

W O R K B O O K

# GRAMMAR DIMENSIONS

*Form, Meaning, and Use*

T

W

O

Cheryl Benz  
Ann Roemer

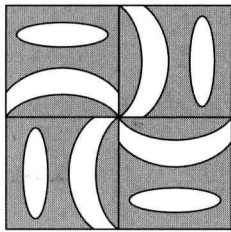


Diane Larsen-Freeman  
Series Director



# Grammar Dimensions

## *Workbook Two*



Cheryl Benz  
*Miami-Dade Community  
College*

Ann Roemer  
*Miami-Dade Community  
College*



**Heinle & Heinle Publishers**  
**A Division of Wadsworth, Inc.**  
**Boston, Massachusetts 02116 U.S.A.**

**Photo Credits:**

Photo on page 14 courtesy of Pat Martin.

Photo on page 54 courtesy of Red Cross.

Photo on page 119 courtesy of United Nations Library.

Photo on page 160 courtesy of Pat Martin.

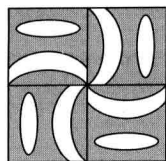
Photo on page 178 courtesy of H. Armstrong Roberts.

Copyright©1994 by Heinle & Heinle Publishers

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic, or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

ISBN 0-8384-5145-4

10 9 8 7 6 5 4 3 2 1

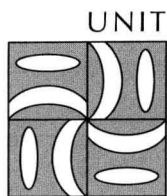


# Table of Contents

<b>Unit 1 • Simple Present</b>	<b>1</b>
<b>Unit 2 • Present Progressive</b>	<b>7</b>
<b>Unit 3 • <i>Be Going To</i> and <i>Will</i></b>	<b>14</b>
<b>TOEFL® Test Preparation Exercises</b>	<b>18</b>
<b>Unit 4 • Past Progressive and Simple Past with Time Clauses</b>	<b>21</b>
<b>Unit 5 • Similarities and Differences</b>	<b>27</b>
<b>Unit 6 • Degree Complements</b>	<b>34</b>
<b>TOEFL® Test Preparation Exercises</b>	<b>40</b>
<b>Unit 7 • Giving Opinions and Advice</b>	<b>43</b>
<b>Unit 8 • Phrasal Modals and Modals of Necessity</b>	<b>52</b>
<b>Unit 9 • Expressing Likes and Dislikes</b>	<b>60</b>
<b>TOEFL® Test Preparation Exercises</b>	<b>65</b>
<b>Unit 10 • <i>Want</i> and <i>Need</i></b>	<b>68</b>
<b>Unit 11 • Present Perfect</b>	<b>71</b>
<b>Unit 12 • Present Perfect and Simple Past</b>	<b>77</b>

<b>TOEFL® Test Preparation Exercises</b>	<b>80</b>
<b>Unit 13 • Present Perfect Progressive</b>	<b>83</b>
<b>Unit 14 • Making Offers with <i>Would...Like</i></b>	<b>88</b>
<b>Unit 15 • Requests and Permission</b>	<b>94</b>
<b>TOEFL® Test Preparation Exercises</b>	<b>100</b>
<b>Unit 16 • Past Habitual</b>	<b>102</b>
<b>Unit 17 • Past and Perfect and <i>Before and After</i></b>	<b>108</b>
<b>Unit 18 • Quantity Classifiers with Food Items</b>	<b>114</b>
<b>TOEFL® Test Preparation Exercises</b>	<b>116</b>
<b>Unit 19 • Articles</b>	<b>119</b>
<b>Unit 20 • Articles with Geographical and Institutional Terms</b>	<b>123</b>
<b>Unit 21 • Indirect Objects with <i>For</i></b>	<b>128</b>
<b>TOEFL® Test Preparation Exercises</b>	<b>138</b>
<b>Unit 22 • The Passive</b>	<b>141</b>
<b>Unit 23 • Get-Passive</b>	<b>145</b>
<b>Unit 24 • Modals of Probability and Possibility</b>	<b>150</b>
<b>TOEFL® Test Preparation Exercises</b>	<b>155</b>

<b>Unit 25 • Noun Complements</b>	<b>157</b>
<b>Unit 26 • Phrasal Verbs</b>	<b>160</b>
<b>Unit 27 • Participles as Adjectives</b>	<b>165</b>
<b>TOEFL® Test Preparation Exercises</b>	<b>167</b>
<b>Unit 28 • Conditional</b>	<b>169</b>
<b>Unit 29 • Question Review</b>	<b>175</b>
<b>Unit 30 • Emphatic Structures</b>	<b>182</b>
<b>TOEFL® Test Preparation Exercises</b>	<b>189</b>



# Simple Present

## Exercise 1 (Focus 1)

Read the following story about the students in a writing class. Underline the verbs which tell about habits (things they do again and again) or routines (things they do regularly) of the people in the class. Circle the verbs which tell about a lack of routine or habit. 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 are good students, and they try to help other students too. Jean Marc also participates in class. He is good at finding mistakes. Before I rewrite my papers, I always take them to him. There is only one student who doesn't participate in class—Yaniv. He always interrupts students, eats, and even sleeps in class. Besides that, he never pays attention. The only time he writes is when he passes notes to Su-Ling. He always teases her. Su-Ling is very shy and doesn't know how to act towards him.

## Exercise 2 (Focus 1)

Write five sentences about the habits or routines of your classmates.

EXAMPLE: *Sandy always comes on time.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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

### Exercise 3 (Focus 2)

The following are the responses of some of my classmates to a survey our teacher did.

Do you ...	Yes	Sometimes	No
1. discuss politics with native English speakers?	Raul	Valentina Suzette	Yaniv
2. listen to the radio in English?	Valentina	Jean Marc	Wan-Yin
3. watch movies or TV in English?	Mohammed	Su-Ling	Yaniv
4. speak English at work or school?	Jean Marc Wan-Yin	Valentina	
5. read English language newspapers or magazines?	Suzette	Roberto Jean Marc	Yaniv Valentina
6. go to English class everyday?	Su-Ling Wan-Yin	Yaniv	
7. write letters in English?	Suzette Raul	Valentina	Su-Ling
8. practice English with native speakers?	Roberto	Yaniv	Valentina

Using the chart above, answer the following questions in complete sentences.

1. Who listens to the radio in English?

\_\_\_\_\_

2. Who writes letters in English?

\_\_\_\_\_

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

\_\_\_\_\_

4. Who doesn't discuss politics with English speakers?

\_\_\_\_\_

5. Who doesn't watch movies in English?

\_\_\_\_\_



6. Who speaks English at work or school?  
\_\_\_\_\_
7. Who goes to English class everyday?  
\_\_\_\_\_
8. Who practices with native speakers?  
\_\_\_\_\_
9. Who watches movies or TV in English?  
\_\_\_\_\_
10. Who doesn't listen to the radio in English?  
\_\_\_\_\_

Give short answers for the following questions.

1. Does Roberto practice English with native speakers? \_\_\_\_\_
2. Do Suzette and Jean Marc read English language newspapers or magazines?  
\_\_\_\_\_
3. Do Yaniv and Valentina read English language newspapers or magazines?  
\_\_\_\_\_
4. Does Mohammed watch movies or TV in English? \_\_\_\_\_
5. Does Valentina practice English with native speakers? \_\_\_\_\_

Complete five questions about the chart.

1. Does \_\_\_\_\_?
2. Do \_\_\_\_\_?
3. Does \_\_\_\_\_?
4. Do \_\_\_\_\_?
5. Does \_\_\_\_\_?

#### **Exercise 4 (Focus 3)**

##### **Survey**

How often do you use the following strategies to practice English? Take the survey on the next page. Make a check ( ✓ ) in the box that applies to you.

How often do you ...	Always	Often	Sometimes	Rarely	Never
1. discuss politics with native English speakers?					
2. listen to the radio in English?					
3. watch movies or TV in English?					
4. speak English at work or school?					
5. read English language newspapers or magazines?					
6. go to English class?					
7. write letters in English?					
8. practice English with native speakers?					

Using the information above, write a complete sentence about how often you do each activity.

EXAMPLE: *I rarely discuss politics with English speakers.*

1. I \_\_\_\_\_ discuss politics with English speakers.
2. I \_\_\_\_\_ to the radio in English.
3. I \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Exercise 5 (Focus 3)

PAIR

Using the questions from Exercise 4, ask a classmate how often he or she does the activities. Write a complete sentence about how often he or she does each activity.

EXAMPLE: Q: *Abdul, how often do you discuss politics with native English speakers?*

A: *I sometimes discuss politics with native English speakers.*

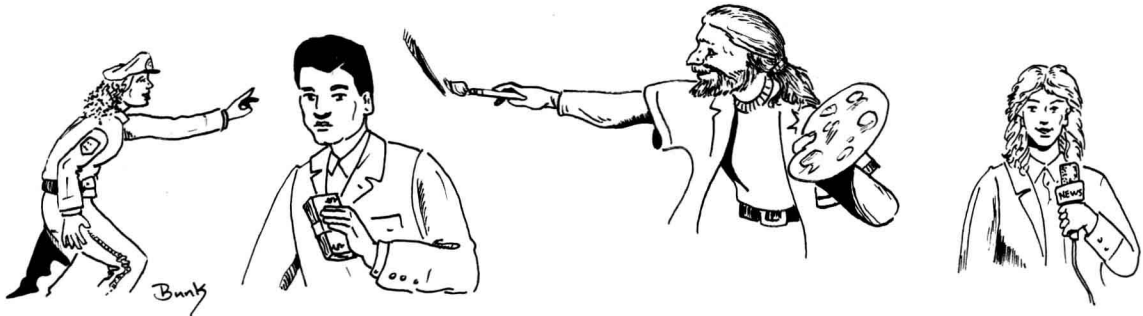
You write: *Abdul sometimes discusses politics with native English speakers.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Exercise 6 (Focus 4)

Make statements of fact by connecting the people in the first column with the appropriate action in the second column. Then write the sentence on the lines below using the correct form of the verb. The first one has been done for you as an example.



- |                        |   |
|------------------------|---|
| 1. A beautician        | count money   |
| 2. Artists             | deliver letters                                       |
| 3. A plumber           | measure property                                      |
| 4. A teller            | paint pictures  |
| 5. IRS agents          | sell life insurance                                   |
| 6. Carpenters          | style hair  |
| 7. A security officer  | fix sinks   |
| 8. Mail carriers       | guard property  |
| 9. Insurance agents    | collect trash   |
| 10. Garbage collectors | write for a newspaper                                 |
| 11. A news reporter    | collect income taxes for the Internal Revenue Service |
| 12. A surveyor         | build furniture                                       |

1. A beautician styles hair.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

### Exercise 7 (Focus 4)

PAIR

Take turns with a partner asking questions about the jobs on the list. Give the short answer to the questions.

EXAMPLE: A: *Does a security officer fix sinks?*

B: *No, she doesn't.*

B: *Do tellers count money?*

A: *Yes, they do.*

**Exercise 1 (Focus 1)**

Read the following paragraph and underline both the **present progressive** verb forms and the **time expressions** that indicate that the actions are temporary or in progress. The first one has been done for you as an example.

Mohammed is an exchange student from Kuwait 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 Moslem (i.e., 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.

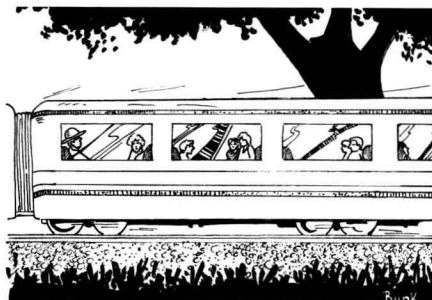
Everyone at Mohammed's school is glad that he's all right and that he's just trying to be a good Moslem.

**Exercise 2 (Focus 2)**

Using present progressive forms of the verbs from the list 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  
die  
file  
fill

punch  
quit  
stand  
take

type  
use  
water  
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 \_\_\_\_\_  
out the application forms?  
In Human Resources.



8. What \_\_\_\_\_ for the job  
interview today?  
I \_\_\_\_\_ my best dress.



9. Why \_\_\_\_\_ off his tie?  
It's 5:00, time to quit working for the day.



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



### Exercise 3 (Focus 3)

Complete the following with the **simple present** (e.g., *swims*) or the **present progressive** (e.g., *be + swimming*) forms of the verbs in parentheses. The first one has been done for you 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-mile race. She usually (2) \_\_\_\_\_ (compete) in the triathlon, which means she (3) \_\_\_\_\_ (have) to run 10 kilometers, 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 she (8) \_\_\_\_\_ (run) more. She usually (9) \_\_\_\_\_ (work) out in the weight room an hour a day, but this month she (10) \_\_\_\_\_ (lift) weights for two hours a day, or double her normal time. Cross-country skiing is part of her winter training, but now that the weather permits, she (11) \_\_\_\_\_ (bicycle) and roller-blading, so that different muscle groups are exercised. Normally Maria (12) \_\_\_\_\_ (be) careful about her diet; she (13) \_\_\_\_\_ (eat) a limited amount of fat and a lot of fruits and vegetables. Now she (14) \_\_\_\_\_ (make) extra sure that she (15) \_\_\_\_\_ (eat) plenty of carbohydrates for energy. In addition, she (16) \_\_\_\_\_ (try) to get enough 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)

PAIR

Find a picture from a magazine or newspaper. Make sure it has activities that you can describe using the present progressive. Bring the picture to class, but don't show it to anyone. Sit with another student and describe your picture to your partner, without letting her or him see it. Then listen to your partner describe her or his picture. At the end of the activity, your teacher will collect all of the pictures and show them to the entire class. Can you choose the one that your partner described to you?

### Exercise 5 (Focus 4)

Complete the following with the **simple present** or the **present progressive** form of the verbs in parentheses.

Stewart and Annie (1) \_\_\_\_\_ (be) college professors.  
Right now it (2) \_\_\_\_\_ (be) spring break and they  
(3) \_\_\_\_\_ (be) on vacation. They usually  
(4) \_\_\_\_\_ (travel), but this year they (5) \_\_\_\_\_  
(stay) home. They can't take a trip because they (6) \_\_\_\_\_  
(have) too much to take care of. They have to fix things around the house and, besides,  
they (7) \_\_\_\_\_ (think) it (8) \_\_\_\_\_  
(be) cruel to leave their pets home alone. They have three indoor cats. They  
(9) \_\_\_\_\_ (own [negative]) a dog, but their next-door  
neighbor moved away and abandoned her dog, an Alaskan Malamute named Keno. They  
(10) \_\_\_\_\_ (take) care of him, which  
(11) \_\_\_\_\_ (be [negative]) easy because he  
(12) \_\_\_\_\_ (be) a big dog and he  
(13) \_\_\_\_\_ (be) afraid of people. Their former neighbor,  
Theresa, mistreated the dog. As a result, every time Stewart or Annie  
(14) \_\_\_\_\_ (reach) out a hand to pet Keno, he jumps  
away and puts his head down. He (15) \_\_\_\_\_ (think) that  
they're going to hit him. He (16) \_\_\_\_\_ (understand  
[negative]) kindness; he (17) \_\_\_\_\_ (know) only cruelty.  
Stewart and Annie (18) \_\_\_\_\_ (try) to be patient;  
they (19) \_\_\_\_\_ (treat) him with love, hoping