

Series Director: Diane Larsen-Freeman

# Grammar Dimensions

Form • Meaning • Use

4TH EDITION



Cheryl Benz  
Ann Roemer

# CONTENTS

<b>Unit 1</b>	<b>Simple Present 1</b>
<b>Unit 2</b>	<b>Present Progressive and Simple Present 6</b>
<b>Unit 3</b>	<b>Talking About the Future 14</b>
<b>Units 1–3</b>	<b>Test Prep 20</b>
<b>Unit 4</b>	<b>Asking Questions 23</b>
<b>Unit 5</b>	<b>Modals of Probability and Possibility 31</b>
<b>Unit 6</b>	<b>Past Progressive and Simple Past with Time Clauses 38</b>
<b>Units 4–6</b>	<b>Test Prep 44</b>
<b>Unit 7</b>	<b>Similarities and Differences 46</b>
<b>Unit 8</b>	<b>Measure Words and Quantifiers 52</b>
<b>Unit 9</b>	<b>Degree Complements 56</b>
<b>Units 7–9</b>	<b>Test Prep 60</b>
<b>Unit 10</b>	<b>Giving Advice and Expressing Opinions 63</b>
<b>Unit 11</b>	<b>Modals of Necessity and Prohibition 72</b>
<b>Unit 12</b>	<b>Expressing Likes and Dislikes 79</b>
<b>Units 10–12</b>	<b>Test Prep 84</b>
<b>Unit 13</b>	<b>Present Perfect with <i>Since</i> and <i>For</i> 87</b>
<b>Unit 14</b>	<b>Present Perfect and Simple Past 92</b>
<b>Unit 15</b>	<b>Present Perfect Progressive 98</b>
<b>Units 13–15</b>	<b>Test Prep 102</b>

<b>16</b>	<b>Making Offers with <i>Would You Like</i></b>	<b>105</b>
<b>Unit 17</b>	<b>Requests and Permission</b>	<b>110</b>
<b>Unit 18</b>	<b><i>Used To</i> with <i>Still</i> and <i>Anymore</i></b>	<b>115</b>
<b>Units 16–18</b>	<b>Test Prep</b>	<b>120</b>
<b>Unit 19</b>	<b>Past Perfect</b>	<b>122</b>
<b>Unit 20</b>	<b>Articles</b>	<b>127</b>
<b>Unit 21</b>	<b>Articles with Names of Places</b>	<b>134</b>
<b>Units 19–21</b>	<b>Test Prep</b>	<b>137</b>
<b>Unit 22</b>	<b>The Passive</b>	<b>140</b>
<b>Unit 23</b>	<b>Phrasal Verbs</b>	<b>147</b>
<b>Unit 24</b>	<b>Adjective Clauses and Participles as Adjectives</b>	<b>154</b>
<b>Unit 25</b>	<b>Conditionals</b>	<b>158</b>
<b>Units 22–25</b>	<b>Test Prep</b>	<b>169</b>

# SIMPLE PRESENT

## Habits, Routines, and Facts

### EXERCISE 1 (Focus 1, page 2)

Read about the students in their writing class. Underline the verbs that tell about habits (things they do again and again, sometimes without realizing it) or routines (things they do regularly). The first one has been done for you as an example.

Writing is my favorite class because of my classmates. Even though they work hard to improve their writing, they like to have fun, too. Raul and Suzette study the hardest. They always listen carefully to the directions and raise their hands when they have a question. They like to help other students in the class, but they don't do the work for them. They encourage other students to write their own papers. Jean Marc is my best friend in the class. He always helps me with my writing assignments. Before I rewrite my papers, I always ask him to read them. He helps me see my mistakes.



There is only one student who doesn't participate in class—Yaniv. He always interrupts the teacher and whispers to other students. Sometimes he eats and drinks in class. Besides that, he never pays attention, and he hardly ever does his assignments.

### EXERCISE 2 (Focus 2, page 2)

Write five sentences about habits or routines of a good student. Then write five sentences about the habits or routines of a poor student.

#### A Good Student

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### EXERCISE 3 (Focus 2, page 2)

The following chart lists the responses of some students to a survey. Using the information on the chart, answer the questions below in complete sentences. The first one has been done for you as an example.

DO YOU ...	YES	NO
discuss politics with native English speakers?	Raul	Yaniv
listen to the radio in English?	Valentina	Wan-Yin
watch movies or TV in English?	Mohammed	Yaniv
speak English at work or school?	Jean Marc Wan-Yin	Humberto
read English-language newspapers or magazines?	Suzette	Keiko
go to English class every day?	Maria	Tran
write letters in English?	Suzette	Raul
practice English with native speakers?	Roberto	Valentina

1. Who listens to the radio in English?

*Valentina listens to the radio in English.*

2. Who writes letters in English?

3. Who doesn't read English-language newspapers or magazines?

4. Who never discusses politics with English speakers?

5. Who doesn't watch movies in English?

---

6. Who speaks English at work or at school?

---

7. Who goes to English class every day?

---

8. Who practices English with native speakers?

---

9. Who watches movies or TV in English?

---

10. Who never listens to the radio in English?

---

#### **EXERCISE 4** (Focus 2, page 2)

With a partner, take turns asking each other the eight questions from the chart in Exercise 3. Write your partner's short answers below.

**Example:** You: *Do you discuss politics with native English speakers?*

Your partner: *No, I don't.*

You write: No, she doesn't.

Partner's Name \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Now find a new partner. Tell your new partner the information you learned from your first partner.

**Example:** *Suzette doesn't discuss politics with native English speakers.*



## EXERCISE 6 (Focus 3, page 4)

Do you use several different strategies when you learn a different language, or do you depend on only one or two? Read the sentences below. For each, write the adverb of frequency that best describes your habits as you are learning English.

**Example:** *I usually practice saying new words in a sentence.*

1. I practice saying new words in sentences.
2. I remember new words by drawing pictures of them.
3. I try to speak like native English speakers.
4. I start conversations with native English speakers.
5. I take notes in English class.
6. I read my notes at home.
7. I try to think in English.
8. I look for similarities and differences between English and my language.
9. I ask English speakers to correct my pronunciation.
10. I try to notice my errors when I speak a language.

## EXERCISE 7 (Focus 3, page 4)

Rewrite the statements from Exercise 6 as questions. Ask a partner how often he or she uses each of the different strategies. Record the answers.

**Example:** You ask: *How often do you practice new words in a sentence?*  
Your partner says: *I sometimes practice new words in sentences.*  
You write: She sometimes practices new words in sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# PRESENT PROGRESSIVE AND SIMPLE PRESENT

## Actions and Styles

### EXERCISE 1 (Focus 1, page 20)

Read the following paragraph and underline both the present progressive and the time expression that indicates that the action is in progress at or around the time of speaking. The first one has been done for you.

Mohammed is an exchange student from Saudi Arabia who's living in Toronto this academic year. His teachers and classmates are worried about him because he looks tired and is acting differently from the way he usually acts. He's usually very outgoing, and he talks and laughs with the other students, inside the classroom and out. But these days he isn't smiling much. Normally Mohammed has lunch in the cafeteria, but today he isn't there eating. He often goes outside to smoke a cigarette, but he's not there smoking today.

Finally someone asked Mohammed what was wrong. He explained that he is a Muslim (that is, a follower of Islam). In the lunar calendar, it's now the month of Ramadan, so he's fasting.\* This month he isn't eating, drinking, or smoking during the daylight hours. The purpose of Ramadan is to teach discipline, and the fasting teaches compassion for people who are hungry and thirsty.

Everyone at Mohammed's school is glad that he's all right and that he's just trying to be a good Muslim.

\*to fast: eat or drink little or nothing

### EXERCISE 2 (Focus 2, page 21)

Using the present progressive verbs listed below, complete the dialogues about the following pictures. Be careful: some of them are short answers, some are negative, and others need a pronoun (*you, he, she, etc.*).

**Example:** *Are they taking a plane to the conference?*  
*No, they're taking the train.*

check	punch	type
die	quit	use
file	stand	water
fill	take	wear



1. \_\_\_\_\_  
 someone \_\_\_\_\_  
 those letters for me? I need them right now.  
 Yes, Marcia \_\_\_\_\_.



2. Who \_\_\_\_\_ my computer?  
 Dave \_\_\_\_\_.



3. Jody, \_\_\_\_\_  
 those papers for Ms. Baxter?  
 No, I \_\_\_\_\_.  
 Jim \_\_\_\_\_.



4. That poor plant \_\_\_\_\_.  
 I know. That's why I \_\_\_\_\_ it.



5. \_\_\_\_\_ in or out, sir?  
 I \_\_\_\_\_ in.



6. Why \_\_\_\_\_ in line?  
 It's 7:00, time for the morning shift to begin.  
 They \_\_\_\_\_ in.



7. Where \_\_\_\_\_ Fanaye \_\_\_\_\_  
 out her application form?  
 In Human Resources.



8. What \_\_\_\_\_  
 for the job interview today?  
 I \_\_\_\_\_  
 a pantsuit.



9. Why \_\_\_\_\_ off his tie?  
 It's 5 o'clock—time to go home.



10. Why \_\_\_\_\_ his job?  
 Because he hates working in that company.



### EXERCISE 3 (Focus 3, page 22)

Complete the following with the simple present (for example, *swim*) or the present progressive (for example, *be + swimming*), using the verbs in parentheses. The first sentence has been shown as an example.

Maria is an athlete who is representing (represent) her country in the Olympic Games. She

(1) \_\_\_\_\_ (run) in the marathon, a 26.2-mile race. She usually (2) \_\_\_\_\_ (compete) in the triathlon, which means she (3) \_\_\_\_\_ (have) to run 6.2 miles, swim 1/4 mile, and ride a bicycle 25 miles. There's only a month to go before the Olympics, so Maria (4) \_\_\_\_\_ (train) hard to prepare. During regular training, she (5) \_\_\_\_\_ (swim) 1500 meters and (6) \_\_\_\_\_ (run) 5 miles, but during this pre-Olympic training, she (7) \_\_\_\_\_ (swim) less and (8) \_\_\_\_\_ (run) more. She usually (9) \_\_\_\_\_ (work) out in the weight room an hour a day; however, this month she (10) \_\_\_\_\_ (lift) weights for two hours a day—double her normal time. Whereas cross-country skiing is part of her winter training, now the weather is warmer and she (11) \_\_\_\_\_ (bicycle) and roller-blading, so that different muscle groups are exercised. Normally Maria (12) \_\_\_\_\_ (be) careful about her diet; she (13) \_\_\_\_\_ (eat) very little fat and a lot of fruits and vegetables. Now she (14) \_\_\_\_\_ (make) extra sure that she (15) \_\_\_\_\_ (eat) a lot of carbohydrates for energy. In addition, she (16) \_\_\_\_\_ (try) to get plenty of sleep. She (17) \_\_\_\_\_ (be) confident that she'll be prepared, mentally and physically, for the Olympics, and she (18) \_\_\_\_\_ (be) proud to be a part of this great event.

### EXERCISE 4 (Focus 3, page 22)

Cut out a picture from a magazine or newspaper. The picture must have exactly two people in it. Also, make sure it has activities that you can describe using the present progressive. Write a description of what's happening in the photograph.

Your teacher will show several of the photographs to the entire class and read one description. Listen to each description and choose the picture that is being described.



## EXERCISE 5 (Focus 4, page 26)

Complete the following with the simple present (for example, *drive*) or the present progressive (for example, *be + driving*), using the verbs in parentheses.

Stewart and Annie are (be) college professors. Right now it (1) \_\_\_\_\_  
(be) spring break and they (2) \_\_\_\_\_ (be) on vacation. They usually (3) \_\_\_\_\_  
(travel), but this year they (4) \_\_\_\_\_ (stay) home. They can't take a trip because they  
(5) \_\_\_\_\_ (have) too much to take care of. They have to fix things around the house and  
besides, they (6) \_\_\_\_\_ (think) it (7) \_\_\_\_\_ (be) cruel to leave their pets home alone.  
They have three indoor cats. They (8) \_\_\_\_\_ (not own) a dog, but their next-door neighbor  
moved away and abandoned her dog, an Alaskan Malamute named Keno. They (9) \_\_\_\_\_  
(take) care of him, which (10) \_\_\_\_\_ (not be) easy because he (11) \_\_\_\_\_ (be) a  
big dog and he (12) \_\_\_\_\_ (be) afraid of people. Their former neighbor, Theresa, abused the  
dog. As a result, every time Stewart or Annie (13) \_\_\_\_\_ (try) to pet Keno or touch him, he  
jumps away and puts his head down. He (14) \_\_\_\_\_ (think) that they're going to hit him; he  
(15) \_\_\_\_\_ (not understand) kindness; he (16) \_\_\_\_\_ (know) only cruelty. Stewart  
and Annie (17) \_\_\_\_\_ (try) to be patient; they \_\_\_\_\_ (treat) him with love, hoping  
that someday he will trust human beings again. They (18) \_\_\_\_\_ (take) Keno for a walk every  
morning and night, and they (19) \_\_\_\_\_ (play) with him in the yard every day. Out on the street,  
he (20) \_\_\_\_\_ (not know) how to behave, so the couple (21) \_\_\_\_\_ (train) him.  
He (22) \_\_\_\_\_ (learn), little by little, and he (23) \_\_\_\_\_ (begin) to trust them.  
They say that they (24) \_\_\_\_\_ (look) for a home for him, a place where he would have lots of  
room to run and people who (25) \_\_\_\_\_ (love) him. It (26) \_\_\_\_\_ (seem) to me  
that Keno already (27) \_\_\_\_\_ (belong) to someone who (28) \_\_\_\_\_ (love) him.



## **EXERCISE 6** (Focus 5, page 27)

Read the following sentences in the simple present and the present progressive. After each, check the box that indicates the meaning of the underlined verb. The first column, state/quality, includes all of the stative verbs (i.e., those expressing states or qualities—not actions).

	STATE/QUALITY/ POSSESSION	ACTION/ EXPERIENCE
1. Mark <u>looks</u> terrible today.	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Do</u> you <u>think</u> he has the flu?	<input type="checkbox"/>	<input type="checkbox"/>
3. Joe <u>is looking up</u> a word in the dictionary.	<input type="checkbox"/>	<input type="checkbox"/>
4. I <u>think</u> this apartment is too small.	<input type="checkbox"/>	<input type="checkbox"/>
5. I'm <u>thinking</u> about moving to a bigger place.	<input type="checkbox"/>	<input type="checkbox"/>
6. Daniel <u>has</u> a brand-new bicycle.	<input type="checkbox"/>	<input type="checkbox"/>
7. I'm <u>having</u> trouble with my car.	<input type="checkbox"/>	<input type="checkbox"/>
8. Pew! Something in the refrigerator <u>smells</u> awful.	<input type="checkbox"/>	<input type="checkbox"/>
9. Alonzo's at the perfume counter <u>smelling</u> the colognes.	<input type="checkbox"/>	<input type="checkbox"/>
10. <u>Are</u> you <u>having</u> a good time on your vacation?	<input type="checkbox"/>	<input type="checkbox"/>
11. <u>Do</u> you <u>have</u> time to help me?	<input type="checkbox"/>	<input type="checkbox"/>
12. Thank you. I <u>appreciate</u> your help.	<input type="checkbox"/>	<input type="checkbox"/>
13. Another friend?! Who's he <u>seeing</u> now?	<input type="checkbox"/>	<input type="checkbox"/>
14. I <u>don't see</u> the logic of that argument.	<input type="checkbox"/>	<input type="checkbox"/>
15. Cynthia's <u>having</u> problems with her daughter.	<input type="checkbox"/>	<input type="checkbox"/>

## EXERCISE 7

If you need help completing this crossword puzzle, ask a native speaker of English.

### Across

2. Duet, trio, quartet
8. *Carmen* is an example of an \_\_\_\_\_
10. Are you studying the piano \_\_\_\_\_ the saxophone?
12. Sheep talk
13. Shakespeare infinitive: To \_\_\_\_\_ or not to \_\_\_\_\_
14. What kind of light bulbs are you buying, Philips or General Electric? \_\_\_\_\_  
(abbreviation)
15. Help! (abbreviation)
16. A repeated sound . . . sound . . . sound . . . sound . . .
19. A private, personal conversation: a \_\_\_\_\_ à tête
20. Wear: worn : : tear: \_\_\_\_\_
21. Second letter in the Greek alphabet
22. Same as 17 Down
23. Either: or : : Neither: \_\_\_\_\_
24. She's working on her PhD in Adult \_\_\_\_\_ (abbr.)
25. Sugar cane (Spanish)
29. Host of TV program (abbr.)
30. Finished (Italian)
32. The \_\_\_\_\_ in the music conservatory are excellent. I'm learning a lot from them.

### Down

1. 2 Across performs this way
3. Vulgar insult (abbr.)
4. U.S. government agency that protects the environment (abbr.)
5. My fault (Latin): \_\_\_\_\_ *culpa*
6. Woman's underwear
7. Sixth note of the musical scale
9. In my class, we're writing a \_\_\_\_\_ paper on different historical periods of music.
11. That band is \_\_\_\_\_ ing a CD with Sony.
13. Soprano: top notes : : Bass: \_\_\_\_\_ notes
15. Past participle of *see*

Series Director: Diane Larsen-Freeman

# Grammar Dimensions

**Form • Meaning • Use**

4TH EDITION

**Cheryl Benz • Ann Roemer**



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.



**HEINLE**  
CENGAGE Learning

Heinle, a part of Cengage Learning, is a leading provider of materials for English language teaching and learning throughout the world. Visit [elt.heinle.com](http://elt.heinle.com)

ISBN-13: 978-1-4240-0353-2

ISBN-10: 1-4240-0353-9



9 781424 003532