

VOCABULARY

Listen and repeat the words and sentences.

Page 1

Please refer to the definition file.



Repetition Drill

Listen to the teacher and repeat the sentences.

Page 3

1. We pay a visit to my town every year.
2. The breakfast in her house was nicely cooked.
3. She gave birth in Tokyo on October 5 at around six o'clock.
4. My birthday is on July 15.
5. The wedding was beautiful.
6. The program is about health issues.
7. The lunch break is long.
8. My stay in Hokkaido was awesome.
9. The training started late.
10. She made an appointment with her teacher.
11. The TV program was live.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 4

1. We pay a visit to my town every year.
2. We pay a visit to my town every month.
3. We pay a visit to my town every week.
4. We pay a visit to my school every week.
5. We pay a visit to her school every week.
6. We pay a visit to her school every day.
7. They pay a visit to her school every day.
8. He pays a visit to her school every day.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 5

1. The training started late.
2. The program and the training started late.
3. The program and the training started late yesterday.
4. The program and the training started late yesterday afternoon.
5. The program, the wedding, and the training started late yesterday afternoon.
6. The program, the wedding, the training, and the game started late yesterday afternoon.
7. The program, the wedding, the training, the game, and the class started late yesterday afternoon.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 6

1. The program is about health issues.
2. The class is about health issues.
3. The training is about health issues.
4. The meeting is about health issues.
5. The meeting is about work issues.
6. The meeting is about work problems.
7. The training is about work problems.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 7

1. The lunch break is long. Repeat.
2. The lunch break is long. Change: breakfast. -- [The breakfast is long.]
3. The breakfast is long. Change: nice. -- [The breakfast is nice.]
4. The breakfast is nice. Change: training. -- [The training is nice.]
5. The training is nice. Change: wedding. -- [The wedding is nice.]
6. The wedding is nice. Change: class. -- [The class is nice.]
7. The class is nice. Change: game. -- [The game is nice.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 8

1. The wedding was beautiful. Repeat

2. The wedding was beautiful. Add: at the park. -- [The wedding at the park was beautiful.]

3. The wedding at the park was beautiful. Add: awesome. -- [The wedding at the park was beautiful and awesome.]

4. The wedding at the park was beautiful and awesome. Add: yesterday.

[The wedding at the park yesterday was beautiful and awesome.]

5. The wedding at the park yesterday was beautiful and awesome. Add: afternoon.

[The wedding at the park yesterday afternoon was beautiful and awesome.]

6. The wedding at the park yesterday afternoon was beautiful and awesome. Add: birthday.

[The wedding and birthday at the park yesterday afternoon were beautiful and awesome.]

7. The wedding and birthday at the park yesterday afternoon were beautiful and awesome. Add: program.

[The wedding and birthday programs at the park yesterday afternoon were beautiful and awesome.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 9

1. We pay a visit to my town every year. Repeat.
2. We pay a visit to my town every year. Transform: how often. -- [How often do you pay a visit to your town?]
3. The wedding was beautiful. Repeat.
4. The wedding was beautiful. Transform: not. -- [The wedding wasn't beautiful.]
5. The program is about health issues. Repeat.
6. The program is about health issues. Transform: what. -- [What is the program about?]
7. My birthday is on July 15. Repeat.
8. My birthday is on July 15. Transform: when. -- [When is my birthday?]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 10

9. The training started late. Repeat.
10. The training started late. Transform: not. -- [The training did not start late.]
11. The TV program was live. Repeat.
12. The TV program was live. Transform: what. -- [What was live?]
13. The breakfast in her house was nicely cooked. Repeat.
14. The breakfast in her house was nicely cooked. Transform: what. -- [What was nicely cooked in her house?]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 11

1. The training started late. Repeat.
2. The training started late. Change: early. -- [The training started early.]
3. The training started early. Change: ended. -- [The training ended early.]
4. The training ended early. Add: meeting. -- [The training and the meeting ended early.]
5. The training and the meeting ended early. Add: yesterday. -- [The training and the meeting ended early yesterday.]
6. The training and the meeting ended early yesterday. Add: afternoon. --[The training and the meeting ended early yesterday afternoon.]
7. The training and the meeting ended early yesterday afternoon. Transform: not. -- [The training and the meeting did not end early yesterday afternoon.]

Jumbled Sentences Exercise

Reorder the following words to make a grammatical sentence.

1. long/ is / the/ break /lunch.
2. cooked/ breakfast/ the/ in/ house/ her/ nicely/ was.
3. Hokkaido/ my/ was/ in/ awesome/ stay.
4. live/ was/ TV/ the/ program.
5. late/ started/ training/ the.
6. town/ every/ visit/ a/ pay/ to/ we/ my/ year.
7. program/ health/ issues/ about/ is/ the.

Page 12

[1. The lunch break is long.]

[2. The breakfast in her house was nicely cooked.]

[3. My stay in Hokkaido was awesome.]

[4. The TV program was live.]

[5. The training started late.]

[6. We pay a visit to my town every year.]

[7. The program is about health issues.]

VOCABULARY

Listen and repeat the words and sentences.

Page **13**

Please refer to the definition file.



Repetition Drill

Listen to the teacher and repeat the sentences.

Page 15

1. The manager called for an emergency meeting.
2. The arrival of the planes was continuous.
3. She scheduled an appointment with the manager.
4. He turned up in the meeting last night.
5. My town is a good setting for a party.
6. I will join in with the karaoke in Tokyo.
7. I have a lot of business affairs to do.
8. Four people died in a car accident.
9. It is a crime to kill someone.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 16

1. The arrival of the planes was continuous.
2. The arrival of the cars was continuous.
3. The arrival of the trains was continuous.
4. The arrival of the buses was continuous.
5. The arrival of the ships was continuous.
6. The arrival of the boats was continuous.
7. The arrival of the students was continuous.
8. The arrival of the teachers was continuous.
9. The arrival of the players was continuous.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 17

1. He turned up at the meeting last night. Repeat.
2. He turned up at the meeting last night. Change: she. -- [She turned up at the meeting last night.]
3. She turned up at the meeting last night. Change: training. -- [She turned up at the training last night.]
4. She turned up at the training last night. Change: yesterday. -- [She turned up at the training yesterday.]
5. She turned up at the training yesterday. Change: wedding. -- [She turned up at the wedding yesterday.]
6. She turned up at the wedding yesterday. Change: they. -- [They turned up at the wedding yesterday.]
7. They turned up at the wedding yesterday. Change: we. -- [We turned up at the wedding yesterday.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 18

1. The manager called for an emergency meeting.
2. The manager called for an emergency meeting yesterday.
3. The manager called for an emergency meeting yesterday afternoon.
4. The manager called for an emergency meeting and training yesterday afternoon.
5. The manager and the teacher called for an emergency meeting and training yesterday afternoon.
6. The manager and the teacher called for an emergency meeting and training yesterday afternoon in the library.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 19

1. Four people died in a car accident.
2. Four people died in a car accident in the town.
3. Four people died in a car accident in the town yesterday.
4. Four people died in a car accident in the town yesterday at ten o'clock.
5. Four people died in a car accident in the town yesterday at ten o'clock in the morning,
6. Four people died in a car and train accident in the town yesterday at ten o'clock in the morning.
7. Four people died in a car, train, and bus accident in the town yesterday at ten o'clock in the morning.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 20

1. I have a lot of business affairs in the office. Repeat.
2. I have a lot of business affairs in the office. Add: tomorrow. -- [I have a lot of business affairs in the office tomorrow.]
3. I have a lot of business affairs in the office tomorrow. Add: afternoon. -- [I have a lot of business affairs in the office tomorrow afternoon.]
4. I have a lot of business affairs in the office tomorrow afternoon. Add: on Monday.
[I have lot of business affairs in the office tomorrow afternoon and on Monday.]
5. I have a lot of business affairs in the office tomorrow afternoon and on Monday. Add: you.
[You and I have a lot of business affairs in the office tomorrow afternoon and on Monday.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 21

1. I scheduled an appointment with the manager. Repeat.
2. I scheduled an appointment with the manager. Transform: not. -- [I did not schedule an appointment with the manager.]
3. Four people died in the car accident. Repeat.
4. Four people died in the car accident. Transform: how many. -- [How many people died in the car accident?]
5. The president called for an emergency meeting. Repeat.
6. The president called for an emergency meeting. Transform: what. -- [What did the president call for?]
7. My town is a good setting for a party. Repeat.
8. My town is a good setting for a party. Transform: not. -- [My town is not a good setting for a party.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 22

9. She scheduled an appointment with the manager. Repeat.
10. She scheduled an appointment with the manager. Transform: what. -- [What did she schedule with the manager?]
11. I will join in the karaoke in Tokyo. Repeat.
12. I will join in the karaoke in Tokyo. Transform: what. -- [What will I join in?]
13. It is a crime to kill someone. Repeat.
14. It is a crime to kill someone. Transform: not. -- [It is not a crime to kill someone.]

Sentence Intonation Drill

Listen and practice the intonation of these sentences and questions.

1. How many people died in the car accident?
2. What did the president call for?
3. What did she schedule with the manager?
4. What will you join in?
5. I did not schedule an appointment with the manager.
6. It is a crime to kill someone.
7. He turned up at the meeting last night.

Page 23

1. How many people died in the car accident? ↗
2. What did the president call for? ↗
3. What did she schedule with the manager? ↗
4. What will you join in? ↗
5. I did not schedule an appointment with the manager. ↗
6. It is a crime to kill someone. ↗
7. He turned up at the meeting last night. ↗

Jumbled Sentences Exercise

Reorder the following words to make a grammatical sentence.

1. manager/ the/ meeting/ emergency/ called/ an/ for.
2. affairs/ to/ do/ I/ have/ of/ a lot/ business.
3. died/ car/ accident/ four/ in/ a/ people.
4. crime/ kill/ to/ it/ is/ a/ someone.
5. of/ the/ planes/ continuous/ was/ the/ arrival.
6. manager/ with/ the/ appointment/ she/ scheduled/ an.
7. turned up/ he/ last/ night/ the/ meeting/ at.

Page 24

[1. The manager called for an emergency meeting.]

[2. I have a lot of business affairs to do.]

[3. Four people died in a car accident.]

[4. It is a crime to kill someone.]

[5. The arrival of the planes was continuous.]

[6. She scheduled an appointment with the manager.]

[7. He turned up at the meeting last night.]

VOCABULARY

Listen and repeat the words and sentences.

Page 25

Please refer to the definition file.

Describing Events in More Detail- **Adverbs**

Page 26

Adverbs are words that modify a verb, an adjective, and another adverb.

Verb- She walks gracefully.

Adjective- She is very pretty. Adverb- She walks very

fast. Kinds of adverbs:

Adverbs of Manner = She spoke slowly.

Adverbs of place= She lives there.

Adverbs of frequency= She eats every day.

Adverbs of time = She woke up early

Adverbs of purpose= She wakes up early to

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 27

- 1.The wedding started immediately.
- 2.The program is totally awesome.
- 3.The meeting usually starts late.
- 4.The birthday ended terribly.
- 5.Our training had hardly started.
- 6.The game is really good.
- 7.The arrival of the players was pretty early.
- 8.The movie is currently showing in the theater.
- 9.The play was excellent, particularly at the end.
10. The rain is partly the reason for my wet shirt.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 28

1. immediately
2. currently
3. totally
4. usually
5. really
6. partly
7. hardly
8. terribly
9. particularly
10. pretty

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 29

1. The wedding started immediately.
2. The wedding started late.
3. The wedding started early.
4. The wedding started well.
5. The wedding started badly.
6. The wedding ended badly.
7. The wedding ended terribly.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 30

1. Our training had hardly started.
2. My training had hardly started.
3. Her training had hardly started.
3. His training had hardly started.
4. Their training had hardly started.
5. Their meeting had hardly started.
6. Their game had hardly started.
7. Their game had hardly ended.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 31

1. The birthday ended terribly. Repeat.
2. The birthday ended terribly. Change: started. -- [The birthday started terribly.]
3. The birthday started terribly. Change: immediately. -- [The birthday started immediately.]
4. The birthday started immediately. Change: late. -- [The birthday started late.]
5. The birthday started late. Change: training. -- [The training started late.]
6. The training started late. Change: early. -- [The training started early.]
7. The training started early. Change: wedding. -- [The wedding started early.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 32

1. The meeting usually starts late.
2. The meeting usually starts late every Monday.
3. The meeting and the training usually start late every Monday.
4. The meeting and the training usually start late every Monday and Wednesday.
5. The meeting and the training usually start late every Monday, Wednesday and Friday.
6. The meeting and the training usually start late every Monday, Wednesday, Friday and Saturday.
7. The meeting and the training usually start and end late every Monday, Wednesday, Friday and Saturday.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 33

1. The game is really good. Repeat.
2. The game is really good. Change: bad. -- [The game is really bad.]
3. The game is really bad. Change: awesome. -- [The game is really awesome.]
4. The game is really awesome. Change: nice. -- [The game is really nice.]
5. The game is really nice. Change: beautiful. -- [The game is really beautiful.]
6. The game is really beautiful. Change: cool. -- [The game is really cool.]
7. The game is really cool. Change: great. -- [The game is really great.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 34

1. The arrival of the players was pretty early. Repeat.
2. The arrival of the players was pretty early. Add: in the park. -- [The arrival of the players was pretty early in the park.]
3. The arrival of the players was pretty early in the park. Add: yesterday. -- [The arrival of the players was pretty early in the park yesterday.]
4. The arrival of the players was pretty early in the park yesterday. Add: teacher. -- [The arrival of the players and the teacher was pretty early in the park yesterday.]
5. The arrival of the players and the teacher was pretty early in the park yesterday. Add: students.
[The arrival of the players, the students, and the teacher was pretty early in the park yesterday.]
6. The arrival of the players, the students, and the teacher was pretty early in the park yesterday. Add: afternoon.
[The arrival of the players, the students, and the teacher was pretty early in the park yesterday afternoon.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 35

1. The program is totally awesome. Repeat.
2. The program is totally awesome. Change: wedding. -- [The wedding is totally awesome.]
3. The wedding is totally awesome. Change: great. -- [The wedding is totally great.]
4. The wedding is totally great. Change: good. -- [The wedding is totally good.]
5. The wedding is totally good. Change: training. -- [The training is totally good.]
6. The training is totally good. Change: particularly. -- [The training is particularly good.]
7. The training is particularly good. Change: pretty. -- [The training is pretty good.]

Sentence Intonation Drill

Listen and practice the intonation of these questions.

1. Do you really like wedding parties?
2. Are you early in your meetings?
3. Do you always attend training in your company or school?
4. Do you really like football games?
5. Are you pretty good at art?
6. Where are you currently living?
7. What kind of food do you particularly like?

Page 36

1. Do you really like wedding parties? ↗

2. Are you early in your meetings? ↗

3. Do you always attend training in your company or school? ↗

4. Do you really like football games? ↗

5. Are you pretty good at art? ↗

6. Where are you currently living? ↗

7. What kind of food do you particularly like? ↗

Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 37

1. Do you really like wedding parties?
2. Are you early for your meetings?
3. Do you always attend training in your company or school?
4. Do you really like football games?
5. Are you pretty good at art?
6. Where are you currently living?
7. What kind of food do you particularly like?

1. We pay a visit to my town every year.
2. The breakfast in her house was nicely cooked.
3. She gave birth in Tokyo on October 5 at around six o'clock.
4. My birthday is on July 15.
5. The wedding was beautiful.
6. The program is about health issues.

- 1. The wedding started immediately.**
- 2. The program is totally awesome.**
- 3. The meeting usually starts late.**
- 4. The birthday ended terribly.**
- 5. Our training had hardly started.**
- 6. The game is really good.**

1. The lunch break is long.
2. My stay in Hokkaido was awesome.
3. The training started late.
4. She made an appointment with her teacher.
5. The arrival of the players was pretty early.
6. The movie is currently showing in the theater.
7. The play was excellent, particularly at the end.
8. The rain is partly the reason for my wet shirt.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 41

1. The manager called for an emergency meeting.
2. The arrival of the planes was continuous.
3. She scheduled an appointment with the manager.
4. He turned up at the meeting last night.
5. My town is a good setting for a party.
6. I will join in the karaoke in Tokyo.
7. I have a lot of business affairs to do.
8. Four people died in a car accident.
9. It is a crime to kill someone.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 42

1. immediately
2. currently
3. totally
4. usually
5. really
6. partly
7. hardly
8. terribly
9. particularly
10. pretty

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 43

1. We pay a visit to my town every year.
2. We pay a visit to my town every month.
3. We pay a visit to my town every week.
4. We pay a visit to my school every week.
5. We pay a visit to her school every week.
6. We pay a visit to her school every day.
7. They pay a visit to her school every day.
8. He pays a visit to her school every day.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 44

1. Our training had hardly started.
2. My training had hardly started.
3. Her training had hardly started.
3. His training had hardly started.
4. Their training had hardly started.
5. Their meeting had hardly started
6. Their game had hardly started.
7. Their game had hardly ended.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 45

1. The birthday ended terribly Repeat.
2. The birthday ended terribly. Change: started. -- [The birthday started terribly.]
3. The birthday started terribly. Change: immediately. -- [The birthday started immediately.]
4. The birthday started immediately. Change: late. -- [The birthday started late.]
5. The birthday started late. Change: training. -- [The training started late.]
6. The training started late. Change: early. -- [The training started early.]
7. The training started early. Change: wedding. -- [The wedding started early.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 46

1. The manager called for an emergency meeting.
2. The manager called for an emergency meeting yesterday.
3. The manager called for an emergency meeting yesterday afternoon.
4. The manager called for an emergency meeting and training yesterday afternoon.
5. The manager and the teacher called for an emergency meeting and training yesterday afternoon.
6. The manager and the teacher called for an emergency meeting and training yesterday afternoon in the library.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 47

1. The game is really good. Repeat
2. The game is really good. Change: bad. -- [The game is really bad.]
3. The game is really bad. Change: awesome. -- [The game is really awesome.]
4. The game is really awesome. Change: nice. -- [The game is really nice.]
5. The game is really nice. Change: beautiful. -- [The game is really beautiful.]
6. The game is really beautiful. Change: cool. -- [The game is really cool.]
7. The game is really cool. Change: great. -- [The game is really great.]

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 48

1. The arrival of the planes was continuous.
2. The arrival of the cars was continuous.
3. The arrival of the trains was continuous.
4. The arrival of the buses was continuous.
5. The arrival of the ships was continuous.
6. The arrival of the boats was continuous.
7. The arrival of the students was continuous.
8. The arrival of the teachers was continuous.
9. The arrival of the players was continuous.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 49

1. The lunch break is long. Repeat.
2. The lunch break is long. Change: breakfast. -- [The breakfast is long.]
3. The breakfast is long. Change: nice. -- [The breakfast is nice.]
4. The breakfast is nice. Change: training. -- [The training is nice.]
5. The training is nice. Change: wedding. -- [The wedding is nice.]
6. The wedding is nice. Change: class. -- [The class is nice.]
7. The class is nice. Change: game. -- [The game is nice.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 50

1. We pay a visit to my town every year. Repeat.
2. We pay a visit to my town every year. Transform: How often. -- [How often do you pay a visit to your town?]
3. The wedding was beautiful. Repeat.
4. The wedding was beautiful. Transform: not. -- [The wedding wasn't beautiful.]
5. The program is about health issues. Repeat.
6. The program is about health issues. Transform: what. -- [What is the program about?]
7. My birthday is on July 15. Repeat.
8. My birthday is on July 15. Transform: when. -- [When is my birthday?]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 51

9. The training started late. Repeat.
10. The training started late. Transform: not. -- [The training did not start late.]
11. The TV program was live. Repeat.
12. The TV program was live. Transform: what. -- [What was live?]
13. The breakfast in her house was nicely cooked. Repeat.
14. The breakfast in her house was nicely cooked. Transform: what. -- What was nicely cooked in her house?]

Jumbled Sentences Exercise

Reorder the following words to make a grammatical sentence.

1. manager/ the/ meeting/ emergency/ called/ an/ for.
2. affairs/ to/ do/ I/ have/ of/ a lot/ business.
3. died/ car/ accident/ four/ in/ a/ people.
4. crime/ kill/ to/ it/ is/ a/ someone.
5. of/ the/ planes/ continuous/ was/ the/ arrival.
6. manager/ with/ the/ appointment/ she/ scheduled/ an.
7. turned up/ he/ last/ night/ the/ meeting/ at/.

Page 52

[1. The manager called for an emergency meeting.]

[2. I have a lot of business affairs to do.]

[3. Four people died in a car accident.]

[4. It is a crime to kill someone.]

[5. The arrival of the planes was continuous.]

[6. She scheduled an appointment with the manager.]

[7. He turned up at the meeting last night.]

Writing Exercise

Listen and type the sentences in the chat box.

Page 53

1. She gave birth in Tokyo on October 5 at around six o'clock.
2. She scheduled an appointment with the manager.
3. The movie is currently showing in the theater.
4. My stay in Hokkaido was awesome.
5. I will join in the karaoke in Tokyo.
6. The rain is partly the reason for my wet shirt.

VOCABULARY

Listen and repeat the words and sentences.

Page 54

Please refer to the definition file.

Giving Permission 1- **make and let/allow**

Page 55

- 'Make' can mean 'force someone to do something that he or she doesn't want to do'.

e.g. My teacher made me do extra homework because of the trouble I caused.

Some banks make you pay too many bank charges.

- If we have permission from someone to do something, we use "let". The construction is: let someone do something. We don't use "to" in the infinitive.

e.g. My mother lets me stay out till midnight on a Saturday.

Let me go! I promise I won't tell anyone.

- If someone gives us permission or the possibility to do something, we use "allow to". The construction is: allow someone to do something.

e.g. Working from home allows me to spend more time with my family.

My father never allows me to stay out too late.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 56

1. My mother never allows me to go out at night.
2. You made me do the impossible.
3. Our professor allowed us to do some necessary reviews of our work.
4. She is working hard to please her mother.
5. My teacher made me study hard.
6. My father allowed me to go out late at night for considerable reasons.
7. My teacher made me do a long reaction paper about the movie, but I had fun doing it, nevertheless.
8. I'm happy that my mother allowed me to visit my friend; otherwise, she would be angry with me.
9. My friend has not responded to my letter.
10. Only immediate family members are allowed to go inside.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 57

1. My mother never allows me to go out at night.
2. My mother never allows me to go out in the evening.
3. My mother never allows me to go out in the morning.
4. My father never allows me to go out in the morning.
5. My sister never allows me to go out in the morning.
6. She never allows me to go out in the morning.
7. He never allows me to go out in the morning.
8. They never allow me to go out in the morning.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 58

1. You made me do the impossible.
2. She made me do the impossible.
3. He made me do the impossible.
4. They made me do the impossible.
5. They made me do the work.
6. They made me do the job.
7. They made me do the washing.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 59

1. My teacher made me study hard.
2. My English teacher made me study hard.
3. My English and math teachers made me study hard.
4. My English and math teachers and my mother made me study hard.
5. My English and math teachers and my mother made me study hard for my test.
6. My English and math teachers and my mother made me study hard for my math test.
7. My English and math teachers and my mother made me study hard for my math and English test.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 60

1. She is working hard to please her mother. Repeat.
2. She is working hard to please her mother. Change: he. -- [He is working hard to please his mother.]
3. He is working hard to please his mother. Change: you. -- [You are working hard to please your mother.]
4. You are working hard to please your mother. Change: teacher. -- [You are working hard to please your teacher.]
5. You are working hard to please your teacher. Change: manager. -- [You are working hard to please your manager.]
6. You are working hard to please your manager. Change: they. -- [They are working hard to please their manager.]
7. They are working hard to please their manager. Change: we. -- [We are working hard to please our manager.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 61

1. My father allowed me to go out late at night for considerable reasons. Repeat.
2. My father allowed me to go out late at night for considerable reasons.
Change: important. -- [My father allowed me to go out late at night for important reasons.]
3. My father allowed me to go out late at night for important reasons. Change: mother. -- [My mother allowed me to go out late at night for important reasons.]
4. My mother allowed me to go out late at night for important reasons. Change: brother. -- [My brother allowed me to go out late at night for important reasons.]
5. My brother allowed me to go out late at night for important reasons. Add: some. -- [My brother allowed me to go out late at night for some important reasons.]
6. My brother allowed me to go out late at night for some important reasons.
Add: sister.
[My brother and sister allowed me to go out late at night for some important reasons.]
7. My brother and sister allowed me to go out late at night for some important reasons. Transform: not.
[My brother and sister did not allow me to go out late at night for some important reasons.]

Jumbled Sentences Exercise

Reorder the following words to make a grammatical sentence.

1. letter/ has/ my/ not/ friend/ responded/ to/ my.
2. mother / her / she/ is / hard / working / please / to.
3. impossible/ made/ do/ you/ me/ the.
4. never/ mother/ my/ me/ allows/ out/ to/ go/ night/ at.
5. leave/ us/ let!
6. father/ my/ important/ reasons/ for/ some/ at/ night/ late/ out/ go/ to/ me/ allowed.
7. made/ they/ do/ the/ me /job.

Page 62

[1. My friend has not responded to my letter.]

[2. She is working hard to please her mother.]

[3. You made me do the impossible.]

[4. My mother never allows me to go out at night.]

[5. Let us leave!]

[6. My father allowed me to go out late at night for some important reasons.]

[7. They made me do the job.]

VOCABULARY

Listen and repeat the words and sentences.

Page 63

Please refer to the definition file.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 64

1. He found a funny story in the book.
2. People became lively when the music played.
3. They have lively voices.
4. It is practical to save money.
5. The total budget for the musical was added to the list.
6. There is a mental hospital near my house.
7. The manager has the official documents.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 65

8. He took the usual way to his office.
9. They took the wrong turn and got lost.
10. We had a minor problem in the office.
11. Only a minority of people enjoy expensive lunches.
12. She is fit for the position.
13. She is very particular about English pronunciation.
14. The official language of my country is Filipino.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 66

1.mental

2.lively

3. fit

4. total

5. funny

6. particular

7.official

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 67

1. He found a funny story in the book.
2. She found a funny story in the book.
3. They found a funny story in the book.
4. You found a funny story in the book.
5. We found a funny story in the book.
6. We found an interesting story in the book.
7. We found an interesting story in the magazine.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 68

1. It is practical to save money.
2. It is practical to save money and time.
3. It is practical to save money, time and energy.
4. It is practical and important to save money, time, and energy.
5. It is practical and important to save money, time, and energy every day.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 69

1. She is fit for the position.
2. He is fit for the position.
3. You are fit for the position.
4. They are fit for the position.
5. We are fit for the position.
6. We are fit for the job.
7. We are fit for the work.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 70

1. We had a minor problem in the office. Repeat.
2. We had a minor problem in the office. Change: he. -- [He had a minor problem in the office.]
3. He had a minor problem in the office. Change: big. -- [He had a big problem in the office.]
4. He had a big problem in the office. Change: class. -- [He had a big problem in the class.]
5. He had a big problem in the class. Change: game. -- [He had a big problem in the game.]
6. He had a big problem in the game. Change: company. -- [He had a big problem in the company.]
7. He had a big problem in the company. Change: she. -- [She had a big problem in the company.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 71

1. They have lively voices. Repeat
2. They have lively voices. Change: he. -- [He has a lively voice.]
3. He has a lively voice. Change: she. -- [She has a lively voice.]
4. She has a lively voice. Change: we. -- [We have lively voices.]
5. We have lively voices. Change: discussions. -- [We have lively discussions.]
6. We have lively discussions. Change: you. -- [You have a lively discussion.]
7. You have a lively discussion. Change: class. -- [You have a lively class.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 72

1. It is practical to save money. Repeat.
2. It is practical to save money. Change: time. -- [It is practical to save time.]
3. It is practical to save time. Change: important. -- [It is important to save time.]
4. It is important to save time. Add: energy. -- [It is important to save time and energy.]
5. It is important to save time and energy. Change: good. -- [It is good to save time and energy.]
6. It is good to save time and energy. Change: ideal. -- [It is ideal to save time and energy.]
7. It is ideal to save time and energy. Transform: not. -- [It is not ideal to save time and energy.]

Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 73

1. Do you like to read funny stories?
2. Is it practical to save money?
3. Do you have a lively voice?
4. Are you particular about English pronunciation?
5. Have you lost your way in your city?
6. Is it usual for people in your country to eat bread in the morning?
7. What is the official language of your country?

VOCABULARY

Listen and repeat the words and sentences.

Page 74

Please refer to the definition file.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 75

1. You don't necessarily need to be early for your class.
2. I had a lazy morning.
3. I saw a pleased expression on her face.
4. She gave an honest answer.
5. She is an experienced teacher.
6. He is always prepared to take the test.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 76

7. My mother gave me a pretty shirt.
8. She has a pretty face.
9. It is surprising to have rain in summer.
10. She is tired of listening to his speech.
11. It is worrying to see her crying.
12. The girl was sick.
13. She has a creative mind.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 77

1. necessarily
2. lazy
3. pleased
4. experienced
5. prepared
6. tired
7. creative
8. worrying

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 78

1. I had a lazy morning.
2. She has a lazy morning.
3. He has a lazy morning.
4. He has a good morning.
5. He has a bad morning.
6. They had a bad morning.
7. They had a bad afternoon.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 79

1. The girl was sick.
2. The girl was sick in the car.
3. The girl was sick in the car yesterday.
4. The girl was sick in the car yesterday morning.
5. The girl and the boy were sick in the car yesterday morning.
6. The girl, the boy, and the old man were sick in the car yesterday morning.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 80

1. She is an experienced teacher.
2. She is a happy teacher.
3. She is a creative teacher.
4. She is an honest teacher.
5. She is a pretty teacher.
6. She is a prepared teacher.
7. He is a prepared teacher.
8. They are prepared teachers.
9. We are prepared teachers.
10. You are prepared teachers.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 81

1. She gave an honest answer. Repeat.
2. She gave an honest answer. Change: he. -- [He gave an honest answer.]
3. He gave an honest answer. Change: they. -- [They gave an honest answer.]
4. They gave an honest answer. Change: we. -- [We gave an honest answer.]
5. We gave an honest answer. Change: good. -- [We gave a good answer.]
6. We gave a good answer. Change: speech. -- [We gave a good speech.]
7. We gave a good speech. Change: long. -- [We gave a long speech.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 82

1. My mother gave me a pretty shirt. Repeat.
2. My mother gave me a pretty shirt. Change: beautiful. -- [My mother gave me a beautiful shirt.]
3. My mother gave me a beautiful shirt. Change: cute. -- [My mother gave me a cute shirt.]
4. My mother gave me a cute shirt. Change: father. -- [My father gave me a cute shirt.]
5. My father gave me a cute shirt. Change: friend. -- [My friend gave me a cute shirt.]
6. My friend gave me a cute shirt. Change: big. -- [My friend gave me a big shirt.]
7. My friend gave me a big shirt. Change: sister. -- [My sister gave me a big shirt.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 83

1. She is an experienced teacher. Repeat.
2. She is an experienced teacher. Transform: who. -- [Who is an experienced teacher?]
3. My mother gave me a pretty shirt. Repeat.
4. My mother gave me a pretty shirt. Transform: what. -- [What did my mother give me?]
5. My mother gave me a pretty shirt. Transform: who. -- [Who gave me a pretty shirt?]
6. She has a pretty face. Repeat.
7. She has a pretty face. Transform: who. -- [Who has a pretty face?]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 84

8. It is surprising to have rain in summer. Repeat.
9. It is surprising to have rain in summer. Transform: not. -- [It is not surprising to have rain in summer.]
10. The girl was sick. Repeat.
11. The girl was sick. Transform: who. -- [Who was sick?]
12. It is worrying to see her crying. Repeat.
13. It is worrying to see her crying. Transform: not. -- [It is not worrying to see her crying.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 85

1. He is always prepared to take the test. Repeat.
2. He is always prepared to take the test. Change: she. -- [She is always prepared to take the test.]
3. She is always prepared to take the test. Change: ready. -- [She is always ready to take the test.]
4. She is always ready to take the test. Add: in school. -- [She is always ready to take the test in school.]
5. She is always ready to take the test in school. Change: we. -- [We are always ready to take the test in school.]
6. We are always ready to take the test in school. Change: they. -- [They are always ready to take the test in school.]
7. They are always ready to take the test in school. Transform: who. -- [Who is always ready to take the test in school?]

Sentence Intonation Drill

Listen and practice the intonation of these sentences and questions.

1. What did my mother give me?
2. Who has a pretty face?
3. Who was sick?
4. Who is always ready to take the test in school?
5. Who gave me a pretty shirt?
6. My father gave me a cute shirt.
7. He gave an honest answer.

Page 86

1. What did my mother give me? ↗

2. Who has a pretty face? ↗

3. Who was sick? ↗

4. Who is always ready to take the test in school? ↗

5. Who gave me a pretty shirt? ↗

6. My father gave me a cute shirt. ↗

7. He gave an honest answer. ↗

Jumbled Sentences Exercise

Reorder the following words to make a grammatical sentence.

1. pleased/ I/ saw/ a/ on/ her/ face/ expression.
2. speech/ tired/ to/ his/ of/ she/ is/ listening.
3. crying/ it/ worrying/ is/ to/ see/ her.
4. face/ pretty/ has/ a/ she.
5. morning/ lazy/ a/ had/ I.
6. teacher/ she/ is/ experienced/ an.
7. mind/ creative/ a / she/ has.

Page 87

[1. I saw a pleased expression on her face.]

[2. She is tired of listening to his speech.]

[3. It is worrying to see her crying.]

[4. She has a pretty face.]

[5. I had a lazy morning.]

[6. She is an experienced teacher.]

[7. She has a creative mind.]

1. You don't necessarily need to be early for your class.
2. I had a lazy morning.
3. I saw a pleased expression on her face.
4. She gave an honest answer.
5. She is an experienced teacher.
6. He is always prepared to take the test.
7. Only immediate family members are allowed to go inside.

1. She is tired of listening to his speech.
2. It is worrying to see her crying.
3. The girl was sick.
4. She has a creative mind.
5. My mother gave me a pretty shirt.
6. She has a pretty face.
7. It is surprising to have rain in summer.
8. My friend has not responded to my letter.

- 1. My mother never allows me to go out at night.**
- 2. You made me do the impossible.**
- 3. Our professor allowed us to do some necessary reviews of our work.**
- 4. She is working hard to please her mother.**
- 5. My teacher made me study hard.**

6. My father allowed me to go out late at night for considerable reasons.
7. My teacher made me do a long reaction paper about the movie, but I had fun doing it, nevertheless.
8. I'm happy that my mother allowed me to visit my friend; otherwise, she would be angry with me.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 92

1. He found a funny story in the book.
2. People became lively when the music played.
3. They have lively voices.
4. It is practical to save money.
5. The total budget for the musical was added to the list.
6. There is a mental hospital near my house.
7. The manager has the official documents.
8. He took the usual way to his office.
9. They took the wrong turn and got lost.
10. We had a minor problem in the office.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 93

1. My mother never allows me to go out at night.
2. My mother never allows me to go out in the evening.
3. My mother never allows me to go out in the morning.
4. My father never allows me to go out in the morning.
5. My sister never allows me to go out in the morning.
6. She never allows me to go out in the morning.
7. He never allows me to go out in the morning.
8. They never allow me to go out in the morning.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 94

1. I had a lazy morning.
2. She has a lazy morning.
3. He has a lazy morning.
4. He has a good morning.
5. He has a bad morning.
6. They had a bad morning.
7. They had a bad afternoon.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 95

1. He found a funny story in the book.
2. She found a funny story in the book.
3. They found a funny story in the book.
4. You found a funny story in the book.
5. We found a funny story in the book.
6. We found an interesting story in the book.
7. We found an interesting story in the magazine.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 96

1. She gave an honest answer. Repeat
2. She gave an honest answer. Change: he. -- [He gave an honest answer.]
3. He gave an honest answer. Change: they. -- [They gave an honest answer.]
4. They gave an honest answer. Change: we. -- [We gave an honest answer.]
5. We gave an honest answer. Change: good. -- [We gave a good answer.]
6. We gave a good answer. Change: speech. -- [We gave a good speech.]
7. We gave a good speech. Change: long. -- [We gave a long speech.]

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 97

1.mental

2.lively

3. fit

4. total

5. funny

6. particular

7.official

Transformation Drill

Listen to the teacher and follow the instructions.

Page 98

1. She is an experienced teacher. Repeat.
2. She is an experienced teacher. Transform: who. -- [Who is an experienced teacher?]
3. My mother gave me a pretty shirt. Repeat.
4. My mother gave me a pretty shirt. Transform: what. -- [What did my mother give me?]
5. My mother gave me a pretty shirt. Transform: who. -- [Who gave me a pretty shirt?]
6. She has a pretty face. Repeat.
7. She has a pretty face. Transform: who. -- [Who has a pretty face?]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 99

8. It is surprising to have rain in summer. Repeat.
9. It is surprising to have rain in summer. Transform: not. -- [It is not surprising to have rain in summer.]
10. The girl was sick. Repeat.
11. The girl was sick. Transform: who. -- [Who was sick?]
12. It is worrying to see her crying. Repeat.
13. It is worrying to see her crying. Transform: not. -- [It is not worrying to see her crying.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 100

1. She is working hard to please her mother. Repeat.
2. She is working hard to please her mother. Change: he. -- [He is working hard to please his mother.]
3. He is working hard to please his mother. Change: you. -- [You are working hard to please your mother.]
4. You are working hard to please your mother. Change: teacher. -- [You are working hard to please your teacher.]
5. You are working hard to please your teacher. Change: manager. -- [You are working hard to please your manager.]
6. You are working hard to please your manager. Change: they. -- [They are working hard to please their manager.]
7. They are working hard to please their manager. Change: we. -- [We are working hard to please our manager.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 101

1. It is practical to save money.
2. It is practical to save money and time.
3. It is practical to save money, time and energy.
4. It is practical and important to save money, time, and energy.
5. It is practical and important to save money, time, and energy every day.

Sentence Intonation Drill

Listen and practice the intonation of these sentences and questions.

1. What did my mother give me?
2. Who has a pretty face?
3. Who was sick?
4. Who is always ready to take the test in school?
5. Who gave me a pretty shirt?
6. My father gave me a cute shirt.
7. He gave an honest answer.

Page 102

1. What did my mother give me ? ↗
2. Who has a pretty face? ↗
3. Who was sick? ↗
4. Who is always ready to take the test in school? ↗
5. Who gave me a pretty shirt? ↗
6. My father gave me a cute shirt. ↗
7. He gave an honest answer. ↗

Mixed Drill

Listen to the teacher and follow the instructions.

Page 103

1. My father allowed me to go out late at night for considerable reasons. Repeat.
2. My father allowed me to go out late at night for considerable reasons.
Change: important. -- [My father allowed me to go out late at night for important reasons.]
3. My father allowed me to go out late at night for important reasons. Change: mother. -- [My mother allowed me to go out late at night for important reasons.]
4. My mother allowed me to go out late at night for important reasons. Change: brother. -- [My brother allowed me to go out late at night for important reasons.]
5. My brother allowed me to go out late at night for important reasons. Add: some. -- [My brother allowed me to go out late at night for some important reasons.]
6. My brother allowed me to go out late at night for some important reasons.
Add: sister.
[My brother and sister allowed me to go out late at night for some important reasons.]
7. My brother and sister allowed me to go out late at night for some important reasons. Transform: not.
[My brother and sister did not allow me to go out late at night for some important reasons.]

Writing Exercise

Listen and type the sentences in the chat box.

Page 104

1. You don't necessarily need to be early for your class.
2. I'm happy that my mother allowed me to visit my friend; otherwise, she would be angry with me.
3. The total budget for the musical was added to the list.
4. My father allowed me to go out late at night for considerable reasons.
5. Only immediate family members are allowed to go inside.
6. Only a minority of people enjoy expensive lunches.

VOCABULARY

Listen and repeat the words and sentences.

Page **105**

Please refer to the definition file.

Participle adjective- **present and past**

Page 106

Past participle refers to the person experiencing or feeling the emotion. For example: John is very interested in the movie.

Present Participle is used to describe people or things that cause the feelings. For example: The movie is interesting.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 107

1. I am interested in the play.
2. The play is interesting.
3. I am amused by the snow.
4. The snow is amusing.
5. He was annoyed with his speech.
6. His speech was annoying.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page **108**

7. I am confused by her answers.
8. Her answers are confusing.
9. I am excited about the basketball game.
10. The basketball game is exciting.
11. She was bored by the discussion.
12. The discussion was boring.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 109

1. I am interested in the play.
2. She is interested in the play.
3. He is interested in the play.
4. We are interested in the play.
5. They are interested in the play.
6. You are interested in the play.
7. You are interested in the position.
8. You are interested in the painting.
9. You are interested in the pattern.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 110

1. He was annoyed with his speech. Repeat.
2. He was annoyed with his speech. Change: she. -- [She was annoyed with his speech.]
3. She was annoyed with his speech. Change: they. -- [They were annoyed with his speech.]
4. They were annoyed with his speech. Change: voice. -- [They were annoyed with his voice.]
5. They were annoyed with his voice. Change: brother. -- [They were annoyed with his brother.]
6. They were annoyed with his brother. Change: sister. -- [They were annoyed with his sister.]
7. They were annoyed with his sister. Change: smell. -- [They were annoyed with his smell.]
8. They were annoyed with his smell. Change: her. -- [They were annoyed with her smell.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 111

1. The play is interesting.
2. The musical play is interesting.
3. The musical play in the theater is interesting.
4. The musical play in the theater is interesting and amusing.
5. The musical play in the theater is interesting, amusing, and exciting.
6. The two musical plays in the theater are interesting, amusing, and exciting.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 112

1. Her answers are confusing.
2. His answers are confusing.
3. My answers are confusing.
4. Our answers are confusing.
5. Their answers are confusing.
6. Their answers are interesting.
7. Their answers are amusing.
8. Their answers are boring.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 113

1. She was bored by the discussion. Repeat.
2. She was bored by the discussion. Change: he. -- [He was bored by the discussion.]
3. He was bored by the discussion. Change: talk. -- [He was bored by the talk.]
4. He was bored by the talk. Change: amused. -- [He was amused by the talk.]
5. He was amused by the talk. Change: they. -- [They were amused by the talk.]
6. They were amused by the talk. Change: we. -- [We were amused by the talk.]
7. We were amused by the talk. Change: you. -- [You were amused by the talk.]
8. You were amused by the talk. Change: confused. -- [You were confused by the talk.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 114

1. I am confused by her answers. Repeat.
2. I am confused by her answers. Transform: who. -- [Who is confused by her answers?]
3. I am confused by her answers. Transform: not. -- [I am not confused by her answers.]
4. Her answers are confusing. Repeat.
5. Her answers are confusing. Transform: what. -- [What are confusing?]
6. Her answers are confusing. Transform: not. -- [Her answers are not confusing.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 115

7. The basketball game is exciting. Repeat.
8. The basketball game is exciting. Transform: what. -- [What is exciting?]
9. The basketball game is exciting. Transform: not. -- [The basketball game is not exciting.]
10. I am excited about the basketball game. Repeat.
11. I am excited about the basketball game. Transform: who. -- [Who is excited about the basketball game?]
12. I am excited about the basketball game. Transform: not. -- [I am not excited about the basketball game.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 116

1. I am interested in the play. Repeat.
2. I am interested in the play. Add: musical. -- [I am interested in the musical play.]
3. I am interested in the musical play. Add: in the theater. -- [I am interested in the musical play in the theater.]
4. I am interested in the musical play in the theater. Change: she. -- [She is interested in the musical play in the theater.]
5. She is interested in the musical play in the theater. Change: he. -- [He is interested in the musical play in the theater.]
6. He is interested in the musical play in the theater. Change: they. -- [They are interested in the musical play in the theater.]
7. They are interested in the musical play in the theater. Transform: who. -- [Who are interested in the musical play in the theater?]
8. They are interested in the musical play in the theater. Transform: not. -- [They are not interested in the musical play in the theater.]

Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 117

1. Are you interested in sports?
2. What sports are you interested in?
3. Do you find your city interesting?
4. Do you get bored easily?
5. What are the things that you find boring?
6. What makes you annoyed?
7. Do you find mathematics confusing?

VOCABULARY

Listen and repeat the words and sentences.

Page 118

Please refer to the definition file.

Describing What is Possible 2

to be able to

Page 119

We use this construction to express what things can do, what their possibilities are. This is the structure:

Subject + be + able + to-infinitive

For example:

I am able to record the discussion. I am able to finish my report.

That dog is able to run fast.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 120

1. I am able to record the discussion.
2. He was able to finish his homework.
3. She is able to appoint a new manager.
4. He was able to set the table.
5. She is able to spot the mistakes.
6. The team was able to achieve first place to win the prize.
7. The baby is able to grab my fingers.
8. The player was able to score a point.
9. She is able to select the players.
10. I am able to face my problems.
11. My father was able to fetch me.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 121

1.record

2. finish

3.grab

4. face

5.select

6. fetch

7.score

8.spot

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 122

1. I am able to finish my homework.
2. I am able to finish my work.
3. I am able to finish my job.
4. I am able to finish my food.
5. I am able to finish my sandwich.
6. I am able to finish my tea.
7. I am able to finish my milk.
8. I am able to finish my juice.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 123

1. She was able to set the table.
2. She was able to set the time.
3. She was able to set the dinner.
4. He was able to set the dinner.
5. He was able to set the meeting.
6. They were able to set the meeting.
7. We were able to set the meeting.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 124

1. My father was able to fetch me.
2. My father was able to fetch me at school.
3. My father was able to fetch me at school yesterday.
4. My father was able to fetch me at school yesterday afternoon.
5. My father and mother were able to fetch me at school yesterday afternoon.
6. My father and mother were able to fetch me and my brother at school yesterday afternoon.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 125

1. I am able to record the discussion. Repeat.
2. I am able to record the discussion. Change: song. -- [I am able to record the song.]
3. I am able to record the song. Change: she. -- [She is able to record the song.]
4. She is able to record the song. Change: time. -- [She is able to record the time.]
5. She is able to record the time. Change: he. -- [He is able to record the time.]
6. He is able to record the time. Change: they. -- [They are able to record the time.]
7. They are able to record the time. Change: we. -- [We are able to record the time.]
8. We are able to record the time. Change: music. -- [We are able to record the music.]
9. We are able to record the music. Change: speech. -- [We are able to record the speech.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 126

1. The player was able to score a point. Repeat.
2. The player was able to score a point. Transform: who. -- [Who was able to score a point?]
3. The player was able to score a point. Transform: not. -- [The player was not able to score a point.]
4. He was able to finish his homework. Repeat.
5. He was able to finish his homework. Transform: who. -- [Who was able to finish his homework?]
6. He was able to finish his homework. Transform: what. -- [What was he able to finish?]
7. The baby was able to grab my fingers. Repeat.
8. The baby was able to grab my fingers. Transform: who. -- [Who was able to grab my fingers?]
9. The baby was able to grab my fingers. Transform: what. -- [What was the baby able to grab?]
10. The baby was able to grab my fingers. Transform: not. -- [The baby was not able to grab my fingers.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 127

1. He was able to finish his homework. Repeat.
2. He was able to finish his homework. Change: food. -- [He was able to finish his food.]
3. He was able to finish his food. Change: work. -- [He was able to finish his work.]
4. He was able to finish his work. Change: do. -- [He was able to do his work.]
5. He was able to do his work. Change: sell. -- [He was able to sell his work.]
6. He was able to sell his work. Change: house. -- [He was able to sell his house.]
7. He was able to sell his house. Change: clean. -- [He was able to clean his house.]

Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 128

1. Are you able to clean your house today?
2. Were you able to finish your job yesterday?
3. Were you able to set the table for your breakfast this morning?
4. Were you able to fetch your child?
5. Were you able to finish your tea this morning?
6. Were you able to face all your problems?

VOCABULARY

Listen and repeat the words and sentences.

Page **129**

Please refer to the definition file.



Repetition Drill

Listen to the teacher and repeat the sentences.

Page 131

1. She objects to the idea of working early in the morning.
2. She shut the door slowly.
3. The company shut down after a year.
4. The professor did not specify the color of the book.
5. He wants to delay the meeting.
6. The male prisoner was talking to the policeman.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page **132**

7. The youth of today are full of ideas.
8. He is a simple youngster.
9. The farmer removed the grass in the garden.
10. Birds have wings.
11. She is sitting down.
12. They are standing up.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 133

1. specify
2. delay
3. prisoner
4. male
5. youngsters
6. grass
7. shut
8. removed

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 134

1. She shut the door slowly.
2. She shut the window slowly.
3. He shut the window slowly.
4. He shut the window carefully.
5. They shut the window carefully.
6. We shut the window carefully.
7. You shut the window carefully.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 135

1. He is a simple youngster.
2. She is a simple youngster.
3. They are simple youngsters.
4. They are good youngsters.
5. They are creative youngsters.
6. We are creative youngsters.
7. We are happy youngsters.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 136

1. He wants to delay the meeting. Repeat.
2. He wants to delay the meeting. Change: she. -- [She wants to delay the meeting.]
3. She wants to delay the meeting. Change: training. -- [She wants to delay the training.]
4. She wants to delay the training. Change: they. -- [They want to delay the training.]
5. They want to delay the training. Change: practice. -- [They want to delay the practice.]
6. They want to delay the practice. Change: start. -- [They want to start the practice.]
7. They want to start the practice. Change: we. -- [We want to start the practice.]
8. We want to start the practice. Change: end. -- [We want to end the practice.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 137

1. The farmer removed the grass in the garden. Repeat.
2. The farmer removed the grass in the garden. Transform: who. -- [Who removed the grass in the garden?]
3. The farmer removed the grass in the garden. Transform: where. -- [Where did the farmer remove the grass?]
4. The farmer removed the grass in the garden. Transform: what. -- [What did the farmer remove in the garden?]
5. She shut the door slowly. Repeat.
6. She shut the door slowly. Transform: who. -- [Who shut the door slowly?]
7. She shut the door slowly. Transform: how. -- [How did she shut the door?]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 138

8. The male prisoner was talking to the policeman. Repeat.
9. The male prisoner was talking to the policeman. Transform: who. -- [Who was talking to the policeman?]
10. She objects to the idea of working early in the morning. Repeat.
11. She objects to the idea of working early in the morning. Transform: who. -- [Who objects to the idea of working early in the morning?]
12. She objects to the idea of working early in the morning. Transform: not. -- [She does not object to the idea of working early in the morning.]

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 139

1. She objects to the idea of working early in the morning.
2. He objects to the idea of working early in the morning.
3. They object to the idea of working early in the morning.
4. They object to the idea of studying early in the morning.
5. We object to the idea of studying early in the morning.
6. We object to the idea of studying early in the afternoon.
7. We object to the idea of studying late in the afternoon.
8. We object to the idea of studying late at night.

Mixed Drill

Listen to the teacher and follow the instructions.

Page 140

1. The male prisoner was talking to the policeman. Repeat.
2. The male prisoner was talking to the policeman. Add: in the office. -- [The male prisoner was talking to the policeman in the office.]
3. The male prisoner was talking to the policeman in the office. Change: teacher. -- [The male teacher was talking to the policeman in the office.]
4. The male teacher was talking to the policeman in the office. Change: student. -- [The male teacher was talking to the student in the office.]
5. The male teacher was talking to the student in the office. Transform: who. -- [Who was talking to the student in the office?]
6. The male teacher was talking to the student in the office. Transform: where. -- [Where was the male teacher talking to the student?]
7. The male teacher was talking to the student in the office. Transform: not. -- [The male teacher was not talking to the student in the office.]

Sentence Intonation Drill

Listen and practice the intonation of these sentences and questions.

1. How did she shut the door?
2. Who objects to the idea of working early in the morning?
3. Who was talking to the policeman?
4. She does not object to the idea of working early in the morning.
5. The male prisoner was talking to the policeman.
6. She wants to delay the training.
7. The professor did not specify the color of the book.

Page 141

1. How did she shut the door? ↗
2. Who objects to the idea of working early in the morning? ↗
3. Who was talking to the policeman? ↗
4. She does not object to the idea of working early in the morning. ↗
5. The male prisoner was talking to the policeman. ↗
6. She wants to delay the training. ↗
7. The professor did not specify the color of the book. ↗

Jumbled Sentences Exercise

Reorder the following words to make a grammatical sentence.

1. wings / have / birds.
2. garden / in / the / removed / the / grass / farmer / the.
3. talking / male / the / prisoner / was / policeman / to / the.
4. objects / idea / to / the / working / of / she / early / in /
the / morning.
5. meeting / delay / the / to / wants / he.

Page 142

[1. Birds have wings.]

[2. The farmer removed the grass in the garden.]

[3. The male prisoner was talking to the policeman.]

[4. She objects to the idea of working early in the morning.]

[5. He wants to delay the meeting.]

Jumbled Sentences Exercise

Reorder the following words to make a grammatical sentence.

6. ideas / the / youth / today / of / full / are / of.
7. youngster / simple / a / is / he.
8. standing up / are / they.
9. is / she / sitting down.

Page **143**

[6. The youth of today are full of ideas.]

[7. He is a simple youngster.]

[8. They are standing up.]

[9. She is sitting down.]

1. I am able to record the discussion.
2. He was able to finish his homework.
3. She is able to appoint a new manager.
4. He was able to set the table.
5. She is able to spot the mistakes.
6. The team was able to achieve first place to win the prize.
7. The baby is able to grab my fingers.
8. The player was able to score a point.

- 1. My father was able to fetch me.**
- 2. She is able to select the players.**
- 3. I am able to face my problems.**
- 4. She is sitting down.**
- 5. They are standing up.**
- 6. She was bored by the discussion.**
- 7. The discussion was boring.**

- 1. I am interested in the play.**
- 2. The play is interesting.**
- 3. I am amused by the snow.**
- 4. The snow is amusing.**
- 5. He was annoyed with his speech.**

- 6. His speech was annoying.**
- 7. I am confused by her answers.**
- 8. Her answers are confusing.**
- 9. I am excited about the basketball game.**
- 10. The basketball game is exciting.**

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 148

1. She objects to the idea of working early in the morning.
2. She shut the door slowly.
3. The company shut down after a year.
4. The professor did not specify the color of the book.
5. He wants to delay the meeting.
6. The male prisoner was talking to the policeman.
7. The youth of today are full of ideas.
8. He is a simple youngster.
9. The farmer removed the grass in the garden.
10. Birds have wings.

Transformation Drill

Listen to the teacher and follow the instructions.

Page 149

1. I am confused by her answers. Repeat.
2. I am confused by her answers. Transform: who. -- [Who is confused by her answers?]
3. I am confused by her answers. Transform: not. -- [I am not confused by her answers.]
4. Her answers are confusing. Repeat.
5. Her answers are confusing. Transform: what. -- [What are confusing?]
6. Her answers are confusing. Transform: not. -- [Her answers are not confusing.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 150

7. The basketball game is exciting. Repeat.
8. The basketball game is exciting. Transform: what. -- [What is exciting?]
9. The basketball game is exciting. Transform: not. -- [The basketball game is not exciting.]
10. I am excited about the basketball game. Repeat.
11. I am excited about the basketball game. Transform: who. -- [Who is excited about the basketball game?]
12. I am excited about the basketball game. Transform: not. -- [I am not excited about the basketball game.]

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page **151**

1.record

2. finish

3.grab

4. face

5.select

6. fetch

7.score

8.spot

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 152

1. I am interested in the play.
2. She is interested in the play.
3. He is interested in the play.
4. We are interested in the play.
5. They are interested in the play.
6. You are interested in the play.
7. You are interested in the position.
8. You are interested in the painting.
9. You are interested in the pattern.

Transformation Drill

Listen to the teacher and follow the instructions.

Page 153

1. The player was able to score a point. Repeat.
2. The player was able to score a point. Transform: who. -- [Who was able to score a point?]
3. The player was able to score a point. Transform: not. -- [The player was not able to score a point.]
4. He was able to finish his homework. Repeat.
5. He was able to finish his homework. Transform: who. -- [Who was able to finish his homework?]
6. He was able to finish his homework. Transform: what. -- [What was he able to finish?]
7. The baby was able to grab my fingers. Repeat.
8. The baby was able to grab my fingers. Transform: who. -- [Who was able to grab my fingers?]
9. The baby was able to grab my fingers. Transform: what. -- [What was the baby able to grab?]
10. The baby was able to grab my fingers. Transform: not. -- [The baby was not able to grab my fingers.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 154

1. He was annoyed with his speech. Repeat.
2. He was annoyed with his speech. Change: she. -- [She was annoyed with his speech.]
3. She was annoyed with his speech. Change: they. -- [They were annoyed with his speech.]
4. They were annoyed with his speech. Change: voice. -- [They were annoyed with his voice.]
5. They were annoyed with his voice. Change: brother. -- [They were annoyed with his brother.]
6. They were annoyed with his brother. Change: sister. -- [They were annoyed with his sister.]
7. They were annoyed with his sister. Change: smell. -- [They were annoyed with his smell.]
8. They were annoyed with his smell. Change: her. -- [They were annoyed with her smell.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 155

1. The play is interesting.
2. The musical is interesting.
3. The musical in the theater is interesting.
4. The musical in the theater is interesting and amusing.
5. The musical in the theater is interesting, amusing, and exciting.
6. The two musicals in the theater are interesting, amusing, and exciting.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 156

1. He was able to finish his homework. Repeat.
2. He was able to finish his homework. Change: food. -- [He was able to finish his food.]
3. He was able to finish his food. Change: work. -- [He was able to finish his work.]
4. He was able to finish his work. Change: do. -- [He was able to do his work.]
5. He was able to do his work. Change: sell. -- [He was able to sell his work.]
6. He was able to sell his work. Change: house. -- [He was able to sell his house.]
7. He was able to sell his house. Change: clean. -- [He was able to clean his house.]

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 157

1. specify
2. delay
3. prisoner
4. male
5. youngsters
6. grass
7. shut
8. removed

Mixed Drill

Listen to the teacher and follow the instructions.

Page 158

1. I am interested in the play. Repeat
2. I am interested in the play. Change: musical. -- [I am interested in the musical.]
3. I am interested in the musical. Add: in the theater. -- [I am interested in the musical in the theater.]
4. I am interested in the musical in the theater. Change: she. -- [She is interested in the musical in the theater.]
5. She is interested in the musical in the theater. Change: he. -- [He is interested in the musical in the theater.]
6. He is interested in the musical in the theater. Change: they. -- [They are interested in the musical in the theater.]
7. They are interested in the musical in the theater. Transform: who. -- [Who is interested in the musical in the theater?]
8. They are interested in the musical in the theater. Transform: not. -- [They are not interested in the musical in the theater.]

Sentence Intonation Drill

Listen and practice the intonation of these sentences and questions.

1. How did she shut the door?
2. Who objects to the idea of working early in the morning?
3. Who was talking to the policeman?
4. She does not object to the idea of working early in the morning.
5. The male prisoner was talking to the policeman.
6. She wants to delay the training.
7. The professor did not specify the color of the book.

Page 159

1. How did she shut the door? ↗

2. Who objects to the idea of working early in the morning? ↗

3. Who was talking to the policeman? ↗

4. She does not object to the idea of working early in the morning. ↗

5. The male prisoner was talking to the policeman. ↗

6. She wants to delay the training. ↗

7. The professor did not specify the color of the book. ↗

Writing Exercise

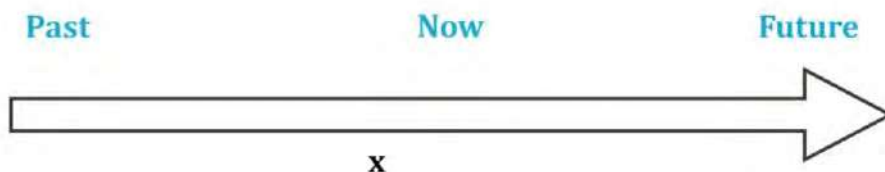
Listen and type the sentences in the chat box.

Page 160

1. I am excited about the basketball game.
2. She is able to appoint a new manager.
3. She objects to the idea of working early in the morning.
4. My father was able to fetch me.
5. The male prisoner was talking to the policeman.
6. The team was able to achieve first place to win the prize.
7. The professor did not specify the color of the book.

Talking About the Recent Past

Just (a short time ago)



Page 161

We often use the present perfect or simple past with 'just' to talk about the recent past and actions or events that happened in the recent past.

Examples:

I have just closed the door.

The small girl has just started walking. Jill has just made coffee.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 162

1. I have just read the book.
2. He just finished his sandwich.
3. I have just accepted the position.
4. She has just set the table for breakfast.
5. We just discussed the problem.
6. They just heard the news on the radio.
7. I have just joined the meeting.
8. He has just recorded his new song.
9. The police have just responded to the emergency call.
10. I have just remembered my appointments.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 163

1. I have just read the book.
2. She has just read the book.
3. He has just read the book.
4. We have just read the book.
5. They have just read the book.
6. You have just read the book.
7. You have just read the news.
8. You have just watched the news.
9. You have just watched the show.
10. You have just recorded the show.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 164

1. I have just accepted the position.
2. I have just accepted the job.
3. He has just accepted the job.
4. She has just accepted the job.
5. We have just accepted the job.
6. They have just accepted the job.
7. You have just accepted the job.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 165

1. We just discussed the problem.
2. We just discussed the problem in the company.
3. We just discussed the problem in the company yesterday.
4. We just discussed the problem in the company yesterday afternoon.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 166

1. They just heard the news on the radio. Repeat.
2. They just heard the news on the radio. Add: yesterday. -- [They just heard the news on the radio yesterday.]
3. They just heard the news on the radio yesterday. Add: morning. -- [They just heard the news on the radio yesterday morning.]
4. They just heard the news on the radio yesterday morning. Add: bad. -- [They just heard the bad news on the radio yesterday morning.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 167

1. He has just finished his sandwich. Repeat.
2. He has just finished his sandwich. Change: she. -- [She has just finished her sandwich.]
3. She has just finished her sandwich. Change: breakfast. -- [She has just finished her breakfast.]
4. She has just finished her breakfast. Change: homework. -- [She has just finished her homework.]
5. She has just finished her homework. Change: they. -- [They have just finished their homework.]
6. They have just finished their homework. Change: work. -- [They have just finished their work.]
7. They have just finished their work. Change: practice. -- [They have just finished their practice.]
8. They have just finished their practice. Change: start. -- [They have just started their practice.]
9. They have just started their practice. Change: training. -- [They have just started their training.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 168

1. She has just set the table for breakfast. Repeat.
2. She has just set the table for breakfast. Transform: who. -- [Who has just set the table for breakfast?]
3. She has just set the table for breakfast. Transform: what. -- [What has she just set?]
4. They just heard the news on the radio. Repeat.
5. They just heard the news on the radio. Transform: who. -- [Who just heard the news on the radio?]
6. They just heard the news on the radio. Transform: what. -- [What did they just hear on the radio?]
7. They just heard the news on the radio. Transform: where. -- [Where did they just hear the news?]
8. He just finished his sandwich. Repeat.
9. He just finished his sandwich. Transform: who. -- [Who just finished his sandwich?]
10. He just finished his sandwich. Transform: what. -- [What did he just finish?]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 169

1. I have just read the book. Repeat.
2. I have just read the book. Add: English. -- [I have just read the English book.]
3. I have just read the English book. Add: in the library. -- [I have just read the English book in the library.]
4. I have just read the English book in the library. Change: in my room. -- [I have just read the English book in my room.]
5. I have just read the English book in my room. Transform: who. -- [Who have just read the English book in my room?]
6. I have just read the English book in my room. Transform: what. -- [What have I just read in my room?]
7. I have just read the English book in my room. Transform: where. -- [Where have I just read the English book?]

Instruction, Question and Answer Drill

Listen, follow the instructions, and then answer the questions.

Page 170

1. Open the book, please. Did you just open the book? -- [Yes, I just opened the book.]
2. Close the book, please. Did you just close the book? -- [Yes, I just closed the book.]
3. Sit down, please. Did you just sit down? -- [Yes, I just sat down.]
4. Stand up, please. Did you just stand up? -- [Yes, I just stood up.]
5. Show your book to me, please. Did you just show your book to me? -- [Yes, I just showed my book to you.]
6. Knock on the door, please. Did you just knock on the door? -- [Yes, I just knocked on the door.]
7. Smell your hand, please. Did you just smell your hand? -- [Yes, I just smelled my hand.]

VOCABULARY

Listen and repeat the words and sentences.

Page **171**

Please refer to the definition file.



Repetition Drill

Listen to the teacher and repeat the sentences.

Page 173

1. You can see big trees in a forest.
2. The leaves are falling from the tree.
3. She lives in the countryside.
4. We live in different states.
5. The table is covered with dust.
6. It is cool in fall.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 174

7. Many branches fell in our garden.
8. The Sahara is a big desert.
9. There are many hills around my town.
10. The boy throws rocks into the water.
11. She has sand in her shoes.
12. The walls of my room are made of stone.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 175

1. forest
2. leaf
3. countryside
4. desert
5. dust
6. fall
7. hill
8. rock
9. sand

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 176

1. The walls of my room are made of stone.
2. The walls of my house are made of stone.
3. The walls of her house are made of stone.
4. The walls of his house are made of stone.
5. The walls of our house are made of stone.
6. The walls of our house are made of glass.
7. The walls of their house are made of glass.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 177

1. The table is covered with dust. Repeat.
2. The table is covered with dust. Change: car. -- [The car is covered with dust.]
3. The car is covered with dust. Change: book. -- [The book is covered with dust.]
4. The book is covered with dust. Change: train. -- [The train is covered with dust.]
5. The train is covered with dust. Change: snow. -- [The train is covered with snow.]
6. The train is covered with snow. Change: bus. -- [The bus is covered with snow.]
7. The bus is covered with snow. Change: house. -- [The house is covered with snow.]
8. The house is covered with snow. Change: building. -- [The building is covered with snow.]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 178

1. The leaves are falling from the tree.
2. The yellow leaves are falling from the tree.
3. The yellow leaves are falling from the big tree.
4. The yellow leaves are falling from the big tree in the garden.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 179

1. She has sand in her shoes.
2. He has sand in his shoes.
3. You have sand in your shoes.
4. They have sand in their shoes.
5. We have sand in our shoes.
6. We have sand in our house.
7. We have food in our house.
8. We have milk in our house.

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 180

1. It is cool in fall. Repeat.
2. It is cool in fall. Change: cold, winter. -- [It is cold in winter.]
3. It is cold in winter. Change: hot, summer. -- [It is hot in summer.]
4. It is hot in summer. Change: warm, spring. -- [It is warm in spring.]
5. It is warm in spring. Change: nice, the countryside. -- [It is nice in the countryside.]
6. It is nice in the countryside. Change: exciting, class. -- [It is exciting in the class.]
7. It is exciting in the class. Change: boring, hospital. -- [It is boring in the hospital.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 181

1. She lives in the countryside. Repeat.
2. She lives in the countryside. Transform: who. -- [Who lives in the countryside?]
3. She lives in the countryside. Transform: where. -- [Where does she live?]
4. She lives in the countryside. Transform: not. -- [She does not live in the countryside.]
5. The leaves are falling from the tree. Repeat.
6. The leaves are falling from the tree. Transform: what. -- [What is falling from the tree?]
7. The leaves are falling from the tree. Transform: not. -- [The leaves are not falling from the tree.]
8. The boy throws the rock into the water. Repeat.
9. The boy throws the rock into the water. Transform: who. -- [Who throws the rock into the water?]
10. The boy throws the rock into the water. Transform: where. -- [Where does the boy throw the rock into?]

Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 182

1. Are there any hills around your town?
2. Do you like to go to a forest?
3. Do you like to live in the countryside?
4. Do you live in a different state from your parents?
5. Are there stones outside your house?
6. Is it cool in fall in your country?
7. Do you have sand in your shoes?

VOCABULARY

Listen and repeat the words and sentences.

Page **183**

Please refer to the definition file.



Describing the Effect of an Event

Zero and First Conditional

Page 185

We use the zero conditional when the result will always happen or is always true. This is the structure of the zero conditional: If/When + present simple,... present simple

E.g. If I drink too much coffee, I feel sick.

When it is winter in Russia, it snows.

We use the first conditional when we talk about things that might happen in the future. This is the structure of the first conditional: If + present simple, ... will + infinitive

E.g. If it rains tomorrow, I will just stay at home.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 186

1. When it is night, it is dark.
2. When it is winter, it is cold.
3. If the train breaks down, it will not arrive on time.
4. When it is December, it is Christmas time.
5. When babies are hungry, they cry.
6. When it is hot, ice melts.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 187

7. If it rains, they will get wet.
8. If you don't eat the ice cream immediately after opening it, it will melt.
9. If you press the switch, the light will come on.
10. If it is May in the Philippines, it is hot.
11. If you press the button, the computer will start working.
12. When you mix yellow and blue, you get green.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 188

1. melts
2. press
3. button
4. break down
5. ice
6. switch
7. arrive
8. light
9. computer

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 189

1. If the train breaks down, it will not arrive on time.
2. If the bus breaks down, it will not arrive on time.
3. If the car breaks down, it will not arrive on time.
4. If the bike breaks down, it will not arrive on time.
5. If the bike stops, it will not arrive on time.
6. If we stop, we will not arrive on time.
7. If they stop, they will not arrive on time.
8. If he stops, he will not arrive on time.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 190

1. If it rains, they will get wet.
2. If it rains, he will get wet.
3. If it rains, she will get wet.
4. If it rains, you will get wet.
5. If it rains, we will get wet.
6. If it rains, the students will get wet.
7. If it rains, the players will get wet.

Basic Multiple-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 191

1. When it is winter, it is cold.
2. When it is summer, it is hot.
3. When it is fall, it is cool.
4. When it is spring, it is warm.
5. When it is morning, it is light.
6. When the wood is thick, it is heavy.
7. When it is raining, it is wet.
8. When the water is clean, it is safe.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 192

1. If you press the switch, the light will come on. Repeat.
2. If you press the switch, the light will come on. Change: she. -- [If she presses the switch, the light will come on.]
3. If she presses the switch, the light will come on. Change: he. -- [If he presses the switch, the light will come on.]
4. If he presses the switch, the light will come on. Change: they. -- [If they press the switch, the light will come on.]
5. If they press the switch, the light will come on. Change: we. -- [If we press the switch, the light will come on.]
6. If we press the switch, the light will come on. Change: button. -- [If we press the button, the light will come on.]
7. If we press the button, the light will come on. Change: music. -- [If we press the button, the music will come on.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 193

1. If you press the button, the computer will start working. Repeat.
2. If you press the button, the computer will start working. Transform: how. -- [How will the computer start working?]
3. If you press the button, the computer will start working Transform: what will happen. -- [What will happen if you press the button?]
4. If you press the button, the computer will start working. Transform: not. -- [If you don't press the button, the computer will not start working.]
5. If you press the button, the computer will start working. Transform: zero conditional. -- [If/When you press the button, the computer starts working.]
6. When it is hot, ice melts. Repeat.
7. When it is hot, ice melts. Transform: what will happen. -- [What will happen when it is hot?]
8. When it is hot, ice melts. Transform: not. -- [When it is not hot, ice doesn't melt.]
9. When it is hot, ice melts. Transform: first conditional. -- [If it is hot, ice will melt. / If it is hot, the ice will melt.]

Sentence Intonation Drill

Listen and practice the intonation of these sentences and questions.

1. How will the computer start working?
2. What will happen if you press the button?
3. When it is hot, ice melts.
4. If the train breaks down, it will not arrive on time.
5. If you don't eat the ice cream immediately after opening it, it will melt.
6. What will happen when it is hot?
7. If you press the button, the computer will start working.

Page 194

1. How will the computer start working? ↗
2. What will happen if you press the button? ↗
3. When it is hot, | ice melts.
4. If the train breaks down, | it will not arrive on time.
5. If you don't eat the ice cream immediately after opening, | it will melt.
6. What will happen when it is hot? ↗
7. If you press the button, | the computer will start working.

Mixed Drill

Listen to the teacher and follow the instructions.

Page 195

1. If you press the switch, the light will come on. Repeat.
2. If you press the switch, the light will come on. Change: button. -- [If you press the button, the light will come on.]
3. If you press the button, the light will come on. Add: red. -- [If you press the red button, the light will come on.]
4. If you press the red button, the light will come on. Add: immediately. -- [If you press the red button, the light will come on immediately.]
5. If you press the red button, the light will come on immediately. Change: music. -- [If you press the red button, the music will come on immediately.]
6. If you press the red button, the music will come on immediately. Change: we. -- [If we press the red button, the music will come on immediately.]
7. If we press the red button, the music will come on immediately. Transform: not. -- [If we don't press the red button, the music will not come on immediately.]

1. You can see big trees in a forest.
2. The leaves are falling from the tree.
3. She lives in the countryside.
4. We live in different states.
5. The table is covered with dust.
6. It is cool in fall.
7. Many branches fell in our garden.
8. The Sahara is a big desert.

1. When it is night, it is dark.
2. When it is winter, it is cold.
3. If the train breaks down, it will not arrive on time.
4. When it is December, it is Christmas time.
5. When babies are hungry, they cry.
6. When it is hot, ice melts.
7. If it rains, they will get wet.
8. If you don't eat the ice cream immediately after opening it,
it will melt.

1. There are many hills around my town.
2. The boy throws rocks into the water.
3. She has sand in her shoes.
4. The walls of my room are made of stone.
5. If you press the switch, the light will come on.
6. If it is May in the Philippines, it is hot.
7. If you press the button, the computer will start working.
8. When you mix yellow and blue, you get green.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 199

{TTSTS}

1. I have just read the book.
2. He just finished his sandwich.
3. I have just accepted the position.
4. She has just set the table for breakfast.
5. We just discussed the problem.
6. They just heard the news on the radio.
7. I have just joined the meeting.
8. He has just recorded his new song.
9. The police have just responded to the emergency call.
10. I have just remembered my appointments.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 200

1. I have just read the book.
2. She has just read the book.
3. He has just read the book.
4. We have just read the book.
5. They have just read the book.
6. You have just read the book.
7. You have just read the news.
8. You have just watched the news.
9. You have just watched the show.
10. You have just recorded the show.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page **201**

1. melts
2. press
3. button
4. break down
5. ice
6. switch
7. arrive
8. light
9. computer

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 202

1. The table is covered with dust. Repeat.
2. The table is covered with dust. Change: car. -- [The car is covered with dust.]
3. The car is covered with dust. Change: book. -- [The book is covered with dust.]
4. The book is covered with dust. Change: train. -- [The train is covered with dust.]
5. The train is covered with dust. Change: snow. -- [The train is covered with snow.]
6. The train is covered with snow. Change: bus. -- [The bus is covered with snow.]
7. The bus is covered with snow. Change: house. -- [The house is covered with snow.]
8. The house is covered with snow. Change: building. -- [The building is covered with snow.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 203

1. They just heard the news on the radio. Repeat.
2. They just heard the news on the radio. Add: yesterday. -- [They just heard the news on the radio yesterday.]
3. They just heard the news on the radio yesterday. Add: morning. -- [They just heard the news on the radio yesterday morning.]
4. They just heard the news on the radio yesterday morning. Add: bad. -- [They just heard the bad news on the radio yesterday morning.]

Sentence Intonation Drill

Listen and practice the intonation of these sentences and questions.

1. How will the computer start working?
2. What will happen if you press the button?
3. When it is hot, ice melts.
4. If the train breaks down, it will not arrive on time.
5. If you don't eat the ice cream immediately after opening it, it will melt.
6. What will happen when it is hot?
7. If you press the button, the computer will start working.

Page 204

1. How will the computer start working? ↗

2. What will happen if you press the button? ↗

3. When it is hot, | ice melts.

4. If the train breaks down, | it will not arrive on time.

5. If you don't eat the ice cream immediately after opening it, | it will melt.

6. What will happen when it is hot? ↗

7. If you press the button, | the computer will start working.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 205

1. forest
2. leaf
3. countryside
4. desert
5. dust
6. fall
7. hill
8. rock
9. sand

Basic Multiple-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 206

1. When it is winter, it is cold.
2. When it is summer, it is hot.
3. When it is fall, it is cool.
4. When it is spring, it is warm.
5. When it is morning, it is light.
6. When the wood is thick, it is heavy.
7. When it is raining, it is wet.
8. When the water is clean, it is safe.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 207

1. He has just finished his sandwich. Repeat.
2. He has just finished his sandwich. Change: she. -- [She has just finished her sandwich.]
3. She has just finished her sandwich. Change: breakfast. -- [She has just finished her breakfast.]
4. She has just finished her breakfast. Change: homework. -- [She has just finished her homework.]
5. She has just finished her homework. Change: they. -- [They have just finished their homework.]
6. They have just finished their homework. Change: work. -- [They have just finished their work.]
7. They have just finished their work. Change: practice. -- [They have just finished their practice.]
8. They have just finished their practice. Change: start. -- [They have just started their practice.]
9. They have just started their practice. Change: training. -- [They have just started their training.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 208

1. She lives in the countryside. Repeat.
2. She lives in the countryside. Transform: who. -- [Who lives in the countryside?]
3. She lives in the countryside. Transform: where. -- [Where does she live?]
4. She lives in the countryside. Transform: not. -- [She does not live in the countryside.]
5. The leaves are falling from the tree. Repeat.
6. The leaves are falling from the tree. Transform: what. -- [What are falling from the tree?]
7. The leaves are falling from the tree. Transform: not. -- [The leaves are not falling from the tree.]
8. The boy throws the rock into the water. Repeat.
9. The boy throws the rock into the water. Transform: who. -- [Who throws the rock into the water?]
10. The boy throws the rock into the water. Transform: where. -- [Where does the boy throw the rock?]

Instruction, Question and Answer Drill

Listen, follow the instructions, and then answer the questions.

Page 209

1. Open the book, please. Did you just open the book? -- [Yes, I just opened the book.]
2. Close the book, please. Did you just close the book? -- [Yes, I just closed the book.]
3. Sit down, please. Did you just sit down? -- [Yes, I just sat down.]
4. Stand up, please. Did you just stand up? -- [Yes, I just stood up.]
5. Show your book to me, please. Did you just show your book to me? -- [Yes, I just showed my book to you.]
6. Knock on the door, please. Did you just knock on the door? -- [Yes, I just knocked on the door.]
7. Smell your hand, please. Did you just smell your hand? -- [Yes, I just smelled my hand.]

Writing Exercise

Listen and type the sentences in the chat box.

Page **210**

1. The police have just responded to the emergency call.
2. The walls of my room are made of stone.
3. If you don't eat the ice cream immediately after opening it, it will melt.
4. I have just remembered my appointments.
5. The boy throws rocks into the water.
6. If the train breaks down, it will not arrive on time.
7. When you mix yellow and blue, you get green.

VOCABULARY

Listen and repeat the words and sentences.

Page **211**

Please refer to the definition file.



Describing the Relationship Between Two Future Events

Zero Conditional and First Conditional

Page **213**

The zero and first conditionals can be used to describe the relationship between two events. The relationship between these two events does not automatically or necessarily happen; it might be the choice of someone or an organization or company.

- The zero conditional describes the habitual relationship between two events.

For example: When I am tired, I drink coffee.

If it's hot on the weekend, John goes to the beach.

When it rains, many people stay inside.

- The first conditional describes the relationship between a present and a future event or between two future events.

For example: If it is hot outside now, I won't wear a jacket.

If she is here in the office, Sue will talk to her now.

If it's hot tomorrow, we'll go to the beach.

If Bob arrives next week, Julie will buy lunch for him.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 214

1. If it is sunny tomorrow, I will go to the park.
2. If she is conscious, I will talk to her.
3. If it is legal, I will accept the job.
4. If it is hot, I will take off my shirt.
5. If it is cold, I will put on my socks.
6. If the dress is nice, I will try it on.
7. If she studies hard, she gets good scores.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 215

8. If you don't study, you get low scores.
9. If you sleep late, you feel sleepy the next morning.
10. If the weather is pleasant, I will go to school.
11. If the bus bumps into a tree, it will break down.
12. When it is rainy on Mondays, I don't go to work.
13. When it is my rest day, I go to the mall.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 216

1. If she is conscious, I will talk to her.
2. If he is conscious, I will talk to him.
3. If they are conscious, I will talk to them.
4. If they are ready, I will talk to them.
5. If they are ready, he will talk to them.
6. If they are ready, she will talk to them.
7. If they are ready, we will talk to them.
8. If they are successful, we will talk to them.
9. If they are aware, we will talk to them.
10. If they are friendly, we will talk to them.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 217

1. When it is rainy on Mondays, I don't go to work. Repeat.
2. When it is rainy on Mondays, I don't go to work. Change: she. -- [When it is rainy on Mondays, she doesn't go to work.]
3. When it is rainy on Mondays, she doesn't go to work. Change: he. -- [When it is rainy on Mondays, he doesn't go to work.]
4. When it is rainy on Mondays, he doesn't go to work. Change: they. -- [When it is rainy on Mondays, they don't go to work.]
5. When it is rainy on Mondays, they don't go to work. Change: you. -- [When it is rainy on Mondays, you don't go to work.]
6. When it is rainy on Mondays, you don't go to work. Change: we. -- [When it is rainy on Mondays, we don't go to work.]
7. When it is rainy on Mondays, we don't go to work. Change: school. -- [When it is rainy on Mondays, we don't go to school.]
8. When it is rainy on Mondays, we don't go to school. Change: the office. -- [When it is rainy on Mondays, we don't go to the office.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 218

1. If the weather is pleasant, I will go to school. Repeat.
2. If the weather is pleasant, I will go to school. Transform: who. -- [Who will go to school if the weather is pleasant?]
3. If the weather is pleasant, I will go to school. Transform: what will happen. -- [What will happen if the weather is pleasant?]
4. If the weather is pleasant, I will go to school. Transform: where. -- [Where will I go if the weather is pleasant?]
5. If the weather is pleasant, I will go to school. Transform: not. -- [If the weather is not pleasant, I will not go to school.]
6. If she studies hard, she gets good scores. Repeat.
7. If she studies hard, she gets good scores. Transform: what will happen. -- [What will happen if she studies hard?]
8. If she studies hard, she gets good scores. Transform: not. -- [If she doesn't study hard, she doesn't get good scores.]
9. If she studies hard, she gets good scores. Transform: who. -- [Who gets good scores if she studies hard?]

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 219

1. If the weather is pleasant, I will go to school.
2. If the weather is really pleasant, I will go to school.
3. If the weather is really pleasant, I will go to school tomorrow.
4. If the weather is really pleasant, I will go to school tomorrow morning.
5. If the weather is really pleasant, I will definitely go to school tomorrow morning.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 220

1. If you sleep late, you feel sleepy the next morning. Repeat.
2. If you sleep late, you feel sleepy the next morning. Change: she. -- [If she sleeps late, she feels sleepy the next morning.]
3. If she sleeps late, she feels sleepy the next morning. Change: he. -- [If he sleeps late, he feels sleepy the next morning.]
4. If he sleeps late, he feels sleepy the next morning. Change: day. -- [If he sleeps late, he feels sleepy the next day.]
5. If he sleeps late, he feels sleepy the next day. Change: we. -- [If we sleep late, we feel sleepy the next day.]
6. If we sleep late, we feel sleepy the next day. Change: they. -- [If they sleep late, they feel sleepy the next day.]
7. If they sleep late, they feel sleepy the next day. Change: tired. -- [If they sleep late, they feel tired the next day.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 221

1. If it is sunny tomorrow, I will go to the park. Repeat.
2. If it is sunny tomorrow, I will go to the park. Change: she. -- [If it is sunny tomorrow, she will go to the park.]
3. If it is sunny tomorrow, she will go to the park. Change: he. -- [If it is sunny tomorrow, he will go to the park.]
4. If it is sunny tomorrow, he will go to the park. Add: in the afternoon. -- [If it is sunny tomorrow, he will go to the park in the afternoon.]
5. If it is sunny tomorrow, he will go to the park in the afternoon. Add: really. -- [If it is really sunny tomorrow, he will go to the park in the afternoon.]
6. If it is really sunny tomorrow, he will go to the park in the afternoon. Transform: who. -- [Who will go to the park in the afternoon if it is really sunny tomorrow?]
7. If it is really sunny tomorrow, he will go to the park in the afternoon. Transform: what will happen. -- [What will happen if it is really sunny tomorrow?]

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 222

1. When it is my rest day, I go to the mall.
2. When it is your rest day, I go to the mall.
3. When it is your rest day, she goes to the mall.
4. When it is your rest day, he goes to the mall.
5. When it is your rest day, they go to the mall.
6. When it is your rest day, we go to the mall.
7. When it is your rest day, you go to the mall.
8. When it is your rest day, you go to the shops.

VOCABULARY

Listen and repeat the words and sentences.

Page **223**

Please refer to the definition file.



Describing Possible Future Events**First and Second Conditionals**

Page 225

We can also make conditional sentences to talk about what might or could happen in the future. The first conditional is commonly used to describe possible future events, but the second conditional can also be used sometimes when the event or action is not very likely to happen. For example:

If I win the lottery, I will buy a house.

If I won the lottery, I would buy a house.

These sentences are also good:

If I win the lottery tomorrow, I will buy a house.

If I won the lottery tomorrow, I would buy a house.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 226

1. If I found the key in my pocket, I would be happy.
2. If I receive a lot of money next year, I will buy a house.
3. If I am able to go to Japan again, I will visit Mt. Fuji.
4. If I won the lottery, I would buy a car.
5. If she studied hard, she would pass the test.
6. If she moves to Greece, maybe she will learn how to speak Greek.
7. If little Freddy isn't rude again, the other kids will talk to him.
8. If he is in trouble, I will call the police.
9. If he remains in the company for ten years, he will become a manager.
10. If she stands out in the competition, she will get the major prize.
11. If you are serious about your studies, you will finish them without difficulty.
12. If many young people joined the meeting tomorrow, our boss would be very happy.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 227

1. lottery
2. Greek
3. Greece
4. rude
5. serious
6. full
7. single
8. prize
9. trouble
10. pocket

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 228

1. If my pocket was full of money, I would buy a nice house.
2. If your pocket was full of money, I would buy a nice house.
3. If your pocket was full of money, you would buy a nice house.
4. If his pocket was full of money, you would buy a nice house.
5. If her pocket was full of money, you would buy a nice house.
6. If her pocket was full of money, she would buy a nice house.
7. If our pockets were full of money, she would buy a nice house.
8. If our pockets were full of money, she would buy three nice houses.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 229

1. If he is in trouble, I will call the police.
2. If she is in trouble, I will call the police.
3. If you are in trouble, I will call the police.
4. If they are in trouble, I will call the police.
5. If we are in trouble, I will call the police.
6. If we are in trouble, I will call the manager.
7. If we are in trouble, she will call the manager.
8. If we are in trouble, he will call the manager.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 230

1. If he is in trouble, I will call the police.
2. If he is in great trouble, I will call the police.
3. If he is really in great trouble, I will call the police.
4. If he is really in great trouble, I will immediately call the police.
5. If he is really in great trouble, I will immediately call the police for help.

Transformation Drill

Listen to the teacher and follow the instructions.

Page 231

1. If she moved to Greece, maybe she would learn how to speak Greek. Repeat.

2. If she moved to Greece, maybe she would learn how to speak Greek.

Transform: first conditional.

[If she moves to Greece, maybe she will learn how to speak Greek.]

3. If he is in trouble, I will call the police. Repeat.

4. If he is in trouble, I will call the police. Transform: second conditional. -- [If he was in trouble, I would call the police.]

5. If he remains in the company for ten years, he will become a manager. Repeat.

6. If he remains in the company for ten years, he will become a manager.

Transform: second conditional.

[If he remained in the company for ten years, he would become a manager.]

7. If you are serious about your studies, you will finish them without difficulty. Repeat.

8. If you are serious about your studies, you will finish them without difficulty.

Transform: second conditional.

[If you were serious about your studies, you would finish them without difficulty.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 232

9. If I won the lottery, I would buy a car. Repeat.
 10. If I won the lottery, I would buy a car. Transform: first conditional. -- [If I win the lottery, I will buy a car.]
 11. If I go to Japan again, I will visit Mt. Fuji. Repeat.
 12. If I go to Japan again, I will visit Mt. Fuji. Transform: second conditional. -- [If I went to Japan again, I would visit Mt. Fuji.]
 13. If little Freddy wasn't rude again, the other kids would talk to him. Repeat.
 14. If little Freddy wasn't rude again, the other kids would talk to him. Transform: first conditional. -- [If little Freddy isn't rude again, the other kids will talk to him.]
 15. If many young people joined the meeting tomorrow, our boss would be very happy. Repeat.
 16. If many young people joined the meeting tomorrow, our boss would be very happy. Transform: first conditional.
- [If many young people join the meeting tomorrow, our boss will be very happy.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 233

1. If she studied hard, she would pass the test. Repeat.
2. If she studied hard, she would pass the test. Change: he. -- [If he studied hard, he would pass the test.]
3. If he studied hard, he would pass the test. Change: you. -- [If you studied hard, you would pass the test.]
4. If you studied hard, you would pass the test. Add: really. -- [If you really studied hard, you would pass the test.]
5. If you really studied hard, you would pass the test. Transform: what would happen. -- [What would happen if you really studied hard?]
6. If you really studied hard, you would pass the test. Transform: not. -- [If you did not really study hard, you wouldn't pass the test.]
7. If you really studied hard, you would pass the test. Change: they. -- [If they really studied hard, they would pass the test.]

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 234

1. If I won the lottery, I would buy a car. Repeat.
2. If I won the lottery, I would buy a car. Add: immediately. -- [If I won the lottery, I would buy a car immediately.]
3. If I won the lottery, I would buy a car immediately. Add: nice. -- [If I won the lottery, I would buy a nice car immediately.]
4. If I won the lottery, I would buy a nice car immediately. Add: red. -- [If I won the lottery, I would buy a nice red car immediately.]
5. If I won the lottery, I would buy a nice red car immediately. Add: really. -- [If I really won the lottery, I would buy a nice red car immediately.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 235

1. If you are serious about your studies, you will finish them without difficulty. Repeat.
2. If you are serious about your studies, you will finish them without difficulty. Change: she. -- [If she is serious about her studies, she will finish them without difficulty.]
3. If she is serious about her studies, she will finish them without difficulty. Change: he. -- [If he is serious about his studies, he will finish them without difficulty.]
4. If he is serious about his studies, he will finish them without difficulty. Add: really. -- [If he is really serious about his studies, he will finish them without difficulty.]
5. If he is really serious about his studies, he will finish them without difficulty. Change: they. -- [If they are really serious about their studies, they will finish them without difficulty.]
6. If they are really serious about their studies, they will finish them without difficulty. Change: we. -- [If we are really serious about our studies, we will finish them without difficulty.]
7. If we are really serious about our studies, we will finish them without difficulty. Transform: not. -- [If we are not really serious about our studies, we will not finish them without difficulty.]

Question and Answer Drill

Listen and answer the questions in complete sentences.

Page 236

1. What will you do if you have a lot of money? -- [If I have a lot of money ...]
2. What will you do if you are hungry? -- [If I am hungry ...]
3. If you want to read books for free, where will you go? -- [If I want to read books for free, I will go to the library.]
4. If you are sick, where will you go? -- [If I am sick, I will go to the doctor.]
5. If you became the manager of your company, what would you do? -- [If I became the manager of our company, I would ...]
6. If you lost your book, where would you look for it first? -- [If I lost my book, I would look for it first ...]

Sentence Intonation Drill

Listen and practice the intonation of these sentences.

1. If you are serious about your studies, you will finish them without difficulty.
2. If he is in trouble, I will call the police.
3. If my pocket was full of money, I would buy a nice house.
4. If he remains in the company for ten years, he will become a manager.
5. If she stands out in the competition, she will get the major prize.
6. If I went to Japan again, I would visit Mt. Fuji.
7. If you weren't rude, you would be included in the competition.

Page 237

1. If you are serious about your studies, | you will finish them without difficulty.
2. If he is in trouble, | I will call the police.
3. If my pocket was full of money, | I would buy a nice house.
4. If he remains in the company for ten years, | he will become a manager.
5. If she stands out in the competition, | she will get the major prize.
6. If I went to Japan again, | I would visit Mt. Fuji.
7. If you weren't rude, | you would be included in the competition.

VOCABULARY

Listen and repeat the words and sentences.

Page **238**

Please refer to the definition file.



Repetition Drill

Listen to the teacher and repeat the sentences.

Page 240

1. The delay in the train's arrival was caused by the bad weather.
2. He is a cool dude.
3. He wore his black suit to the conference in Tokyo.
4. My mother is fair to all her children.
5. He likes a woman who has fair skin.
6. He is in fair condition after drinking the medicine.
7. There is a job fair in my town.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 241

8. The girl was mad because the boy broke his promise.
9. Problems can cause someone to become mad.
10. The plane takes off at exactly one o'clock in the morning.
11. She is a former tennis player.
12. She is mad at him for sleeping late.
13. He is mad about reading books.
14. The police have collected information about the criminal activity.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 242

1. delay
2. former
3. criminal
4. fair
5. problem
6. plane
7. player
8. children

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 243

1. He is in fair condition after drinking the medicine.
2. She is in fair condition after drinking the medicine.
3. She is in fair condition after drinking the tea.
4. She is in bad condition after drinking the tea.
5. They are in bad condition after drinking the tea.
6. We are in bad condition after drinking the tea.
7. I am in bad condition after drinking the tea.
8. I am in fine condition after drinking the tea.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 244

1. There is a job fair in my town.
2. There is a job fair in my hometown.
3. There is a job fair in my small hometown.
4. There is a job fair in my small hometown tomorrow.
5. There is a job fair in my small hometown tomorrow afternoon.
6. There is a job fair in my small hometown tomorrow afternoon at three o'clock.
7. There is really a job fair in my small hometown tomorrow afternoon at three o'clock.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 245

1. She is mad at him for sleeping late. Repeat.
2. She is mad at him for sleeping late. Change: he. -- [He is mad at him for sleeping late.]
3. He is mad at him for sleeping late. Change: her. - [He is mad at her for sleeping late.]
4. He is mad at her for sleeping late. Change: I. -- [I am mad at her for sleeping late.]
5. I am mad at her for sleeping late. Change: calling. -- [I am mad at her for calling late.]
6. I am mad at her for calling late. Change: they. -- [They are mad at her for calling late.]
7. They are mad at her for calling late. Change: me. -- [They are mad at me for calling late.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 246

1. He is a cool dude. Repeat.
2. He is a cool dude. Change: father. -- [He is a cool father.]
3. He is a cool father. Change: doctor. -- [He is a cool doctor.]
4. He is a cool doctor. Change: she. -- [She is a cool doctor.]
5. She is a cool doctor. Change: mother. -- [She is a cool mother.]
6. She is a cool mother. Change: good. -- [She is a good mother.]
7. She is a good mother. Change: professor. -- [She is a good professor.]
8. She is a good professor. Change: kind. -- [She is a kind professor.]
9. She is a kind professor. Change: friend. -- [She is a kind friend.]
10. She is a kind friend. Change: girl. -- [She is a kind girl.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 247

1. He is in fair condition after drinking the medicine. Repeat.
2. He is in fair condition after drinking the medicine. Transform: who. -- [Who is in a fair condition after drinking the medicine?]
3. He is in fair condition after drinking the medicine. Transform: not. -- [He is not in a fair condition after drinking the medicine.]
4. He is mad about reading books. Repeat.
5. He is mad about reading books. Transform: who. -- [Who is mad about reading books?]
6. He is mad about reading books. Transform: what. -- [What is he mad about?]
7. He is mad about reading books. Transform: not. -- [He is not mad about reading books.]
8. He likes a woman who has fair skin. Repeat.
9. He likes a woman who has fair skin. Transform: what. -- [What does he like?]
10. He likes a woman who has fair skin. Transform: not. -- [He does not like a woman who has fair skin.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 248

1. He wore his black suit to the conference in Tokyo. Repeat.
2. He wore his black suit to the conference in Tokyo. Change: she. -- [She wore her black suit to the conference in Tokyo.]
3. She wore her black suit to the conference in Tokyo. Change: gray. -- [She wore her gray suit to the conference in Tokyo.]
4. She wore her gray suit to the conference in Tokyo. Add: last month. -- [She wore her gray suit to the conference in Tokyo last month.]
5. She wore her gray suit to the conference in Tokyo last month. Change: meeting. -- [She wore her gray suit to the meeting in Tokyo last month.]
6. She wore her gray suit to the meeting in Tokyo last month. Change: you. -- [You wore your gray suit to the meeting in Tokyo last month.]
7. You wore your gray suit to the meeting in Tokyo last month. Transform: what. -- [What did you wear to the meeting in Tokyo last month?]
8. You wore your gray suit to the meeting in Tokyo last month. Transform: not. - [You did not wear your gray suit to the meeting in Tokyo last month.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 249

1. The delay in the train's arrival was caused by the bad weather. Repeat.
2. The delay in the train's arrival was caused by the bad weather. Change: bus. -
- [The delay in the bus's arrival was caused by the bad weather.]
3. The delay in the bus's arrival was caused by the bad weather. Change: plane.
-- [The delay in the plane's arrival was caused by the bad weather.]
4. The delay in the plane's arrival was caused by the bad weather. Change:
students. -- [The delay in the students' arrival was caused by the bad weather.]
5. The delay in the students' arrival was caused by the bad weather. Change:
class. -- [The delay in the students' class was caused by the bad weather.]
6. The delay in the students' class was caused by the bad weather. Change:
training. -- [The delay in the students' training was caused by the bad weather.]
7. The delay in the students' training was caused by the bad weather. Change:
player. -- [The delay in the players' training was caused by the bad weather.]
8. The delay in the players' training was caused by the bad weather. Change:
practice. -- [The delay in the players' practice was caused by the bad weather.]

1. If I found the key in my pocket, I would be happy.
2. If I receive a lot of money next year, I will buy a house.
3. If I am able to go to Japan again, I will visit Mt. Fuji.
4. If I won the lottery, I would buy a car.
5. If she studied hard, she would pass the test.
6. If she moves to Greece, maybe she will learn how to speak Greek.
7. If little Freddy isn't rude again, the other kids will talk to him.
8. If he is in trouble, I will call the police.

1. If he remains in the company for ten years, he will become a manager.
2. If she stands out in the competition, she will get the major prize.
3. If you are serious about your studies, you will finish them without difficulty.
4. If many young people joined the meeting tomorrow, our boss would be very happy.

5. If you sleep late, you feel sleepy the next morning.
6. If the weather is pleasant, I will go to school.
7. If the bus bumps into a tree, it will break down.
8. When it is rainy on Mondays, I don't go to work.

- 1. There is a job fair in my town.**
- 2. There is a job fair in my hometown.**
- 3. There is a job fair in my small hometown.**
- 4. There is a job fair in my small hometown tomorrow.**

5. There is a job fair in my small hometown tomorrow afternoon.
6. There is a job fair in my small hometown tomorrow afternoon
at three o'clock.
7. There is really a job fair in my small hometown tomorrow
afternoon at three o'clock.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 255

1. The delay in the train's arrival was caused by the bad weather.
2. He is a cool dude.
3. He wore his black suit to the conference in Tokyo.
4. My mother is fair to all her children.
5. He likes a woman who has fair skin.
6. He is in fair condition after drinking the medicine.
7. There is a job fair in my town.
8. The girl was mad because the boy broke his promises.
9. Problems can cause someone to become mad.
10. The plane takes off at exactly one o'clock in the morning.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 256

1. lottery
2. Greek
3. Greece
4. rude
5. serious
6. full
7. single
8. prize
9. trouble
10. pocket

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 257

1. He is in fair condition after drinking the medicine.
2. She is in fair condition after drinking the medicine.
3. She is in fair condition after drinking the tea.
4. She is in bad condition after drinking the tea.
5. They are in bad condition after drinking the tea.
6. We are in bad condition after drinking the tea.
7. I am in bad condition after drinking the tea.
8. I am in fine condition after drinking the tea.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 258

1. If she is conscious, I will talk to her.
2. If he is conscious, I will talk to him.
3. If they are conscious, I will talk to them.
4. If they are ready, I will talk to them.
5. If they are ready, he will talk to them.
6. If they are ready, she will talk to them.
7. If they are ready, we will talk to them.
8. If they are successful, we will talk to them.
9. If they are aware, we will talk to them.
10. If they are friendly, we will talk to them.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 259

1. If he is in trouble, I will call the police.
2. If he is in great trouble, I will call the police.
3. If he is really in great trouble, I will call the police.
4. If he is really in great trouble, I will immediately call the police.
5. If he is really in great trouble, I will immediately call the police for help.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 260

1. He is a cool dude. Repeat.
2. He is a cool dude. Change: father. -- [He is a cool father.]
3. He is a cool father. Change: doctor. -- [He is a cool doctor.]
4. He is a cool doctor. Change: she. -- [She is a cool doctor.]
5. She is a cool doctor. Change: mother. -- [She is a cool mother.]
6. She is a cool mother. Change: good. -- [She is a good mother.]
7. She is a good mother. Change: professor. -- [She is a good professor.]
8. She is a good professor. Change: kind. -- [She is a kind professor.]
9. She is a kind professor. Change: friend. -- [She is a kind friend.]
10. She is a kind friend. Change: girl. -- [She is a kind girl.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 261

1. When it is rainy on Mondays, I don't go to work. Repeat.
2. When it is rainy on Mondays, I don't go to work. Change: she. [When it is rainy on Mondays, she doesn't go to work.]
3. When it is rainy on Mondays, she doesn't go to work. Change: he. [When it is rainy on Mondays, he doesn't go to work.]
4. When it is rainy on Mondays, he doesn't go to work. Change: they. [When it is rainy on Mondays, they don't go to work.]
5. When it is rainy on Mondays, they don't go to work. Change: you. [When it is rainy on Mondays, you don't go to work.]
6. When it is rainy on Mondays, you don't go to work. Change: we. [When it is rainy on Mondays, we don't go to work.]
7. When it is rainy on Mondays, we don't go to work. Change: school. [When it is rainy on Mondays, we don't go to school.]
8. When it is rainy on Mondays, we don't go to school. Change: the office. [When it is rainy on Mondays, we don't go to the office.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 262

1. He wore his black suit to the conference in Tokyo. Repeat.
2. He wore his black suit to the conference in Tokyo. Change: she. -- [She wore her black suit to the conference in Tokyo.]
3. She wore her black suit to the conference in Tokyo. Change: gray. -- [She wore her gray suit to the conference in Tokyo.]
4. She wore her gray suit to the conference in Tokyo. Add: last month. -- [She wore her gray suit to the conference in Tokyo last month.]
5. She wore her grey suit to the conference in Tokyo last month. Change: meeting. -- [She wore her gray suit to the meeting in Tokyo last month.]
6. She wore her gray suit to the meeting in Tokyo last month. Change: you. -- [You wore your gray suit to the meeting in Tokyo last month.]
7. You wore your gray suit to the meeting in Tokyo last month. Transform: what. -- [What did you wear to the meeting in Tokyo last month?]
8. You wore your gray suit to the meeting in Tokyo last month. Transform: not. - [You did not wear your gray suit to the meeting in Tokyo last month.]

Sentence Intonation Drill

Listen and practice the intonation of these sentences.

1. If you are serious about your studies, you will finish them without difficulty.
2. If he is in trouble, I will call the police.
3. If my pocket was full of money, I would buy a nice house.
4. If he remains in the company for ten years, he will become a manager.
5. If she stands out in the competition, she will get the major prize.
6. If I went to Japan again, I would visit Mt. Fuji.
7. If you weren't rude, you would be included in the competition.

Page 263

1. If you are serious about your studies, | you will finish them without difficulty.
2. If he is in trouble, | I will call the police.
3. If my pocket was full of money, | I would buy a nice house.
4. If he remains in the company for ten years, | he will become a manager.
5. If she stands out in the competition, | she will get the major prize.
6. If I went to Japan again, | I would visit Mt. Fuji.
7. If you weren't rude, | you would be included in the competition.

Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 264

1. If I won the lottery, I would buy a car. Repeat.
2. If I won the lottery, I would buy a car. Add: immediately. -- [If I won the lottery, I would immediately buy a car.]
3. If I won the lottery, I would immediately buy a car. Add: nice. -- [If I won the lottery, I would immediately buy a nice car.]
4. If I won the lottery, I would immediately buy a nice car. Add: red. -- [If I won the lottery, I would immediately buy a nice red car.]
5. If I won the lottery, I would immediately buy a nice red car. Add: really. -- [If I really won the lottery, I would immediately buy a nice red car.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 265

1. If it is sunny tomorrow, I will go to the park. Repeat.
2. If it is sunny tomorrow, I will go to the park. Change: she. -- [If it is sunny tomorrow, she will go to the park.]
3. If it is sunny tomorrow, she will go to the park. Change: he. -- [If it is sunny tomorrow, he will go to the park.]
4. If it is sunny tomorrow, he will go to the park. Add: in the afternoon. -- [If it is sunny tomorrow, he will go to the park in the afternoon.]
5. If it is sunny tomorrow, he will go to the park in the afternoon. Add: really. -- [If it is really sunny tomorrow, he will go to the park in the afternoon.]
6. If it is really sunny tomorrow, he will go to the park in the afternoon.
Transform: who. -- [Who will go to the park in the afternoon if it is really sunny tomorrow?]
7. If it is really sunny tomorrow, he will go to the park in the afternoon.
Transform: what will happen. -- [What will happen if it is really sunny tomorrow?]

Writing Exercise

Listen and type the sentences in the chat box.

Page 266

1. The girl was mad because the boy broke his promises.
2. The plane takes off at exactly one o'clock in the morning.
3. If many young people joined the meeting tomorrow, our boss would be very happy.
4. He wore his black suit to the conference in Tokyo.
5. If you are serious about your studies, you will finish them without difficulty.
6. When it is my rest day, I go to the mall.
7. If she moves to Greece, maybe she will learn how to speak Greek.

VOCABULARY

Listen and repeat the words and sentences.

Page **267**

Please refer to the definition file.



Giving Advice- **Should**

Page **269**

'Should' is a modal verb. We use the word "should" for giving advice. The structure is: should + verb.

e.g. You should eat healthy foods.

You should sleep early.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 270

1. You should do your work perfectly.
2. We should go to the railway station.
3. She should be early for her flight.
4. He should use the other aircraft when flying to Tokyo.
5. The airline company should buy new planes.
6. She should use her bike when going to her office to save money.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 271

7. Your baby should wear a jacket in winter.
8. You should study hard to get a perfect score on your exam.
9. Your husband should look for a permanent job.
10. You should not wear boots when it is hot.
11. He should hang up his shirts.
12. You should turn your room into a library.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 272

1. airline
2. aircraft
3. airport
4. railway
5. turn into
6. perfect
7. perfectly
8. permanent

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 273

1. She should be early for her flight.
2. He should be early for his flight.
3. We should be early for our flight.
4. They should be early for their flight.
5. You should be early for your flight.
6. You should be early for your meeting.
7. You should be early for your class.
8. You should be early for your training.
9. You should be early for your practice.

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 274

1. He should hang up his shirts.
2. She should hang up her shirts.
3. We should hang up our shirts.
4. You should hang up your shirts.
5. They should hang up their shirts.
6. They should hang up their jackets.
7. They should hang up their uniforms.

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 275

1. We should go to the railway station.
2. We should go to the railway station at three o'clock.
3. We should go to the railway station at three o'clock this afternoon.
4. We should go immediately to the railway station at three o'clock this afternoon.
5. We should not go immediately to the railway station at three o'clock this afternoon.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 276

1. Your husband should look for a permanent job. Repeat.
2. Your husband should look for a permanent job. Change: her. -- [Her husband should look for a permanent job.]
3. Her husband should look for a permanent job. Change: my. -- [My husband should look for a permanent job.]
4. My husband should look for a permanent job. Change: wife. -- [My wife should look for a permanent job.]
5. My wife should look for a permanent job. Change: brother. -- [My brother should look for a permanent job.]
6. My brother should look for a permanent job. Change: sister. -- [My sister should look for a permanent job.]
7. My sister should look for a permanent job. Change: friend. -- [My friend should look for a permanent job.]
8. My friend should look for a permanent job. Change: nice. -- [My friend should look for a nice job.]

Transformation Drill

Listen to the teacher and follow the instructions.

Page 277

1. She should be early for her flight. Repeat.
2. She should be early for her flight. Transform: who. -- [Who should be early for her flight?]
3. She should be early for her flight. Transform: what. -- [What should she be early for?]
4. She should be early for her flight. Transform: not. -- [She should not be early for her flight.]
5. You should not wear boots when it is hot. Repeat.
6. You should not wear boots when it is hot. Transform: who. -- [Who should not wear boots when it is hot?]
7. You should not wear boots when it is hot. Transform: when. -- [When should you not wear boots?]
8. Your husband should look for a permanent job. Repeat.
9. Your husband should look for a permanent job. Transform: who. -- [Who should look for a permanent job?]
10. Your husband should look for a permanent job. Transform: what. -- [What should your husband look for?]
11. Your husband should look for a permanent job. Transform: not. -- [Your husband should not look for a permanent job.]

Mixed Drill

Listen to the teacher and follow the instructions.

Page 278

1. She should use her bike when going to her office to save money. Repeat.
2. She should use her bike when going to her office to save money. Change: he.
-- [He should use his bike when going to his office to save money.]
3. He should use his bike when going to his office to save money. Change: car.
-- [He should use his car when going to his office to save money.]
4. He should use his car when going to his office to save money. Change: class.
-- [He should use his car when going to his class to save money.]
5. He should use his car when going to his class to save money. Add: new. --
[He should use his new car when going to his class to save money.]
6. He should use his new car when going to his class to save money. Transform:
who. -- [Who should use his new car when going to his class to save money?]
7. He should use his new car when going to his class to save money. Transform:
not. -- [He should not use his new car when going to his class to save money.]

Statement Prompt Exercise

Listen to the teacher and give the statements.

Page 279

1. I don't have money. Give me some advice, please. -- [You should work hard, etc.]
2. I lost my book. Give me some advice, please. -- [You should look for it in your room, etc.]
3. She is hungry. Give her some advice, please. -- [She should eat a sandwich, etc.]
4. She has low scores in mathematics. Give her some advice, please. -- [She should study hard.]
5. I feel cold. Give me some advice, please. -- [You should wear a jacket.]
6. She is bored. Give her some advice, please. -- [She should go out, watch movies, eat, etc.]
7. He is tired. Give him some advice, please. -- [He should rest.]

VOCABULARY

Listen and repeat the words and sentences.

Page 280

Please refer to the definition file.

Describing What is Possible 3- **Could**

Page **281**

We use 'could' to show that something is possible in the present or future but not certain.

For example:

She could join us for dinner.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 282

1. She could have been serious when she said she was getting married.
2. Winter could be very cold.
3. She could have been very proud when her daughter won the competition.
4. He could honestly tell the truth behind his success in business.
5. They could be related to one another.
6. The accident could have been caused by human error.
7. She could be really curious about his death.
8. He could be dead after jumping from a thirty-foot building.
9. You could be very unfair if you do not join the practice.
10. She could be straightforward or she could be difficult.
11. Surprisingly, he could join another team for the next conference.

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 283

1. proud
2. unfair
3. error
4. curious
5. straightforward
6. honestly
7. related
8. cross

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 284

1. She could be straightforward.
2. He could be straightforward.
3. They could be straightforward.
4. We could be straightforward.
5. You could be straightforward.
6. You could be honest.
7. You could be happy.
8. You could be angry.

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 285

1. Winter could be very cold. Repeat.
2. Winter could be very cold. Change: warm, spring. -- [Spring could be very warm.]
3. Spring could be very warm. Change: hot, summer. -- [Summer could be very hot.]
4. Summer could be very hot. Change: cool, fall. -- [Fall could be very cool.]
5. Fall could be very cool. Change: rainy, July. -- [July could be very rainy.]
6. July could be very rainy. Change: wet, September. -- [September could be very wet.]
7. September could be very wet. Change: lively, Christmas. -- [Christmas could be very lively.]

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 286

1. The practice could be very unfair if you do not join. Repeat.
2. The practice could be very unfair if you do not join. Change: she. -- [The practice could be very unfair if she does not join.]
3. The practice could be very unfair if she does not join. Change: he. -- [The practice could be very unfair if he does not join.]
4. The practice could be very unfair if he does not join. Change: we. -- [The practice could be very unfair if we do not join.]
5. The practice could be very unfair if we do not join. Change: training. -- [The training could be very unfair if we do not join.]
6. The training could be very unfair if we do not join. Change: boring. -- [The training could be very boring if we do not join.]
7. The training could be very boring if we do not join. Change: they. -- [The training could be very boring if they do not join.]
8. The training could be very boring if they do not join. Change: exciting. -- [The training could be very exciting if they do not join.]
9. The training could be very exciting if they do not join. Change: conference. -- [The conference could be very exciting if they do not join.]

Backward Build-up Expansion Drill

Listen to the teacher and then repeat.

Page 287

1. getting married
2. She was getting married.
3. She said she was getting married.
4. when she said she was getting married
5. be serious when she said she was getting married
6. She could have been serious when she said she was getting married.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 288

1. He could honestly tell the truth behind his success in business. Repeat.
2. He could honestly tell the truth behind his success in business. Change: she.
-- [She could honestly tell the truth behind her success in business.]
3. She could honestly tell the truth behind her success in business. Change: life.
-- [She could honestly tell the truth behind her success in life.]
4. She could honestly tell the truth behind her success in life. Change: happiness.
-- [She could honestly tell the truth behind her happiness in life.]
5. She could honestly tell the truth behind her happiness in life. Change: you. --
[You could honestly tell the truth behind your happiness in life.]
6. You could honestly tell the truth behind your happiness in life. Change: they.
-- [They could honestly tell the truth behind their happiness in life.]
7. They could honestly tell the truth behind their happiness in life. Change: we. -
- [We could honestly tell the truth behind our happiness in life.]

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 289

1. She could have been very proud when her daughter won the competition.
Repeat.

2. She could have been very proud when her daughter won the competition.
Change: played, game.

[She could have been very proud when her daughter played the game.]

3. She could have been very proud when her daughter played the game.
Change: he, his. -- [He could have been very proud when his daughter played the game.]

4. He could have been very proud when his daughter played the game. Change: sang, song. -- [He could have been very proud when his daughter sang the song.]

5. He could have been very proud when his daughter sang the song. Change: they, happy. -- [They could have been very happy when their daughter sang the song.]

6. They could have been very happy when their daughter sang the song.
Change: you, excited.

[You could have been very excited when your daughter sang the song.]

7. You could have been very excited when your daughter sang the song.
Change: received, prize.

[You could have been very excited when your daughter received the prize.]

Question and Answer Drill

Listen and answer the questions in complete sentences.

Page 290

1. Could you go to school today? -- [Yes, I could go to school today.]
2. What could happen if there is no water in the world? -- [If there is no water in the world we could die.]
3. What could happen if you do not study before a test? -- [If I did not study before a test, I could have a low score.]
4. Could it be very cold in winter? -- [Yes, it could be very cold in winter.]
5. Could you be sick if you do not eat? -- [Yes, I could be sick, if I do not eat.]
6. Could you be proud if you won a competition? -- [Yes, if I won a competition, I could be proud.]
7. Could you be straightforward sometimes? -- [Yes, I could be straightforward sometimes.]

Sentence Intonation Drill

Listen and practice the intonation of these sentences and questions.

1. What could happen if there is no water in the world?
2. Could you be proud, if you won a competition?
3. She could have been serious when she said she was getting married.
4. She could have been very proud when her daughter won the competition.
5. Could it be very cold in winter?
6. What could happen if you do not study before a test?
7. The accident could have been caused by human error.

Page 291

1. What could happen | if there is no water in the world? ↘
2. Could you be proud, | if you won a competition? ↗
3. She could have been serious | when she said she was getting married.
4. She could have been very proud | when her daughter won the competition.
5. Could it be very cold in winter? ↗
6. What could happen | if you do not study before a test? ↘
7. The accident could have been caused by human error. ↘

Jumbled Sentences Exercise

Reorder the following words to make a grammatical sentence.

1. winter / could / be / it / very / in / cold.
2. error / human / could have been / caused / the / accident / by.
3. surprisingly / he / could / conference / next / the / for /
another / team / join.
4. serious / when / could have been / she / said / she / was /
married / she / getting.

Page 292

[1. It could be very cold in winter.]

[2. The accident could have been caused by human error.]

[3. Surprisingly, he could join another team for the next conference.]

[4. She could have been serious when she said she was getting married.]

Jumbled Sentences Exercise

Reorder the following words to make a grammatical sentence.

5. thirty-foot / he / could / dead / be / after / building /
jumping / a / from.
6. very / be / could / it / unfair / if / practice / the / not / did /
join / you.
7. business / he / could / honestly / tell / behind / the / truth /
his / success/ in.

Page 293

[5. He could be dead after jumping from a thirty-foot building.]

[6. It could be very unfair if you did not join the practice.]

[7. He could honestly tell the truth behind his success in business.]

Asking for Permission 2- **Could**

Page 294

We use 'could' to ask for permission to do something in a polite manner.

For example: Could I open the window?

Could I go to the wedding?

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 295

1. Could I ask you some questions?
2. Could I use your credit card?
3. Could I speak to the manager?
4. Could she print these papers in your office?
5. Could I quit as a manager?
6. Could he leave now?
7. Could I choose my dress for the wedding?
8. Could we prepare the table for the conference today?
9. Could we get the pay today?
10. Could the students join the training?

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 296

1. Could I use your credit card?
2. Could she use your credit card?
3. Could he use your credit card?
4. Could Bob use your credit card?
5. Could they use your credit card?
6. Could they use my credit card?
7. Could you use my credit card?

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 297

1. Could we prepare the table for the conference today? Repeat.
2. Could we prepare the table for the conference today? Change: I. -- [Could I prepare the table for the conference today?]
3. Could I prepare the table for the conference today? Change: this afternoon. -- [Could I prepare the table for the conference this afternoon?]
4. Could I prepare the table for the conference this afternoon? Change: meeting. -- [Could I prepare the table for the meeting this afternoon?]
5. Could I prepare the table for the meeting this afternoon? Change: set. -- [Could I set the table for the meeting this afternoon?]
6. Could I set the table for the meeting this afternoon? Change: they. -- [Could they set the table for the meeting this afternoon?]
7. Could they set the table for the meeting this afternoon? Change: chairs. -- [Could they set the chairs for the meeting this afternoon.]

Backward Build-up Expansion Drill

Listen to the teacher and then repeat.

Page 298

1. tomorrow
2. the wedding tomorrow
3. for the wedding tomorrow
4. dress for the wedding tomorrow
5. My dress for the wedding tomorrow.
6. Choose my dress for the wedding tomorrow.
7. I choose my dress for the wedding tomorrow.
8. Could I choose my dress for the wedding tomorrow?

Mixed Drill

Listen to the teacher and follow the instructions.

Page 299

1. Could she print these documents in your office? Repeat.
2. Could she print these documents in your office? Change: he. -- [Could he print these documents in your office?]
3. Could he print these documents in your office? Add: today. -- [Could he print these documents in your office today?]
4. Could he print these documents in your office today? Add: important. -- [Could he print these important documents in your office today?]
5. Could he print these important documents in your office today? Change: you. -- [Could you print these important documents in your office today?]
6. Could you print these important documents in your office today? Change: they. -- [Could they print these important documents in your office today?]
7. Could they print these important documents in your office today? Transform: not. -- [Could they not print these important documents in your office today?]

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 300

1. Could I speak to the manager? Repeat.
2. Could I speak to the manager? Change: she, professor. -- [Could she speak to the professor?]
3. Could she speak to the professor? Change: he, doctor. -- [Could he speak to the doctor?]
4. Could he speak to the doctor? Change: we, teacher. -- [Could we speak to the teacher?]
5. Could we speak to the teacher? Change: they, players. -- [Could they speak to the players?]
6. Could they speak to the players? Change: you, students. -- [Could you speak to the students?]
7. Could you speak to the students? Change: talk, officer. -- [Could you talk to the officer?]

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 301

1. Could the students join the training?
2. Could the professors join the training?
3. Could the players join the training?
4. Could the teachers join the training?
5. Could the parents join the training?
6. Could the farmers join the training?
7. Could the farmers join the meeting?
8. Could the farmers join the conference?
9. Could the farmers turn up at the conference?

1. You should do your work perfectly.
2. We should go to the railway station.
3. She should be early for her flight.
4. He should use the other aircraft in flying to Tokyo.
5. The airline company should buy new planes.
6. She should use her bike in going to her office to save money.
7. Your baby should wear a jacket in winter.
8. You should study hard to get a perfect score on your exam.

1. She should be early for her flight.
2. He should be early for his flight.
3. We should be early for our flight.
4. They should be early for their flight.
5. You should be early for your flight.
6. You should be early for your meeting.
7. You should be early for your class.
8. You should be early for your training.
9. You should be early for your practice.

1. He could be dead after jumping from a thirty-foot building.
2. You could be very unfair if you did not join the practice.
3. She could be straightforward or she could be difficult.
4. Surprisingly, he could join another team for the next conference.
5. The accident could be caused by human error.
6. She could be really curious about his death.

Repetition Drill

Listen to the teacher and repeat the sentences.

Page 305

1. Could I ask you some questions?
2. Could I use your credit card?
3. Could I speak to the manager?
4. Could she print these papers in your office?
5. Could I quit as a manager?
6. Could he leave now?
7. Could I choose my dress for the wedding?
8. Could we prepare the table for the conference today?
9. Could we get the pay today?
10. Could the students join the training?

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 306

1. airline
2. aircraft
3. airport
4. railway
5. turn into
6. perfect
7. perfectly
8. permanent

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 307

1. He should hang up his shirts.
2. She should hang up her shirts.
3. We should hang up our shirts.
4. You should hang up your shirts.
5. They should hang up their shirts.
6. They should hang up their jackets.
7. They should hang up their uniforms.

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 308

1. Winter could be very cold. Repeat.
2. Winter could be very cold. Change: warm, spring. -- [Spring could be very warm.]
3. Spring could be very warm. Change: hot, summer. -- [Summer could be very hot.]
4. Summer could be very hot. Change: cool, fall. -- [Fall could be very cool.]
5. Fall could be very cool. Change: rainy, July. -- [July could be very rainy.]
6. July could be very rainy. Change: wet, September. -- [September could be very wet.]
7. September could be very wet. Change: lively, Christmas. -- [Christmas could be very lively.]

Backward Build-up Expansion Drill

Listen to the teacher and then repeat.

Page 309

1. tomorrow
2. the wedding tomorrow
3. for the wedding tomorrow
4. dress for the wedding tomorrow
5. My dress for the wedding tomorrow.
6. Choose my dress for the wedding tomorrow.
7. I choose my dress for the wedding tomorrow.
8. Could I choose my dress for the wedding tomorrow?

Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page **310**

1. We should go to the railway station.
2. We should go to the railway station at 3 o'clock.
3. We should go to the railway station at 3 o'clock this afternoon.
4. We should immediately go to the railway station at 3 o'clock this afternoon.
5. We should not immediately go to the railway station at 3 o'clock this afternoon.

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 311

1. Could we prepare the table for the conference today? Repeat.
2. Could we prepare the table for the conference today? Change: I. -- [Could I prepare the table for the conference today?]
3. Could I prepare the table for the conference today? Change: this afternoon. -- [Could I prepare the table for the conference this afternoon?]
4. Could I prepare the table for the conference this afternoon? Change: meeting. -- [Could I prepare the table for the meeting this afternoon?]
5. Could I prepare the table for the meeting this afternoon? Change: set. -- [Could I set the table for the meeting this afternoon?]
6. Could I set the table for the meeting this afternoon? Change: they. -- [Could they set the table for the meeting this afternoon?]
7. Could they set the table for the meeting this afternoon? Change: chairs. -- [Could they set the chairs for the meeting this afternoon.]

Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 312

1. She could be straightforward.
2. He could be straightforward.
3. They could be straightforward.
4. We could be straightforward.
5. You could be straightforward.
6. You could be honest.
7. You could be happy.
8. You could be angry.

Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 313

1. Could I speak to the manager? Repeat.
2. Could I speak to the manager? Change: she, professor. -- [Could she speak to the professor?]
3. Could she speak to the professor? Change: he, doctor. -- [Could he speak to the doctor?]
4. Could he speak to the doctor? Change: we, teacher. -- [Could we speak to the teacher?]
5. Could we speak to the teacher? Change: they, players. -- [Could they speak to the players?]
6. Could they speak to the players? Change: you, students. -- [Could you speak to the students?]
7. Could you speak to the students? Change: talk, officer. -- [Could you talk to the officer?]

Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 314

1. proud
2. unfair
3. error
4. curious
5. straightforward
6. honestly
7. related
8. cross

Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 315

1. He could honestly tell the truth behind his success in business. Repeat.
2. He could honestly tell the truth behind his success in business. Change: she.
-- [She could honestly tell the truth behind her success in business.]
3. She could honestly tell the truth behind her success in business. Change: life.
-- [She could honestly tell the truth behind her success in life.]
4. She could honestly tell the truth behind her success in life. Change: happiness.
-- [She could honestly tell the truth behind her happiness in life.]
5. She could honestly tell the truth behind her happiness in life. Change: you. --
[You could honestly tell the truth behind your happiness in life.]
6. You could honestly tell the truth behind your happiness in life. Change: they.
-- [They could honestly tell the truth behind their happiness in life.]
7. They could honestly tell the truth behind their happiness in life. Change: we. -
- [We could honestly tell the truth behind our happiness in life.]

Writing Exercise

Listen and type the sentences in the chat box.

Page 316

1. She should use her bike in going to her office to save money.
2. Surprisingly, he could join another team for the next conference.
3. He could honestly tell the truth behind his success in business.
4. You should study hard to get a perfect score on your exam.
5. He should use the other aircraft in flying to Tokyo.
6. She could be straightforward or she could be difficult.
7. Your husband should look for a permanent job.