

Series Director: **Diane Larsen-Freeman**

Grammar Dimensions

Form • Meaning • Use

4TH EDITION



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THE VERB *BE*

Affirmative Statements, Subject Pronouns

EXERCISE 1 (Focus 1, page 2)



My name is Juan.
 I'm from Mexico.
 I am 19.
 I'm single.
 I'm a student.



I'm Julia.
 I'm German.
 I'm 19.
 I'm single.
 I'm a student.



My name is Rosa.
 I'm Puerto Rican.
 I'm 35 years old.
 I'm divorced.
 I am a teacher.



I'm Yumiko.
 I'm from Japan.
 I'm 35.
 I'm married.
 I'm an engineer.

Put the words in the correct order to make a sentence.

Example: *are / Juan and Rosa / Hispanic speaker* Juan and Rosa are Hispanic speakers.

1. divorced / is / Rosa _____
2. Yumiko / Japanese / is _____
3. are / single / Juan and Julia _____
4. 35 / The engineer / is _____
5. is / The German / a student _____
6. from Puerto Rico / The teacher / is _____
7. Juan and Julia / 19 years old / are _____
8. a student / is / The Mexican _____
9. Asian / Yumiko / is _____
10. are / single / The students _____

EXERCISE 2 (Focus 1, page 2)

Fill in the blanks with *is* or *are*.

Example: *The students are 19 years old.*

1. Yumiko _____ Japanese.
2. Rosa _____ a teacher.
3. The engineer _____ Japanese.
4. Yumiko and Rosa _____ 35 years old.
5. The students _____ 19 years old.

EXERCISE 3 (Focus 2, page 4)

Replace the subject noun or noun phrase with a subject pronoun.

Example: *Julia is German.*
She is a student.

1. Julia is from Europe. _____ is German.
2. Juan and Julia are 19 years old. _____ are single.
3. Rosa is from Puerto Rico. _____ is a teacher.
4. The student is 19 years old. _____ is Mexican.
5. Japan is a country. _____ is in Asia.
6. My name is Yumiko. _____ am Japanese.
7. You and I are from Asia. _____ are Asians.
8. Mexico is a country. _____ is in North America.
9. Juan is from Mexico. _____ is single.
10. Rosa is a teacher. _____ is divorced.

EXERCISE 4 (Focus 2, page 4)

Write three sentences about yourself using *be*. Then write three sentences about a partner.

Example: *I am from Brazil.*
You are from Japan.

1. _____

2. _____

3. _____

EXERCISE 5 (Focus 3, page 6)

Rewrite each sentence using a subject pronoun and a contraction with *be*.

Example: *Juan is Hispanic.*
He's Hispanic.

1. Julia and Juan are single. _____
2. Julia is a student. _____
3. Rosa is from Puerto Rico. _____
4. Yumiko is an engineer from Japan. _____
5. Mexico and the United States are in North America. _____
6. My name is Julia. I am European. _____
7. Julia and I are students. _____
8. Julia and Rosa are single. _____
9. Yumiko is 35 years old. _____
10. Juan is a student from Mexico. _____

EXERCISE 6 (Focus 4, page 8)

1. Ask your partner the following questions:
 - a. What's your name?
 - b. Where are you from?
 - c. How are you?
2. Introduce your partner to the other people in your class using the answers to your questions.

EXERCISE 7 (Focus 5, page 9)

Think about the correct way to greet the people listed below. Write *formal* if the greeting should be formal. Write *informal* if the greeting can be informal. Act out the greetings with a partner.

1. your teacher _____
2. your mother _____
3. a classmate _____
4. a young child _____
5. a doctor _____

EXERCISE 8 (Focus 5, page 9)

From the list below, choose a good way to say good-bye to each of the following people.

Have a good day.

Take care.

So long.

See you later.

Bye.

See you tomorrow.

1. your teacher _____
2. your mother _____
3. a classmate _____
4. a young child _____
5. a doctor _____
6. a police officer _____

THE VERB *BE*

Yes/No Questions, *Be* + Adjective, Negative Statements

EXERCISE 1 (Focus 1, page 16)

Fill in the blanks below. Then choose the correct answer to the puzzles using the choices below.

GUESS THE PLACE

- _____ this place in Europe?
Yes, _____
- _____ in Russia?
No, _____
- _____ in France?
_____ it is.
- _____ a museum?
Yes, _____
- _____ in Paris?
Yes, _____
- _____ the Louvre?
_____ it is.
(the Hermitage, the Louvre)

GUESS WHO I AM

- Are you female?
No, _____
- _____ an actor?
_____ I'm not.
- _____ a singer?
No, _____
- _____ an athlete?
_____ I am.
- _____ a soccer player?
Yes, _____
- _____ from Brazil?
_____ I am.
- _____ Pele?
Yes, _____
(Pele, Michael Jordan)

WHO WE ARE

1. Are you girls?
_____ we aren't.
2. _____ from the United States?
No, _____
3. _____ from Great Britain?
Yes, _____
4. _____ part of the royal family?
_____ we are.
5. _____ Prince William and Prince Harry?
Yes, _____
(Prince William and Prince Harry, Ted and John Kennedy)

EXERCISE 2 (Focus 1, page 16)

Imagine that you are a famous person. Your partner must guess who you are by asking questions that can be answered with *Yes* or *No*.

- Example:** A: *Are you an actress?*
B: *Yes, I am.*
A: *Are you an American?*
B: *No, I'm not . . .*

EXERCISE 3 (Focus 2, page 18)

busy	beautiful	shy	friendly	tall
angry	messy	short	ugly	sad
happy	frightened	handsome	strong	noisy
thin	interesting	healthy	weak	tired
athletic	homesick	overweight	loud	calm
organized	sick	serious	quiet	old
nervous	funny	intelligent	neat	
good	poor	outgoing	lonely	
energetic	rich	talkative	young	

Write five affirmative statements about yourself using the list of adjectives on page 6.

Example: I am outgoing.

1. _____
2. _____
3. _____
4. _____
5. _____

PART B

Using the same list, write five sentences about your parents.

Example: My parents are happy.

1. _____
2. _____
3. _____
4. _____
5. _____

PART C

Using the same list, write five sentences about someone else in your family.

Example: My uncle is athletic.

1. _____
2. _____
3. _____
4. _____
5. _____

EXERCISE 4 (Focuses 1 and 2, pages 16 and 18)

Share with a partner some of the sentences you wrote in Exercise 3. Ask *Yes* or *No* questions about the people your partner describes.

Example: A: *My uncle is athletic.*
B: *Is he a basketball player?*
A: *No he isn't. He is a tennis player.*

EXERCISE 5 (Focus 3, page 22)

Using the list of adjectives from Exercise 3, write five negative statements about yourself. Share the statements with your partner.

Example: I am not neat.

1. _____
2. _____
3. _____
4. _____
5. _____

EXERCISE 6 (Focus 3, page 22)

Write sentences describing the pictures, using the cues and negative statements. Follow the example on page 9.



$$2 + 2 = ?$$



e: *tall building / short*

The building isn't short. It's tall.

1. big mouse / small _____

2. boring speaker / interesting _____

3. crying baby / quiet _____

4. fat Santa / thin _____

5. young woman / old _____

6. handsome man / ugly _____

7. soft toy / hard _____

8. busy bees / lazy _____

9. easy problem / difficult _____

10. tired children / awake _____

THE VERB *BE*

Information Questions, *It* with Time and Weather, and Prepositions of Location

EXERCISE 1 (Focus 1, page 30)

Complete the story by filling in each blank with the correct question word and the form of *be*. The first one has been done for you as an example.



Rich: Welcome to the “64-Cent Question,” the game show where we ask easy questions and the contestants can win up to 64 cents. I’m your host Rich Money, and our two contestants tonight are Feliz Happy and Sandy Beach.

Rich: How are you tonight, Feliz?

Feliz: I’m just happy to be here, Rich.

Rich: Great, and _____ you, Sandy?

Sandy: Fine, thank you, Rich.

Rich: Great, now let’s begin tonight’s game. The first question is for you, Feliz.
_____ the capital of the United States?

Feliz: Washington, D.C.

Rich: Right! Now, for you Sandy. _____ the director of the movie *Star Wars*?

Sandy: George Lucas.

Great! Now Feliz, _____ plants green?

Feliz: Because they contain chlorophyll.

Rich: You've got it. Sandy, _____ old _____ the pyramids in Egypt?

Sandy: About 4,700 years old.

Rich: Correct! Feliz, _____ the first day of spring?

Feliz: March 21.

Rich: Right again! Now, Sandy, _____ the painting known as the *Mona Lisa*?

Sandy: In the Louvre in Paris.

Rich: Yes! For you, Feliz, _____ much _____ seven times eight?

Feliz: Fifty-six.

Rich: You're right again. Sandy, _____ the author of *Tom Sawyer*?

Sandy: Mark Twain.

Rich: Okay. Feliz, _____ the Statue of Liberty located?

Feliz: In New York City.

Rich: Finally, for you, Sandy, the last question. _____ Thanksgiving celebrated in the United States?

Sandy: On the fourth Thursday in November.

Rich: Amazing, folks! We have a tie! Well, tune in next week for the "64-Cent Question!"

EXERCISE 2 (Focus 2, page 32)

This is an information gap activity. Student A asks Student B for the definitions of *banjo*, *talkative*, etc. Student A should also ask for a sample sentence for each of these words. Write down Student B's responses. Then switch roles. Student B will ask for definitions and sample sentences for *bail*, *pretend*, etc.

Example: A: What's the meaning of *banjo*?

B: It's a musical instrument with a round body and five strings.

A: How do you use it in a sentence?

B: A banjo looks like a guitar.

STUDENT A

1. prom _____

2. talkative _____

3. lumberjack _____

4. fog _____

5. sailor _____

1. hail hard round pieces of frozen rain: *The hail destroyed the plants.*
2. pretend to imagine; to make believe: *I like to pretend I'm a clown.*
3. ignore to pay no attention: *He ignores his problems.*
4. chubby round and fat: *The baby had a chubby face.*
5. dye to change the color: *She dyes her hair.*

STUDENT B

1. hail _____

2. pretend _____

3. ignore _____

4. chubby _____

5. dye _____

1. piano a musical instrument with a keyboard, strings, and pedals: *A piano makes beautiful music.*
2. talkative talking a lot: *She is too talkative and doesn't listen.*
3. lumberjack a person who cuts down trees: *The lumberjack carried a chainsaw into the forest.*
4. fog clouds near the ground: *I could hardly see through the fog.*
5. sailor a person who works on a boat or ship: *The sailor turned the ship into the wind.*

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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.

The *Grammar Dimensions Workbook* provides additional support for the lessons taught in the student book through:

- Additional exercises that allow students to refine their grammar skills.
- Editing activities that increase students' writing proficiency.
- A test-taking section that enhances students' ability to apply what they've learned.