Grammar Dimensions

Modern Chinese Grammar provides a comprehensive coverage of Chinese grammar through the clause-pivot theory and the double triangle approach, first proposed by Fuyi Xing in 1996. Translated into English for the first time, the book is widely regarded by linguists as a seminal text, and ground-breaking in linguistics research. The book contains discussion of the topics which are essential to Chinese grammar, from words and phrases, to complex sentences and sentence groups. It addresses such controversial issues as word class identification, the distinction between words and phrases, and between clauses and complex sentences. The book also shows, through a wealth of examples, how the clause-pivot theory and the double triangle approach can be applied productively in grammatical studies. Modern Chinese Grammar: A Clause-Pivot Theoretical Approach is an essential purchase for researchers and graduate students of Chinese grammar and syntax.
Book 3 is the third in a four level series aimed at the intermediate to high-intermediate language learner and addresses the three dimensions of language--form, meaning, and use--ensuring that students not only learn to form grammatical structures, but also are able to use them meaningfully and appropriately.
Workbook provides many exercises on the grammar forms and help learners prepare for the TOEFLA(R).

This book is an alphabetical guide to one hundred basic grammatical terms, with explanations, examples and exercises.

Book 1 is the first in a four level series aimed at the high beginning language learner and addresses the three dimensions of language--form, meaning, and use--ensuring that students not only learn to form grammatical structures, but also are able to use them meaningfully and appropriately.

Grammar DimensionsHeinle ELT

This four-level series systematically addresses the form, meaning and use of each structure. It focuses learner's attention on the greatest challenge for each structure to help them communicate accurately, meaningfully, and appropriately. One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction. Does it make a difference? How do we teach grammar in the language classroom? Is there an effective technique to teach grammar that is better than others? While some linguists address these questions to develop a better understanding of how people acquire a grammar, language acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom. The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should

consider to design and implement effective grammar tasks during their teaching. It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices.

"Cognitive English Grammar" is designed to be used as a textbook in courses of English and general linguistics. It introduces the reader to cognitive linguistic theory and shows that Cognitive Grammar helps us to gain a better understanding of the grammar of English. The notions of motivation and meaningfulness are central to the approach adopted in the book. In four major parts comprising 12 chapters, "Cognitive English Grammar "integrates recent cognitive approaches into one coherent model, allowing the analysis of the most central constructions of English. Part I presents the cognitive framework: conceptual and linguistic categories, their combination in situations, the cognitive operations applied to them, and the organisation of conceptual structures into linguistic constructions. Part II deals with the category of things and their linguistic structuring as nouns and noun phrases. It shows how things are grounded in reality by means of reference, quantified by set and scalar quantifiers, and qualified by modifiers. Part III describes situations as temporal units of various layers: internally, as types of situations; and externally, as located relative to the time of speech and grounded in reality or potentiality. Part IV looks at situations as relational units and their structuring as sentences. Its two chapters are devoted to event schemas and space and

metaphorical extensions of space."Cognitive English Grammar" offers a wealth of linguistic data and explanations. The didactic quality is guaranteed by the frequent use of definitions and examples, a glossary of the terms used, overviews and chapter summaries, suggestions for further reading, and study questions. For the Key to Study Questions click here.

Workbook provides many exercises on the grammar forms and help learners prepare for the TOEFL?.

Workbooks provide additional exercises to improve grammar, editing activities to increase studentsa writing skills, and a test-taking section to enhance studentsa application skills.

This four-level articulated series systematically addresses the form, meaning, and use of each structure and focuses ESL/EFL learnersU attention on the biggest challenges to communication to help them use English structures accurately, meaningfully, and appropriately.

A four-level articulated series designed to help ESL/EFL students use grammatical structures accurately, meaningfully, and appropriately. Components include student text, instructor's manual and workbook for each level.

This title examines current language assessment instruments, outlines in an accessible manner the research in the field, and provides language teachers and test developers with practical guidelines to enable them to develop suitable

assessment tools for their students.

Through clear and comprehensive grammar explanations, extensive practice exercises, and lively communicative activities, Grammar dimensions provides students with the language skills they need to communicate accurately, meaningfully, and appropriately.

Part of a four level series aimed at the high beginning language learner and addresses the three dimensions of language--form, meaning, and use--ensuring that students not only learn to form grammatical structures, but also are able to use them meaningfully and appropriately.

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