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Series Director: Diane Larsen-Freeman

Grammar Dimensions

Form - Meaning - Use

4TH EDITION



Victoria Badalamenti

Carolyn Henner-Stanchina

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Grammar Dimensions

Form • Meaning • Use

4TH EDITION

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Welcome to *Grammar Dimensions*, Fourth Edition!

The clearest, most comprehensive and communicative grammar series available! The fourth edition of *Grammar Dimensions* is more user-friendly and makes teaching grammar more effective than ever.

GRAMMAR DIMENSIONS IS COMPREHENSIVE AND CLEAR.

Grammar Dimensions systematically addresses the three dimensions of language—form, meaning, and use—through clear and comprehensive grammar explanations and extensive practice exercises. Each unit methodically focuses on each students' dimension and then integrates what they have learned in end-of-unit activities. In addition, grammatical structures are recycled throughout the series allowing students to practice and build upon their existing knowledge.

GRAMMAR DIMENSIONS IS COMMUNICATIVE.

Grammar Dimensions includes a large variety of lively communicative and personalized activities throughout each unit, eliciting self-expression and personalized practice. Interactive activities at the start of each unit serve as diagnostic tools directing student learning towards the most challenging dimensions of language structure. Integrated activities at the end of each unit include reading, writing, listening, and speaking activities allowing students to practice grammar and communication in tandem. New research activities encourage students to use authentic Internet resources and to reflect on their own learning.

GRAMMAR DIMENSIONS IS USER-FRIENDLY AND FLEXIBLE.

Grammar Dimensions has been designed to be flexible. Instructors can use the units in order or as set by their curriculum. Exercises can be used in order or as needed by the students. In addition, a tight integration between the Student Book, the Workbook, and the Lesson Planner makes teaching easier and makes the series more user-friendly.

GRAMMAR DIMENSIONS IS EFFECTIVE.

Students who learn the form, meaning, and use of each grammar structure will be able to communicate more accurately, meaningfully, and appropriately.

New to the Fourth Edition

- NEW and revised grammar explanations and examples help students and teachers easily understand and comprehend each language structure.
- NEW and revised grammar charts and exercises provide a wealth of opportunities for students to practice and master their new language.
- NEW thematically and grammatically related Internet activities in book 1 and *InfoTrac® College Edition activities* in every unit of books 2, 3, and 4 develop student research using current technologies.
- NEW Reflection activities encourage students to create personal language goals and to develop learning strategies.
- NEW design, art, and photos make each activity and exercise more engaging.
- NEW Lesson Planners assist both beginning and experienced teachers in giving their students the practice and skills they need to communicate accurately, meaningfully, and appropriately. All activities and exercises in the Lesson Planner are organized into step-by-step lessons so that no instructor feel overwhelmed.

SEQUENCING OF GRAMMAR DIMENSIONS

In *Grammar Dimensions* students progress from the sentence level to the discourse level, and learn to communicate appropriately at all levels.

	<i>Grammar Dimensions</i> Book 1	<i>Grammar Dimensions</i> Book 2	<i>Grammar Dimensions</i> Book 3	<i>Grammar Dimensions</i> Book 4
	Sentence level		Discourse level	
	Book 1	Book 2	Book 3	Book 4
Level	High-beginning	Intermediate	High-Intermediate	Advanced
Grammar level	Sentence and sub-sentence level	Sentence and sub-sentence level	Discourse level	Discourse level
Primary language and communication focus	Semantic notions such as <i>time</i> and <i>place</i>	Social functions, such as <i>making requests</i> and <i>seeking permission</i>	Cohesion and coherence at the discourse level	Academic and technical discourse
Major skill focus	Listening and speaking	Listening and speaking	Reading and writing	Reading and writing

Guided Tour of Grammar Dimensions 1

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

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

UNIT
3

THE VERB BE

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

UNIT GOALS

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

OPENING TASK

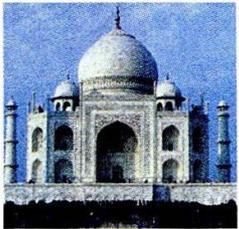
World Knowledge Game

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

Example: The Taj Mahal

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

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



FOCUS 1

Information Questions With Be



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

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

Task - discussion, writing, sight

EXERCISE 1

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

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

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

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

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

EXERCISE 9

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



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

1. It's 10:45 P.M. in Miami. What time is it in Salt Lake City?
2. It's 6:50 P.M. in Minneapolis. What time is it in New Orleans?
3. It's 10:30 P.M. in Santa Fe. What time is it in Chicago?
4. It's 2:15 A.M. in Los Angeles. What time is it in Boston?
5. It's 9:18 A.M. in Dallas. What time is it in Portland?
6. It's 10:20 A.M. in Atlanta. What time is it in Denver?
7. It's 10:05 A.M. in Seattle. What time is it in Cleveland?
8. It's 6:00 P.M. in New York. What time is it in your hometown in your country?
9. _____?
10. _____?

THE VERB BE: Information Questions, // with Time and Weather, and Prepositions of Location

Use Your English

ACTIVITY 1 speaking

"Test Your World Knowledge" Game
Make twoteens.

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

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

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

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

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42 UNIT 3

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

ACTIVITY 8 listening

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

CD Track 2

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

ACTIVITY 9 reflection

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

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

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

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

ACTIVITY 5 research on the web

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

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

COUNTRY:					
Location	Capital	Weather (Climate)	Language	Population	Currency

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

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

ACTIVITY 6 speaking

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

ACTIVITY 7 speaking/writing

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

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

44 UNIT 3

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

Supplements

These additional components help teachers teach and student learn to use English grammar structures accurately.

The Lesson Planner

The lesson planner facilitates teaching by providing detailed lesson plans and examples, answer keys to the Student Book and Workbook, references to all of the components, and the tapescript for the audiocassette activities. The Lesson Planner minimizes teacher preparation time by providing:

- Summary of main grammar points for the teacher
- Information for the teacher on typical student errors
- Step-by-step guidelines for every focus box, exercise, and activity
- Suggested correlations between exercises and activities in the Use Your English pages
- Suggested timing for each exercise and each lesson
- Lead-in suggestions and examples for focus boxes
- Suggestions for expansion work follow most exercises
- Balance of cognitive and communicative activities
- Explanation for the teacher of the purpose of each activity, in order to differentiate cognitive from communicative emphasis
- Occasional methodology notes to anticipate possible procedural problems.



Assessment CD-ROM with *ExamView® Pro* Test Generator

The Assessment CD-ROM allows instructors to create customized quizzes and tests quickly and easily from a test bank of questions. Monitoring student understanding and progress has never been easier! The answer key appears with instructor copies of each quiz or test created.



Audio Program

Audio cassettes and CDs provide listening activities for each unit so students can practice listening to grammar structures.

Workbook

Workbooks provide additional exercises for each grammar point presented in the student text. Also offers editing practice and questions types found on many language exams.



Web site

Features additional grammar practice activities: elt.thomson.com/grammardimensions.

Empirical and Experiential Support for the *Grammar Dimensions* Approach

Opening Task Activities

The approach to teaching grammar used in the *Grammar Dimensions* series is well-grounded empirically and experientially. The Opening Task in each unit situates the learning challenge and allows students to participate in and learn from activity right from the beginning (Greeno 2006). In addition, students don't enter the classroom as empty vessels, waiting to be filled (Sawyer 2006). By observing how students perform on the Opening Task, teachers can analyze for themselves what students know and are able to do and what they don't know or are not able to do. Teachers can thus select from each unit what is necessary for students to build on from what they already bring with them.

Consciousness-Raising Exercises and Focus Boxes

Many of the exercises in *Grammar Dimensions* are of the consciousness-raising sort, where students are invited to make observations about some aspect of the target structure. This type of activity promotes students' noticing (Schmidt 1990), an important step in acquiring the grammar structure. The Focus Boxes further encourage this noticing, this time very explicitly. Explicit formulations of the sort found in the Focus Boxes can lead to implicit acquisition with practice (DeKeyser 1998). Moreover, certain learners (those with analytic learning styles) benefit greatly from explicit treatment of grammar structures (Larsen-Freeman and Long 1991).

Productive Practice and Communicative Activities

However, noticing by itself is insufficient. In order to be able to use the grammar structure, students need productive practice (Gatbonton and Segalowitz 1988; Larsen-Freeman 2003). Therefore, many of the exercises in *Grammar Dimensions* are of the output practice sort. Furthermore, each unit ends with communicative activities, where attention to the grammar is once again implicit, but where students can use the grammar structure in "psychologically authentic" or meaningful ways. Psychological authenticity is very important in order for students to be able to transfer what they know to new situations so that they can use it for their own purposes (Blaxton 1989) and so they are not left to contend with the "inert knowledge problem," (Whitehead 1929) where they know about the grammar, but can't use it.

The Three Dimensions of Grammar: Form, Meaning, and Use

Finally, applied linguistics research (Celce-Murcia and Larsen-Freeman 1999) supports the fundamental premise underlying *Grammar Dimensions*: that knowing a grammar structure means being able to use it accurately, meaningfully, and appropriately. Form focus or meaning focus by itself is insufficient (Larsen-Freeman 2001); all three dimensions—form, meaning, and use—need to be learned.

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FACTUAL CONDITIONALS

If

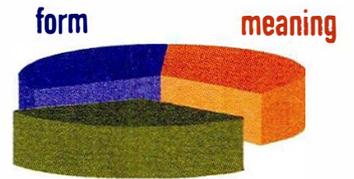
UNIT GOALS

- Use factual conditionals to express relationships that are always true and never change
- Use factual conditionals to express relationships based on habit
- Understand the order of clauses in factual conditionals

OPENING TASK

Test Your Knowledge of Science:
What do you know about water?





FOCUS 1

Expressing Relationships That Never Change

Factual conditionals express relationships that are always true and never change. This type of conditional is often used in scientific writing.

EXAMPLES		EXPLANATIONS
Clause 1 (If Clause)	Clause 2 (Main Clause)	
(a) If you heat water to 212° (degrees) Fahrenheit,	it boils.	Use the simple present in both clauses.* Place a comma after the <i>if</i> clause.
(b) If you don't water a house plant,	it dies.	
(c) When (ever) you add sugar to water,	the sugar dissolves.	You can use <i>when</i> or <i>whenever</i> in place of <i>if</i> . Also add a comma after the <i>when (ever)</i> clause.

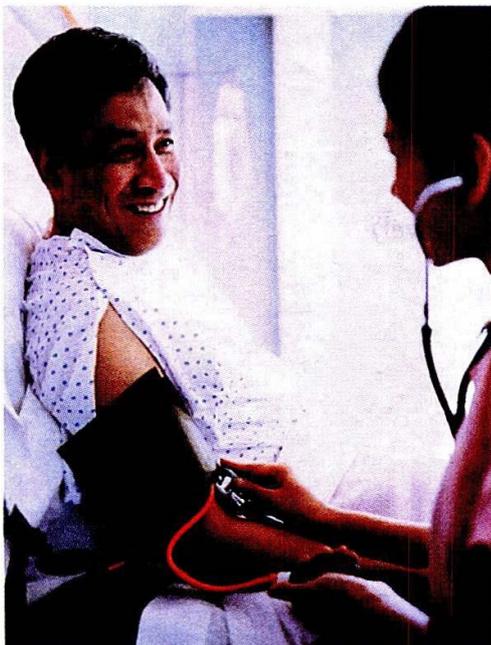
* Note: A clause is a group of words containing a subject and verb which forms part of a sentence.

EXERCISE 1

Circle the correct medical answer.

Example:

1. If you eat too much salt,
 - a. your blood pressure goes down.
 - b. your blood pressure goes up.



UNIT 3

Unit 3, Exercise 7 (Page 34)



MAP B



Unit 3, Exercise 8 (Page 36)

Chart B

STEP 1

1. 10:30 2. 6:15 3. 8:35 4. 11:45

STEP 2

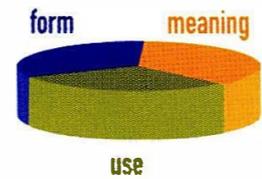
5. 2:55 6. 4:10 7. 1:40 8. 3:20

Series Director: Diane Larsen-Freeman

Grammar Dimensions

Form • Meaning • Use

4TH EDITION



Victoria Badalamenti • Carolyn Henner-Stanchina

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-Beginning

- Grammar explanations focused on form, meaning, and use help students understand the target language.
- Revised *Opening Tasks* can be used as a diagnostic or warm-up exercise to explore students' knowledge of each structure's form, meaning, and use.
- Updated topics, grammar charts, and grammar exercises provide detailed grammar practice.
- The *Use Your English* purple pages offer communicative activities that integrate grammar with reading, writing, listening and speaking opportunities.
- Internet activities explore outside sources of language to expand upon students' communication and language.
- Reflection activities clarify students' learning styles and encourage students to create personal learning strategies.

- Workbooks provide additional exercises to improve grammar, editing activities to increase students' writing skills, and a test-taking section to enhance students' application skills.
- Lesson Planners contain step-by-step teaching instructions with a choice of lesson plans to suit the needs of individual classrooms and teachers.

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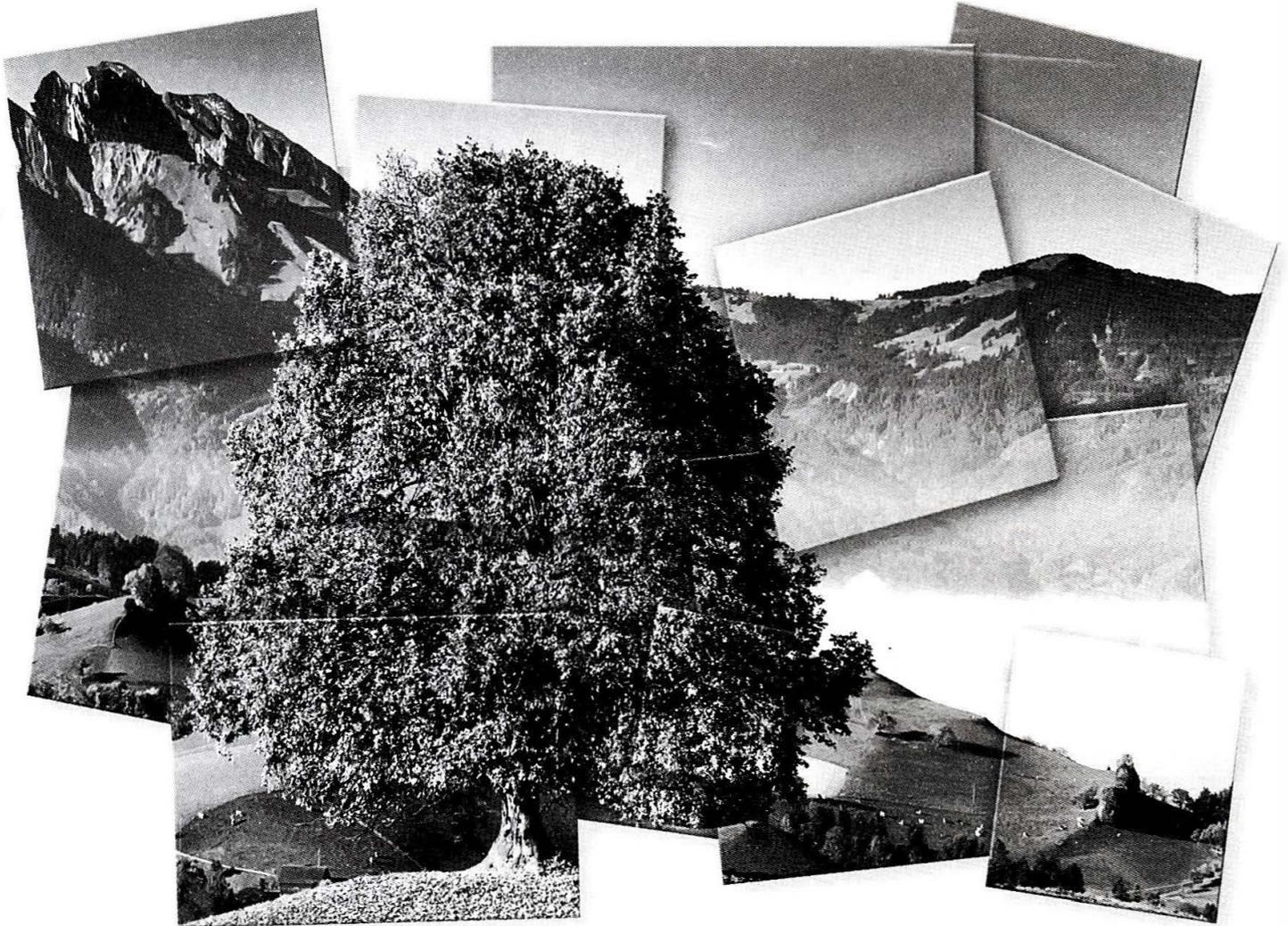
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THE VERB *BE*

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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)

7. _____
8. _____
9. _____
10. _____

EXERCISE 3 (Focus 2, page 382)

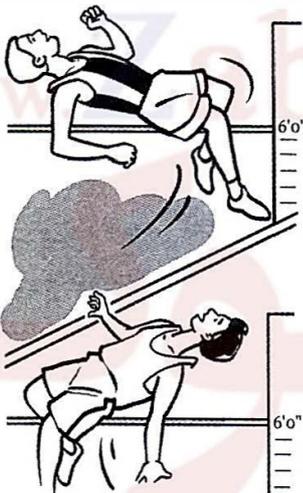
Pia and Dan are twins. Using the cues, write sentences that tell how they are similar or different.



Example: (draw/creative) *Dan draws as creatively as Pia.*

1. (spell/good) _____
2. (grow/quick) _____
3. (write/neat) _____
4. (talk/quiet) _____
5. (answer/polite) _____

Nathan and Ned are athletes. Although Nathan has blond hair and Ned has dark hair, they are alike in many ways. Using the cues, write sentences that tell how they are similar or different.



Nathan

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31 <i>practice</i>	1 <i>practice</i>	2 <i>practice</i>	3 <i>practice</i>	4 <i>practice</i>	5 <i>practice</i>	6 <i>practice</i>
7 <i>practice</i>	8 <i>practice</i>	9 <i>practice</i>	10 <i>practice</i>	11 <i>practice</i>	12 <i>practice</i>	13 <i>practice</i>

Ned

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 <i>practice</i>	2	3 <i>practice</i>	4	5 <i>practice</i>	6
7	8 <i>practice</i>	9	10 <i>practice</i>	11	12 <i>practice</i>	13

6. (jump/high) _____
7. (run/fast) _____
8. (throw/far) _____
9. (practice/frequent) _____
10. (practice/hard) _____

Series Director: Diane Larsen-Freeman

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