it focuses on positive emotions rather than psychological problems.

Information from "For True Fulfillment, Seek Satisfaction, Not Happiness," Marianne Szegedy-Maszak, *Los Angeles Times*, September 5, 2005.

EXERCISE 8

1. Match each numbered word or phrase in column A to the appropriate phrase in column B.
2. Write a sentence for each, using a stative passive.
3. Add other words or change word forms as necessary.

Examples: 1, c. *Language may be defined as the spoken or written means by which people express themselves and communicate with others. The spoken or written means by which people express themselves and communicate with others is called language.*

A	B
1. language	a. the part of consciousness that involves feeling or sentiment
2. challenge	b. usually a negative condition to be avoided
3. emotions	c. the spoken or written means by which people express themselves and communicate with others
4. stress	d. a key component of human satisfaction

EXERCISE 9

With a partner, take turns asking and responding to the questions below. Use a stative verb in your responses.

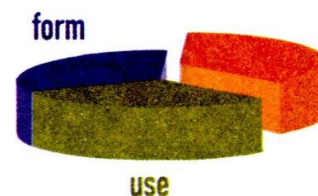
Example: Question: Where is the city or town in which you were born?

Answer: *It's located in the southern part of China.*

1. Where is the city or town in which you were born?
2. What is your hometown (or the place you live now) best known for?
3. How is the country you were either born in or live in now divided geographically (such as states, provinces etc.) and how many divisions are there?
4. Do your friends or family call you by any special nicknames?
5. What are you considered good at doing?
6. What do you think the following cities in the United States are often associated with?
 - a. Las Vegas, Nevada
 - b. New York, New York
 - c. Los Angeles, California
 - d. Orlando, Florida

FOCUS 5

Complex Passives



Complex passives are passive constructions followed by *that* clauses or infinitive clauses (*to* + verb).

EXAMPLES	EXPLANATIONS
<p>(a) It is believed that primates first appeared on the earth about sixty-nine million years ago.</p> <p>(b) It is said that the number 13 is bad luck.</p> <p>(c) It was reported that a man suspected of burning an abandoned building was arrested this morning.</p>	<p>Form: Introductory <i>it</i> + passive verb + <i>that</i> clause</p> <p>Use: This form often serves to introduce a topic, since the new information comes at the end of the sentence.</p>
<p>(d) The topic of today's lecture is early primates. Primates are believed to have appeared on the earth about sixty-nine million years ago.</p> <p>(e) Many numbers are associated with superstitious beliefs. For example, thirteen is said to be an unlucky number.</p> <p>(f) Police arrested a man suspected of burning an old factory building. The suspect was reported to have been near the building when the fire started.</p>	<p>Form: Subject (other than introductory <i>it</i>) + passive verb + <i>to</i> infinitive</p> <p>The infinitive may often be a perfect form: <i>to</i> + <i>have</i> + past participle as in (d) and (f)</p> <p>Use: This form could also be used to introduce topics, but it is especially appropriate after a topic has been introduced because the topic can then be put in the subject position.</p>

EXERCISE 10

For each of the following numbered sentence groups, choose the wording or sentence that best fits the context, using the principles of introducing or continuing topics as discussed in Focus 5. Consider each numbered group to be the beginning of a written article or spoken announcement.

1. Some people believe that opening an umbrella in the house will bring bad luck. In parts of Asia, as early as the eleventh century,
 - a. it was considered to be an insult to open an umbrella inside a building.
 - b. opening an umbrella inside a building was considered to be an insult.

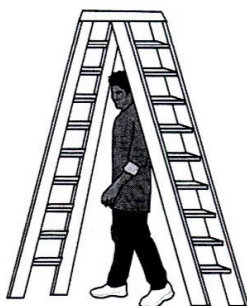
2. a. It has been alleged that an employee of the museum is responsible for the theft of dozens of paintings.
b. An employee of the museum is alleged to be responsible for the theft of dozens of paintings. Police are currently investigating the claim.
3. a. It was reported this morning that a Pacific blacktip shark gave birth to three healthy pups at Sea World.
b. A Pacific blacktip shark was reported to have given birth to three healthy pups at Sea World this morning. Officials commented that this marks the first documented birth of the species in captivity.
4. Of the comets that have been recorded, the least frequently returning one is Delavan's Comet, which appeared in 1914.
 - a. This comet is not expected to return for twenty-four million years.
 - b. It is not expected that this comet will return for twenty-four million years.

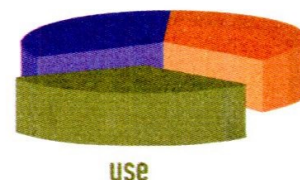
EXERCISE 11

What will happen if you step on a spider? Walk under a ladder? Every culture has superstitions describing good or bad things that may result from something else happening. In small groups, discuss some of the superstitions that you have heard or read about. Write down four or five of the superstitions, using a complex passive structure.

Example: *It is said that if you break a mirror, you will have seven years of bad luck.*

OR *Breaking a mirror is believed to result in seven years of bad luck.*





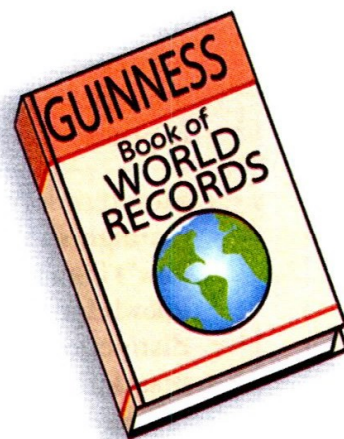
Complex passives are often used in journalism, in business, and in academic writing. Although not commonly used in informal spoken English, complex passives are frequent in formal spoken English (for example, news reports, speeches). Some of the most common uses follow.

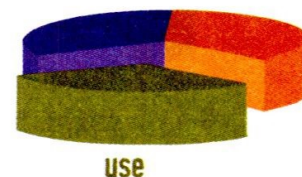
EXAMPLES	USES
<p>(a) It should be noted that the results of our experiment cannot be generalized.</p> <p>(b) This product is known to be inferior.</p> <p>(c) It is assumed that all employees have completed the necessary hiring papers.</p> <p>(d) All homework is expected to be turned in on time.</p> <p>(e) It has been ruled that the prisoner was unfairly convicted.</p> <p>(f) The house was considered to be vastly overpriced.</p>	<p>To achieve an impersonal tone, avoiding the use of <i>I</i> or <i>we</i>:</p> <ul style="list-style-type: none"> • in explanations and observations. • in statements of desired or expected behavior. • in evaluations or judgments.
<p>(g) It is believed that baseball was being played in England in the early eighteenth century.</p> <p>(h) Mr. Blau is alleged to have stolen several car stereos.</p>	<p>To express information that has not been verified as factual or true.</p>
<p>(i) In the nineteenth century, it was thought that personality traits and mental abilities could be detected by bumps on the head.</p> <p>(j) In ancient Greece, lightning bolts were believed to be weapons used by Zeus, the king of gods.</p>	<p>To describe past beliefs that are no longer regarded as true.</p>
<p>(k) It is assumed that more and more species will become extinct if we continue to destroy the world's rain forests.</p> <p>(l) The weather is expected to be warm and sunny all weekend.</p>	<p>To express a general expectation about some future event.</p>

EXERCISE 12

The *Guinness Book of World Records* presents hundreds of fascinating facts about the natural world, human feats, and other topics. Rewrite the following facts in complete sentences. Use the passive form of the verb given in parentheses. Change the phrasing of information and add words as needed. The first has been done as an example. Note that if an activity happened in the past (as in 1b), an infinitive verb expressing it must be perfective: *to + have + past participle*.

1. a. longest living individual fish: European eel (think)
The longest living fish is thought to be the European eel.
OR *It is thought that the longest living fish is the European eel.*
b. life span of one specimen of European eel: 88 years (report)
It was reported that one specimen lived for 88 years.
OR *One specimen was reported to have lived for 88 years.*
2. animal with the highest frequency hearing: the bat (believe)
3. longest sneezing bout of a human: 978 days (record)
4. the deepest and oldest freshwater lake in the world: Lake Baikal in Siberia, Russia (know)
5. the greediest living animal: larva of the polyphemus moth, which consumes an amount equal to 86,000 times its own body weight (consider)
6. coldest place in the universe: The Boomerang Nebula, 5,000 light years from earth (think)
7. Sirius A, the Dog Star: brightest of the 5776 stars we are able to see (presume)
8. fastest text message typed on a cell phone: 43.2 seconds for a 160-character text by a Korean woman (allege) (Hint: use *a Korean woman* for the subject.)





EXAMPLES	EXPLANATIONS
<p>(a) For the first time, researchers have found the remains of a mammal that has been entombed in amber. The remains, including a backbone and ribs, are estimated to be eighteen million to twenty-nine million years old. Discovered in the West Indies, these remains are believed to be those of a tiny insect-eating mammal.</p>	<p>As explained in Focus 1, we put focus on a topic in English by making it the grammatical subject. Often a new topic is introduced at the end of a sentence. This topic then becomes the subject of the next sentence. As a result, a passive verb may be needed. Putting the topic in the subject position helps to create cohesion, making it easier for the reader or listener to understand the main ideas.</p>
<p>(b) Biologists have recently determined that even the tiny brains of bees can recognize and interpret patterns. This feat was once thought possible only through reason. In an experiment, bees learned to look for food only near certain symmetrical or asymmetrical patterns. These patterns are reflected in nature, such as blossoms of plants.</p>	<p>Often a synonym for the topic or a shortened form of the topic is used as the subject with a passive verb. (See Unit 6, Focus 2 for more information about these forms of reference.) This also helps to create cohesion. In some cases, it allows the writer or speaker to avoid using a subject with a long modifying phrase.</p>
<p>(c) Most theories of long-term memory distinguish skills or habits ("knowing how") from abstract or representational knowledge ("knowing that"). This distinction is supported by recent evidence that skill learning and the acquisition of knowledge are handled by different areas of the brain.</p>	<p>The subject of a passive verb may also be derived from the verb of a previous sentence.</p>

EXERCISE 13

Circle the passive verbs in the following passages. Then explain why each passive verb is used.

Example: One of the world's largest pharmaceutical companies has recently fired its chairperson. The chairperson was suspected of unethical accounting practices.
Explanation: *The passive verb "was suspected" is used in the second sentence to put focus on the topic, "the chairperson."*

1. Researchers in Hungary have been studying the cognitive and communication skills of dogs. In numerous experiments, dogs were found to be very sensitive to cues produced by humans and performed some tasks better than humans' closest relative, the chimpanzee.
2. The ability of electric currents to float through certain materials completely untouched, without energy loss, is called superconductivity. This phenomenon was explained in a theory developed in 1972, an accomplishment that won the Nobel Prize. Superconductivity was thought to exist only at extremely cold temperatures, but in 1986 a scientist in Germany discovered a high-temperature superconductor.
3. The repeated eruptions of Mexico's Popocatepetl volcano have resulted in the growth of a lava dome to within 50 feet of the rim of the volcano. The dome is being fed by 20,000 cubic feet of fresh lava daily. If the lava overtops the rim, it could melt glaciers on the side of the mountain and create life-threatening mudflows.
4. In experiments to examine the ways in which infants form attachments to mothers or other caretakers, researchers separated infant chimpanzees from their mothers. Extended separations were found to result in abnormal social development.
5. A team of scientists have decoded the 1700 genes of a microbe living on the ocean floor. This microbe belongs to a class called archaea, a different class from the two most common branches of life—bacteria and eukaryotes, which include plants, animals, and humans. The existence of archaea was first proposed by Carl Woese and Ralph Wolfe at the University of Illinois. Archaea has some characteristics of other life forms but functions differently. About five hundred species of archaea have been identified. The life form is thought to produce about 30 percent of the biomass on earth.

Adapted from "Decoding of Microbe's Genes Sheds Light on Odd Form of Life," *Los Angeles Times*, August 8, 1996.

EXERCISE 14

After each sentence or group of sentences, add a sentence with a passive verb to create cohesion, using the information given in parentheses.

Example: Any substance that is toxic to insects is known as an insecticide. (We use insecticides to control insects in situations where they cause economic damage or endanger health.)

Insecticides are used to control insects in situations where they cause economic damage or endanger health.

1. The ancient city of Troy was the setting of the legendary Greek siege described in *The Iliad*. (An earthquake destroyed the city around 1300 BCE)
2. There are three types of muscle in humans and other vertebrates. One type is skeletal muscle. (Under a microscope, we see that this muscle is striped or striated.)
3. Most people associate the phrase “Survival of the fittest” with Darwin’s Theory of Evolution. (However, a British philosopher, Herbert Spencer, first used the phrase, and Darwin later adopted it.)
4. The Great Wall of China served as a defensive wall between the old Chinese border with Manchuria and Mongolia. The first section was completed in the third century BCE. (The Chinese later extended it until it was 1400 miles long.)
5. Although the idea of submarines is an old one, the first submarine, made of wood and covered with greased leather, was not built until 1620. David Bushnell invented the first submarine used in warfare in 1776.

Use Your English

ACTIVITY

1

listening/writing/speaking



CD Track 5

A famous psychology laboratory experiment conducted by Stanley Milgram tested subjects' willingness to obey authority even when they believed they would be required to administer painful electric shocks to other subjects. Listen to the audio recording, in which you will hear a description of the procedures and the results of this experiment. Take notes on the information you hear. With a partner, compare notes to get information you may have missed. Then write a summary of the experiment, using passive verbs where appropriate to put focus on recipients of action and to achieve coherence.

ACTIVITY

2

reading

Find a text that has a number of passive verbs. (Science texts, instruction manuals, and texts that define or classify are good sources). Analyze ten passives that you find. Are they dynamic passives or stative passives? Why do you think the writer used them?

ACTIVITY

3

writing/speaking

In small groups, make up five sentences describing people, places, or things, but don't reveal who/what they are. In each sentence, use a stative passive verb. See if other groups can guess who or what you are describing. Here are some examples. Can you guess the answers?

- Examples:**
1. *It is divided into nine innings.*
 2. *It can be found in tacos, spaghetti sauce, and ceviche.*
 3. *This famous British dramatist is known as the Bard of Avon.*
 4. *They are also called twistlers.*
 5. *This country is bordered by Italy, Austria, Germany, and France.*

ACTIVITY

4

writing

Draw a diagram or map of one of the following:

- an area (your room, apartment or house, a neighborhood, or commercial district, for example)
- a machine or device
- an invention of your own creation (a machine that writes your papers for you? a device that gets you out of bed in the morning?)

In your diagram/map, label at least four or five objects, parts, buildings, or whatever would be found there. Then write a paragraph describing the locations of objects or the ways in which you have divided your diagram/map into parts. Use stative passives in your descriptions. (As reviewed in Focus 4 on page 69.)

ACTIVITY

5

writing

As the manager of a large office-supply store, you have observed repeated inappropriate behavior among some of the employees. This behavior includes the following:

- showing up late for work and leaving early
- taking breaks longer than the 15 minutes allowed
- eating snacks at the service counter
- talking to other employees while customers are waiting for service.

Write a memo to the employees to let them know what kind of behavior is expected of them while they are at work. Since you want to assume an impersonal tone, use complex passives.

ACTIVITY

6

speaking/listening/writing

Interview a classmate about family or hometown history. Ask him or her to tell you about some events that are thought to be true but are not documented. The events might concern some long-ago period (for example, "Juan's great-grandfather was believed to have been born in Guatemala. The family is thought to have moved to Mexico in the early 1900s."). They could also include information about your classmate's youth as reported by his or her parents (for example, "Sonia is said to have been very good-natured as a baby."). Take notes during the interview. Then write up a report from your notes, using complex passives where appropriate to express some of the information. If time permits, present your report orally to the class.

ACTIVITY

7

research on the web



Read more interesting facts and world records on the Guinness Book of World Records Web site: www.guinnessworldrecords.com. Divide the class into groups, with each group finding five interesting facts from one of the following categories: Human Body, Amazing Feats, Natural World, Science and Technology, Arts & Media, Sports and Games. Write down the facts using complex passives as was done in Exercise 12.

ACTIVITY

8

reflection

How can good language learners be described by the kinds of activities they engage in and strategies they practice? Make a list of qualities by completing the statement "A good language learner can be defined as someone who . . ." in five ways on a piece of paper. Then compare your definitions with a partner to see if you had any in common.

Example: *A good language learner can be defined as someone who is willing to make mistakes.*

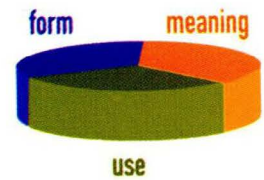
Series Director: Diane Larsen-Freeman

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

- 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.
- **InfoTrac® research activities** enhance research skills in the target 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.

Grammar Dimensions, Book 4, Fourth Edition

Text	978-1-4130-2752-5	1-4130-2752-0
Split Text 4A	978-1-4240-0342-6	1-4240-0342-3
Split Text 4B	978-1-4240-0343-3	1-4240-0343-1
Text/Audio CD Pkg.	978-1-4240-9431-8	1-4240-9431-3
Text/Audio Tape Pkg.	978-1-4240-9418-9	1-4240-9418-6
Workbook	978-1-4240-0355-6	1-4240-0355-5
Audio CD	978-1-4240-0351-8	1-4240-0351-2
Audio Tape	978-1-4240-0347-1	1-4240-0347-4
Lesson Planner	978-1-4240-0359-4	1-4240-0359-8
Assessment CD-ROM with ExamView® Pro	978-1-4240-0833-9	1-4240-0833-6



National Geographic Learning, part of Cengage Learning, provides customers with a portfolio of quality materials for PreK-12, academic, and adult education. It provides instructional solutions for EFL/ESL, reading and writing, science, social studies, and assessment, spanning early childhood through adult in the U.S. and global markets. Visit ngl.cengage.com