

## Talking About Past Events - **ALREADY**

Page 1

The word 'already' is used to indicate that something has happened earlier and is in some way relevant to the present.  
It is used in the mid-position of the sentence, and is usually used with present perfect.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 2

1. I have already discussed the topic with my students.
2. She has already cooked dinner for the family.
3. He has already talked to the teacher.
4. They have already studied the lesson.
5. John has already left home.
6. I have already watched a movie this month.

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 3

1. I have discussed the topic with my students. Repeat.
2. I have discussed the topic with my students. Add: already. [I have already discussed the topic with my students.]
3. I have already discussed the topic with my students. Change: friend. [I have already discussed the topic with my friend.]
4. I have already discussed the topic with my friend. Change: father. [I have already discussed the topic with my father.]
5. I have already discussed the topic with my father. Change: they. [They have already discussed the topic with my father.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 4

1. She cooked dinner for the family. Repeat.
2. She cooked dinner for the family. Add: has. -- [She has cooked dinner for the family.]
3. She has cooked dinner for the family. Add: already. -- [She has already cooked dinner for the family.]
4. She has already cooked dinner for the family. Change: he. -- [He has already cooked dinner for the family.]
5. He has already cooked dinner for the family. Change: I. -- [I have already cooked dinner for the family.]
6. I have already cooked dinner for the family. Change: breakfast. -- [I have already cooked breakfast for the family.]
7. I have already cooked breakfast for the family. Change: she. -- [She has already cooked breakfast for the family.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 5

1. I have already discussed the topic with my students. Repeat.
2. I have already discussed the topic with my students. Transform: who. - [Who has already discussed the topic with my students?]
3. I have already discussed the topic with my students. Transform: what. - [What have I already discussed with my students?]
4. He has already talked to the teacher. Repeat.
5. He has already talked to the teacher. Transform: who. - [Who has already talked to the teacher?]
6. He has already passed the test. Repeat.
7. He has already passed the test. Transform: who. - [Who has already passed the test?]
8. He has already passed the test. Transform: what. - [What has he already passed?]
9. I have already watched a movie this month. Repeat.
10. I have already watched a movie this month. Transform: who. - [Who has already watched a movie this month?]
11. I have already watched a movie this month. Transform: what. - [What have I already watched this month?]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 6

1. Has he already passed the test? Yes, he has --- [Yes, he has already passed the test.]
2. Has she already gone home? Yes, she has --- [Yes, she has already gone home.]
3. Have I already discussed the topic with my students? Yes, you've already --- [Yes, you've already discussed the topic with your students.]
4. Have you already cleaned the house? Yes, I have already --- [Yes, I have already cleaned the house.]
5. Have they already cooked dinner for the family? Yes, they have --- [Yes, they have already cooked dinner for the family.]

## Question and Answer Drill

Listen and answer the questions in complete sentences.

Page 7

1. Has he already passed the test? --- [Yes, he has already passed the test.]
2. Has she already gone home? --- [Yes, she has already gone home.]
3. Have I discussed the topic with my students? --- [Yes, you've already discussed the topic with your students.]
4. Have you already cleaned the house? --- [Yes, I have already cleaned the house.]
5. Have they already cooked dinner for the family? --- [Yes, they have already cooked dinner for the family.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 8

1. Have you already eaten?
2. What have you eaten for
3. Have you already studied about the present perfect tense?
4. What have you learned about it?
5. Have you already watched a movie this month?
6. What movie have you already watched this month?



## Talking About Past Experience – **PRESENT PERFECT**

Page 9

We use the present perfect when talking about past experience. For example, “I have been to America”, “She has been to Japan”, etc. We can also use “already” with the present perfect to talk about past experience. For example, “I have already been to America”, “She has already been to Japan”, etc.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 10

1. I have visited America.
2. She has already been to England.
3. He has been to Paris.
4. They have visited the Philippines.
5. You have already been to other places.
6. I haven't been to China.
7. She hasn't visited South Korea.
8. I have eaten chocolate.

## Basic Sentence Expansion Drill

Listen to the teacher and repeat the sentences.

Page 11

1. I have visited America.
2. I have already visited America.
3. I have already visited America with my family.
4. I have already visited America with my family and friends.

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 12

1. I have visited America. Repeat.
2. I have visited America. Add: with my family. [I have visited America with my family.]
3. I have visited America with my family. Add: friends. [I have visited America with my family and friends.]
4. I have visited America with my family and friends. Add: already. [I have already visited America with my family and friends.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 13

1. She has been to England. Repeat.
2. She has been to England. Add: already. [She has already been to England.]
3. She has already been to England. Change: I. [I have already been to England.]
4. I have already been to England. Change: they. [They have already been to England.]
5. They have already been to England. Change: my parents. [My parents have already been to England.]
6. My parents have already been to England. Change: visited. [My parents have already visited England.]
7. My parents have already visited England. Change: friend. [My friend has already visited England.]
8. My friend has already visited England. Add: and I. [My friend and I have already visited England.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 14

1. She has been to Japan. Repeat.
2. She has been to Japan. Change: South Korea. [She has been to South Korea.]
3. She has been to South Korea. Change: they. [They have been to South Korea.]
4. They have been to South Korea. Change: China. [They have been to China.]
5. They have been to China. Change: America. [They have been to America.]
6. They have been to America. Change: England. [They have been to England.]
7. They have been to England. Change: visited. [They have visited England.]
8. They have visited England. Change: we. [We have visited England.]
9. We have visited England. Change: not. [We haven't visited England.]
10. We haven't visited England. Change: Brazil. [We haven't visited Brazil.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 15

1. I have been to other places. Repeat.
2. I have been to other places. Transform: who. [Who has been to other places?]
4. I have been to other places. Change: she. [She has been to other places.]
5. She has been to other places. Change: they. [They have been to other places.]
6. They have been to other places. Change: England. [They have been to England.]
7. They have been to England. Change: visited. [They have visited England.]
8. They have visited England. Transform: where. [Where have they visited?]
9. They have visited England. Transform: who. [Who has visited England?]
10. They have visited England. Change: I. [I have visited England.]
11. I have visited England. Add: family. [My family and I have visited England.]
12. My family and I have visited England. Change: America. [My family and I have visited America.]

**Open Questions Exercise**

Ask the teacher the following questions.

1. Have you been to America?
2. Have you visited Japan?
3. What other places have you been to?
4. What places have you visited with your family?



## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 17

1. Have you been to England?
2. Have you visited the Philippines?
3. What other places have you been to?
4. What places have you visited with your friends?

**VOCABULARY**

Listen and repeat the words and sentences.

Page **18**

Please refer to the definition file.



## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 20

1. The teacher arranged the chairs in the room.
2. The arrangement of the chairs is nice.
3. They examined the papers and stamped them.
4. The noun of the verb "examine" is "examination".
5. She attended the meeting last week.
6. My father calculated the cost of the food.
7. His calculation was correct.
8. Her family purchased a car last year.
9. The woman opened her bag and looked at her purchases.
10. I introduced myself at the beginning of the lesson.
11. The professor introduced me to the students.
12. The introduction was short and simple.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 21

1. I attended a meeting yesterday. Repeat.
2. I attended a meeting yesterday. Change: professor. [The professor attended a meeting yesterday.]
3. The professor attended a meeting yesterday. Change: teacher. [The teacher attended a meeting yesterday.]
4. The teacher attended a meeting yesterday. Change: conference. [The teacher attended a conference yesterday.]
5. The teacher attended a conference yesterday. Change: mall owner. [The mall owner attended a conference yesterday.]
6. The mall owner attended a conference yesterday. Change: woman. [The woman attended a conference yesterday.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 22

1. The student bought some pens and pencils. Repeat.
2. The student bought some pens and pencils. Change: purchased. [The student purchased some pens and pencils.]
3. The student purchased some pens and pencils. Add: calculated the cost. [The student purchased some pens and pencils and calculated the cost.]
4. The student purchased some pens and pencils and calculated the cost. Change: girl.  
[The girl purchased some pens and pencils and calculated the cost.]
5. The girl purchased some pens and pencils and calculated the cost. Change: mother.  
[The mother purchased some pens and pencils and calculated the cost.]
6. The mother purchased some pens and pencils and calculated the cost. Change: my.  
[My mother purchased some pens and pencils and calculated the cost.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 23

1. The professor introduced him to the students. Repeat.
2. The professor introduced him to the students. Transform: who. [Who introduced him to the students?]
3. I introduced myself to you at the beginning of the lesson. Repeat.
4. I introduced myself to you at the beginning of the lesson. Transform: when. [When did I introduce myself to you?]
5. The teacher's introduction of the lesson was short and simple. Repeat.
6. The teacher's introduction of the lesson was short and simple. Transform: whose. [Whose introduction of the lesson was short and simple?]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 24

7. She purchased some books, some pens and a bag last week. Repeat.
8. She purchased some books, some pens and a bag last week. Transform: what. [What did she purchase last week?]
9. Her purchases are pens, books and a bag. Repeat.
10. Her purchases are pens, books and a bag. Transform: what. [What are her purchases?]
11. He purchased a car last year. Repeat.
12. He purchased a car last year. Transform: who. [Who purchased a car last year?]
13. He purchased a car last year. Transform: when. [When did he purchase a car?]



## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 25

1. The arrangement of the chairs is nice. Repeat.
2. The arrangement of the chairs is nice. Change: flowers. [The arrangement of the flowers is nice.]
3. The arrangement of the flowers is nice. Change: books. [The arrangement of the books is nice.]
4. The arrangement of the books is nice. Change: good. [The arrangement of the books is good.]
5. The arrangement of the books is good. Change: lessons. [The arrangement of the lessons is good.]
6. The arrangement of the lessons is good. Change: right. [The arrangement of the lessons is right.]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 26

1. What's the noun of the verb "examine"? The noun of the verb --- [The noun of the verb "examine" is "examination".]
2. Do doctors examine sick people? Yes, doctors --- [Yes, doctors examine sick people.]
3. Do teachers give examinations to students? Yes, teachers --- [Yes, teachers give examinations to students.]
4. Did your teacher give you an examination yesterday? No, my teacher --- [No, my teacher didn't give me an examination yesterday.]
5. Did the students arrange the chairs in the room? Yes, the students --- [Yes, the students arranged the chairs in the room.]
6. What's the noun of the verb "arrange"? The noun of the verb --- [The noun of the verb "arrange" is "arrangement".]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 27

7. Is the flower arrangement nice? Yes, --- [Yes, the flower arrangement is nice.]
8. Do you calculate the price of things? Yes, I calculate --- [Yes, I calculate the price of things.]
9. What's the noun of the verb "calculate"? The noun of --- [The noun of the verb "calculate" is "calculation".]
10. Is your calculation correct? Yes, --- [Yes, my calculation is correct.]
11. Did I introduce myself at the beginning of the lesson? Yes, you introduced --- [Yes, you introduced yourself at the beginning of the lesson.]
12. What's the noun of the verb "introduce"? The noun of --- [The noun of the verb "introduce" is "introduction".]

## Question and Answer Drill

Listen and answer the questions in complete sentences.

Page 28

1. What's the noun of the verb "examine"? - [The noun of the verb "examine" is "examination".]
2. Do doctors examine sick people? - [Yes, doctors examine sick people.]
3. Do teachers give examinations to students? - [Yes, teachers give examinations to students.]
4. Did your teacher give you an examination yesterday? - [No, my teacher didn't give me an examination yesterday.]
5. Did the students arrange the chairs in the room? - [Yes, the students arranged the chairs in the room.]
6. What's the noun of the verb "arrange"? - [The noun of the verb "arrange" is "arrangement".]

## Question and Answer Drill

Listen and answer the questions in complete sentences.

Page 29

7. Is the flower arrangement nice? - [Yes, the flower arrangement is nice.]
8. Do you calculate the price of things? - [Yes, I calculate the price of things.]
9. What's the noun of the verb "calculate"? - [The noun of the verb "calculate" is "calculation".]
10. Is your calculation correct? - [Yes, my calculation is correct.]
11. Did I introduce myself at the beginning of the lesson? - [Yes, you introduced yourself at the beginning of the lesson.]
12. What's the noun of the verb "introduce"? - [The noun of the verb "introduce" is "introduction".]

**Freer Exercise**

Use the following words to make sentences.

- |                 |                 |
|-----------------|-----------------|
| 1. examination  | 5. attend       |
| 2. arrange      | 6. purchase (n) |
| 3. arrangement  | 7. calculate    |
| 4. purchase (v) |                 |

- 1. I have already discussed the topic with my students.**
- 2. She has already cooked dinner for the family.**
- 3. He has already talked to the teacher.**
- 4. They have already studied the lesson.**
- 5. John has already left home.**
- 6. I have already watched a movie this month.**

- 1. The teacher arranged the chairs in the room.**
- 2. The arrangement of the chairs is nice.**
- 3. They examined the papers and stamped them.**
- 4. The noun of the verb "examine" is "examination".**
- 5. She attended the meeting last week.**



6. My father calculated the cost of the food.
7. His calculation was correct.
8. Her family purchased a car last year.
9. The woman opened her bag and looked at her purchases.
10. I introduced myself at the beginning of the lesson.

1. I have visited America.
2. I have already visited America.
3. I have already visited America with my family.
4. I have already visited America with my family and friends.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 35

1. I have visited America.
2. She has already been to England.
3. He has been to Paris.
4. They have visited the Philippines.
5. You have already been to other places.
6. I haven't been to China.
7. She hasn't visited South Korea.
8. I have eaten chocolate.

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 36

1. I have visited America. Repeat.
2. I have visited America. Add: with my family. [I have visited America with my family.]
3. I have visited America with my family. Add: friends. [I have visited America with my family and friends.]
4. I have visited America with my family and friends. Add: already. [I have already visited America with my family and friends.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 37

1. I have discussed the topic with my students. Repeat.
2. I have discussed the topic with my students. Add: already. [I have already discussed the topic with my students.]
3. I have already discussed the topic with my students. Change: friend. [I have already discussed the topic with my friend.]
4. I have already discussed the topic with my friend. Change: father. [I have already discussed the topic with my father.]
5. I have already discussed the topic with my father. Change: they. [They have already discussed the topic with my father.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 38

1. She cooked dinner for the family. Repeat.
2. She cooked dinner for the family. Add: has. [She has cooked dinner for the family.]
3. She has cooked dinner for the family. Add: already. [She has already cooked dinner for the family.]
4. She has already cooked dinner for the family. Change: he. [He has already cooked dinner for the family.]
5. He has already cooked dinner for the family. Change: I. [I have already cooked dinner for the family.]
6. I have already cooked dinner for the family. Change: breakfast. [I have already cooked breakfast for the family.]
7. I have already cooked breakfast for the family. Change: she. [She has already cooked breakfast for the family.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 39

1. She has been to Japan. Repeat.
2. She has been to Japan. Change: South Korea. [She has been to South Korea.]
3. She has been to South Korea. Change: they. [They have been to South Korea.]
4. They have been to South Korea. Change: China. [They have been to China.]
5. They have been to China. Change: America. [They have been to America.]
6. They have been to America. Change: England. [They have been to England.]
7. They have been to England. Change: visited. [They have visited England.]
8. They have visited England. Change: we. [We have visited England.]
9. We have visited England. Change: not. [We haven't visited England.]
10. We haven't visited England. Change: Brazil. [We haven't visited Brazil.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 40

1. I attended a meeting yesterday. Repeat.
2. I attended a meeting yesterday. Change: professor. [The professor attended a meeting yesterday.]
3. The professor attended a meeting yesterday. Change: teacher. [The teacher attended a meeting yesterday.]
4. The teacher attended a meeting yesterday. Change: conference. [The teacher attended a conference yesterday.]
5. The teacher attended a conference yesterday. Change: mall owner. [The mall owner attended a conference yesterday.]
6. The mall owner attended a conference yesterday. Change: woman. [The woman attended a conference yesterday.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 41

1. The student bought some pens and pencils. Repeat.
2. The student bought some pens and pencils. Change: purchased. [The student purchased some pens and pencils.]
3. The student purchased some pens and pencils. Add: calculated the cost. [The student purchased some pens and pencils and calculated the cost.]
4. The student purchased some pens and pencils and calculated the cost. Change: girl.  
[The girl purchased some pens and pencils and calculated the cost.]
5. The girl purchased some pens and pencils and calculated the cost. Change: mother.  
[The mother purchased some pens and pencils and calculated the cost.]
6. The mother purchased some pens and pencils and calculated the cost. Change: my.  
[My mother purchased some pens and pencils and calculated the cost.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 42

1. The professor introduced him to the students. Repeat.
2. The professor introduced him to the students. Transform: who. [Who introduced him to the students?]
3. I introduced myself to you at the beginning of the lesson. Repeat.
4. I introduced myself to you at the beginning of the lesson. Transform: when. [When did I introduce myself to you?]
5. The teacher's introduction of the lesson was short and simple. Repeat.
6. The teacher's introduction of the lesson was short and simple. Transform: whose. [Whose introduction of the lesson was short and simple?]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 43

7. She purchased some books, some pens and a bag last week. Repeat.
8. She purchased some books, some pens and a bag last week. Transform: what. [What did she purchase last week?]
9. Her purchases are pens, books and a bag. Repeat.
10. Her purchases are pens, books and a bag. Transform: what. [What are her purchases?]
11. He purchased a car last year. Repeat.
12. He purchased a car last year. Transform: who. [Who purchased a car last year?]
13. He purchased a car last year. Transform: when. [When did he purchase a car?]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 44

1. I have already discussed the topic with my students. Repeat.
2. I have already discussed the topic with my students. Transform: who. [Who has already discussed the topic with my students?]
3. I have already discussed the topic with my students. Transform: what. [What have I already discussed with my students?]
4. He has already talked to the teacher. Repeat.
5. He has already talked to the teacher. Transform: who. [Who has already talked to the teacher?]
6. He has already passed the test. Repeat.
7. He has already passed the test. Transform: who. [Who has already passed the test?]
8. He has already passed the test. Transform: what. [What has he already passed?]
9. I have already watched a movie this month. Repeat.
10. I have already watched a movie this month. Transform: who. [Who has already watched a movie this month?]
11. I have already watched a movie this month. Transform: what. [What have I already watched this month?]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 45

1. Has he already passed the test? Yes, he has --- [Yes, he has already passed the test.]
2. Has she already gone home? Yes, she has --- [Yes, she has already gone home.]
3. Have I discussed the topic with my students? Yes, you've already --- [Yes, you've already discussed the topic with your students.]
4. Have you already cleaned the house? Yes, I have already --- [Yes, I have already cleaned the house.]
5. Have they already cooked dinner for the family? Yes, they have --- [Yes, they have already cooked dinner for the family.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 46

1. Have you been to England?
2. Have you visited the Philippines?
3. What other places have you been to?
4. What places have you visited with your friends?

## Writing Exercise

Listen and type the sentences in the chat box.

Page 47

1. I have already visited America with my family and friends.
2. My father calculated the cost of the food.
3. The woman opened her bag and looked at her purchases.
4. The arrangement of the chairs is nice.
5. The professor introduced me to the students.
6. The mall owner attended a conference yesterday.
7. The girl purchased some pens and pencils and calculated the cost.

Talking About Past Events 4 –

# **PRESENT PERFECT**

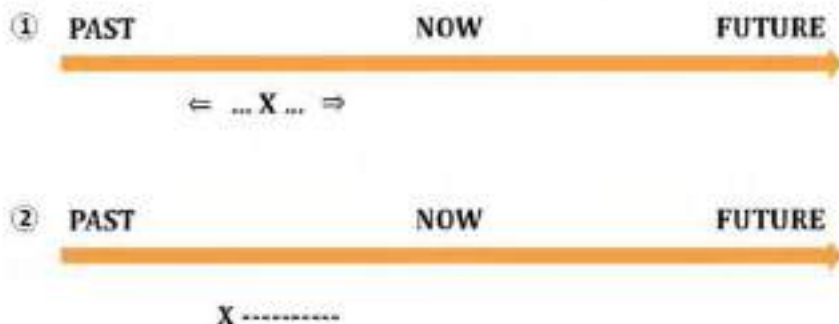
**VS**

# **PAST SIMPLE**

Page 48

The present perfect and past simple can both refer to past events or actions, but the difference between them is important.



**PRESENT PERFECT**

Page 49

1. To refer to past experiences, or to talk about past experiences but without referring to a specific time.

Examples:

Jane has visited America. = Jane has the experience of visiting America in the past but we don't know when.

Fred has studied Korean.

2. To refer to past events or actions very relevant to the present. These past events or actions are almost always in the recent past, and very often occurred earlier in the same day.

Examples:

We have already eaten breakfast. = we have eaten breakfast today/very recently. The boy has finished his homework. = the boy has his homework today/very recently.

**PAST SIMPLE****Examples:**

Jane visited America in 1999. = Jane visited America and we know when.

Fred studied Korean last month. = Fred studied Korean and we know when. We ate breakfast this morning. = we ate breakfast and the exact past time is expressed.

The boy finished his homework on Monday. = the boy finished his homework at a specific past time.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 51

1. I went home early last Monday.
2. I saw my friend yesterday.
3. I have seen him this week.
4. I have already eaten breakfast today.
5. The teacher gave him a good comment about his speech.
6. My sister did her homework last night.
7. Their manager has been to America.
8. Their manager went to America on the 22nd of September.
9. His friend has visited South Korea.
10. His friend visited South Korea last month.

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 52

1. I went home early last Monday. Repeat.
2. I went home early last Monday. Transform: who. [Who went home early last Monday?]
3. I went home early last Monday. Transform: when. [When did I go home early?]
4. Their manager has been to America. Repeat.
5. Their manager has been to America. Transform: where. [Where has their manager been to?]
6. Their manager has been to America. Transform: who. [Who has been to America?]
7. Their manager went to America last year. Repeat.
8. Their manager went to America last year. Transform: when. [When did their manager go to America?]
9. Their manager went to America last year. Transform: who. [Who went to America last year?]
10. Their manager went to America last year. Transform: where. [Where did their manager go last year?]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 53

1. My friend visited Japan. Repeat.
2. My friend visited Japan. Add: I. [My friend and I visited Japan.]
3. My friend and I visited Japan. Add: last year. [My friend and I visited Japan last year.]
4. My friend and I visited Japan last year. Add: South Korea. [My friend and I visited Japan and South Korea last year.]
5. My friend and I visited Japan and South Korea last year. Add: China. [My friend and I visited Japan, South Korea and China last year.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 54

1. My friend has been to England. Repeat.
2. My friend has been to England. Add: I. [My friend and I have been to England.]
3. My friend and I have been to England. Change: visited. [My friend and I have visited England.]
4. My friend and I have visited England. Add: last year. [My friend and I visited England last year.]
5. My friend and I visited England last year. Change: America. [My friend and I visited America last year.]
6. My friend and I visited America last year. Add: Japan. [My friend and I visited America and Japan last year.]

## Correct or Incorrect Exercise

Listen and tell whether the sentence is correct or incorrect.

Page 55

1. I went to my friend's house yesterday. --- [correct]
2. I have been to England last year. --- [incorrect – I went to England last year.]
3. They have visited Brazil last month. --- [incorrect – They visited Brazil last month.]
4. They have visited England. --- [correct]
5. His parents have been to South Korea for their business. --- [correct]
6. The company owner has been to England. --- [correct]
7. The professor went to America last month. --- [correct]
8. He has bought a mobile phone last week. --- [incorrect – He bought a mobile phone last week.]
9. I have already ate lunch. --- [incorrect – I have already eaten lunch]
10. I have already eaten lunch. --- [correct]
11. She has been to other places. --- [correct]
12. She has been to other places last year. --- [incorrect – She went to other places last year.]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 56

1. Have you eaten breakfast? Yes, I have --- [Yes, I have eaten breakfast.]
2. Have you been to other countries? Yes, I have --- [Yes, I have been to other countries.]
3. Did you study English last week? Yes, I studied --- [Yes, I studied English last week.]
4. Did you go to your friend's house in the past? Yes, I went --- [Yes, I went to my friend's house in the past.]
5. Have you been to your friend's house? Yes, I have --- [Yes, I have been to my friend's house.]
6. Has she been to China? No, she --- [No, she has not been to China.]
7. Has he visited the Philippines? No, he has --- [No, he has not visited the Philippines.]



## Question and Answer Drill

Listen and answer the questions in complete sentences.

Page 57

1. Have you eaten breakfast? [Yes, I have eaten breakfast.]
2. Have you been to other countries? [Yes, I have been to other countries.]
3. Did you study English last week? [Yes, I studied English last week.]
4. Did you go to your friend's house in the past? [Yes, I went to my friend's house in the past.]
5. Have you been to your friend's house? [Yes, I have been to my friend's house.]
6. Has she been to China? [No, she has not been to China.]
7. Has he visited the Philippines? [No, he has not visited the Philippines.]

## VOCABULARY

Listen and repeat the words and sentences.

Page 58

Please refer to the definition file.



## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 60

1. The student complained to the teacher about her grade.
2. The manager confirmed the meeting tomorrow.
3. The teacher emphasized the word "exam".
4. The teacher gave emphasis on the word "exam".
5. She is one of my contacts.
6. My father contacted his friend last night.
7. My friend did not do the crime; he denied it.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 61

8. He gave the police his explanation.
9. The man reported the crime.
10. Her sisters argued with each other.
11. They had an argument about something.
12. The teacher's explanation was simple and clear.
13. I chatted with my friend yesterday.

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 62

1. The teacher emphasized the word “exam”. Repeat.
2. The teacher emphasized the word “exam”. Transform: who. [Who emphasized the word “exam”?]
3. The teacher emphasized the word “exam”. Transform: what. [What did the teacher emphasize?]
4. The teacher gave emphasis on the word “exam”. Repeat.
5. The teacher gave emphasis on the word “exam”. Transform: what. [What did the teacher give emphasis on?]
6. The teacher gave emphasis on the word “exam”. Transform: who. [Who gave emphasis on the word “exam”?]
7. The student complained to the teacher about her grade. Repeat.
8. The student complained to the teacher about her grade. Transform: who. [Who complained to the teacher about her grade?]
9. The student complained to the teacher about her grade. Transform: what. [What did the student complain to the teacher?]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 63

10. The manager confirmed the meeting tomorrow. Repeat.
11. The manager confirmed the meeting tomorrow. Transform: who. [Who confirmed the meeting tomorrow?]
12. The manager confirmed the meeting tomorrow. Transform: what. [What did the manager confirm?]
13. Her sisters argued with each other yesterday. Repeat.
14. Her sisters argued with each other yesterday. Transform: who. [Who argued with each other yesterday?]
15. Her sisters argued with each other yesterday. Transform: when. [When did her sisters argue with each other?]
16. Her sisters argued with each other yesterday. Transform: what. [What did her sisters do yesterday?]
17. They had an argument about the lesson. Repeat.
18. They had an argument about the lesson. Transform: who. [Who had an argument about the lesson?]
19. They had an argument about the lesson. Transform: what. [What did they have?]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 64

1. My friend did not do the crime. Repeat.
2. My friend did not do the crime. Change: professor. [My professor did not do the crime.]
3. My professor did not do the crime. Change: brother. [My brother did not do the crime.]
4. My brother did not do the crime. Add: he denied it. [My brother did not do the crime; he denied it.]
5. My brother did not do the crime; he denied it. Change: sister. [My sister did not do the crime; she denied it.]
6. My sister did not do the crime; she denied it. Change: friends. [My friends did not do the crime; they denied it.]



## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 65

1. The teacher's explanation was simple and clear. Repeat.
2. The teacher's explanation was simple and clear. Change: my. [My teacher's explanation was simple and clear.]
3. My teacher's explanation was simple and clear. Change: mother. [My mother's explanation was simple and clear.]
4. My mother's explanation was simple and clear. Change: cousin. [My cousin's explanation was simple and clear.]
5. My cousin's explanation was simple and clear. Change: manager. [My manager's explanation was simple and clear.]
6. My manager's explanation was simple and clear. Change: his. [His manager's explanation was simple and clear.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 66

1. The man reported the crime. Repeat.
2. The man reported the crime. Change: woman. [The woman reported the crime.]
3. The woman reported the crime. Change: customer. [The customer reported the crime.]
4. The customer reported the crime. Change: singer. [The singer reported the crime.]
5. The singer reported the crime. Add: to the police. [The singer reported the crime to the police.]
6. The singer reported the crime to the police. Change: professor. [The professor reported the crime to the police.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 67

1. I chatted with my friend yesterday. Repeat.
2. I chatted with my friend yesterday. Transform: who. [Who chatted with my friend yesterday?]
3. I chatted with my friend yesterday. Transform: when. [When did I chat with my friend?]
4. She chats with her mother every day. Repeat.
5. She chats with her mother every day. Transform: who. [Who chats with her mother every day?]
6. She chats with her mother every day. Transform: when. [When does she chat with her mother?]
7. My father contacted his friend last night. Repeat.
8. My father contacted his friend last night. Transform: when. [When did my father contact his friend?]
9. My father contacted his friend last night. Transform: who. [Who did my father contact last night?]
10. We'll contact him by telephone. Repeat.
11. We'll contact him by telephone. Transform: who. [Who will contact him by telephone?]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 68

1. She is one of my contacts. Repeat.
2. She is one of my contacts. Change: he. [He is one of my contacts.]
3. He is one of my contacts. Add: phone. [He is one of my phone contacts.]
4. He is one of my phone contacts. Add: mobile. [He is one of my mobile phone contacts.]
5. He is one of my mobile phone contacts. Transform: who. [Who is one of my mobile phone contacts?]
6. I'll add him to my contacts. Repeat.
7. I'll add him to my contacts. Change: them. [I'll add them to my contacts.]
8. I'll add them to my contacts. Change: you. [I'll add you to my contacts.]

## VOCABULARY

Listen and repeat the words and sentences.

Page 69

Please refer to the definition file.



## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 71

1. The size of his shirt is medium.
2. The radio is very loud.
3. The girl in the room is noisy.
4. It is comfortable for her to sit on that chair.
5. The exam is complicated.
6. This is an ordinary pen.
7. There are computers in ordinary schools in some countries.
8. The room is organized.
9. He wrote a letter to her on plain white paper.
10. The baby is wearing white; it's neat.
11. She eats fresh fruits every day.
12. Fresh air is good for the body.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 72

1. It is comfortable for her to sit on that chair. Repeat.
2. It is comfortable for her to sit on that chair. Change: him. [It is comfortable for him to sit on that chair.]
3. It is comfortable for him to sit on that chair. Change: me. [It is comfortable for me to sit on that chair.]
4. It is comfortable for me to sit on that chair. Change: you. [It is comfortable for you to sit on that chair.]
5. It is comfortable for you to sit on that chair. Change: good. [It is good for you to sit on that chair.]
6. It is good for you to sit on that chair. Change: her. [It is good for her to sit on that chair.]



## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 73

1. This is an ordinary pen.
2. This is an ordinary chair.
3. This is an ordinary activity.
4. That is an ordinary meal.
5. That is an ordinary shirt.
6. That is an ordinary house.
7. That is an ordinary job.
8. That is an ordinary lesson.

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 74

1. The girl is noisy. Repeat.
2. The girl is noisy. Change: child. [The child is noisy.]
3. The child is noisy. Add: in the room. [The child in the room is noisy.]
4. The child in the room is noisy. Change: man. [The man in the room is noisy.]
5. The man in the room is noisy. Change: neat. [The man in the room is neat.]
6. The man in the room is neat. Change: woman. [The woman in the room is neat.]
7. The woman in the room is neat. Change: students. [The students in the room are neat.]
8. The students in the room are neat. Change: people. [The people in the room are neat.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 75

1. The size of his shirt is medium. Repeat.
2. The size of his shirt is medium. Transform: what. [What is the size of his shirt?]
3. His shirt is medium. Repeat.
4. His shirt is medium. Transform: whose. [Whose shirt is medium?]
5. The exam yesterday was complicated. Repeat.
6. The exam yesterday was complicated. Transform: what. [What was complicated?]
7. The exam yesterday was complicated. Transform: when. [When was the exam?]
8. She eats fresh fruits every day. Repeat.
9. She eats fresh fruits every day. Transform: who. [Who eats fresh fruits everyday.]
10. She eats fresh fruits every day. Transform: when. [When does she eat fresh fruits?]
11. She eats fresh fruits every day. Transform: what. [What does she eat everyday?]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 76

1. The radio is loud. Repeat.
2. The radio is loud. Change: television. [The television is loud.]
3. The television is loud. Change: music. [The music is loud.]
4. The music is loud. Change: man's voice. [The man's voice is loud.]
5. The man's voice is loud. Change: woman. [The woman's voice is loud.]
6. The woman's voice is loud. Change: nice. [The woman's voice is nice.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 77

1. The room is organized. Repeat.
2. The room is organized. Change: his. [His room is organized.]
3. His room is organized. Change: her. [Her room is organized.]
4. Her room is organized. Add: clean. [Her room is clean and organized.]
5. Her room is clean and organized. Add: sister. [Her sister's room is clean and organized.]
6. Her sister's room is clean and organized. Change: friend. [Her friend's room is clean and organized.]
7. Her friend's room is clean and organized. Change: my. [My friend's room is clean and organized.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 78

1. He wrote a letter to her. Repeat.
2. He wrote a letter to her. Add: on white paper. [He wrote a letter to her on white paper.]
3. He wrote a letter to her on white paper. Add: plain. [He wrote a letter to her on plain white paper.]
4. He wrote a letter to her on plain white paper. Transform: who. [Who wrote a letter to her on plain white paper?]
5. He wrote a letter to her on plain white paper. Change: I. [I wrote a letter to her on plain white paper.]
6. I wrote a letter to her on plain white paper. Change: you. [You wrote a letter to her on plain white paper.]
7. You wrote a letter to her on plain white paper. Add: sheet. [You wrote a letter to her on a sheet of plain white paper.]

1. I went home early last Monday.
2. I saw my friend yesterday.
3. I have seen him this week.
4. I have already eaten breakfast today.
5. The teacher gave him a good comment about his speech.

6. My sister did her homework last night.
7. Their manager has been to America.
8. Their manager went to America on the 22nd of September.
9. His friend has visited South Korea.
10. His friend visited South Korea last month.



1. The student complained to the teacher about her grade.
2. The manager confirmed the meeting tomorrow.
3. The teacher emphasized the word "exam".
4. The teacher gave emphasis on the word "exam".
5. She is one of my contacts.
6. My father contacted his friend last night.

1. My friend did not do the crime; he denied it.
2. He gave the police his explanation.
3. The man reported the crime.
4. Her sisters argued with each other.
5. They had an argument about something.
6. The teacher's explanation was simple and clear.
7. I chatted with my friend yesterday.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 83

1. The size of his shirt is medium.
2. The radio is very loud.
3. The girl in the room is noisy.
4. It is comfortable for her to sit on that chair.
5. The exam is complicated.
6. This is an ordinary pen.
7. There are computers in ordinary schools in some countries.
8. The room is organized.
9. He wrote a letter to her on plain white paper.
10. The baby is wearing white; it's neat.

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 84

1. My friend visited Japan. Repeat.
2. My friend visited Japan. Add: I. [My friend and I visited Japan.]
3. My friend and I visited Japan. Add: last year. [My friend and I visited Japan last year.]
4. My friend and I visited Japan last year. Add: South Korea. [My friend and I visited Japan and South Korea last year.]
5. My friend and I visited Japan and South Korea last year. Add: China. [My friend and I visited Japan, South Korea and China last year.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 85

1. It is comfortable for her to sit on that chair. Repeat.
2. It is comfortable for her to sit on that chair. Change: him. [It is comfortable for him to sit on that chair.]
3. It is comfortable for him to sit on that chair. Change: me. [It is comfortable for me to sit on that chair.]
4. It is comfortable for me to sit on that chair. Change: you. [It is comfortable for you to sit on that chair.]
5. It is comfortable for you to sit on that chair. Change: good. [It is good for you to sit on that chair.]
6. It is good for you to sit on that chair. Change: her. [It is good for her to sit on that chair.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 86

1. I went home early last Monday. Repeat.
2. I went home early last Monday. Transform: who. [Who went home early last Monday?]
3. I went home early last Monday. Transform: when. [When did I go home early?]
4. Their manager has been to America. Repeat.
5. Their manager has been to America. Transform: where. [Where has their manager been to?]
6. Their manager has been to America. Transform: who. [Who has been to America?]
7. Their manager went to America last year. Repeat.
8. Their manager went to America last year. Transform: when. [When did their manager go to America?]
9. Their manager went to America last year. Transform: who. [Who went to America last year?]
10. Their manager went to America last year. Transform: where. [Where did their manager go last year?]

## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 87

1. This is an ordinary pen.
2. This is an ordinary chair.
3. This is an ordinary activity.
4. That is an ordinary meal.
5. That is an ordinary shirt.
6. That is an ordinary house.
7. That is an ordinary job.
8. That is an ordinary lesson.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 88

1. The teacher's explanation was simple and clear. Repeat.
2. The teacher's explanation was simple and clear. Change: my. [My teacher's explanation was simple and clear.]
3. My teacher's explanation was simple and clear. Change: mother. [My mother's explanation was simple and clear.]
4. My mother's explanation was simple and clear. Change: cousin. [My cousin's explanation was simple and clear.]
5. My cousin's explanation was simple and clear. Change: manager. [My manager's explanation was simple and clear.]
6. My manager's explanation was simple and clear. Change: his. [His manager's explanation was simple and clear.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 89

1. The girl is noisy. Repeat.
2. The girl is noisy. Change: child. [The child is noisy.]
3. The child is noisy. Add: in the room. [The child in the room is noisy.]
4. The child in the room is noisy. Change: man. [The man in the room is noisy.]
5. The man in the room is noisy. Change: neat. [The man in the room is neat.]
6. The man in the room is neat. Change: woman. [The woman in the room is neat.]
7. The woman in the room is neat. Change: students. [The students in the room are neat.]
8. The students in the room are neat. Change: people. [The people in the room are neat.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 90

1. The man reported the crime. Repeat.
2. The man reported the crime. Change: woman. [The woman reported the crime.]
3. The woman reported the crime. Change: customer. [The customer reported the crime.]
4. The customer reported the crime. Change: singer. [The singer reported the crime.]
5. The singer reported the crime. Add: to the police. [The singer reported the crime to the police.]
6. The singer reported the crime to the police. Change: professor. [The professor reported the crime to the police.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 91

1. I chatted with my friend yesterday. Repeat.
2. I chatted with my friend yesterday. Transform: who. [Who chatted with my friend yesterday?]
3. I chatted with my friend yesterday. Transform: when. [When did I chat with my friend?]
4. She chats with her mother every day. Repeat.
5. She chats with her mother every day. Transform: who. [Who chats with her mother every day?]
6. She chats with her mother every day. Transform: when. [When does she chat with her mother?]
7. My father contacted his friend last night. Repeat.
8. My father contacted his friend last night. Transform: when. [When did my father contact his friend?]
9. My father contacted his friend last night. Transform: who. [Who did my father contact last night?]
10. We'll contact him by telephone. Repeat.
11. We'll contact him by telephone. Transform: who. [Who will contact him by telephone?]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 92

1. My friend visited Japan. Repeat.
2. My friend visited Japan. Add: I. [My friend and I visited Japan.]
3. My friend and I visited Japan. Add: last year. [My friend and I visited Japan last year.]
4. My friend and I visited Japan last year. Add: South Korea. [My friend and I visited Japan and South Korea last year.]
5. My friend and I visited Japan and South Korea last year. Add: China. [My friend and I visited Japan, South Korea and China last year.]

## Correct or Incorrect Exercise

Listen and tell whether the sentence is correct or incorrect.

Page 93

1. I went to my friend's house yesterday. --- [correct]
2. I have been to England last year. --- [incorrect – I went to England last year.]
3. They have visited Brazil last month. --- [incorrect – They visited Brazil last month.]
4. They have visited England. --- [correct]
5. His parents have been to South Korea for their business. --- [correct]
6. The company owner has been to England. --- [correct]
7. The professor went to America last month. --- [correct]
8. He has bought a mobile phone last week. --- [incorrect – He bought a mobile phone last week.]
9. I have already ate lunch. --- [incorrect – I have already eaten lunch.]
10. I have already eaten lunch. --- [correct]

## Writing Substitution Exercise

Listen, write the sentences, and follow the instructions.

Page 94

1. My friend and I have been to England. Write.

Change: visited – [My friend and I have visited England.]

2. The teacher's explanation was simple and clear. Write.

Change: my – [My teacher's explanation was simple and clear.]

3. The customer reported the crime. Write.

Change: singer – [The singer reported the crime.]

4. I'll add them to my contacts. Write.

Change: you – [I'll add you to my contacts.]

## Writing Substitution Exercise

Listen, write the sentences, and follow the instructions.

Page 95

5. It is comfortable for her to sit on that chair. Write.

Change: him – [It is comfortable for him to sit on that chair.]

6. The child in the room is noisy. Write.

Change: man – [The man in the room is noisy.]

7. The woman's voice is loud. Write.

Change: nice – [The woman's voice is nice.]

**Talking About Past Events with Time Periods and Points of Time –**

## **FOR AND SINCE**

Page 96

We use “for” to measure a period of time up to the present; we use the present perfect tense and not the present tense.

For example, “I have been here for 6 months”, “I have known her for a long time”, etc.

We use “since” to give the starting point of actions, events or states. It refers to when things began.

For example, “I have been here since June”, “It has been 6 years since I last saw him”, etc.



## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 97

1. She has lived here for 25 years.
2. She has lived here since 1991.
3. She has been in the room for 2 hours.
4. She has been in the room since 10 o'clock.
5. The teacher has been here for a long time.
6. It has been 4 years since I last visited America.
7. They have known each other for 10 years now.

## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 98

1. I have lived here for 25 years.
2. They have lived here for 25 years.
3. You have lived here for 25 years.
4. She has lived here for 25 years.
5. He has lived here for 25 years.
6. He has lived here for 10 years.
7. He has lived here for 7 years.
8. They have lived here for 7 years.

## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 99

1. I have been in this room since 10 o'clock.
2. You have been in this room since 10 o'clock.
3. They have been in this room since 10 o'clock.
4. She has been in this room since 10 o'clock.
5. He has been in this room since 10 o'clock.
6. He has been in this room since 7 o'clock.
7. He has been in this room since 2 o'clock.
8. They have been in this room since 2 o'clock.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 100

1. The teacher has been here for a long time. Repeat.
2. The teacher has been here for a long time. Change: 2 hours. [The teacher has been here for 2 hours.]
3. The teacher has been here for 2 hours. Change: my. [My teacher has been here for 2 hours.]
4. My teacher has been here for 2 hours. Change: stayed. [My teacher has stayed here for 2 hours.]
5. My teacher has stayed here for 2 hours. Change: at home. [My teacher has stayed at home for 2 hours.]
6. My teacher has stayed at home for 2 hours. Change: brother. [My brother has stayed at home for 2 hours.]
7. My brother has stayed at home for 2 hours. Change: father. [My father has stayed at home for 2 hours.]
8. My father has stayed at home for 2 hours. Change: 5. [My father has stayed at home for 5 hours.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 101

1. She has lived here since 1991. Repeat.
2. She has lived here since 1991. Transform: who. [Who has lived here since 1991?]
3. She has lived here since 1991. Transform: since when. [Since when has she lived here?]
4. They have been in this room since 10 o'clock. Repeat.
5. They have been in this room since 10 o'clock. Transform: who. [Who has been in this room since 10 o'clock?]
6. They have been in this room since 10 o'clock. Transform: where. [Where have they been since 10 o'clock?]
7. It has been 4 years since I last visited America. Repeat.
8. It has been 4 years since I last visited America. Transform: how long. [How long has it been since I last visited America?]
9. It has been 4 years since I last visited America. Transform: not. [It has not been 4 years since I last visited America.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 102

1. She has studied English. Repeat.
2. She has studied English. Add: for one year. [She has studied English for one year.]
3. She has studied English for one year. Change: they. [They have studied English for one year.]
4. They have studied English for one year. Change: you. [You have studied English for one year.]
5. You have studied English for one year. Change: seven. [You have studied English for seven years.]
6. You have studied English for seven years. Transform: who. [Who has studied English for seven years?]
7. You have studied English for seven years. Transform: how long. [How long have you studied English?]
8. You have studied English for seven years. Add: in England. [You have studied English for seven years in England.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 103

1. My friend has lived in the Philippines. Repeat.
2. My friend has lived in the Philippines. Add: for 12 years. [My friend has lived in the Philippines for 12 years.]
3. My friend has lived in the Philippines for 12 years. Change: since 2004. [My friend has lived in the Philippines since 2004.]
4. My friend has lived in the Philippines since 2004. Change: America. [My friend has lived in America since 2004.]
5. My friend has lived in America since 2004. Change: stayed. [My friend has stayed in America since 2004.]
6. My friend has stayed in America since 2004. Change: for 8 years. [My friend has stayed in America for 8 years.]
7. My friend has stayed in America for 8 years. Add: my family. [My family and my friend have stayed in America for 8 years.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 104

1. How long have you lived in your country?
2. Since when have you lived there?
3. Have you visited another country?
4. How long have you stayed in that country?
5. How long have you studied English?
6. Since when have you studied English?



## Referring to Habitual Actions – **STILL**

Page 105

We use “still” to show that something continues up to a time in the past, present and future.

It goes in front of the main verb and is generally used in positive sentences.

Examples: “She is still studying English”, “They were still talking on the phone”, “She is still going to study English next year”, etc.

“Still” is also used to refer to habitual actions.

For example, “He still meets his friend every Friday”, “She still goes shopping on the weekend”, etc.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 106

1. She still writes a letter to him.
2. They still work as English teachers.
3. His father still visits other countries.
4. The manager still went to the party.
5. My friend still goes shopping every Friday.
6. She still walked to school.
7. The professor still went swimming.
8. Their mother still cooks for them.
9. She will still cook for the family.
10. I will still go to England.

## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 107

1. She still writes a letter to him.
2. She still wrote a letter to him.
3. She is still writing a letter to him.
4. She will still write a letter to him.
5. She will still write a letter to her.
6. She will still send a letter to her.
7. He will still send a letter to her.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 108

1. My friend still goes shopping every Friday. Repeat.
2. My friend still goes shopping every Friday. Change: swimming. [My friend still goes swimming every Friday.]
3. My friend still goes swimming every Friday. Change: sister. [My sister still goes swimming every Friday.]
4. My sister still goes swimming every Friday. Change: his. [His sister still goes swimming every Friday.]
5. His sister still goes swimming every Friday. Change: brothers. [His brothers still go swimming every Friday.]
6. His brothers still go swimming every Friday. Change: weekend. [His brothers still go swimming every weekend.]
7. His brothers still go swimming every weekend. Change: fishing. [His brothers still go fishing every weekend.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 109

1. His father still visits other countries. Repeat.
2. His father still visits other countries. Change: mother. [His mother still visits other countries.]
3. His mother still visits other countries. Change: manager. [His manager still visits other countries.]
4. Her mother cooks for their family. Repeat.
5. Her mother cooks for their family. Add: still. [Her mother still cooks for their family.]
6. Her mother still cooks for their family. Change: our. [Our mother still cooks for our family.]
7. Our mother still cooks for our family. Change: their. [Their mother still cooks for their family.]
8. Their mother still cooks for their family. Add: will. [Their mother will still cook for their family.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 110

1. She still writes a letter to him. Repeat.
2. She still writes a letter to him. Transform: who. [Who still writes a letter to him?]
3. She still writes a letter to him. Transform: what. [What does she still write to him?]
4. They still work as English teachers. Repeat.
5. They still work as English teachers. Change: my friends. [My friends still work as English teachers.]
6. My friends still work as English teachers. Add: I. [My friends and I still work as English teachers.]
7. My friends and I still work as English teachers. Change: sisters. [My sisters and I still work as English teachers.]
8. My sisters and I still work as English teachers. Add: will. [My sisters and I will still work as English teachers.]
9. My sisters and I will still work as English teachers. Change: worked. [My sisters and I still worked as English teachers.]
10. My sisters and I still worked as English teachers. Add: 2 years ago. [My sisters and I still worked as English teachers 2 years ago.]

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 111

1. They are still talking to each other on the phone.
2. She is still studying English.
3. The man is still swimming in the sea.
4. The girl is still crying.
5. He is still working now.
6. My friend is still teaching in that school.
7. Her husband is still working as a doctor.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 112

1. She is still studying English. Repeat.
2. She is still studying English. Change: I. [I am still studying English.]
3. I am still studying English. Change: they. [They are still studying English.]
4. They are still studying English. Change: we. [We are still studying English.]
5. We are still studying English. Change: teaching. [We are still teaching English.]
6. We are still teaching English. Change: I. [I am still teaching English.]



## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 113

1. The girl is still crying. Repeat.
2. The girl is still crying. Change: woman. [The woman is still crying.]
3. The woman is still crying. Change: cooking. [The woman is still cooking.]
4. The woman is still cooking. Change: sleeping. [The woman is still sleeping.]
5. The woman is still sleeping. Change: man. [The man is still sleeping.]
6. The man is still sleeping. Change: working. [The man is still working.]
7. The man is still working. Change: teaching. [The man is still teaching.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 114

1. They are still talking. Repeat.
2. They are still talking. Add: each other. [They are still talking to each other.]
3. They are still talking to each other. Add: on the phone. [They are still talking to each other on the phone.]
4. They are still talking to each other on the phone. Transform: who. [Who are still talking to each other on the phone?]
5. My friend is still teaching. Repeat.
6. My friend is still teaching. Add: English. [My friend is still teaching English.]
7. My friend is still teaching English. Add: in that school. [My friend is still teaching English in that school.]
8. My friend is still teaching English in that school. Change: sister. [My sister is still teaching English in that school.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 115

1. Are you still talking to me now?
2. Are you still going to work tomorrow?
3. Do you still spend time with your friends?
4. Are you still going to study English next month?
5. Are your friends still studying English?

## VOCABULARY

Listen and repeat the words and sentences.

Page 116

Please refer to the definition file.



# YET

Page 118

We use the word “yet” in negative sentences and in questions to show that something has not happened by a particular time.

The word “yet” comes at the end of the sentence.

Examples: “They have not arrived yet”, “She has not passed the exam yet”, etc.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 119

1. The students have not searched for information about the lesson yet.
2. My parents have not stopped working yet.
3. They have not planned for the wedding yet.
4. The manager has not interviewed him yet.
5. Her mother has not moved the tables yet.
6. She has not lied to me yet.
7. The man has not poured the water into the glass yet.
8. Have you cooked dinner yet?

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 120

1. My parents have not stopped working yet. Repeat.
2. My parents have not stopped working yet. Change: their. [Their parents have not stopped working yet.]
3. Their parents have not stopped working yet. Change: studying. [Their parents have not stopped studying yet.]
4. Their parents have not stopped studying yet. Change: his. [His parents have not stopped studying yet.]
5. His parents have not stopped studying yet. Change: friends. [His friends have not stopped studying yet.]
6. His friends have not stopped studying yet. Change: my. [My friends have not stopped studying yet.]
7. My friends have not stopped studying yet. Change: teaching. [My friends have not stopped teaching yet.]
8. My friends have not stopped teaching yet. Change: playing. [My friends have not stopped playing yet.]



## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 121

1. The manager has interviewed my friend. Repeat.
2. The manager has interviewed my friend. Add: not. [The manager has not interviewed my friend.]
3. The manager has not interviewed my friend. Add: sisters. [The manager has not interviewed my friend and my sisters.]
4. The manager has not interviewed my friend and my sisters. Add: yet. [The manager has not interviewed my friend and my sisters yet.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 122

1. They have planned for the wedding. Repeat.
2. They have planned for the wedding. Add: not. [They have not planned for the wedding.]
3. They have not planned for the wedding. Change: we. [We have not planned for the wedding.]
4. We have not planned for the wedding. Add: yet. [We have not planned for the wedding yet.]
5. We have not planned for the wedding yet. Change: he. [He has not planned for the wedding yet.]
6. He has not planned for the wedding yet. Transform: who. [Who has not planned for the wedding yet?]
7. He has not planned for the wedding yet. Transform: what. [What has he not planned yet?]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 123

1. The students searched for information about the lesson. Repeat.
2. The students searched for information about the lesson. Add: have.  
[The students have searched for information about the lesson.]
3. The students have searched for information about the lesson. Add: not.  
[The students have not searched for information about the lesson.]
4. The students have not searched for information about the lesson. Add: yet.  
[The students have not searched for information about the lesson yet.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 124

1. She has lied to me. Repeat.
2. She has lied to me. Add: not. [She has not lied to me.]
3. She has not lied to me. Change: he. [He has not lied to me.]
4. He has not lied to me. Add: yet. [He has not lied to me yet.]
5. He has not lied to me yet. Change: her. [He has not lied to her yet.]
6. He has not lied to her yet. Transform: who. [Who has not lied to her yet?]
7. He has not lied to her yet. Change: I. [I have not lied to her yet.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 125

1. Her mother has not moved the tables to the other room yet. Repeat.
2. Her mother has not moved the tables to the other room yet. Transform: who. [Who has not moved the tables to the other room yet?]
3. Her mother has not moved the tables to the other room yet. Transform: where. [Where has her mother not moved the tables yet?]
4. My brother has not moved to another house yet. Repeat.
5. My brother has not moved to another house yet. Transform: who. [Who has not moved to another house yet?]
6. The man has not poured the water into the glass yet. Repeat.
7. The man has not poured the water into the glass yet. Transform: what. [What has the man not poured into the glass yet?]
8. The man has not poured the water into the glass yet. Transform: who. [Who has not poured the water into the glass yet?]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 126

1. Have you cooked dinner yet? No, I have not --- [No, I have not cooked dinner yet.]
2. Have you eaten lunch yet? No, I have not --- [No, I have not eaten lunch yet.]
3. Have you searched for information about the lesson yet? No, I have not --- [No, I have not searched for information about the lesson yet.]
4. Has he planned for the wedding next year yet? No, he has not --- [No, he has not planned for the wedding next year yet.]
5. Have your parents stopped working yet? No, my parents --- [No, my parents have not stopped working yet.]
6. Have you lied to me yet? No, I have not --- [No, I have not lied to you yet.]
7. Has the manager interviewed you yet? No, the manager --- [No, the manager has not interviewed me yet.]
8. Have you finished this lesson yet? No, I have not --- [No, I have not finished this lesson yet.]

## Question and Answer Drill

Listen and answer the questions in complete sentences.

Page 127

1. Have you cooked dinner yet? [No, I haven't cooked dinner yet.]
2. Have you eaten lunch yet? [No, I haven't eaten lunch yet.]
3. Have you searched for information about the lesson yet? [No, I have not searched for information about the lesson yet.]
4. Has he planned for the wedding next year yet? [No, he has not planned for the wedding next year yet.]
5. Have your parents stopped working yet? [No, my parents have not stopped working yet.]
6. Have you lied to me yet? [No, I have not lied to you yet.]
7. Has the manager interviewed you yet? [No, the manager has not interviewed me yet.]
8. Have you finished this lesson yet? [No, I have not finished this lesson yet.]

**Jumbled Sentences Exercise**

Reorder the words to make a grammatical sentence.

1. has / manager / interviewed / the / not / yet / him.
2. the / wedding / for / they / have / planned / not / yet.
3. cooked / have / you / dinner / yet?
4. yet / this / lesson / not / have / finished / I.
5. working / yet / my / parents / stopped / not / have.
6. has / not / she / to / me / lied / yet.

Page 128

- [1. The manager has not interviewed him yet.]  
[2. They have not planned for the wedding yet.] [3. Have you cooked dinner yet?]  
[4. I have not finished this lesson yet.]  
[5. My parents have not stopped working yet.] [6. She has not lied to me yet.]



1. She has lived here for 25 years.
2. She has lived here since 1991.
3. She has been in the room for two hours.
4. She has been in the room since ten o'clock.
5. The teacher has been here for a long time.
6. It has been four years since I last visited America.
7. They have known each other for ten years now.

- 1. She still writes a letter for him.**
- 2. They still work as English teachers.**
- 3. His father still visits other countries.**
- 4. The manager still went to the party.**
- 5. My friend still goes shopping every Friday.**

- 6. She still walked to school.**
- 7. The professor still went swimming.**
- 8. Their mother still cooks for them.**
- 9. She will still cook for the family.**
- 10. I will still go to England.**

1. I have lived here for 25 years.
2. They have lived here for 25 years.
3. You have lived here for 25 years.
4. She has lived here for 25 years.
5. He has lived here for 25 years.
6. He has lived here for 10 years.
7. He has lived here for 7 years.
8. They have lived here for 7 years.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 133

1. The students have not searched for information about the lesson yet.
2. My parents have not stopped working yet.
3. They have not planned for the wedding yet.
4. The manager has not interviewed him yet.
5. Her mother has not moved the tables yet.
6. She has not lied to me yet.
7. The man has not poured the water into the glass yet.
8. Have you cooked dinner yet?

## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 134

1. I have lived here for 25 years.
2. They have lived here for 25 years.
3. You have lived here for 25 years.
4. She has lived here for 25 years.
5. He has lived here for 25 years.
6. He has lived here for 10 years.
7. He has lived here for 7 years.
8. They have lived here for 7 years.

## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 135

1. She still writes a letter for him.
2. She still wrote a letter for him.
3. She is still writing a letter for him.
4. She will still write a letter for him.
5. She will still write a letter for her.
6. She will still send a letter for her.
7. He will still send a letter for her.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 136

1. My parents have not stopped working yet. Repeat.
2. My parents have not stopped working yet. Change: their. [Their parents have not stopped working yet.]
3. Their parents have not stopped working yet. Change: studying. [Their parents have not stopped studying yet.]
4. Their parents have not stopped studying yet. Change: his. [His parents have not stopped studying yet.]
5. His parents have not stopped studying yet. Change: friends. [His friends have not stopped studying yet.]
6. His friends have not stopped studying yet. Change: my. [My friends have not stopped studying yet.]
7. My friends have not stopped studying yet. Change: teaching. [My friends have not stopped teaching yet.]
8. My friends have not stopped teaching yet. Change: playing. [My friends have not stopped playing yet.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 137

1. She has studied English. Repeat.
2. She has studied English. Add: for one year. [She has studied English for one year.]
3. She has studied English for one year. Change: they. [They have studied English for one year.]
4. They have studied English for one year. Change: you. [You have studied English for one year.]
5. You have studied English for one year. Change: seven. [You have studied English for seven years.]
6. You have studied English for seven years. Transform: who. [Who has studied English for seven years?]
7. You have studied English for seven years. Transform: how long. [How long have you studied English?]
8. You have studied English for seven years. Add: in England. [You have studied English for seven years in England.]

## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 138

1. I have been in this room since ten o'clock.
2. You have been in this room since ten o'clock.
3. They have been in this room since ten o'clock.
4. She has been in this room since ten o'clock.
5. He has been in this room since ten o'clock.
6. He has been in this room since seven o'clock.
7. He has been in this room since two o'clock.
8. They have been in this room since two o'clock.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 139

1. The teacher has been here for a long time. Repeat.
2. The teacher has been here for a long time. Change: two hours. [The teacher has been here for two hours.]
3. The teacher has been here for two hours. Change: my. [My teacher has been here for two hours.]
4. My teacher has been here for two hours. Change: stayed. [My teacher has stayed here for two hours.]
5. My teacher has stayed here for two hours. Change: at home. [My teacher has stayed at home for two hours.]
6. My teacher has stayed at home for two hours. Change: brother. [My brother has stayed at home for two hours.]
7. My brother has stayed at home for two hours. Change: father. [My father has stayed at home for two hours.]
8. My father has stayed at home for two hours. Change: five. [My father has stayed at home for five hours.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 140

1. His father still visits other countries. Repeat.
2. His father still visits other countries. Change: mother. [His mother still visits other countries.]
3. His mother still visits other countries. Change: manager. [His manager still visits other countries.]
4. Her mother cooks for their family. Repeat.
5. Her mother cooks for their family. Add: still. [Her mother still cooks for their family.]
6. Her mother still cooks for their family. Change: our. [Our mother still cooks for our family.]
7. Our mother still cooks for our family. Change: their. [Their mother still cooks for their family.]
8. Their mother still cooks for their family. Add: will. [Their mother will still cook for their family.]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 141

1. The manager has interviewed my friend. Repeat.
2. The manager has interviewed my friend. Add: not. [The manager has not interviewed my friend.]
3. The manager has not interviewed my friend. Add: sisters. [The manager has not interviewed my friend and my sisters.]
4. The manager has not interviewed my friend and my sisters. Add: yet. [The manager has not interviewed my friend and my sisters yet.]

## Jumbled Sentences Exercise

Reorder the words to make a grammatical sentence.

1. has / manager / interviewed / the / not / yet / him.
2. the / wedding / for / they / have / planned / not / yet.
3. cooked / have / you / dinner / yet?
4. yet / this / lesson / not / have / finished / I.
5. working / yet / my / parents / stopped / not / have.
6. has / not / she / to / me / lied / yet.

Page 142

- [1. The manager has not interviewed him yet.]  
[2. They have not planned for the wedding yet.] [3. Have you cooked dinner yet?]  
[4. I have not finished this lesson yet.]  
[5. My parents have not stopped working yet.] [6. She has not lied to me yet.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 143

1. Are you still talking to me now?
2. Are you still going to work tomorrow?
3. Do you still spend time with your friends?
4. Are you still going to study English next month?
5. Are your friends still studying English?

## Writing Exercise

Listen and type the sentences in the chat box.

Page 144

1. It has been four years since I last visited America.
2. My friend still goes shopping every Friday.
3. She will still write a letter for him.
4. My sisters and I will still work as English teachers.
5. The students have not searched for information about the lesson yet.
6. The man has not poured the water into the glass yet.
7. My parents have not stopped working yet.
8. The students searched for information about the lesson.



## VOCABULARY

Listen and repeat the words and sentences.

Page 145

Please refer to the definition file.

Describing States and Events -

## LOOK, SEEM, APPEAR + ADJECTIVE

Page 146

The words 'look, seem and appear' can be used not only as main verbs but also as linking verbs.

We use those words to express something that we think is true although we are not 100% sure is true.

Examples: "The girl seems sad", "The girl looks sad", "The girl appears sad", etc.

'Look, seem and appear' are used to express something that can be seen.

However, 'seem' can also be used to express something that is not seen but we think is true in another way.

Examples: through conversation, emotion,

etc. The structure to use for these words are:

subject + look + adjective

subject + seem + adjective or subject + seem + to be/have + adjective

subject + appear + adjective or subject + appear + to be/have + adjective

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 147

1. I have enough money to buy food.
2. My sister appears to have extra money to buy a dress.
3. The man inside the house seems familiar to me.
4. She knows that singer because she is famous.
5. The street looks broad.
6. The activity was amazing.
7. The actual price of goods appears high.
8. One basic need of people is food.
9. That movie looks exciting.
10. I had an extraordinary professor at university.

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 148

1. My friend has money to buy a dress. Repeat.
2. My friend has money to buy a dress. Change: sister. [My sister has money to buy a dress.]
3. My sister has money to buy a dress. Add: enough. [My sister has enough money to buy a dress.]
4. My sister has enough money to buy a dress. Change: computer. [My sister has enough money to buy a computer.]
5. My sister has enough money to buy a computer. Change: extra. [My sister has extra money to buy a computer.]
6. My sister has extra money to buy a computer. Add: new. [My sister has extra money to buy a new computer.]
7. My sister has extra money to buy a new computer. Change: watch. [My sister has extra money to buy a new watch.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 149

1. That man is familiar. Repeat.
2. That man is familiar. Add: to me. [That man is familiar to me.]
3. That man is familiar to me. Change: looks. [That man looks familiar to me.]
4. That man looks familiar to me. Add: inside the house. [That man inside the house looks familiar to me.]
5. That man inside the house looks familiar to me. Add: old. [That old man inside the house looks familiar to me.]
6. That old man inside the house looks familiar to me. Change: woman. [That old woman inside the house looks familiar to me.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 150

1. The activity was amazing. Repeat.
2. The activity was amazing. Change: discussion. [The discussion was amazing.]
3. The discussion was amazing. Change: seems. [The discussion seems amazing.]
4. The discussion seems amazing. Change: my professor. [My professor seems amazing.]
5. My professor seems amazing. Change: excellent. [My professor seems excellent.]
6. My professor seems excellent. Change: extraordinary. [My professor seems extraordinary.]
7. My professor seems extraordinary. Change: our. [Our professor seems extraordinary.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 151

1. She is beautiful in her white dress. Repeat.
2. She is beautiful in her white dress. Change: looks. [She looks beautiful in her white dress.]
3. She looks beautiful in her white dress. Change: appears. [She appears beautiful in her white dress.]
4. She appears beautiful in her white dress. Transform: who. [Who appears beautiful in her white dress?]
5. My friend is sick today. Repeat.
6. My friend is sick today. Change: seems. [My friend seems sick today.]
7. My friend seems sick today. Change: appears. [My friend appears sick today.]
8. My friend appears sick today. Change: tired. [My friend appears tired today.]
9. My friend appears tired today. Change: father. [My father appears tired today.]
10. My father appears tired today. Transform: who. [Who appears tired today?]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 152

1. She knows that singer. Repeat.
2. She knows that singer. Add: she is famous. [She knows that singer; she is famous.]
3. She knows that singer; she is famous. Add: because. [She knows that singer because she is famous.]
4. She knows that singer because she is famous. Add: beautiful. [She knows that beautiful singer because she is famous.]



## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 153

1. That movie seems exciting. Repeat.
2. That movie seems exciting. Change: beautiful. [That movie seems beautiful.]
3. That movie seems beautiful. Change: lady. [That lady seems beautiful.]
4. That lady seems beautiful. Change: looks. [That lady looks beautiful.]
5. That lady looks beautiful. Change: kind. [That lady looks kind.]
6. That lady looks kind. Change: seems. [That lady seems kind.]
7. That lady seems kind. Change: successful. [That lady seems successful.]
8. That lady seems successful. Change: activity. [That activity seems successful.]
9. That activity seems successful. Change: is. [That activity is successful.]
10. That activity is successful. Change: exciting. [That activity is exciting.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 154

1. The price of goods is high. Repeat.
2. The price of goods is high. Add: actual. [The actual price of goods is high.]
3. The actual price of goods is high. Change: clothes. [The actual price of clothes is high.]
4. The actual price of clothes is high. Change: food. [The actual price of food is high.]
5. One basic need of people is food. Repeat.
6. One basic need of people is food. Transform: what. [What is one basic need of people?]
7. One basic need of people is food. Change: clothes. [One basic need of people is clothes.]
8. One basic need of people is clothes. Change: water. [One basic need of people is water.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 155

1. The street is broad. Repeat.
2. The street is broad. Change: river. [The river is broad.]
3. The river is broad. Change: lesson. [The lesson is broad.]
4. The lesson is broad. Change: his shoulders. [His shoulders are broad.]
5. His shoulders are broad. Change: wide. [His shoulders are wide.]
6. His shoulders are wide. Change: their. [Their shoulders are wide.]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 156

1. Is your friend tired today? Yes, my friend --- [Yes, my friend is tired today.]
2. Does he look tired today? Yes, he looks --- [Yes, he looks tired today.]
3. Does he seem tired today? Yes, he seems --- [Yes, he seems tired today.]
4. Does he appear tired today? Yes, he appears --- [Yes, he appears tired today.]
5. Does your friend have extra money to buy a new phone? No, my friend --- [No, my friend doesn't have extra money to buy a new phone.]
6. Have you seen an exciting movie? Yes, I have seen --- [Yes, I have seen an exciting movie.]
7. Is your friend famous? No, my friend --- [No, my friend isn't famous.]
8. What are the basic needs of people? The basic needs --- [The basic needs of people are food, water, clothes, etc.]
9. Do you have an extraordinary friend? Yes, I have --- [Yes, I have an extraordinary friend.]
10. What amazing thing have you tried doing? I have tried --- [I have tried and it was amazing!]

**Talking About the Same State or Event -**

## **AS WELL, TOO, ALSO**

Page 157

The words “as well”, “too” and “also” just mean the same thing. The words “as well” and “too” go at the end of the sentence, but the word “also” usually goes after the first auxiliary verb.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 158

1. My teacher is kind.
2. My friend is kind too.
3. My sister is kind as well.
4. My mother is also kind.
5. The lady is working hard.
6. The man is working hard too.
7. The woman is working hard as well.
8. The manager is also working hard.

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 159

1. The students went home early yesterday. Repeat.
2. The students went home early yesterday. Change: teachers. -- [The teachers went home early yesterday.]
3. The teachers went home early yesterday. Add: too. -- [The teachers went home early yesterday too.]
4. The teachers went home early yesterday too. Change: as well. -- [The teachers went home early yesterday as well.]
5. The teachers went home early yesterday as well. Change: also. -- [The teachers also went home early yesterday.]
6. The teachers also went home early yesterday. Change: I. -- [I also went home early yesterday.]
7. I also went home early yesterday. Change: my father. -- [My father also went home early yesterday.]
8. My father also went home early yesterday. Change: as well. -- [My father went home early yesterday as well.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 160

1. I also went to the mall yesterday. Repeat.
2. I also went to the mall yesterday. Transform: who. [Who also went to the mall yesterday?]
3. I also went to the mall yesterday. Transform: when. [When did I also go to the mall?]
4. My sister looks tired today too. Repeat.
5. My sister looks tired today too. Transform: who. [Who looks tired today too?]
6. My sister looks tired today too. Transform: when. [When does my sister look tired too?]
7. My teacher seems tired today as well. Repeat.
8. My teacher seems tired today as well. Transform: who. [Who seems tired today as well?]
9. My teacher is also tired today. Repeat.
10. My teacher is also tired today. Transform: who. [Who is also tired today?]
11. Her professor seems kind as well. Repeat.
12. Her professor seems kind as well. Transform: who. [Who seems kind as well?]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 161

1. She looks beautiful in her white dress. Repeat.
2. She looks beautiful in her white dress. Add: also. [She also looks beautiful in her white dress.]
3. She also looks beautiful in her white dress. Change: as well. [She looks beautiful in her white dress as well.]
4. She looks beautiful in her white dress as well. Change: too. [She looks beautiful in her white dress too.]
5. She looks beautiful in her white dress too. Change: looked. [She looked beautiful in her white dress too.]
6. She looked beautiful in her white dress too. Change: her sister. [Her sister looked beautiful in her white dress too.]
7. Her sister looked beautiful in her white dress too. Add: and friend. [Her sister and friend looked beautiful in their white dresses too.]
8. Her sister and friend looked beautiful in their white dresses too. Change: also. [Her sister and friend also looked beautiful in their white dresses.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 162

1. That man also looks familiar to me. Repeat.
2. That man also looks familiar to me. Change: too. [That man looks familiar to me too.]
3. That man looks familiar to me too. Change: as well. [That man looks familiar to me as well.]
4. That man looks familiar to me as well. Change: he. [He looks familiar to me as well.]
5. He looks familiar to me as well. Change: they. [They look familiar to me as well.]
6. They look familiar to me as well. Change: seem. [They seem familiar to me as well.]
7. They seem familiar to me as well. Change: us. [They seem familiar to us as well.]
8. They seem familiar to us as well. Change: seemed. [They seemed familiar to us as well.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 163

1. The manager interviewed my friend too. Repeat.
2. The manager interviewed my friend too. Change: as well. [The manager interviewed my friend as well.]
3. The manager interviewed my friend as well. Change: also. [The manager also interviewed my friend.]
4. The manager also interviewed my friend. Change: them. [The manager also interviewed them.]
5. The manager also interviewed them. Change: shop owner. [The shop owner also interviewed them.]
6. The shop owner also interviewed them. Change: too. [The shop owner interviewed them too.]
7. The shop owner interviewed them too. Change: as well. [The shop owner interviewed them as well.]

## Jumbled Sentences Exercise

Reorder the words to make a grammatical sentence.

1. lady / the / working / too / is / hard.
2. to / me / also / that / familiar / man / looks.
3. sister / is / my / as / kind / well.
4. father / went / my / home / as / early / well.
5. looks / also / beautiful / she.
6. too / teaching / are / English / they.

Page 164

- [1. The lady is working hard too.]  
[2. That man also looks familiar to me.] [3. My sister is kind as well.]  
[4. My father went home early as well.] [5. She also looks beautiful.]  
[6. They are teaching English too.]

**VOCABULARY**

Listen and repeat the words and sentences.

Page **165**

Please refer to the definition file.



## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 167

1. I am a student, it's correct.
2. The movie was enjoyable.
3. They have an enormous house in the city.
4. Going home late at night is dangerous.
5. They did not clean the house; it's dirty.
6. His shoes are full of dirt because it rained.
7. Each student has individual work to do.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 168

8. The boat is 20 feet in length.
9. The room was in total darkness.
10. Don't put the glass near the edge of the table.
11. The bill is due next month.
12. The current issue in my town is poor public transportation.
13. She has an edge over the others in her company.



## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 169

1. The movie was nice.
2. The movie was beautiful.
3. The movie was interesting.
4. The movie was enjoyable.
5. The activity was enjoyable.
6. The training was enjoyable.
7. The competition was enjoyable.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 170

1. The movie was enjoyable. Repeat.
2. The movie was enjoyable. Change: competition. [The competition was enjoyable.]
3. The competition was enjoyable. Change: training. [The training was enjoyable.]
4. The training was enjoyable. Change: interesting. [The training was interesting.]
5. The training was interesting. Change: activity. [The activity was interesting.]
6. The activity was interesting. Change: nice. [The activity was nice.]
7. The activity was nice. Change: movie. [The movie was nice.]
8. The movie was nice. Change: beautiful. [The movie was beautiful.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 171

1. I am a student. Repeat.
2. I am a student. Add: it's correct. [I am a student; it's correct.]
3. I am a student; it's correct. Change: you, teacher. [You are a teacher; it's correct.]
4. You are a teacher, it's correct. Add: English. [You are an English teacher; it's correct.]
5. You are an English teacher; it's correct. Change: true. [You are an English teacher; it's true.]
6. You are an English teacher; it's true. Change: right. [You are an English teacher; it's right.]
7. You are an English teacher; it's right. Transform: who. [Who is an English teacher?]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 172

1. His shoes are dirty. Repeat.
2. His shoes are dirty. Add: socks. [His shoes and socks are dirty.]
3. His shoes and socks are dirty. Add: really. [His shoes and socks are really dirty.]
4. His shoes and socks are really dirty. Add: because it rained. [His shoes and socks are really dirty because it rained.]
5. His shoes and socks are really dirty because it rained. Add: last night. [His shoes and socks are really dirty because it rained last night.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 173

1. Going home late is dangerous. Repeat.
2. Going home late is dangerous. Change: alone. [Going home alone is dangerous.]
3. Going home alone is dangerous. Add: at night. [Going home alone at night is dangerous.]
4. Going home alone at night is dangerous. Transform: what. [What is dangerous?]
5. Going home alone at night is dangerous. Change: late. [Going home late at night is dangerous.]
6. Going home late at night is dangerous. Change: not good. [Going home late at night is not good.]
7. Going home late at night is not good. Change: safe. [Going home late at night is not safe.]
8. Going home late at night is not safe. Add: it's dangerous. [Going home late at night is not safe; it's dangerous.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 174

1. The boat is 20 feet in length. Repeat.
2. The boat is 20 feet in length. Change: book, 1 foot. [The book is 1 foot in length.]
3. The book is 1 foot in length. Change: table, 4 feet. [The table is 4 feet in length.]
4. The table is 4 feet in length. Transform: what. [What is 4 feet in length?]
5. The room was in darkness. Repeat.
6. The room was in darkness. Add: total. [The room was in total darkness.]
7. The room was in total darkness. Change: house. [The house was in total darkness.]
8. The house was in total darkness. Add: last night. [The house was in total darkness last night.]
9. The house was in total darkness last night. Change: our. [Our house was in total darkness last night.]
10. Our house was in total darkness last night. Transform: when. [When was our house in total darkness?]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 175

1. My friend is in a dark room. Repeat.
2. My friend is in a dark room. Change: big. [My friend is in a big room.]
3. My friend is in a big room. Change: house. [My friend is in a big house.]
4. My friend is in a big house. Change: enormous. [My friend is in an enormous house.]
5. My friend is in an enormous house. Change: lives. [My friend lives in an enormous house.]
6. My friend lives in an enormous house. Change: has. [My friend has an enormous house.]
7. My friend has an enormous house. Change: brother. [My brother has an enormous house.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 176

1. Each student has work to do. Repeat.
2. Each student has work to do. Add: individual. [Each student has individual work to do.]
3. Each student has individual work to do. Change: worker. [Each worker has individual work to do.]
4. Each worker has individual work to do. Change: teacher. [Each teacher has individual work to do.]
5. The bill is due next month. Repeat.
6. The bill is due next month. Add: phone. [The phone bill is due next month.]
7. The phone bill is due next month. Change: train, tomorrow. [The train is due tomorrow.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 177

8. The train is due tomorrow. Transform: when. [When is the train due?]
9. "The train is due tomorrow." What does this sentence mean? [That sentence means that the train is expected to arrive tomorrow.]
10. She speaks English well. Repeat.
11. She speaks English well. Add: it's her edge over the others. [She speaks English well; it's her edge over the others.]
12. She speaks English well; it's her edge over the others. Add: in the company. [She speaks English well; it's her edge over the others in the company.]
13. She speaks English well; it's her edge over the others in the company. Change: he. [He speaks English well; it's his edge over the others in the company.]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 178

1. Are his shoes really dirty because of the rain? Yes, his shoes --- [Yes, his shoes are really dirty because of the rain.]
2. What's the noun of the word "dirty"? The noun of --- [The noun of the word "dirty" is "dirt".]
3. Are their shoes full of dirt because of the rain? Yes, their shoes --- [Yes, their shoes are full of dirt because of the rain.]
4. Is going home late at night safe? No, going home --- [No, going home late at night is not safe.]
5. Is going home alone at night dangerous? Yes, going home --- [Yes, going home alone at night is dangerous.]
6. What is the current issue in their town? The current issue --- [The current issue in their town is poor public transportation.]
7. What is the current issue in your town? The current issue --- [The current issue in my town is \_\_\_\_.]
8. What's the current news in your country? The current news --- [The current news in my country is \_\_\_\_.]

## Question and Answer Drill

Listen and answer the questions in complete sentences.

Page 179

1. Are his shoes really dirty because of the rain? [Yes, his shoes are really dirty because of the rain.]
2. What's the noun of the word "dirty"? [The noun of the word "dirty" is "dirt".]
3. Are their shoes full of dirt because of the rain? [Yes, their shoes are full of dirt because of the rain.]
4. Is going home late at night safe? [No, going home late at night isn't safe; it's dangerous.]
5. Is going home alone at night dangerous? [Yes, going home alone at night is dangerous.]
6. What is the current issue in their town? [The current issue in their place is poor public transportation.]
7. What is the current issue in your town? [The current issue in my town is \_\_\_\_.]
8. What's the current news in your country? [The current news in my country is \_\_\_\_.]

- 1. I have enough money to buy food.**
- 2. My sister appears to have extra money to buy a dress.**
- 3. The man inside the house seems familiar to me.**
- 4. She knows that singer because she is famous.**
- 5. The street looks broad.**

6. The activity was amazing.
7. The actual price of goods appears high.
8. One basic need of people is food.
9. That movie looks exciting.
10. I had an extraordinary professor at university.

1. My teacher is kind.
2. My friend is kind too.
3. My sister is kind as well.
4. My mother is also kind.
5. The lady is working hard.
6. The man is working hard too.
7. The woman is working hard as well.
8. The manager is also working hard.

- 1. I am a student; it's correct.**
- 2. The movie was enjoyable.**
- 3. They have an enormous house in the city.**
- 4. Going home late at night is dangerous.**
- 5. They did not clean the house; it's dirty.**
- 6. His shoes are full of dirt because it rained.**

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 184

1. Each student has individual work to do.
2. The boat is 20 feet in length.
3. The room was in total darkness.
4. Don't put the glass near the edge of the table.
5. The bill is due next month.
6. The current issue in my town is poor public transportation.
7. She has an edge over the others in her company.



## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 185

1. The activity was amazing. Repeat.
2. The activity was amazing. Change: discussion. [The discussion was amazing.]
3. The discussion was amazing. Change: seems. [The discussion seems amazing.]
4. The discussion seems amazing. Change: my professor. [My professor seems amazing.]
5. My professor seems amazing. Change: excellent. [My professor seems excellent].
6. My professor seems excellent. Change: extraordinary. [My professor seems extraordinary.]
7. My professor seems extraordinary. Change: our. [Our professor seems extraordinary.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 186

1. I also went to the mall yesterday. Repeat.
2. I also went to the mall yesterday. Transform: who. [Who also went to the mall yesterday?]
3. I also went to the mall yesterday. Transform: when. [When did I also go to the mall?]
4. My sister looks tired today too. Repeat.
5. My sister looks tired today too. Transform: who. [Who looks tired today too?]
6. My sister looks tired today too. Transform: when. [When does my sister look tired too?]
7. My teacher seems tired today as well. Repeat.
8. My teacher seems tired today as well. Transform: who. [Who seems tired today as well?]
9. My teacher is also tired today. Repeat.
10. My teacher is also tired today. Transform: who. [Who is also tired today?]
11. Her professor seems kind as well. Repeat.
12. Her professor seems kind as well. Transform: who. [Who seems kind as well?]

## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 187

1. The movie was nice.
2. The movie was beautiful.
3. The movie was interesting.
4. The movie was enjoyable.
5. The activity was enjoyable.
6. The training was enjoyable.
7. The competition was enjoyable.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 188

1. The movie was enjoyable. Repeat.
2. The movie was enjoyable. Change: competition. [The competition was enjoyable.]
3. The competition was enjoyable. Change: training. [The training was enjoyable.]
4. The training was enjoyable. Change: interesting. [The training was interesting.]
5. The training was interesting. Change: activity. [The activity was interesting.]
6. The activity was interesting. Change: nice. [The activity was nice.]
7. The activity was nice. Change: movie. [The movie was nice.]
8. The movie was nice. Change: beautiful. [The movie was beautiful.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 189

1. That man is familiar. Repeat.
2. That man is familiar. Add: to me. [That man is familiar to me.]
3. That man is familiar to me. Change: looks. [That man looks familiar to me.]
4. That man looks familiar to me. Add: inside the house. [That man inside the house looks familiar to me.]
5. That man inside the house looks familiar to me. Add: old. [That old man inside the house looks familiar to me.]
6. That old man inside the house looks familiar to me. Change: woman. [That old woman inside the house looks familiar to me.]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 190

1. She knows that singer. Repeat.
2. She knows that singer. Add: she is famous. [She knows that singer; she is famous.]
3. She knows that singer; she is famous. Add: because. [She knows that singer because she is famous.]
4. She knows that singer because she is famous. Add: beautiful. [She knows that beautiful singer because she is famous.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 191

1. The street is broad. Repeat.
2. The street is broad. Change: river. [The river is broad.]
3. The river is broad. Change: lesson. [The lesson is broad.]
4. The lesson is broad. Change: his shoulders. [His shoulders are broad.]
5. His shoulders are broad. Change: wide. [His shoulders are wide.]
6. His shoulders are wide. Change: their. [Their shoulders are wide.]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 192

1. Is your friend tired today? Yes, my friend --- [Yes, my friend is tired today.]
2. Does he look tired today? Yes, he looks --- [Yes, he looks tired today.]
3. Does he seem tired today? Yes, he seems --- [Yes, he seems tired today.]
4. Does he appear tired today? Yes, he appears --- [Yes, he appears tired today.]
5. Does your friend have extra money to buy a new phone? No, my friend --- [No, my friend doesn't have extra money to buy a new phone.]
6. Have you seen an exciting movie? Yes, I have seen --- [Yes, I have seen an exciting movie.]
7. Is your friend famous? No, my friend --- [No, my friend isn't famous.]
8. What are the basic needs of people? The basic needs --- [The basic needs of people are food, water, clothes, etc.]
9. Do you have an extraordinary friend? Yes, I have --- [Yes, I have an extraordinary friend.]
10. What amazing thing have you tried doing? I have tried --- [I have tried and it was amazing!]



## Jumbled Sentences Exercise

Reorder the words to make a grammatical sentence.

1. lady / the / working / too / is / hard.
2. to / me / also / that / familiar / man / looks.
3. sister / is / my / as / kind / well.
4. father / went / my / home / as / early / well.
5. looks / also / beautiful / she.
6. too / teaching / are / English / they.

Page 193

- [1. The lady is working hard too.]  
[2. That man also looks familiar to me.] [3. My sister is kind as well.]  
[4. My father went home early as well.] [5. She also looks beautiful.]  
[6. They are teaching English too.]

## Question and Answer Drill

Listen and answer the questions in complete sentences.

Page 194

1. Are his shoes really dirty because of the rain? [Yes, his shoes are really dirty because of the rain.]
2. What's the noun of the word "dirty"? [The noun of the word "dirty" is "dirt".]
3. Are their shoes full of dirt because of the rain? [Yes, their shoes are full of dirt because of the rain.]
4. Is going home late at night safe? [No, going home late at night isn't safe; it's dangerous.]
5. Is going home alone at night dangerous? [Yes, going home alone at night is dangerous.]
6. What is the current issue in their town? [The current issue in their place is poor public transportation.]
7. What is the current issue in your town? [The current issue in my town is \_\_\_\_.]
8. What's the current news in your country? [The current news in my country is \_\_\_\_.]

## Writing Substitution Exercise

Listen, write the sentences, and follow the instructions.

Page 195

1. My friend has money to buy a dress. Write.

Change: sister – [My sister has money to buy a dress.]

2. That old man inside the house looks familiar to me. Write.

Change: woman – [That old woman inside the house looks familiar to me.]

3. My professor seems excellent. Write.

Change: extraordinary – [My professor seems extraordinary.]

4. The teachers went home early yesterday too. Write.

Change: as well – [The teachers went home early yesterday as well.]

5. She looked beautiful in her white dress too. Write.

Change: her sister – [Her sister looked beautiful in her white dress too.]

6. My friend is in an enormous house. Write.

Change: lives – [My friend lives in an enormous house.]

## A Different Way to Talk About Events – **ACTIVE AND PASSIVE**

Page 196

Sentences can be active or passive depending on who does the action. In active sentences,

The subject is the doer of the action, such as, “The man kicks the table”, “He washed his car”, etc.

Whereas, in passive sentences, the subject is not the doer of the action but the receiver of the action instead.

Examples: “The table is kicked by the man”, “His car was washed by him”, etc. Also, the doer of the action may not always be stated in passive sentences.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 197

1. The man eats an apple.
2. An apple is eaten by the man.
3. The boy is kicking the table.
4. The table is being kicked by the boy.
5. I washed my car.
6. My car was washed by me.
7. He took the book from the table.
8. The book was taken from the table.
9. She was writing a letter for her family.
10. A letter for her family was being written by her.

## Correct or Incorrect Exercise

Listen and tell whether the sentence is correct or incorrect.

Page 198

1. "She is reading that book" is a passive sentence. --[incorrect – active sentence]
2. "The girl is eating a box of chocolate" is an active sentence. -- [correct]
3. "The book is being read by her" is a passive sentence. --[correct]
4. "The girl ate a box of chocolate" is an active sentence. --[correct]
5. "Her car was washed" is a passive sentence. -- [correct]
6. "The table is being kicked by the boy" is an active sentence. -- [incorrect – passive sentence]
7. "The apple was already eaten" is an active sentence. -- [incorrect – passive sentence]
8. "A letter was being sent to him" is a passive sentence. -- [correct]
9. "I already did my homework" is a passive sentence. -- [incorrect – active sentence]
10. "My homework was already done" is an active sentence. -- [incorrect – passive sentence]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 199

1. The man eats an apple. Repeat.
2. The man eats an apple. Transform: passive. [An apple is eaten by the man.]
3. The man ate an apple. Repeat.
4. The man ate an apple. Transform: passive. [An apple was eaten by the man.]
5. The man is eating an apple. Repeat.
6. The man is eating an apple. Transform: passive. [An apple is being eaten by the man.]
7. The man was eating an apple. Repeat.
8. The man was eating an apple. Transform: passive. [An apple was being eaten by the man.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 200

9. The boy is kicking the table. Repeat.
10. The boy is kicking the table. Transform: passive. [The table is being kicked by the boy.]
11. The boy kicks the table. Repeat.
12. The boy kicks the table. Transform: passive. [The table is kicked by the boy.]
13. The boy was kicking the table. Repeat.
14. The boy was kicking the table. Transform: passive. [The table was being kicked by the boy.]
15. The boy kicked the table. Repeat.
16. The boy kicked the table. Transform: passive. [The table was kicked by the boy.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 201

1. She writes a letter. Repeat.
2. She writes a letter. Add: for her family. [She writes a letter for her family.]
3. She writes a letter for her family. Transform: passive. [A letter for her family is written by her.]
4. A letter for her family is being written by her. Repeat.
5. A letter for her family is being written by her. Transform: active. [She is writing a letter for her family.]
6. A letter for her family was written by her. Transform: active. [She wrote a letter for her family.]
7. A letter for her family was being written by her. Transform: active. [She was writing a letter for her family.]
8. The table is kicked by the boy. Repeat.
9. The table is kicked by the boy. Transform: active. [The boy kicks the table.]
10. The table is being kicked by the boy. Transform: active. [The boy is kicking the table.]
11. The table was kicked by the boy. Transform: active. [The boy kicked the table.]
12. The table was being kicked by the boy. Transform: active. [The boy was kicking the table.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 202

1. The man took the book from the table. Repeat.
2. The man took the book from the table. Transform: passive. [The book was taken from the table by the man.]
3. The book is being taken from the table by the man. Repeat.
4. The book is being taken from the table by the man. Transform: active. [The man is taking the book from the table.]
5. The man was taking the book from the table. Repeat.
6. The man was taking the book from the table. Transform: passive. [The book was being taken from the table by the man.]
7. The book is taken from the table by the man. Repeat.
8. The book is taken from the table by the man. Transform: active. [The man takes the book from the table.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 203

9. The apple was eaten by the girl. Repeat.
10. The apple was eaten by the girl. Transform: active. [The girl ate the apple.]
11. The girl was eating the apple. Repeat.
12. The girl was eating the apple. Transform: passive. [The apple was being eaten by the girl.]
13. The apple is being eaten by the girl. Repeat.
14. The apple is being eaten by the girl. Transform: active. [The girl is eating the apple.]
15. The girl eats the apple. Repeat.
16. The girl eats the apple. Transform: passive. [The apple is eaten by the girl.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 204

1. My car was washed. Repeat.
2. My car was washed. Add: by me. [My car was washed by me.]
3. My car was washed by me. Transform: active. [I washed my car.]
4. I washed my car. Change: my father. [My father washed my car.]
5. My father washed my car. Transform: passive. [My car was washed by my father.]
6. My car was washed by my father. Add: being. [My car was being washed by my father.]
7. My car was being washed by my father. Transform: active. [My father was washing my car.]
8. My father was washing my car. Change: is. [My father is washing my car.]
9. My father is washing my car. Transform: passive. [My car is being washed by my father.]
10. My father is washing my car. Transform: who. [Who is washing my car?]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 205

1. Your brother is washing your car. Repeat.
2. Your brother is washing your car. Transform: who. [Who is washing your car?]
3. Are you washing your car now? [No, I'm not washing my car now.]
4. Is your car being washed now? [No, my car is not being washed now.]
5. Are you eating an apple now? [No, I'm not eating an apple now.]
6. Are you reading that book? [No, I'm not reading this book.]
7. Is that book read by you? [No, this book isn't read by me.]
8. The apple is being eaten. Repeat.
9. The apple is being eaten. Add: by the girl. [The apple is being eaten by the girl.]
10. The apple is being eaten by the girl. Transform: active. [The girl is eating the apple.]
11. The girl is eating the apple. Transform: who. [Who is eating the apple?]

## VOCABULARY

Listen and repeat the words and sentences.

Page 206

Please refer to the definition file.



## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 208

1. He dropped me off at the shop.
2. They dropped their daughter off at her school yesterday.
3. Hurry up! You're going to be late.
4. My family picked me up at the airport yesterday.
5. She shut up when he arrived.
6. I look forward to going to other countries.
7. The man keeps in touch with his friend.
8. His parents brought them up very well.
9. We went to the train station to see her off.
10. To bring somebody up is not easy.



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 209

1. We will go to the train station. Repeat.
2. We will go to the train station. Change: went. [We went to the train station.]
3. We went to the train station. Add: yesterday. [We went to the train station yesterday.]
4. We went to the train station yesterday. Add: to see her off. [We went to the train station yesterday to see her off.]
5. We went to the train station yesterday to see her off. Change: future simple. [We will go to the train station to see her off.]
6. We will go to the train station to see her off. Change: him. [We will go to the train station to see him off.]
7. We will go to the train station to see him off. Transform: who. [Who will go to the train station to see him off?]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 210

1. He dropped me off at the shop. Repeat.
2. He dropped me off at the shop. Change: home. [He dropped me off at home.]
3. He dropped me off at home. Change: school. [He dropped me off at school.]
4. He dropped me off at school. Change: daughter. [He dropped his daughter off at school.]
5. He dropped his daughter off at school. Change: mall. [He dropped his daughter off at the mall.]
6. He dropped his daughter off at the mall. Change: supermarket. [He dropped his daughter off at the supermarket.]
7. He dropped his daughter off at the supermarket. Change: will drop off. [He will drop his daughter off at the supermarket.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 211

1. You're going to be late. Repeat.
2. You're going to be late. Add: Hurry up! [Hurry up! You're going to be late.]
3. Hurry up! You're going to be late. Change: miss the train. [Hurry up! You're going to miss the train.]
4. Hurry up! You're going to miss the train. Change: bus. [Hurry up! You're going to miss the bus.]
5. Hurry up! You're going to miss the bus. Change: plane. [Hurry up! You're going to miss the plane.]
6. What does "hurry up!" mean? ["Hurry up!" means to act or move quickly.]
7. What do we say to people when we want them to move quickly? [We say "hurry up!" to people when we want them to move quickly.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 212

1. I look forward to going to other countries. Repeat.
2. I look forward to going to other countries. Change: England. [I look forward to going to England.]
3. I look forward to going to England. Change: she. [She looks forward to going to England.]
4. She looks forward to going to England. Change: they. [They look forward to going to England.]
5. They look forward to going to England. Change: getting married. [They look forward to getting married.]
6. They look forward to getting married. Change: studying English. [They look forward to studying English.]
7. They look forward to studying English. Change: visiting his family. [They look forward to visiting his family.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 213

1. She shut up. Repeat.
2. She shut up. Add: when he arrived. [She shut up when he arrived.]
3. She shut up when he arrived. Change: shouted. [She shut up when he shouted.]
4. She shut up when he shouted. Change: she. [She shut up when she shouted.]
5. She shut up when she shouted. Change: her sister. [Her sister shut up when she shouted.]
6. Her sister shut up when she shouted. Transform: who. [Who shut up when she shouted?]
7. Her sister shut up when she shouted. Change: the man talked. [Her sister shut up when the man talked.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 214

1. My family picked me up at the airport yesterday. Repeat.
2. My family picked me up at the airport yesterday. Change: he. [He picked me up at the airport yesterday]
3. He picked me up at the airport yesterday. Change: they. [They picked me up at the airport yesterday.]
4. They picked me up at the airport yesterday. Change: her. [They picked her up at the airport yesterday.]
5. They picked her up at the airport yesterday. Change: we. [We picked her up at the airport yesterday.]
6. We picked her up at the airport yesterday. Change: last week. [We picked her up at the airport last week.]
7. We picked her up at the airport last week. Change: them. [We picked them up at the airport last week.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 215

1. His parents brought them up very well. Repeat.
2. His parents brought them up very well. Change: my, us. [My parents brought us up very well.]
3. My parents brought us up very well. Change: her, her. [Her parents brought her up very well.]
4. Her parents brought her up very well. Change: your, you. [Your parents brought you up very well.]
5. Your parents brought you up very well. Transform: who. [Who brought you up very well?]
6. He keeps in touch with me. Repeat.
7. He keeps in touch with me. Change: her. [He keeps in touch with her.]
8. He keeps in touch with her. Change: us. [He keeps in touch with us.]
9. He keeps in touch with us. Change: they. [They keep in touch with us.]
10. They keep in touch with us. Change: them. [They keep in touch with them.]
11. They keep in touch with them. Transform: who. [Who keeps in touch with them?]
12. They keep in touch with them. Add: have, since last year. [They have kept in touch with them since last year.]

**Completion Exercise**

Complete the sentences with the phrases below.

drop off      pick up      shut up      look forward to something  
hurry up      see off      bring somebody up      keep in touch with somebody

1. They \_\_\_\_\_ me \_\_\_\_ at the airport yesterday.
2. She has \_\_\_\_\_ with him for many years now.
3. You'll be late if you don't \_\_\_\_\_.
4. We went to the train station to \_\_\_\_\_ her \_\_\_\_\_.

Page 216

- [1. They picked me up at the airport yesterday.]  
[2. She has kept in touch with him for many years now.]  
[3. You'll be late if you don't hurry up.]  
[4. We went to the train station to see her off.]



**Completion Exercise**

Complete the sentences with the phrases below.

drop off      pick up      shut up      look forward to something  
hurry up      see off      bring somebody up      keep in touch with somebody

5. I \_\_\_\_\_ to seeing you in America.  
6. He \_\_\_\_\_ when the manager arrived.  
7. His parents \_\_\_\_\_ him \_\_\_\_\_ at the supermarket yesterday.  
8. They \_\_\_\_\_ her \_\_\_\_\_ very well.

Page 217

[5. I look forward to seeing you in America.] [6. He shut up when the manager arrived.]  
[7. His parents dropped him off at the supermarket yesterday.] [8. They brought her up very well.]

**Describing States –**  
**HAS/NEEDS + TO BE + PAST PARTICIPLE**

Page **218**

We use this construction to describe what needs to be done to people, things, objects, etc, or what they need to do.  
For example, “You need to be examined”, “The car has to be washed”,etc.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 219

1. She needs to be loved.
2. The baby has to be cared for.
3. His answers need to be corrected.
4. The lesson has to be learned.
5. The plates need to be washed.
6. The letter needs to be sent.
7. The class needs to be extended.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 220

1. The letter needs to be sent. Repeat.
2. The letter needs to be sent. Change: received. [The letter needs to be received.]
3. The letter needs to be received. Change: read. [The letter needs to be read.]
4. The letter needs to be read. Change: book. [The book needs to be read.]
5. The book needs to be read. Change: has. [The book has to be read.]
6. The book has to be read. Change: that. [That book has to be read.]
7. That book has to be read. Change: given. [That book has to be given.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 221

1. She needs love. Repeat.
2. She needs love. Add: to be. [She needs to be loved.]
3. She needs to be loved. Change: he. [He needs to be loved.]
4. He needs to be loved. Change: examined. [He needs to be examined.]
5. He needs to be examined. Add: by the doctor. [He needs to be examined by the doctor.]
6. He needs to be examined by the doctor. Transform: who. [Who needs to be examined by the doctor?]
7. He needs to be examined by the doctor. Add: tomorrow. [He needs to be examined by the doctor tomorrow.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 222

1. His answers need to be corrected. Repeat.
2. His answers need to be corrected. Change: her. [Her answers need to be corrected.]
3. Her answers need to be corrected. Change: changed. [Her answers need to be changed.]
4. Her answers need to be changed. Change: my. [My answers need to be changed.]
5. My answers need to be changed. Change: clothes. [My clothes need to be changed.]
6. My clothes need to be changed. Change: design. [My design needs to be changed.]
7. My design needs to be changed. Change: our. [Our design needs to be changed].

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 223

1. The document has to be kept. Repeat.
2. The document has to be kept. Change: sent. [The document has to be sent.]
3. The document has to be sent. Add: important. [The important document has to be sent.]
4. The important document has to be sent. Add: to him. [The important document has to be sent to him.]
5. The important document has to be sent to him. Change: needs. [The important document needs to be sent to him.]
6. The important document needs to be sent to him. Change: them. [The important document needs to be sent to them.]
7. The important document needs to be sent to them. Transform: what. [What needs to be sent to them?]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 224

1. The plates need to be washed. Repeat.
2. The plates need to be washed. Change: car. [The car needs to be washed.]
3. The car needs to be washed. Change: my. [My car needs to be washed.]
4. My car needs to be washed. Add: by my brother. [My car needs to be washed by my brother.]
5. My car needs to be washed by my brother. Transform: active. [My brother needs to wash my car.]
6. My brother needs to wash my car. Transform: who. [Who needs to wash my car?]
7. My car needs to be washed by my brother. Change: clothes. [My clothes need to be washed by my brother.]



**Jumbled Sentences Exercise**

Reorder the words to make a grammatical sentence.

1. answers / need / his / to / corrected / be.
2. loved / he / needs / to / be.
3. important / needs / document / sent / him / to / the / be / to.
4. the / doctor / I / need / examined / to / by / be.
5. needs / design / our / be / changed / to.
6. sent / to / be / letter / the / needs.

Page 225

- [1. His answers need to be corrected.]  
[2. He needs to be loved.]  
[3. The important document needs to be sent to him.] [4. I need to be examined by the doctor.]  
[5. Our design needs to be changed.] [6. The letter needs to be sent.]

- 1. The man eats an apple.**
- 2. An apple is eaten by the man.**
- 3. The boy is kicking the table.**
- 4. The table is being kicked by the boy.**
- 5. I washed my car.**

6. My car was washed by me.
7. He took the book from the table.
8. The book was taken from the table.
9. She was writing a letter for her family.
10. A letter for her family was being written by her.

1. He dropped me off at the shop.
2. They dropped their daughter off at her school yesterday.
3. Hurry up! You're going to be late.
4. My family picked me up at the airport yesterday.
5. She shut up when he arrived.

- 6. I look forward to going to other countries.**
- 7. The man keeps in touch with his friend.**
- 8. His parents brought them up very well.**
- 9. We went to the train station to see her off.**
- 10. To bring somebody up is not easy.**

1. She needs to be loved.
2. The baby has to be cared for.
3. His answers need to be corrected.
4. The lesson has to be learned.
5. The plates need to be washed.
6. The letter needs to be sent.
7. The class needs to be extended.

**Sentence Intonation Drill**

Listen and practice the intonation of these sentences.

1. They dropped their daughter off at her school yesterday.
2. My family picked me up at the airport yesterday.
3. We will go to the train station to see him off.
4. They have kept in touch with them since last year.
5. His parents dropped him off at the supermarket yesterday.

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 232

1. The man eats an apple. Repeat.
2. The man eats an apple. Transform: passive. [An apple is eaten by the man.]
3. The man ate an apple. Repeat.
4. The man ate an apple. Transform: passive. [An apple was eaten by the man.]
5. The man is eating an apple. Repeat.
6. The man is eating an apple. Transform: passive. [An apple is being eaten by the man.]
7. The man was eating an apple. Repeat.
8. The man was eating an apple. Transform: passive. [An apple was being eaten by the man.]



## Transformation Drill

Listen to the teacher and follow the instructions.

Page 233

9. The boy is kicking the table. Repeat.
10. The boy is kicking the table. Transform: passive. [The table is being kicked by the boy.]
11. The boy kicks the table. Repeat.
12. The boy kicks the table. Transform: passive. [The table is kicked by the boy.]
13. The boy was kicking the table. Repeat.
14. The boy was kicking the table. Transform: passive. [The table was being kicked by the boy.]
15. The boy kicked the table. Repeat.
16. The boy kicked the table. Transform: passive. [The table was kicked by the boy.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 234

1. We will go to the train station. Repeat.
2. We will go to the train station. Change: went. [We went to the train station.]
3. We went to the train station. Add: yesterday. [We went to the train station yesterday.]
4. We went to the train station yesterday. Add: to see her off. [We went to the train station yesterday to see her off.]
5. We went to the train station yesterday to see her off. Change: future simple. [We will go to the train station to see her off.]
6. We will go to the train station to see her off. Change: him. [We will go to the train station to see him off.]
7. We will go to the train station to see him off. Transform: who. [Who will go to the train station to see him off?]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 235

1. The letter needs to be sent. Repeat.
2. The letter needs to be sent. Change: received. [The letter needs to be received.]
3. The letter needs to be received. Change: read. [The letter needs to be read.]
4. The letter needs to be read. Change: book. [The book needs to be read.]
5. The book needs to be read. Change: has. [The book has to be read.]
6. The book has to be read. Change: that. [That book has to be read.]
7. That book has to be read. Change: given. [That book has to be given.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 236

1. She writes a letter. Repeat.
2. She writes a letter. Add: for her family. [She writes a letter for her family.]
3. She writes a letter for her family. Transform: passive. [A letter for her family is written by her.]
4. A letter for her family is being written by her. Repeat.
5. A letter for her family is being written by her. Transform: active. [She is writing a letter for her family.]
6. A letter for her family was written by her. Transform: active. [She wrote a letter for her family.]
7. A letter for her family was being written by her. Transform: active. [She was writing a letter for her family.]
8. The table is kicked by the boy. Repeat.
9. The table is kicked by the boy. Transform: active. [The boy kicks the table.]
10. The table is being kicked by the boy. Transform: active. [The boy is kicking the table.]
11. The table was kicked by the boy. Transform: active. [The boy kicked the table.]
12. The table was being kicked by the boy. Transform: active. [The boy was kicking the table.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 237

1. He dropped me off at the shop. Repeat.
2. He dropped me off at the shop. Change: home. [He dropped me off at home.]
3. He dropped me off at home. Change: school. [He dropped me off at school.]
4. He dropped me off at school. Change: daughter. [He dropped his daughter off at school.]
5. He dropped his daughter off at school. Change: mall. [He dropped his daughter off at the mall.]
6. He dropped his daughter off at the mall. Change: supermarket. [He dropped his daughter off at the supermarket.]
7. He dropped his daughter off at the supermarket. Change: will drop off. [He will drop his daughter off at the supermarket.]

## Completion Exercise

Complete the sentences with the phrases below.

drop off

pick up

shut up

look forward to something

hurry up

see off

bring somebody up

keep in touch with somebody

1. They \_\_\_ me \_\_\_ at the airport yesterday.
2. She has \_\_\_ with him for many years now.
3. You'll be late if you don't \_\_\_\_\_.
4. We went to the train station to \_\_\_ her \_\_\_.

Page 238

- [1. They picked me up at the airport yesterday.]  
[2. She has kept in touch with him for many years now.]  
[3. You'll be late if you don't hurry up.]  
[4. We went to the train station to see her off.]

## Completion Exercise

Complete the sentences with the phrases below.

drop off      pick up      shut up      look forward to something  
hurry up      see off      bring somebody up      keep in touch with somebody

5. I \_\_\_\_\_ to seeing you in America.
6. He \_\_\_\_ when the manager arrived.
7. His parents \_\_\_\_ him \_\_\_\_ at the supermarket yesterday.
8. They \_\_\_\_ her \_\_\_\_ very well.

Page 239

[5. I look forward to seeing you in America.] [6. He shut up when the manager arrived.]  
[7. His parents dropped him off at the supermarket yesterday.] [8. They brought her up very well.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 240

1. His answers need to be corrected. Repeat.
2. His answers need to be corrected. Change: her. [Her answers need to be corrected.]
3. Her answers need to be corrected. Change: changed. [Her answers need to be changed.]
4. Her answers need to be changed. Change: my. [My answers need to be changed.]
5. My answers need to be changed. Change: clothes. [My clothes need to be changed.]
6. My clothes need to be changed. Change: design. [My design needs to be changed.]
7. My design needs to be changed. Change: our. [Our design needs to be changed.]



## Sentence and Question Intonation Drill

Listen and practice the intonation of these sentences and questions.

1. The important document needs to be sent to them.
2. He needs to be examined by the doctor tomorrow.
3. Who needs to wash my car?
4. What needs to be sent to them?
5. My car needs to be washed by my brother.

Page 241

1. The important document | needs to be sent to them.
2. He needs to be examined | by the doctor tomorrow.
3. Who needs to wash my car?↗
4. What needs to be sent to them?↗
5. My car needs to be washed | by my brother.

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 242

1. Your brother is washing your car. Repeat.
2. Your brother is washing your car. Transform: who. [Who is washing your car?]
3. Are you washing your car now? [No, I'm not washing my car now.]
4. Is your car being washed now? [No, my car is not being washed now.]
5. Are you eating an apple now? [No, I'm not eating an apple now].
6. Are you reading that book? [No, I'm not reading this book.]
7. Is that book read by you? [No, this book isn't read by me.]
8. The apple is being eaten. Repeat.
9. The apple is being eaten. Add: by the girl. [The apple is being eaten by the girl.]
10. The apple is being eaten by the girl. Transform: active. [The girl is eating the apple.]
11. The girl is eating the apple. Transform: who. [Who is eating the apple?]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 243

1. My family picked me up at the airport yesterday. Repeat.
2. My family picked me up at the airport yesterday. Change: he. [He picked me up at the airport yesterday.]
3. He picked me up at the airport yesterday. Change: they. [They picked me up at the airport yesterday.]
4. They picked me up at the airport yesterday. Change: her. [They picked her up at the airport yesterday.]
5. They picked her up at the airport yesterday. Change: we. [We picked her up at the airport yesterday.]
6. We picked her up at the airport yesterday. Change: last week. [We picked her up at the airport last week.]
7. We picked her up at the airport last week. Change: them. [We picked them up at the airport last week.]

## Writing Exercise

Listen and type the sentences in the chat box.

Page 244

1. A letter for her family was being written by her.
2. The book is being taken from the table by the man.
3. They dropped their daughter off at her school yesterday.
4. We went to the train station yesterday to see her off.
5. The class needs to be extended.
6. The important document has to be sent to him.
7. The apple is being eaten by the girl.
8. His parents brought them up very well.

## VOCABULARY

Listen and repeat the words and sentences.

Page 245

Please refer to the definition file.

## The Timpson Family



Page 246



## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 248

1. The manager has a good relationship with the workers.
2. What is your relation to Susan? I am her brother.
3. Her relatives are in the city.
4. A trainer's role is to train and help people.
5. There is a visitor outside their house.
6. We have a training team in the company.
7. The builder made a very beautiful house design.
8. The health minister visited our town.
9. Their neighbors are friendly.
10. She had an enemy when she was in university.
11. There is a good relationship between staff and pupils at the school.
12. The staff are happy about their pay increase.



## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 249

1. There's a visitor. Repeat.
2. There's a visitor. Add: outside. [There's a visitor outside.]
3. There's a visitor outside. Add: the house. [There's a visitor outside the house.]
4. There's a visitor outside the house. Add: enormous. [There's a visitor outside the enormous house.]
5. There's a visitor outside the enormous house. Add: across the street. [There's a visitor outside the enormous house across the street.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 250

1. I have some relatives in the city. Repeat.
2. I have some relatives in the city. Change: they. [They have some relatives in the city.]
3. They have some relatives in the city. Change: you. [You have some relatives in the city.]
4. You have some relatives in the city. Change: friends. [You have some friends in the city.]
5. The manager has a good relationship with the workers. Repeat.
6. The manager has a good relationship with the workers. Change: my. [My manager has a good relationship with the workers.]
7. My manager has a good relationship with the workers. Change: us. [My manager has a good relationship with us.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 251

1. She has some friends in university. Repeat.
2. She has some friends in university. Change: relatives. [She has some relatives in university.]
3. She has some relatives in university. Change: enemies. [She has some enemies in university.]
4. She has some enemies in university. Change: they. [They have some enemies in university.]
5. They have some enemies in university. Change: school. [They have some enemies in school.]
6. They have some enemies in school. Change: supermarket. [They have some enemies in the supermarket.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 252

1. The company has many trainers. Repeat.
2. The company has many trainers. Change: our. [Our company has many trainers.]
3. Our company has many trainers. Change: staff members. [Our company has many staff members.]
4. Our company has many staff members. Change: their. [Their company has many staff members.]
5. Their company has many staff members. Change: teams. [Their company has many teams.]
6. Their company has many teams. Change: our. [Our company has many teams.]
7. Our company has many teams. Change: this. [This company has many teams.]
8. This company has many teams. Add: training. [This company has many training teams.]
9. This company has many training teams. Change: male staff members. [This company has many male staff members.]
10. This company has many male staff members. Change: doesn't. [This company doesn't have many male staff members.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 253

1. The builder made a house design. Repeat.
2. The builder made a house design. Add: very beautiful. [The builder made a very beautiful house design.]
3. The builder made a very beautiful house design. Change: room. [The builder made a very beautiful room design.]
4. The builder made a very beautiful room design. Transform: who. [Who made a very beautiful room design?]
5. The minister visited our town. Repeat.
6. The minister visited our town. Add: health. [The health minister visited our town.]
7. The health minister visited our town. Change: city. [The health minister visited our city.]
8. The health minister visited our city. Change: church. [The church minister visited our city.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 254

1. Her role is to train people. Repeat.
2. Her role is to train people. Add: and help. [Her role is to train and help people.]
3. Her role is to train and help people. Change: a trainer's. [A trainer's role is to train and help people.]
4. A trainer's role is to train and help people. Change: the workers. [A trainer's role is to train and help the workers.]
5. A trainer's role is to train and help the workers. Add: in the company. [A trainer's role is to train and help the workers in the company.]
6. A trainer's role is to train and help the workers in the company. Transform: whose. [Whose role is to train and help the workers in the company?]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 255

1. Do you have any relatives in your town? Yes, I have some --- [Yes, I have some relatives in my town.]
2. Do you have a good relationship with your family? Yes, I have --- [Yes, I have a good relationship with my family.]
3. What is the role of a trainer? The role of a trainer --- [The role of a trainer is to train and help the workers in the company.]
4. Do you have neighbors? Yes, --- [Yes, I have neighbors.]
5. Are you a team member? No, I'm not --- [No, I'm not a team member.]
6. Are you a builder? No, --- [No, I'm not a builder.]
7. Are you a trainer in your company? No, --- [No, I'm not a trainer in my company.]
8. Do you always have visitors in your house? No, I don't --- [No, I don't always have visitors in my house.]
9. Have you ever met a health minister? No, I have never --- [No, I have never met a health minister.]
10. Did you have an enemy when you were a child? Yes, I had --- [Yes, I had an enemy when I was a child.]

## Question and Answer Drill

Listen and answer the questions in complete sentences.

Page 256

1. Do you have any relatives in your town? [Yes, I have some relatives in my town.]
2. Do you have a good relationship with your family? [Yes, I have a good relationship with my family.]
3. What is the role of a trainer? [The role of a trainer is to train and help the workers in the company.]
4. Do you have neighbors? [Yes, I have neighbors.]
5. Are you a team member? [No, I'm not a team member.]
6. Are you a builder? [No, I'm not a builder.]
7. Are you a trainer in your company? [No, I'm not a trainer in my company.]
8. Do you always have visitors in your house? [No, I don't always have visitors in my house.]
9. Have you ever met a health minister? [No, I have never met a health minister.]
10. Did you have an enemy when you were a child? [Yes, I had an enemy when I was a child.]



**Freer Exercise**

Use the following words to make sentences.

- |                 |             |
|-----------------|-------------|
| 1. relationship | 6. neighbor |
| 2. visitor      | 7. relative |
| 3. trainer      | 8. staff    |
| 4. minister     | 9. relation |
| 5. role         |             |

## VOCABULARY

Listen and repeat the words and sentences.

Page 258

Please refer to the definition file.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 259

1. She looks lonely.
2. The girl is very emotional.
3. The man was upset because of the lady.
4. They were surprised when she arrived.
5. Learning English is fun.
6. There's fun in learning English.
7. I was glad when I saw him yesterday.
8. He can't always control his emotions.
9. He gave the lady a flower and it gave her pleasure.
10. They laughed at me.
11. Her laugh made me upset.
12. I have a fear of darkness.

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 260

1. The girl is lonely. Repeat.
2. The girl is lonely. Change: upset. [The girl is upset.]
3. The girl is upset. Change: emotional. [The girl is emotional.]
4. The girl is emotional. Change: glad. [The girl is glad.]
5. The girl is glad. Add: to see him. [The girl is glad to see him.]
6. The girl is glad to see him. Change: happy. [The girl is happy to see him.]
7. The girl is happy to see him. Change: was. [The girl was happy to see him.]
8. The girl was happy to see him. Change: surprised. [The girl was surprised to see him.]
9. The girl was surprised to see him. Change: her mother. [The girl was surprised to see her mother.]
10. The girl was surprised to see her mother. Change: friend. [The girl was surprised to see her friend.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 261

1. Her laugh made me upset. Repeat.
2. Her laugh made me upset. Add: very loud. [Her very loud laugh made me upset.]
3. Her very loud laugh made me upset. Change: his. [His very loud laugh made me upset.]
4. His very loud laugh made me upset. Change: their. [Their very loud laugh made me upset.]
5. Their very loud laugh made me upset. Change: surprised. [Their very loud laugh made me surprised.]
6. Their very loud laugh made me surprised. Change: emotional. [Their very loud laugh made me emotional.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 262

1. I have a fear of darkness. Repeat.
2. I have a fear of darkness. Change: she. [She has a fear of darkness.]
3. She has a fear of darkness. Change: he. [He has a fear of darkness.]
4. He has a fear of darkness. Change: they. [They have a fear of darkness.]
5. They have a fear of darkness. Change: animals. [They have a fear of animals.]
6. They have a fear of animals. Change: you. [You have a fear of animals.]
7. You have a fear of animals. Change: birds. [You have a fear of birds.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 263

1. The man was upset because of the lady. Repeat.
2. The man was upset because of the lady. Change: emotional. [The man was emotional because of the lady.]
3. The man was emotional because of the lady. Change: glad. [The man was glad because of the lady.]
4. The man was glad because of the lady. Change: surprised. [The man was surprised because of the lady.]
5. The man was surprised because of the lady. Change: child. [The man was surprised because of the child.]
6. The man was surprised because of the child. Change: laughed. [The man laughed because of the child.]
7. The man laughed because of the child. Change: had fun. [The man had fun because of the child.]
8. The man had fun because of the child. Change: pleasure. [The man had pleasure because of the child.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 264

1. He can't always control his emotions. Repeat.
2. He can't always control his emotions. Change: I. [I can't always control my emotions.]
3. I can't always control my emotions. Change: she. [She can't always control her emotions.]
4. She can't always control her emotions. Change: they. [They can't always control their emotions.]
5. Learning English is fun. Repeat.
6. Learning English is fun. Change: a language. [Learning a language is fun.]
7. Learning a language is fun. Add: full of. [Learning a language is full of fun.]
8. Learning a language is full of fun. Change: English. [Learning English is full of fun.]
9. Learning English is full of fun. Change: pleasure. [Learning English is full of pleasure.]
10. Learning English is full of pleasure. Change: has been. [Learning English has been full of pleasure.]



## Controlled Open Question Exercise

Listen and answer the questions in complete sentences.

Page 265

1. Are you lonely?
2. Are you an emotional person?
3. What makes you emotional?
4. Have you been upset with someone? Why?
5. What fears do you have?
6. What makes you glad?
7. What makes you laugh?
8. Do you think learning English is fun? Why or why not?

## VOCABULARY

Listen and repeat the words and sentences.

Page 266

Please refer to the definition file.



Page 267

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 268

1. This paper is smooth.
2. There are some black spots on the wall.
3. Our cat has a specific spot where he loves to sleep.
4. Today is her special day because it's her birthday.
5. English is a widely spoken language.
6. She clearly said the word "comfortable".
7. We started with a basically simple idea.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 269

8. I like the idea greatly.
9. I specifically asked him not to be late.
10. We went to England specifically to visit our friends.
11. The teacher taught me the proper pronunciation of the words.
12. She said the words properly.
13. He is a relatively good English teacher.
14. She has relatively good pay.

## Sentence Intonation Drill

Listen and practice the intonation of these sentences.

1. The teacher taught me the proper pronunciation of the words.
2. We went to England specifically to visit our friends.
3. Our cat has a specific spot where he loves to sleep.
4. There was a beautiful spot in my town that I liked.
5. I started with a relatively good pay in the company.

Page 270

[1. The teacher taught me | the proper pronunciation of the words.] [2. We went to England | specifically to visit our friends.] [3. Our cat has a specific spot | where he loves to sleep.] [4. There was a beautiful spot in my town | that I liked.] [5. I started with a relatively good pay | in the company.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 271

1. This paper is smooth. Repeat.
2. This paper is smooth. Change: her hair. [Her hair is smooth.]
3. Her hair is smooth. Add: very. [Her hair is very smooth.]
4. Her hair is very smooth. Change: hands. [Her hands are very smooth.]
5. Her hands are very smooth. Change: his. [His hands are very smooth.]
6. His hands are very smooth. Change: hard. [His hands are very hard.]
7. His hands are very hard. Change: the floor. [The floor is very hard.]
8. The floor is very hard. Add: it isn't soft. [The floor is very hard; it isn't soft.]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 272

1. English is a language. Repeat.
2. English is a language. Add: spoken. [English is a spoken language.]
3. English is a spoken language. Add: widely. [English is a widely spoken language.]
4. English is a widely spoken language. Add: in the world. [English is a widely spoken language in the world.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 273

1. There's a spot on the wall. Repeat.
2. There's a spot on the wall. Add: black. [There's a black spot on the wall.]
3. There's a black spot on the wall. Change: some. [There are some black spots on the wall.]
4. There are some black spots on the wall. Change: board. [There are some black spots on the board.]
5. There is a nice spot in my town. Repeat.
6. There is a nice spot in my town. Add: that I like. [There is a nice spot in my town that I like.]
7. There is a nice spot in my town that I like. Change: beautiful. [There is a beautiful spot in my town that I like.]
8. There is a beautiful spot in my town that I like. Transform: past tense. [There was a beautiful spot in my town that I liked.]
9. There was a beautiful spot in my town that I liked. Change: visited. [There was a beautiful spot in my town that I visited.]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 274

1. Today is her day. Repeat.
2. Today is her day. Add: special. [Today is her special day.]
3. Today is her special day. Add: it's her birthday. [Today is her special day; it's her birthday.]
4. Today is her special day; it's her birthday. Add: because. [Today is her special day because it's her birthday.]
5. Today is her special day because it's her birthday. Add: 25th. [Today is her special day because it's her 25th birthday.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 275

1. I asked him not to be late. Repeat.
2. I asked him not to be late. Add: specifically. [I specifically asked him not to be late.]
3. I specifically asked him not to be late. Change: she. [She specifically asked him not to be late.]
4. She specifically asked him not to be late. Change: you. [You specifically asked him not to be late.]
5. You specifically asked him not to be late. Change: clearly. [You clearly asked him not to be late.]
6. You clearly asked him not to be late. Change: I. [I clearly asked him not to be late.]
7. I clearly asked him not to be late. Change: her. [I clearly asked her not to be late.]
8. I clearly asked her not to be late. Change: properly. [I properly asked her not to be late.]
9. I properly asked her not to be late. Change: told. [I properly told her not to be late.]
10. I properly told her not to be late. Transform: who. [Who properly told her not to be late?]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 276

1. We talked about a specific problem in the company. Repeat.
2. We talked about a specific problem in the company. Change: issue. [We talked about a specific issue in the company.]
3. We talked about a specific issue in the company. Change: school. [We talked about a specific issue in the school.]
4. We talked about a specific issue in the school. Change: discussed. [We discussed a specific issue in the school.]
5. We discussed a specific issue in the school. Change: concern. [We discussed a specific concern in the school.]
6. We discussed a specific concern in the school. Change: they. [They discussed a specific concern in the school.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 277

1. We started with a simple idea. Repeat.
2. We started with a simple idea. Add: basically. [We started with a basically simple idea.]
3. We started with a basically simple idea. Change: they. [They started with a basically simple idea.]
4. They started with a basically simple idea. Change: I. [I started with a basically simple idea.]
5. I started with a basically simple idea. Change: relatively. [I started with a relatively simple idea.]
6. I started with a relatively simple idea. Change: good. [I started with a relatively good idea.]
7. I started with a relatively good idea. Change: job. [I started with a relatively good job.]
8. I started with a relatively good job. Change: pay. [I started with a relatively good pay.]
9. I started with a relatively good pay. Add: in the company. [I started with a relatively good pay in the company.]
10. I started with a relatively good pay in the company. Change: position. [I started with a relatively good position in the company.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 278

1. The teacher taught me the pronunciation of words. Repeat.
2. The teacher taught me the pronunciation of words. Add: proper. [The teacher taught me the proper pronunciation of words.]
3. The teacher taught me the proper pronunciation of words. Change: my mother. [My mother taught me the proper pronunciation of words.]
4. My mother taught me the proper pronunciation of words. Transform: who. [Who taught me the proper pronunciation of words?]
5. I like the idea very much. Repeat.
6. I like the idea very much. Change: greatly. [I like the idea greatly.]
7. I like the idea greatly. Change: design. [I like the design greatly.]
8. I like the design greatly. Add: house. [I like the house design greatly.]
9. I like the house design greatly. Change: they. [They like the house design greatly.]
10. They like the house design greatly. Change: room. [They like the room design greatly.]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 279

1. Is English a widely spoken language in the world? Yes, English -- [Yes, English is a widely spoken language in the world.]
2. Does your teacher teach you the proper pronunciation of words? Yes, my teacher -- [Yes, my teacher teaches me the proper pronunciation of words.]
3. Are there any black spots on that wall? No, there aren't -- [No, there aren't any black spots on that wall.]
4. Do you like speaking English greatly? Yes, I like speaking -- [Yes, I like speaking English greatly.]
5. Is this a special day for you? No, this isn't -- [No, this isn't a special day for me.]
6. What specific spot do you like in your country? The specific spot -- [The specific spot I like in my country is \_\_\_\_\_.]
7. Are your hands smooth? Yes, my hands -- [Yes, my hands are smooth.]

## Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 280

1. special
2. specific
3. specifically
4. clearly
5. widely
6. properly
7. relatively
8. basically
9. greatly
10. proper



1. The manager has a good relationship with the workers.
2. What is your relation to Susan? I am her brother.
3. Her relatives are in the city.
4. A trainer's role is to train and help people.
5. There is a visitor outside their house.

- 6. We have a training team in the company.**
- 7. The builder made a very beautiful house design.**
- 8. The health minister visited our place.**
- 9. Their neighbors are friendly.**
- 10. She had an enemy when she was in university.**

- 1. She looks lonely.**
- 2. The girl is very emotional.**
- 3. The man was upset because of the lady.**
- 4. They were surprised when she arrived.**
- 5. Learning English is fun.**

6. There's fun in learning English.
7. I was glad when I saw him yesterday.
8. He can't always control his emotions.
9. He gave the lady a flower and it gave her pleasure.
10. They laughed at me.

- 1. This paper is smooth.**
- 2. There are some black spots on the wall.**
- 3. Our cat has a specific spot where he loves to sleep.**
- 4. Today is her special day because it's her birthday.**
- 5. English is a widely spoken language.**

- 6. She clearly said the word "comfortable".**
- 7. We started with a basically simple idea.**
- 8. I like the idea greatly.**
- 9. I specifically asked him not to be late.**
- 10. We went to England specifically to visit our friends.**

## Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 287

1. relation
2. relative
3. relationship
4. trainer
5. builder
6. neighbor
7. minister
8. role
9. enemy
10. team

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 288

1. There's a visitor. Repeat.
2. There's a visitor. Add: outside. [There's a visitor outside.]
3. There's a visitor outside. Add: the house. [There's a visitor outside the house.]
4. There's a visitor outside the house. Add: enormous. [There's a visitor outside the enormous house.]
5. There's a visitor outside the enormous house. Add: across the street. [There's a visitor outside the enormous house across the street.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 289

1. The girl is lonely. Repeat.
2. The girl is lonely. Change: upset. [The girl is upset.]
3. The girl is upset. Change: emotional. [The girl is emotional.]
4. The girl is emotional. Change: glad. [The girl is glad.]
5. The girl is glad. Add: to see him. [The girl is glad to see him.]
6. The girl is glad to see him. Change: happy. [The girl is happy to see him.]
7. The girl is happy to see him. Change: was. [The girl was happy to see him.]
8. The girl was happy to see him. Change: surprised. [The girl was surprised to see him.]
9. The girl was surprised to see him. Change: her mother. [The girl was surprised to see her mother.]
10. The girl was surprised to see her mother. Change: friend. [The girl was surprised to see her friend.]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 290

1. English is a language. Repeat.
2. English is a language. Add: spoken. [English is a spoken language.]
3. English is a spoken language. Add: widely. [English is a widely spoken language.]
4. English is a widely spoken language. Add: in the world. [English is a widely spoken language in the world.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 291

1. We talked about a specific problem in the company. Repeat.
2. We talked about a specific problem in the company. Change: issue. [We talked about a specific issue in the company.]
3. We talked about a specific issue in the company. Change: school. [We talked about a specific issue in the school.]
4. We talked about a specific issue in the school. Change: discussed. [We discussed a specific issue in the school.]
5. We discussed a specific issue in the school. Change: concern. [We discussed a specific concern in the school.]
6. We discussed a specific concern in the school. Change: they. [They discussed a specific concern in the school.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 292

1. I have some relatives in the city. Repeat.
2. I have some relatives in the city. Change: they. [They have some relatives in the city.]
3. They have some relatives in the city. Change: you. [You have some relatives in the city.]
4. You have some relatives in the city. Change: friends. [You have some friends in the city.]
5. The manager has a good relationship with the workers. Repeat.
6. The manager has a good relationship with the workers. Change: my. [My manager has a good relationship with the workers.]
7. My manager has a good relationship with the workers. Change: us. [My manager has a good relationship with us.]

## Sentence and Question Intonation Drill

Listen and practice the intonation of these sentences and questions.

1. The manager has a good relationship with the workers.
2. There is a good relationship between staff and pupils at the school.
3. The role of a trainer is to train and help the workers in the company.
4. Do you have a good relationship with your family?
5. Are you a team member?
6. What is the role of a trainer?

Page 293

[1. The manager has a good relationship | with the workers.]

[2. There is a good relationship | between staff and pupils | at the

school.] [3. The role of a trainer is to train and help the workers | in the

company.]

[4. Do you have a good relationship with your

family? | 5. Are you a team member? |

[6. What is the role of a trainer? ↓]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 294

1. She has some friends in university. Repeat.
2. She has some friends in university. Change: relatives. [She has some relatives in university.]
3. She has some relatives in university. Change: enemies. [She has some enemies in university.]
4. She has some enemies in university. Change: they. [They have some enemies in university.]
5. They have some enemies in university. Change: school. [They have some enemies in school.]
6. They have some enemies in school. Change: supermarket. [They have some enemies in the supermarket.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 295

1. I have a fear of darkness. Repeat.
2. I have a fear of darkness. Change: she. [She has a fear of darkness.]
3. She has a fear of darkness. Change: he. [He has a fear of darkness.]
4. He has a fear of darkness. Change: they. [They have a fear of darkness.]
5. They have a fear of darkness. Change: animals. [They have a fear of animals.]
6. They have a fear of animals. Change: you. [You have a fear of animals.]
7. You have a fear of animals. Change: birds. [You have a fear of birds.]

## Sentence Intonation Drill

Listen and practice the intonation of these sentences.

1. The teacher taught me the proper pronunciation of words.
2. We went to England specifically to visit our friends.
3. Our cat has a specific spot where he loves to sleep.
4. There was a beautiful spot in my town that I liked.
5. I started with a relatively good pay in the company.

Page 296

[1. The teacher taught me | the proper pronunciation of words.] [2. We went to England | specifically to visit our friends.]

[3. Our cat has a specific spot | where he loves to sleep.] [4. There was a beautiful spot in my town | that I liked.] [5. I started with a relatively good pay | in the company.]



## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 297

1. Is English a widely spoken language in the world? Yes, English -- [Yes, English is a widely spoken language in the world.]
2. Does your teacher teach you the proper pronunciation of words? Yes, my teacher -- [Yes, my teacher teaches me the proper pronunciation of words.]
3. Are there any black spots on that wall? No, there aren't -- [No, there aren't any black spots on that wall.]
4. Do you like speaking English greatly? Yes, I like speaking -- [Yes, I like speaking English greatly.]
5. Is this a special day for you? No, this isn't -- [No, this isn't a special day for me.]
6. What specific spot do you like in your country? The specific spot -- [The specific spot I like in my country is \_\_\_\_\_.]
7. Are your hands smooth? Yes, my hands -- [Yes, my hands are smooth.]

## Writing Exercise

Listen and type the sentences in the chat box.

Page 298

1. There is a good relationship between staff and pupils at the school.
2. The builder made a very beautiful house design.
3. He gave the lady a flower and it gave her pleasure.
4. The teacher taught me the proper pronunciation of the words.
5. Our cat has a specific spot where he loves to sleep.
6. He is a relatively good English teacher.
7. The health minister visited our place.
8. The manager has a good relationship with the workers.

## VOCABULARY

Listen and repeat the words and sentences.

Page 299

Please refer to the definition file.

## The Timpson Family



Page 300

Talking About People -

# REFLEXIVE PRONOUNS

Page 301

We use reflexive pronouns when we want to refer back to the subject of the sentence or clause.

Reflexive pronouns end in “-self” or “-selves” .

Examples: “She saw herself in the mirror”, “The doctor examined himself”, “They took care of themselves”, etc.

**SINGULAR REFLEXIVE PRONOUNS:** myself, yourself, herself, himself, itself

**PLURAL REFLEXIVE PRONOUNS:** ourselves, yourselves, themselves

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 302

1. I saw myself in the mirror.
2. He saw himself in the mirror.
3. She saw herself in the mirror.
4. You saw yourself in the mirror.
5. The cat saw itself in the mirror.
6. They saw themselves in the mirror.
7. We saw ourselves in the mirror.
8. You saw yourselves in the mirror.
9. My friends saw themselves in the mirror.
10. The bird washed itself in the sea.

## Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 303

1. myself
2. yourself
3. herself
4. himself
5. itself
6. ourselves
7. themselves

## Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 304

1. I can see myself in the mirror. Repeat.
2. I can see myself in the mirror. Change: you, yourself. [You can see yourself in the mirror.]
3. You can see yourself in the mirror. Change: he, himself. [He can see himself in the mirror.]
4. He can see himself in the mirror. Change: she, herself. [She can see herself in the mirror.]
5. She can see herself in the mirror. Change: they, themselves. [They can see themselves in the mirror.]
6. They can see themselves in the mirror. Change: we, ourselves. [We can see ourselves in the mirror.]
7. We can see ourselves in the mirror. Change: you, yourselves. [You can see yourselves in the mirror.]



## Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 305

1. I am teaching myself how to play the piano. Repeat.
2. I am teaching myself how to play the piano. Change: you, yourself. [You are teaching yourself how to play the piano.]
3. You are teaching yourself how to play the piano. Change: he, himself. [He is teaching himself how to play the piano.]
4. He is teaching himself how to play the piano. Change: she, herself. [She is teaching herself how to play the piano.]
5. She is teaching herself how to play the piano. Change: they, themselves. [They are teaching themselves how to play the piano.]
6. They are teaching themselves how to play the piano. Change: we, ourselves. [We are teaching ourselves how to play the piano.]
7. We are teaching ourselves how to play the piano. Change: you, yourselves. [You are teaching yourselves how to play the piano.]

## Correct or Incorrect Exercise

Listen and tell whether the sentence is correct or incorrect.

Page 306

1. She saw myself in the mirror. --- [incorrect – She saw herself in the mirror.]
2. I saw himself in the mirror. --- [incorrect – I saw myself in the mirror.]
3. They saw themselves in the mirror. --- [correct]
4. We saw themselves in the mirror. --- [incorrect – We saw ourselves in the mirror.]
5. I taught myself how to play the piano. --- [correct]
6. She taught himself English. --- [incorrect – She taught herself English.]
7. We are teaching ourselves how to play the piano. --- [correct]
8. He is teaching himself how to play the piano. --- [correct]
9. He laughed at themselves when they made a mistake. --- [incorrect – He laughed at himself when he made a mistake.]
10. The bird washed itself in the sea. --- [correct]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 307

1. The doctor examined himself. Repeat.
2. The doctor examined himself. Change: herself. [The doctor examined herself.]
3. The doctor examined herself. Change: themselves. [The doctors examined themselves.]
4. The doctors examined themselves. Transform: who. [Who examined themselves?]
5. The teacher laughed at herself. Repeat.
6. The teacher laughed at herself. Change: himself. [The teacher laughed at himself.]
7. The teacher laughed at himself. Change: teachers. [The teachers laughed at themselves.]
8. The teachers laughed at themselves. Change: I. [I laughed at myself.]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 308

1. Can you see yourself in the mirror? Yes, I can see --- [Yes, I can see myself in the mirror.]
2. Do you teach yourself English? Yes, I sometimes --- [Yes, I sometimes teach myself English.]
3. Do people see themselves in the mirror? Yes, people see [Yes, people see themselves in the mirror.]
4. Does your friend teach herself how to play the piano? Yes, my friend --- [Yes, my friend teaches herself how to play the piano.]
5. Do you laugh at yourself when you make a mistake? No, I don't laugh --- [No, I don't laugh at myself when I make a mistake.]

**Jumbled Sentences Exercise**

Reorder the words to make a grammatical sentence.

1. taught / I / myself / to / play / how / piano / the.
2. themselves / examined / doctors / the.
3. see / we / ourselves / in / can / the / mirror.
4. himself / the / laughed / at / teacher.
5. mirror / saw / myself / I / the / in.
6. sea / washed / itself / the / in / bird / the.

Page 309

[1. I taught myself how to play the piano.]

[2. The doctors examined themselves.] [3. We can see ourselves in the mirror.] [4. The teacher laughed at himself.]

[5. I saw myself in the mirror.]

[6. The bird washed itself in the sea.]

**VOCABULARY**

Listen and repeat the words and sentences.

Page **310**

Please refer to the definition file.



## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 312

1. He likes to spin the bottle on the table.
2. She stared at the lady wearing a red dress.
3. The girl stayed inside the room.
4. The mother ignored the crying baby.
5. She mailed the letter yesterday.
6. Family members need to maintain good relationships with one another.
7. There's a tiny object on the table.
8. My desire is to be a doctor.
9. There's waste paper in the bag.
10. I could feel the wetness of her tears.
11. We have a wooden table at home.
12. That singer is known to young people.



## Pronunciation Repetition Drill

Listen to the teacher and pronounce the words.

Page 313

1. spin
2. stare
3. stay
4. ignore
5. mail
6. maintain
7. wooden
8. known
9. waste
10. desire

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 314

1. He likes to spin the bottle on the table. Repeat.
2. He likes to spin the bottle on the table. Change: she. [She likes to spin the bottle on the table.]
3. She likes to spin the bottle on the table. Change: I. [I like to spin the bottle on the table.]
4. I like to spin the bottle on the table. Change: we. [We like to spin the bottle on the table.]
5. We like to spin the bottle on the table. Change: they. [They like to spin the bottle on the table.]
6. They like to spin the bottle on the table. Change: want. [They want to spin the bottle on the table.]
7. They want to spin the bottle on the table. Change: you. [You want to spin the bottle on the table.]

## Basic Single-slot Substitution Drill

Listen to the teacher and repeat the sentences.

Page 315

1. She ignored me.
2. He ignored me.
3. They ignored me.
4. You ignored me.
5. You ignored him.
6. They ignored him.
7. We ignored him.
8. I ignored him.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 316

1. She stared at the dirt on the floor. Repeat.
2. She stared at the dirt on the floor. Change: table. [She stared at the dirt on the table.]
3. She stared at the dirt on the table. Change: I. [I stared at the dirt on the table.]
4. She stared at the lady wearing a red dress. Repeat.
5. She stared at the lady wearing a red dress. Change: they. [They stared at the lady wearing a red dress.]
6. They stared at the lady wearing a red dress. Change: white. [They stared at the lady wearing a white dress.]
7. They stared at the lady wearing a white dress. Change: woman. [They stared at the woman wearing a white dress.]
8. They stared at the woman wearing a white dress. Change: staring. [They are staring at the woman wearing a white dress.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 317

1. The girl stayed inside the room. Repeat.
2. The girl stayed inside the room. Change: boy. [The boy stayed inside the room.]
3. The boy stayed inside the room. Change: his. [The boy stayed inside his room.]
4. The boy stayed inside his room. Add: yesterday. [The boy stayed inside his room yesterday.]
5. The boy stayed inside his room yesterday. Transform: who. [Who stayed inside his room yesterday?]
6. The boy stayed inside his room yesterday. Transform: when. [When did the boy stay inside his room?]
7. The boy stayed inside his room yesterday. Add: didn't. [The boy didn't stay inside his room yesterday.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 318

1. My desire is to teach English. Repeat.
2. My desire is to teach English. Change: her. [Her desire is to teach English.]
3. Her desire is to teach English. Change: become a doctor. [Her desire is to become a doctor.]
4. Her desire is to become a doctor. Add: famous. [Her desire is to become a famous doctor.]
5. Her desire is to become a famous doctor. Change: his. [His desire is to become a famous doctor.]
6. His desire is to become a famous doctor. Transform: what. [What is his desire?]
7. His desire is to become a famous doctor. Change: teacher. [His desire is to become a famous teacher.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 319

1. She already mailed the letter yesterday. Repeat.
2. She already mailed the letter yesterday. Change: the teacher. [The teacher already mailed the letter yesterday.]
3. The teacher already mailed the letter yesterday. Change: man. [The man already mailed the letter yesterday.]
4. The man already mailed the letter yesterday. Change: manager. [The manager already mailed the letter yesterday.]
5. The manager already mailed the letter yesterday. Change: sent. [The manager already sent the letter yesterday.]
6. The manager already sent the letter yesterday. Change: trainer. [The trainer already sent the letter yesterday.]
7. The trainer already sent the letter yesterday. Change: mailed. [The trainer already mailed the letter yesterday.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 320

1. We have a wooden table at home. Repeat.
2. We have a wooden table at home. Change: they. [They have a wooden table at home.]
3. They have a wooden table at home. Change: spoon. [They have a wooden spoon at home.]
4. They have a wooden spoon at home. Change: chair. [They have a wooden chair at home.]
5. They have a wooden chair at home. Change: school. [They have a wooden chair at school.]
6. They have a wooden chair at school. Change: we. [We have a wooden chair at school.]
7. We have a wooden chair at school. Change: table. [We have a wooden table at school.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 321

1. There is a tiny object on the table. Repeat.
2. There is a tiny object on the table. Change: are. [There are tiny objects on the table.]
3. There are tiny objects on the table. Transform: where. [Where are there tiny objects? / Where are the tiny objects?]
4. There's waste paper on the floor. Repeat.
5. There's waste paper on the floor. Change: chair. [There's waste paper on the chair.]
6. There's waste paper on the chair. Transform: where. [Where is there waste paper? / Where's the waste paper?]
7. There's waste paper on the chair. Change: in the bag. [There's waste paper in the bag.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 322

1. That singer is famous. Repeat.
2. That singer is famous. Change: known. [That singer is known.]
3. That singer is known. Add: to young people. [That singer is known to young people.]
4. That singer is known to young people. Transform: who. [Who is known to young people?]
5. I could feel the wetness of her tears. Repeat.
6. I could feel the wetness of her tears. Change: have felt. [I have felt the wetness of her tears.]
7. I have felt the wetness of her tears. Change: she. [She has felt the wetness of her tears.]
8. She has felt the wetness of her tears. Change: skin. [She has felt the wetness of her skin.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 323

1. Family members need to maintain good relationships with one another. Repeat.
2. Family members need to maintain good relationships with one another. Change: they. [They need to maintain good relationships with one another.]
3. They need to maintain good relationships with one another. Change: we. [We need to maintain good relationships with one another.]
4. He maintained his position in the company. Repeat.
5. He maintained his position in the company. Add: as a manager. [He maintained his position as a manager in the company.]
6. He maintained his position as a manager in the company. Change: she. [She maintained her position as a manager in the company.]
7. She maintained her position as a manager in the company. Add: has. [She has maintained her position as a manager in the company.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 324

1. What are your desires?
2. Do you have a wooden table at home?
3. Do you think it's important to maintain good relationships with other people? Why? Why not?
4. When you don't have work, where do you usually stay? Why?

## Imagining Situations or Events – **SECOND CONDITIONAL**

Page 325

The second conditional is a structure used for talking about unreal situations in the present or in the future.

Second conditional sentences consist of two clauses, an “if ” clause and a main clause.

The structure is: If + past simple, ... would + infinitive.

Examples: “If I had a million dollars, I would buy an enormous house”, “If I were you, I would study English”, etc.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 326

1. If I were a man, I would marry her.
2. If I were a student, I would study English.
3. If he were a woman, he would always wear a dress.
4. If you were a teacher, you would teach me English.
5. If she were rich, she would visit other countries.

## Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 327

1. If I were a man, I would marry her. Repeat.
2. If I were a man, I would marry her. Change: woman, him. [If I were a woman, I would marry him.]
3. If I were you, I would visit England. Repeat.
4. If I were you, I would visit England. Change: him, go. [If I were him, I would go to England.]
5. If I were him, I would go to England. Change: her, visit. [If I were her, I would visit England.]
6. If I were her, I would visit England. Change: she, me. [If she were me, she would visit England.]

## Correct or Incorrect Exercise

Listen and tell whether the sentence is correct or incorrect.

Page 328

1. "If you were me, you would speak Filipino" is a second conditional sentence. --- [correct]
2. "If the train breaks down, it will not arrive on time" is a second conditional sentence. --- [incorrect – first conditional]
3. "If the weather is pleasant, she will go to school" is a second conditional sentence. --- [incorrect – first conditional]
4. "If he were young, he would play basketball" is a second conditional sentence. --- [correct]
5. "If he studies hard, he passes the test" is a second conditional sentence. --- [incorrect – zero conditional]
6. "If it rained, I would stay at home with my sister" is a second conditional sentence. --- [correct]
7. "If I were a man, I would marry her" is a second conditional sentence. --- [correct]



## Transformation Drill

Listen to the teacher and follow the instructions.

Page 329

1. If the bus breaks down, it will not arrive on time. Repeat.
2. If the bus breaks down, it will not arrive on time. Transform: 2nd conditional. [If the bus broke down, it would not arrive on time.]
3. If it rains, they will get wet. Repeat.
4. If it rains, they will get wet. Transform: 2nd conditional. [If it rained, they would get wet.]
5. If it rains, the players will get wet. Repeat.
6. If it rains, the players will get wet. Transform: 2nd conditional. [If it rained, the players would get wet.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 330

7. If you get hungry, you will eat. Repeat.
8. If you get hungry, you will eat. Transform: 2nd conditional. [If you got hungry, you would eat.]
9. If I drink too much coffee, I feel sick. Repeat.
10. If I drink too much coffee, I feel sick. Transform: 2nd conditional. [If I drank too much coffee, I would feel sick.]
11. If the weather is pleasant, she will go to school. Repeat.
12. If the weather is pleasant, she will go to school. Transform: 2nd conditional. [If the weather was pleasant, she would go to school.]
13. If I study hard, I will pass the exam. Repeat.
14. If I study hard, I will pass the exam. Transform: 2nd conditional. [If I studied hard, I would pass the exam.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 331

1. If the bus breaks down, it will not arrive on time. Repeat.
2. If the bus breaks down, it will not arrive on time. Transform: 2nd conditional. [If the bus broke down, it would not arrive on time.]
3. If the bus broke down, it would not arrive on time. Change: train. [If the train broke down, it would not arrive on time.]
4. If the train broke down, it would not arrive on time. Change: car. [If the car broke down, it would not arrive on time.]
5. If it rains, the students will get wet. Repeat.
6. If it rains, the students will get wet. Transform: 2nd conditional. [If it rained, the students would get wet.]
7. If it rained, the students would get wet. Change: teachers. [If it rained, the teachers would get wet.]
8. If it rained, the teachers would get wet. Change: I. [If it rained, I would get wet.]
9. If I were a man, I would marry her. Repeat.
10. If I were a man, I would marry her. Change: she. [If she were a man, she would marry her.]
11. If she were a man, she would marry her. Change: you. [If you were a man, you would marry her.]
12. If you were a man, you would marry her. Add: love. [If you were a man, you would love and marry her.]

## Identification Exercise

Listen and identify whether each sentence is zero, first or, second conditional.

Page 332

1. If you were me, you would speak Filipino. [second conditional sentence]
2. If the train breaks down, it will not arrive on time. [first conditional sentence]
3. If the weather is pleasant, she will go to school. [first conditional sentence]
4. If he were young, he would play basketball. [second conditional sentence]
5. If he studies hard, he passes the test. [zero conditional sentence]
6. If it rains, I will stay at home with my sister. [first conditional sentence]
7. If I were a man, I would marry her. [second conditional sentence]

## Jumbled Sentences Exercise

Reorder the words to make a grammatical sentence.

1. if / were / you / teacher / a / would / teach / English / me / you.
2. Filipino / if / speak / you / me / were / would / you.
3. she / if / rich / were / would / she / other / visit / countries.
4. rained / it / I / would / if / wet / get.
5. school / the / weather / if / pleasant / would / she / to / go / was.

Page 333

- [1. If you were a teacher, you would teach me English.]  
[2. If you were me, you would speak Filipino.]  
[3. If she were rich, she would visit other countries.] [4. If it rained, I would get wet.]  
[5. If the weather was pleasant, she would go to school.]

- 1. I saw myself in the mirror.**
- 2. He saw himself in the mirror.**
- 3. She saw herself in the mirror.**
- 4. You saw yourself in the mirror.**
- 5. The cat saw itself in the mirror.**

6. They saw themselves in the mirror.
7. We saw ourselves in the mirror.
8. You saw yourselves in the mirror.
9. My friends saw themselves in the mirror.
10. The bird washed itself in the sea.

- 1. He likes to spin the bottle on the table.**
- 2. She stared at the lady wearing a red dress.**
- 3. The girl stayed inside the room.**
- 4. The mother ignored the crying baby.**
- 5. She mailed the letter yesterday.**



6. Family members need to maintain good relationships with one another.
7. There's a tiny object on the table.
8. My desire is to be a doctor.
9. There's waste paper in the bag.
10. I could feel the wetness of her tears.

1. If I were a man, I would marry her.
2. If I were a student, I would study English.
3. If he were a woman, he would always wear a dress.
4. If you were a teacher, you would teach me English.
5. If she were rich, she would visit other countries.

## Pronunciation Repetition Drill

Listen to the teacher and pronounce the words.

Page 339

1. spin
2. stare
3. stay
4. ignore
5. mail
6. maintain
7. wooden
8. known
9. waste
10. desire

## Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 340

1. I can see myself in the mirror. Repeat.
2. I can see myself in the mirror. Change: you, yourself. [You can see yourself in the mirror.]
3. You can see yourself in the mirror. Change: he, himself. [He can see himself in the mirror.]
4. He can see himself in the mirror. Change: she, herself. [She can see herself in the mirror.]
5. She can see herself in the mirror. Change: they, themselves. [They can see themselves in the mirror.]
6. They can see themselves in the mirror. Change: we, ourselves. [We can see ourselves in the mirror.]
7. We can see ourselves in the mirror. Change: you, yourselves. [You can see yourselves in the mirror.]

## Intermediate Multiple-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 341

1. I am teaching myself how to play the piano. Repeat.
2. I am teaching myself how to play the piano. Change: you, yourself. [You are teaching yourself how to play the piano.]
3. You are teaching yourself how to play the piano. Change: he, himself. [He is teaching himself how to play the piano.]
4. He is teaching himself how to play the piano. Change: she, herself. [She is teaching herself how to play the piano.]
5. She is teaching herself how to play the piano. Change: they, themselves. [They are teaching themselves how to play the piano.]
6. They are teaching themselves how to play the piano. Change: we, ourselves. [We are teaching ourselves how to play the piano.]
7. We are teaching ourselves how to play the piano. Change: you, yourselves. [You are teaching yourselves how to play the piano.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 342

1. She stared at the dirt on the floor. Repeat.
2. She stared at the dirt on the floor. Change: table. -- [She stared at the dirt on the table.]
3. She stared at the dirt on the table. Change: I. -- [I stared at the dirt on the table.]
4. She stared at the lady wearing a red dress. Repeat.
5. She stared at the lady wearing a red dress. Change: they. -- [They stared at the lady wearing a red dress.]
6. They stared at the lady wearing a red dress. Change: white. -- [They stared at the lady wearing a white dress.]
7. They stared at the lady wearing a white dress. Change: woman. -- [They stared at the woman wearing a white dress.]
8. They stared at the woman wearing a white dress. Change: staring. -- [They are staring at the woman wearing a white dress.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 343

1. If the bus breaks down, it will not arrive on time. Repeat.
2. If the bus breaks down, it will not arrive on time. Transform: 2nd conditional. [If the bus broke down, it would not arrive on time.]
3. If it rains, they will get wet. Repeat.
4. If it rains, they will get wet. Transform: 2nd conditional. [If it rained, they would get wet.]
5. If it rains, the players will get wet. Repeat.
6. If it rains, the players will get wet. Transform: 2nd conditional. [If it rained, the players would get wet.]

## Transformation Drill

Listen to the teacher and follow the instructions.

Page 344

7. If you get hungry, you will eat. Repeat.
8. If you get hungry, you will eat. Transform: 2nd conditional. [If you got hungry, you would eat.]
9. If I drink too much coffee, I feel sick. Repeat.
10. If I drink too much coffee, I feel sick. Transform: 2nd conditional. -- [If I drank too much coffee, I would feel sick.]
11. If the weather is pleasant, she will go to school. Repeat.
12. If the weather is pleasant, she will go to school. Transform: 2nd conditional. -- [If the weather was pleasant, she would go to school.]
13. If I study hard, I will pass the exam. Repeat.
14. If I study hard, I will pass the exam. Transform: 2nd conditional. -- [If I studied hard, I would pass the exam.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 345

1. My desire is to teach English. Repeat.
2. My desire is to teach English. Change: her. [Her desire is to teach English.]
3. Her desire is to teach English. Change: become a doctor. [Her desire is to become a doctor.]
4. Her desire is to become a doctor. Add: famous. [Her desire is to become a famous doctor.]
5. Her desire is to become a famous doctor. Change: his. [His desire is to become a famous doctor.]
6. His desire is to become a famous doctor. Transform: what. [What is his desire?]
7. His desire is to become a famous doctor. Change: teacher. [His desire is to become a famous teacher.]

## Question and Answer with Prompt Drill

Listen to the teacher and complete the answers.

Page 346

1. Can you see yourself in the mirror? Yes, I can see --- [Yes, I can see myself in the mirror.]
2. Do you teach yourself English? Yes, I sometimes --- [Yes, I sometimes teach myself English.]
3. Do people see themselves in the mirror? Yes, people see --- [Yes, people see themselves in the mirror.]
4. Does your friend teach herself how to play the piano? Yes, my friend --- [Yes, my friend teaches herself how to play the piano.]
5. Do you laugh at yourself when you make a mistake? No, I don't laugh --- [No, I don't laugh at myself when I make a mistake.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 347

1. The doctor examined himself. Repeat.
2. The doctor examined himself. Change: herself. [The doctor examined herself.]
3. The doctor examined herself. Change: themselves. [The doctors examined themselves.]
4. The doctors examined themselves. Transform: who. [Who examined themselves?]
5. The teacher laughed at herself. Repeat.
6. The teacher laughed at herself. Change: himself. [The teacher laughed at himself.]
7. The teacher laughed at himself. Change: teachers. [The teachers laughed at themselves.]
8. The teachers laughed at themselves. Change: I. [I laughed at myself.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 348

1. There is a tiny object on the table. Repeat.
2. There is a tiny object on the table. Change: are. [There are tiny objects on the table.]
3. There are tiny objects on the table. Transform: where. [Where are there tiny objects? / Where are the tiny objects?]
4. There's waste paper on the floor. Repeat.
5. There's waste paper on the floor. Change: chair. [There's waste paper on the chair.]
6. There's waste paper on the chair. Transform: where. [Where is there waste paper? / Where's the waste paper?]
7. There's waste paper on the chair. Change: in the bag. [There's waste paper in the bag.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 349

1. What are your desires?
2. Do you have a wooden table at home?
3. Do you think it's important to maintain a good relationship with other people? Why? Why not?
4. When you don't have work, where do you usually stay? Why?

## Correct or Incorrect Exercise

Listen and tell whether the sentence is correct or incorrect.

Page 350

1. "If you were me, you would speak Filipino" is a second conditional sentence. --- [correct]
2. "If the train breaks down, it will not arrive on time" is a second conditional sentence. --- [incorrect – first conditional]
3. "If the weather is pleasant, she will go to school" is a second conditional sentence. --- [incorrect – first conditional]
4. "If he were young, he would play basketball" is a second conditional sentence. --- [correct]
5. "If he studies hard, he passes the test" is a second conditional sentence. --- [incorrect – zero conditional]
6. "If it rained, I would stay at home with my sister" is a second conditional sentence. --- [correct]
7. "If I were a man, I would marry her" is a second conditional sentence. --- [correct]

## Writing Exercise

Listen and type the sentences in the chat box.

Page 351

1. Family members need to maintain good relationships with one another.
2. They want to spin the bottle on the table.
3. If he were a woman, he would always wear a dress.
4. The bird washed itself in the sea.
5. We are teaching ourselves how to play the piano.
6. His desire is to become a famous doctor.
7. If the bus breaks down, it will not arrive on time.

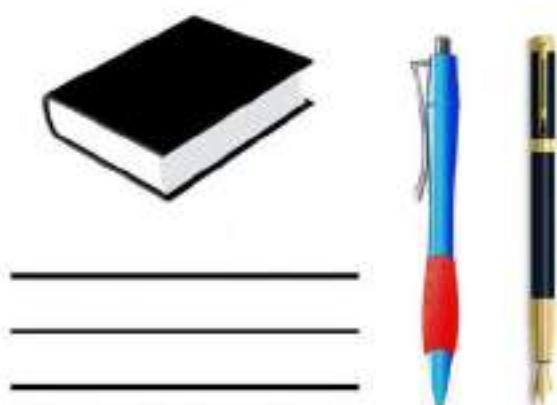
**VOCABULARY**

Listen and repeat the words and sentences.

Page **352**

Please refer to the definition file.





## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 354

1. This line is straight.
2. I went straight home last night.
3. He has much strength to do the job.
4. My sister has sufficient money to buy a new car.
5. This method is suitable for students learning English.
6. I had a terrible dream last night.
7. I wrote my letter on a separate paper.
8. My town is beautiful and peaceful.
9. The baby is still asleep.
10. The room is big and tidy.
11. Her blouse is tight.
12. This room belongs to me.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 355

1. This line is straight. Repeat.
2. This line is straight. Change: street. [This street is straight.]
3. This street is straight. Change: road. [This road is straight.]
4. This road is straight. Change: way. [This way is straight.]
5. This way is straight. Change: that. [That way is straight.]
6. That way is straight. Change: her hair. [Her hair is straight.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 356

1. This pen is mine. Repeat.
2. This pen is mine. Change: belongs. [This pen belongs to me.]
3. This pen belongs to me. Change: house. [This house belongs to me.]
4. This house belongs to me. Change: blouse. [This blouse belongs to me.]
5. This blouse belongs to me. Add: trousers. [These blouse and trousers belong to me.]
6. These blouse and trousers belong to me. Change: you. [These blouse and trousers belong to you.]
7. These blouse and trousers belong to you. Change: those. [Those blouse and trousers belong to you.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 357

1. My town is beautiful. Repeat.
2. My town is beautiful. Change: peaceful. [My town is peaceful.]
3. My town is peaceful. Change: our. [Our town is peaceful.]
4. Our town is peaceful. Change: school. [Our school is peaceful.]
5. Our school is peaceful. Change: house. [Our house is peaceful.]
6. Our house is peaceful. Change: room. [Our room is peaceful.]
7. Our room is peaceful. Change: tidy. [Our room is tidy.]
8. Our room is tidy. Change: my. [My room is tidy.]
9. The house across the street is peaceful. Repeat.
10. The house across the street is peaceful. Change: tidy. [The house across the street is tidy.]
11. The house across the street is tidy. Change: building. [The building across the street is tidy.]
12. The building across the street is tidy. Change: buildings. [The buildings across the street are tidy.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 358

1. I went straight home last night. Repeat.
2. I went straight home last night. Change: she. [She went straight home last night.]
3. She went straight home last night. Change: they. [They went straight home last night.]
4. They went straight home last night. Transform: future tense. [They will go straight home.]
5. They will go straight home. Change: I. [I will go straight home.]
6. I will go straight home. Change: always. [I always go straight home.]
7. I always go straight home. Add: after working. [I always go straight home after working.]
8. I always go straight home after working. Change: he. [He always goes straight home after working.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 359

1. Her blouse is tight. Repeat.
2. Her blouse is tight. Change: shoes. [Her shoes are tight.]
3. Her shoes are tight. Add: trousers. [Her shoes and trousers are tight.]
4. Her shoes and trousers are tight. Add: very. [Her shoes and trousers are very tight.]
5. Her shoes and trousers are very tight. Change: my. [My shoes and trousers are very tight.]
6. My shoes and trousers are very tight. Change: our. [Our shoes and trousers are very tight.]
7. Our shoes and trousers are very tight. Change: the man's. [The man's shoes and trousers are very tight.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 360

1. He has enough strength to do the job. Repeat.
2. He has enough strength to do the job. Change: much. [He has much strength to do the job.]
3. He has much strength to do the job. Change: sufficient. [He has sufficient strength to do the job.]
4. He has sufficient strength to do the job. Change: they. [They have sufficient strength to do the job.]
5. They have sufficient strength to do the job. Change: I. [I have sufficient strength to do the job.]
6. I have sufficient strength to do the job. Change: time. [I have sufficient time to do the job.]
7. I have sufficient time to do the job. Change: money. [I have sufficient money to do the job.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 361

1. The baby is still asleep. Repeat.
2. The baby is still asleep. Add: mother. -- [The baby and the mother are still asleep.]
3. The baby and the mother are still asleep. Add: inside the room. -- [The baby and the mother are still asleep inside the room.]
4. The baby and the mother are still asleep inside the room. Transform: who. -- [Who are still asleep inside the room?]
5. I had a terrible dream last night. Repeat.
6. I had a terrible dream last night. Change: he. -- [He had a terrible dream last night.]
7. He had a terrible dream last night. Change: committed, crime. -- [He committed a terrible crime last night.]
8. He committed a terrible crime last night. Change: we. -- [We committed a terrible crime last night.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 362

1. These toys are suitable for children. Repeat.
2. These toys are suitable for children. Change: books. [These books are suitable for children.]
3. These books are suitable for children. Change: adults. [These books are suitable for adults.]
4. These books are suitable for adults. Change: movies. [These movies are suitable for adults.]
5. These movies are suitable for adults. Change: kids. [These movies are suitable for kids.]
6. These movies are suitable for kids. Change: activities. [These activities are suitable for kids.]
7. These activities are suitable for kids. Change: lessons. [These lessons are suitable for kids.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 363

1. I wrote my letter on another paper. Repeat.
2. I wrote my letter on another paper. Change: separate. [I wrote my letter on separate paper.]
3. I wrote my letter on separate paper. Change: she. [She wrote her letter on separate paper.]
4. She wrote her letter on separate paper. Add: sheet. [She wrote her letter on a separate sheet of paper.]
5. She wrote her letter on a separate sheet of paper. Change: you. [You wrote your letter on a separate sheet of paper.]
6. You wrote your letter on a separate sheet of paper. Transform: where. [Where did you write your letter?]
7. You wrote your letter on a separate sheet of paper. Add: have. [You have written your letter on a separate sheet of paper.]
8. I live in a separate house from my parents. Repeat.
9. I live in a separate house from my parents. Change: she. [She lives in a separate house from her parents.]
10. She lives in a separate house from her parents. Change: he. [He lives in a separate house from his parents.]

**Freer Exercise**

Use the following words to make sentences.

1. sufficient
2. terrible
3. straight (adv)
4. straight (adj)
5. belong
6. separate (adj)
7. strength

## Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 365

1. straight
2. strength
3. sufficient
4. terrible
5. separate
6. asleep
7. sufficient
8. belong

## VOCABULARY

Listen and repeat the words and sentences.

Page 366

Please refer to the definition file.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 367

1. I sometimes get up at 5:00 in the morning.
2. The basketball players got up when the man arrived.
3. I grew up in a small town.
4. Watch out for cars when you cross the road.
5. My baby wakes up at 4:00 in the morning.
6. I usually wake my husband up at 6:00 in the morning.
7. My friend is looking after her child.

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 368

1. I get up at 5 o'clock. Repeat.
2. I get up at 5 o'clock. Add: in the morning. [I get up at 5 o'clock in the morning.]
3. I get up at 5 o'clock in the morning. Change: she. [She gets up at 5 o'clock in the morning.]
4. She gets up at 5 o'clock in the morning. Add: sometimes. [She sometimes gets up at 5 o'clock in the morning.]
5. She sometimes gets up at 5 o'clock in the morning. Change: wakes up. [She sometimes wakes up at 5 o'clock in the morning.]
6. She sometimes wakes up at 5 o'clock in the morning. Change: I. [I sometimes wake up at 5 o'clock in the morning.]
7. I sometimes wake up at 5 o'clock in the morning. Change: 6. [I sometimes wake up at 6 o'clock in the morning.]



## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 369

1. I sometimes wake my husband up at 6 o'clock in the morning. Repeat.
2. I sometimes wake my husband up at 6 o'clock in the morning. Change: sister. [I sometimes wake my sister up at 6 o'clock in the morning.]
3. I sometimes wake my sister up at 6 o'clock in the morning. Change: her. [I sometimes wake her up at 6 o'clock in the morning.]
4. I sometimes wake her up at 6 o'clock in the morning. Change: them. [I sometimes wake them up at 6 o'clock in the morning.]
5. I sometimes wake them up at 6 o'clock in the morning. Change: him. [I sometimes wake him up at 6 o'clock in the morning.]
6. I sometimes wake him up at 6 o'clock in the morning. Change: 5. [I sometimes wake him up at 5 o'clock in the morning.]
7. I sometimes wake him up at 5 o'clock in the morning. Change: usually. [I usually wake him up at 5 o'clock in the morning.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 370

1. The basketball players got up when the man arrived. Repeat.
2. The basketball players got up when the man arrived. Change: they. [They got up when the man arrived.]
3. They got up when the man arrived. Change: lady. [They got up when the lady arrived.]
4. They got up when the lady arrived. Change: after the class. [They got up after the class.]
5. They got up after the class. Change: we. [We got up after the class.]
6. We got up after the class. Add: and went out. [We got up and went out after the class.]
7. We got up and went out after the class. Add: of the room. [We got up and went out of the room after the class.]
8. We got up and went out of the room after the class. Change: the students. [The students got up and went out of the room after the class.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 371

1. I grew up in a small town. Repeat.
2. I grew up in a small town. Change: my friend. [My friend grew up in a small town.]
3. My friend grew up in a small town. Change: village. [My friend grew up in a small village.]
4. My friend grew up in a small village. Change: city. [My friend grew up in a small city.]
5. My friend grew up in a small city. Change: she. [She grew up in a small city.]
6. She grew up in a small city. Change: they. [They grew up in a small city.]
7. They grew up in a small city. Change: we. [We grew up in a small city.]
8. We grew up in a small city. Change: I. [I grew up in a small city.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 372

1. Watch out for cars when you cross the road. Repeat.
2. Watch out for cars when you cross the road. Add: you. [You watch out for cars when you cross the road.]
3. You watch out for cars when you cross the road. Change: I. [I watch out for cars when I cross the road.]
4. I watch out for cars when I cross the road. Transform: past tense. [I watched out for cars when I crossed the road.]
5. I watched out for cars when I crossed the road. Change: they. [They watched out for cars when they crossed the road.]
6. They watched out for cars when they crossed the road. Transform: who. [Who watched out for cars when they crossed the road?]
7. They watched out for cars when they crossed the road. Add: yesterday. [They watched out for cars when they crossed the road yesterday.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 373

1. My friend looks after her child. Repeat.
2. My friend looks after her child. Change: looking. [My friend is looking after her child.]
3. My friend is looking after her child. Change: his. [My friend is looking after his child.]
4. My friend is looking after his child. Change: I, my. [I am looking after my child.]
5. I am looking after my child. Add: my husband. [My husband and I are looking after our child.]
6. My husband and I are looking after our child. Change: children. [My husband and I are looking after our children.]
7. My husband and I are looking after our children. Add: not. [My husband and I are not looking after our children.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 374

1. What time do you usually wake up?
2. What time do you usually get up?
3. Do you watch out for cars when you cross the road? Why?
4. Do you look after someone or something? Who / what?
5. Do you wake your parents up?
6. Where did you grow up?

## **Talking About Purpose – IN ORDER, SO THAT, FOR THE PURPOSE OF**

Page 375

We use “so that” and “in order to” to talk about purpose.

For example, “I’ll go by train so that I will arrive earlier”, “I sent him a message so that he would know I was going out of the country”,

“In order to pass the exam, you need to study hard”, etc.

We often leave out “that” after “so” in informal situations: I cooked for breakfast so we’ll have something to eat.

“For the purpose of” is followed by a gerund. For example, “I will study hard for the purpose of passing the test”.

“For the purpose of” can usually be shortened to “to” and we replace the gerund with an infinitive.

For example, “I will study hard to pass the test”.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 376

1. I need to study hard in order to pass the test.
2. I need to study hard so that I will pass the test.
3. I need to study hard so I will pass the test.
4. I need to study hard for the purpose of passing the test.
5. I need to study hard to pass the test.
6. She needs to go out of the country in order to work.
7. She needs to go out of the country so that she can work.
8. She needs to go out of the country so she can work.
9. She needs to go out of the country for the purpose of working.
10. She needs to go out of the country to work.



## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 377

1. She studies hard in order to pass the test. Repeat.
2. She studies hard in order to pass the test. Change: the girl. [The girl studies hard in order to pass the test.]
3. The girl studies hard in order to pass the test. Change: so that. [The girl studies hard so that she will pass the test.]
4. The girl studies hard so that she will pass the test. Change: for the purpose of. [The girl studies hard for the purpose of passing the test.]
5. The girl studies hard for the purpose of passing the test. Change: to. [The girl studies hard to pass the test.]
6. The girl studies hard to pass the test. Change: so. [The girl studies hard so she will pass the test.]
7. The girl studies hard so she will pass the test. Change: studied. [The girl studied hard so she would pass the test.]
8. The girl studied hard so she would pass the test. Change: boy. [The boy studied hard so he would pass the test.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 378

1. She went out of the country so she could work. Repeat.
2. She went out of the country so she could work. Change: in order to. [She went out of the country in order to work.]
3. She went out of the country in order to work. Change: so that. [She went out of the country so that she could work.]
4. She went out of the country so that she could work. Change: for the purpose of. [She went out of the country for the purpose of working.]
5. She went out of the country for the purpose of working. Change: to. [She went out of the country to work.]
6. She went out of the country to work. Change: they. [They went out of the country to work.]
7. They went out of the country to work. Change: I. [I went out of the country to work.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 379

1. She woke up early. Repeat.
2. She woke up early. Add: to cook breakfast. [She woke up early to cook breakfast.]
3. She woke up early to cook breakfast. Change: in order to. [She woke up early in order to cook breakfast.]
4. She woke up early in order to cook breakfast. Change: so that. [She woke up early so that she could cook breakfast.]
5. She woke up early so that she could cook breakfast. Change: for the purpose of. [She woke up early for the purpose of cooking breakfast.]
6. She woke up early for the purpose of cooking breakfast. Change: so. [She woke up early so she could cook breakfast.]
7. She woke up early so she could cook breakfast. Change: to. [She woke up early to cook breakfast.]
8. She woke up early to cook breakfast. Add: for us. [She woke up early to cook breakfast for us.]
9. She woke up early to cook breakfast for us. Transform: who. [Who woke up early to cook breakfast for us?]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 380

1. The doctor is in our house. Repeat.
2. The doctor is in our house. Add: to examine my child. [The doctor is in our house to examine my child.]
3. The doctor is in our house to examine my child. Change: for the purpose of. [The doctor is in our house for the purpose of examining my child.]
4. The doctor is in our house for the purpose of examining my child. Change: to. [The doctor is in our house to examine my child.]
5. The doctor is in our house to examine my child. Change: so that. [The doctor is in our house so that he can examine my child.]
6. The doctor is in our house so that he can examine my child. Change: in order to. [The doctor is in our house in order to examine my child.]
7. The doctor is in our house in order to examine my child. Change: so. [The doctor is in our house so he can examine my child.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 381

1. The teacher is in the classroom in order to give us an exam. Repeat.
2. The teacher is in the classroom in order to give us an exam. Change: for the purpose. [The teacher is in the classroom for the purpose of giving us an exam.]
3. The teacher is in the classroom for the purpose of giving us an exam. Change: to. [The teacher is in the classroom to give us an exam.]
4. The teacher is in the classroom to give us an exam. Change: man. [The man is in the classroom to give us an exam.]
5. The man is in the classroom to give us an exam. Change: so that. [The man is in the classroom so that he can give us an exam.]
6. The man is in the classroom so that he can give us an exam. Change: in order to. [The man is in the classroom in order to give us an exam.]
7. The man is in the classroom in order to give us an exam. Change: so. [The man is in the classroom so he can give us an exam.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 382

1. For what purpose do you study English?
2. What do you do in order to improve your English?
3. Do you speak English at school?
4. Do you think speaking English at home is helpful in order to improve your English? Why or why not?
5. What should a student do in order to improve his/her English?

- 1. This line is straight.**
- 2. I went straight home last night.**
- 3. He has much strength to do the job.**
- 4. My sister has sufficient money to buy a new car.**
- 5. This method is suitable for students learning English.**

6. I had a terrible dream last night.
7. I wrote my letter on a separate paper.
8. My town is beautiful and peaceful.
9. The baby is still asleep.
10. The room is big and tidy.



1. I sometimes get up at 5:00 in the morning.
2. The basketball players got up when the man arrived.
3. I grew up in a small town.
4. Watch out for cars when you cross the road.
5. My baby wakes up at 4:00 in the morning.
6. I usually wake my husband up at 6:00 in the morning.
7. My friend is looking after her child.

1. I need to study hard in order to pass the test.
2. I need to study hard so that I will pass the test.
3. I need to study hard so I will pass the test.
4. I need to study hard for the purpose of passing the test.
5. I need to study hard to pass the test.

6. She needs to go out of the country in order to work.
7. She needs to go out of the country so that she can work.
8. She needs to go out of the country so she can work.
9. She needs to go out of the country for the purpose of working.
10. She needs to go out of the country to work.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 388

1. This line is straight. Repeat.
2. This line is straight. Change: street. [This street is straight.]
3. This street is straight. Change: road. [This road is straight.]
4. This road is straight. Change: way. [This way is straight.]
5. This way is straight. Change: that. [That way is straight.]
6. That way is straight. Change: her hair. [Her hair is straight.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 389

1. I sometimes wake my husband up at 6 o'clock in the morning. Repeat.
2. I sometimes wake my husband up at 6 o'clock in the morning. Change: sister. [I sometimes wake my sister up at 6 o'clock in the morning.]
3. I sometimes wake my sister up at 6 o'clock in the morning. Change: her. [I sometimes wake her up at 6 o'clock in the morning.]
4. I sometimes wake her up at 6 o'clock in the morning. Change: them. [I sometimes wake them up at 6 o'clock in the morning.]
5. I sometimes wake them up at 6 o'clock in the morning. Change: him. [I sometimes wake him up at 6 o'clock in the morning.]
6. I sometimes wake him up at 6 o'clock in the morning. Change: 5. [I sometimes wake him up at 5 o'clock in the morning.]
7. I sometimes wake him up at 5 o'clock in the morning. Change: usually. [I usually wake him up at 5 o'clock in the morning.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 390

1. She woke up early. Repeat.
2. She woke up early. Add: to cook breakfast. [She woke up early to cook breakfast.]
3. She woke up early to cook breakfast. Change: in order to. [She woke up early in order to cook breakfast.]
4. She woke up early in order to cook breakfast. Change: so that. [She woke up early so that she could cook breakfast.]
5. She woke up early so that she could cook breakfast. Change: for the purpose of. [She woke up early for the purpose of cooking breakfast.]
7. She woke up early for the purpose of cooking breakfast. Change: so. [She woke up early so she could cook breakfast.]
8. She woke up early so she could cook breakfast. Change: to. [She woke up early to cook breakfast.]
9. She woke up early to cook breakfast. Add: for us. [She woke up early to cook breakfast for us.]
10. She woke up early to cook breakfast for us. Transform: who. [Who woke up early to cook breakfast for us?]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 391

1. My town is beautiful. Repeat.
2. My town is beautiful. Change: peaceful. [My town is peaceful.]
3. My town is peaceful. Change: our. [Our town is peaceful.]
4. Our town is peaceful. Change: school. [Our school is peaceful.]
5. Our school is peaceful. Change: house. [Our house is peaceful.]
6. Our house is peaceful. Change: room. [Our room is peaceful.]
7. Our room is peaceful. Change: tidy. [Our room is tidy.]
8. Our room is tidy. Change: my. [My room is tidy.]
9. The house across the street is peaceful. Repeat.
10. The house across the street is peaceful. Change: tidy. [The house across the street is tidy.]
11. The house across the street is tidy. Change: building. [The building across the street is tidy.]
12. The building across the street is tidy. Change: buildings. [The buildings across the street are tidy.]

**Freer Exercise**

Use the following words to make sentences.

1. sufficient
2. terrible
3. straight (adv)
4. straight (adj)
5. belong
6. separate (adj)
7. strength

Page **392**



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 393

1. The basketball players got up when the man arrived. Repeat.
2. The basketball players got up when the man arrived. Change: they. [They got up when the man arrived.]
3. They got up when the man arrived. Change: lady. [They got up when the lady arrived.]
4. They got up when the lady arrived. Change: after the class. [They got up after the class.]
5. They got up after the class. Change: we. [We got up after the class.]
6. We got up after the class. Add: and went out. [We got up and went out after the class.]
7. We got up and went out after the class. Add: of the room. [We got up and went out of the room after the class.]
8. We got up and went out of the room after the class. Change: the students. [The students got up and went out of the room after the class.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 394

1. What time do you usually wake up?
2. What time do you usually get up?
3. Do you watch out for cars when you cross the road? Why?
4. Do you look after someone or something? Who / what?
5. Do you wake your parents up?
6. Where did you grow up?

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 395

1. I grew up in a small town. Repeat.
2. I grew up in a small town. Change: my friend. [My friend grew up in a small town.]
3. My friend grew up in a small town. Change: village. [My friend grew up in a small village.]
4. My friend grew up in a small village. Change: city. [My friend grew up in a small city.]
5. My friend grew up in a small city. Change: she. [She grew up in a small city.]
6. She grew up in a small city. Change: they. [They grew up in a small city.]
7. They grew up in a small city. Change: we. [We grew up in a small city.]
8. We grew up in a small city. Change: I. [I grew up in a small city.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 396

1. The teacher is in the classroom in order to give us an exam. Repeat.
2. The teacher is in the classroom in order to give us an exam. Change: for the purpose. [The teacher is in the classroom for the purpose of giving us an exam.]
3. The teacher is in the classroom for the purpose of giving us an exam. Change: to. [The teacher is in the classroom to give us an exam.]
4. The teacher is in the classroom to give us an exam. Change: man. [The man is in the classroom to give us an exam.]
5. The man is in the classroom to give us an exam. Change: so that. [The man is in the classroom so that he can give us an exam.]
6. The man is in the classroom so that he can give us an exam. Change: in order to. [The man is in the classroom in order to give us an exam.]
7. The man is in the classroom in order to give us an exam. Change: so. [The man is in the classroom so he can give us an exam.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 397

1. He has enough strength to do the job. Repeat.
2. He has enough strength to do the job. Change: much. [He has much strength to do the job.]
3. He has much strength to do the job. Change: sufficient. [He has sufficient strength to do the job.]
4. He has sufficient strength to do the job. Change: they. [They have sufficient strength to do the job.]
5. They have sufficient strength to do the job. Change: I. [I have sufficient strength to do the job.]
6. I have sufficient strength to do the job. Change: time. [I have sufficient time to do the job.]
7. I have sufficient time to do the job. Change: money. [I have sufficient money to do the job.]

**Freer Exercise**

Use the following words to make sentences.

1. get up
2. grow up
3. watch out
4. wake somebody up
5. look after someone/something

## Writing Substitution Exercise

Listen, write the sentences, and follow the instructions.

Page 399

1. This pen belongs to me. Write.

Change: house – [This house belongs to me.]

2. The house across the street is peaceful. Write.

Change: tidy – [The house across the street is tidy.]

3. Our shoes and trousers are very tight. Write.

Change: the man's – [The man's shoes and trousers are very tight.]

4. I sometimes wake my husband up at 6 o'clock in the morning. Write.

Change: sister – [I sometimes wake my sister up at 6 o'clock in the morning.]

## Writing Substitution Exercise

Listen, write the sentences, and follow the instructions.

Page 400

5. The basketball players got up when the man arrived.

Write. Change: they – [They got up when the man arrived.]

6. You watch out for cars when you cross the road.

Write. Change: I – [I watch out for cars when I cross the road.]

7. The teacher is in the classroom in order to give us an exam. Write.

Change: for the purpose – [The teacher is in the classroom for the purpose of giving us an exam.]

8. They have sufficient strength to do the job.

Write. Change: I – [I have sufficient strength to do the job.]



**VOCABULARY**

Listen and repeat the words and sentences.

Page **401**

Please refer to the definition file.



## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 403

1. My friendship with him is strong.
2. I was full of excitement about my friend's wedding.
3. Their professor is a master at teaching young students.
4. England has a high cost of living.
5. The nurse is helping the doctor.
6. The teacher noted the mistakes of the students.
7. She stated her name and address.
8. The red dress fits her.
9. She developed her English because she studied hard.
10. I was full of sadness when she died.
11. The remains of my food were on the table.
12. Her relationship with him is wonderful.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 404

1. My relationship with him is strong. Repeat.
2. My relationship with him is strong. Change: friendship. [My friendship with him is strong.]
3. My friendship with him is strong. Change: her. [Her friendship with him is strong.]
4. Her friendship with him is strong. Change: wonderful. [Her friendship with him is wonderful.]
5. Her friendship with him is wonderful. Change: their. [Their friendship with him is wonderful.]
6. Their friendship with him is wonderful. Change: exciting. [Their friendship with him is exciting.]
7. Their friendship with him is exciting. Change: my. [My friendship with him is exciting.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 405

1. I was full of excitement for my friend's wedding. Repeat.
2. I was full of excitement for my friend's wedding. Change: our. [I was full of excitement for our friend's wedding.]
3. I was full of excitement for our friend's wedding. Change: birthday. [I was full of excitement for our friend's birthday.]
4. I was full of excitement for our friend's birthday. Change: sadness, death. [I was full of sadness for our friend's death.]
5. I was full of sadness for our friend's death. Change: they, their. [They were full of sadness for their friend's death.]
6. They were full of sadness for their friend's death. Change: teacher. [They were full of sadness for their teacher's death.]
7. They were full of sadness for their teacher's death. Change: I, my. [I was full of sadness for my teacher's death.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 406

1. She stated her name and address. Repeat.
2. She stated her name and address. Change: the nurse. [The nurse stated her name and address.]
3. The nurse stated her name and address. Change: student. [The student stated her name and address.]
4. The student stated her name and address. Change: I, my. [I stated my name and address.]
5. The teacher noted the mistakes of the students. Repeat.
6. The teacher noted the mistakes of the students. Change: I. [I noted the mistakes of the students.]
7. I noted the mistakes of the students. Change: she. [She noted the mistakes of the students.]
8. She noted the mistakes of the students. Change: they. [They noted the mistakes of the students.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 407

1. The red dress fits her. Repeat.
2. The red dress fits her. Change: my friend. [The red dress fits my friend.]
3. The red dress fits my friend. Add: and blue. [The red and blue dresses fit my friend.]
4. The red and blue dresses fit my friend. Add: me. [The red and blue dresses fit my friend and me.]
5. The red and blue dresses fit my friend and me. Change: shirts. [The red and blue shirts fit my friend and me.]
6. The red and blue shirts fit my friend and me. Add: don't. [The red and blue shirts don't fit my friend and me.]
7. The red and blue shirts don't fit my friend and me. Change: blouses. [The red and blue blouses don't fit my friend and me.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 408

1. The remains of my food were on the table. Repeat.
2. The remains of my food were on the table. Change: plate. [The remains of my food were on the plate.]
3. The remains of my food were on the plate. Change: her. [The remains of her food were on the plate.]
4. The remains of her food were on the plate. Change: his. [The remains of his food were on the plate.]
5. The remains of his food were on the plate. Change: their. [The remains of their food were on the plate.]
6. The remains of their food were on the plate. Change: our. [The remains of our food were on the plate.]
7. The remains of our food were on the plate. Change: are. [The remains of our food are on the plate.]



## Mixed Drill

Listen to the teacher and follow the instructions.

Page 409

1. She developed her English. Repeat.
2. She developed her English. Add: because she studied hard. [She developed her English because she studied hard.]
3. She developed her English because she studied hard. Change: I, my. [I developed my English because I studied hard.]
4. I developed my English because I studied hard. Change: they, their. [They developed their English because they studied hard.]
5. They developed their English because they studied hard. Change: you, your. [You developed your English because you studied hard.]
6. You developed your English because you studied hard. Add: have. [You have developed your English because you studied hard.]
7. You have developed your English because you studied hard. Change: the nurse, her. [The nurse has developed her English because she studied hard.]
8. The nurse has developed her English because she studied hard. Change: his, he. [The nurse has developed his English because he studied hard.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 410

1. What countries do you think have a high cost of living?
2. Does your country have a high cost of living?
3. What are you a master at?
4. How can we develop our English?
5. Do you have a wonderful friendship with somebody?

## Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 411

1. friendship
2. excitement
3. living
4. develop
5. remains
6. wonderful
7. sadness

## VOCABULARY

Listen and repeat the words and sentences.

Page 412

Please refer to the definition file.

## Repetition Drill

Listen to the teacher and repeat the sentences.

Page 413

1. The government official is in his office.
2. He is the leading official in our country.
3. I was doing fine when I visited your country.
4. Their success largely depends on their hard work.
5. We have plenty of time to finish the activity.
6. I know the most famous band in my country.
7. The meal costs \$20 per person.
8. That type of car was famous in the 1970s.
9. I had that sort of job before.
10. He has a set of false teeth.
11. This lesson has a set of exercises.
12. This sort of weather is good for me.

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 414

1. I know a band. Repeat.
2. I know a band. Add: in my country. [I know a band in my country.]
3. I know a band in my country. Add: famous. [I know a famous band in my country.]
4. I know a famous band in my country. Add: and its members. [I know a famous band in my country and its members.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 415

1. The government official is in his office. Repeat.
2. The government official is in his office. Change: her. [The government official is in her office.]
3. The government official is in her office. Add: leading. [The leading government official is in her office.]
4. The leading government official is in her office. Change: will be. [The leading government official will be in her office.]
5. The leading government official will be in her office. Add: tomorrow. [The leading government official will be in her office tomorrow.]
6. The leading government official will be in her office tomorrow. Transform: who. [Who will be in her office tomorrow?]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 416

1. I was doing fine. Repeat.
2. I was doing fine. Add: staying in this place. [I was doing fine staying in this place.]
3. I was doing fine staying in this place. Change: working. [I was doing fine working in this place.]
4. I was doing fine working in this place. Change: she. [She was doing fine working in this place.]
5. She was doing fine working in this place. Change: we. [We were doing fine working in this place.]
6. We were doing fine working in this place. Change: city. [We were doing fine working in this city.]
7. We were doing fine working in this city. Change: are. [We are doing fine working in this city.]



## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 417

1. We have plenty of time to finish the activity. Repeat.
2. We have plenty of time to finish the activity. Change: work. [We have plenty of time to finish the work.]
3. We have plenty of time to finish the work. Change: lesson. [We have plenty of time to finish the lesson.]
4. We have plenty of time to finish the lesson. Change: had. [We had plenty of time to finish the lesson.]
5. We had plenty of time to finish the lesson. Change: discussion. [We had plenty of time to finish the discussion.]
6. We had plenty of time to finish the discussion. Change: they. [They had plenty of time to finish the discussion.]
7. They had plenty of time to finish the discussion. Change: meeting. [They had plenty of time to finish the meeting.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 418

1. The meal costs \$20 per person. Repeat.
2. The meal costs \$20 per person. Change: 30. [The meal costs \$30 per person.]
3. The meal costs \$30 per person. Change: student. [The meal costs \$30 per student.]
4. The meal costs \$30 per student. Change: child. [The meal costs \$30 per child.]
5. The meal costs \$30 per child. Change: family. [The meal costs \$30 per family.]
6. The meal costs \$30 per family. Change: teacher. [The meal costs \$30 per teacher.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 419

1. Their success depends on their hard work. Repeat.
2. Their success depends on their hard work. Add: largely. [Their success largely depends on their hard work.]
3. Their success largely depends on their hard work. Change: my. [My success largely depends on my hard work.]
4. My success largely depends on my hard work. Change: his. [His success largely depends on his hard work.]
5. His success largely depends on his hard work. Change: our. [Our success largely depends on our hard work.]
6. Our success largely depends on our hard work. Change: your. [Your success largely depends on your hard work.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 420

1. I had that sort of job before. Repeat.
2. I had that sort of job before. Change: she. [She had that sort of job before.]
3. She had that sort of job before. Change: he. [He had that sort of job before.]
4. He had that sort of job before. Change: car. [He had that sort of car before.]
5. He had that sort of car before. Change: kind. [He had that kind of car before.]
6. He had that kind of car before. Change: type. [He had that type of car before.]
7. He had that type of car before. Change: we. [We had that type of car before.]
8. We had that type of car before. Change: they. [They had that type of car before.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 421

1. A hot sort of weather is good for me. Repeat.
2. A hot sort of weather is good for me. Transform: what. [What sort of weather is good for me?]
3. This lesson has a set of exercises. Repeat.
4. This lesson has a set of exercises. Transform: what. [What does this lesson have?]
5. This lesson has a set of exercises. Change: questions. [This lesson has a set of questions.]
6. This lesson has a set of questions. Add: and answers. [This lesson has a set of questions and answers.]
7. This lesson has a set of questions and answers. Change: our. [Our lesson has a set of questions and answers.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 422

1. What sort of weather do you like?
2. What type of car do you prefer?
3. What famous band in your country do you like?
4. Who is the leading official in your country?
5. Do you have plenty of time to study English?
6. What does your success largely depend on?

1. My friendship with him is strong.
2. I was full of excitement for my friend's wedding.
3. Their professor is a master at teaching young students.
4. England has a high cost of living.
5. The nurse is helping the doctor.
6. The teacher noted the mistakes of the students.
7. She stated her name and address.
8. The red dress fits her.

1. The government official is in his office.
2. He is the leading official in our country.
3. I was doing fine when I visited your country.
4. Their success largely depends on their hard work.
5. We have plenty of time to finish the activity.
6. I know the most famous band in my country.
7. The meal costs \$20 per person.
8. That type of car was famous in the 1970s.



1. She developed her English because she studied hard.
2. I was full of sadness when she died.
3. The remains of my food were on the table.
4. Her relationship with him is wonderful.
5. I had that sort of job before.
6. He has a set of false teeth.
7. This lesson has a set of exercises.
8. This sort of weather is good for me.

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 426

1. My relationship with him is strong. Repeat.
2. My relationship with him is strong. Change: friendship. [My friendship with him is strong.]
3. My friendship with him is strong. Change: her. [Her friendship with him is strong.]
4. Her friendship with him is strong. Change: wonderful. [Her friendship with him is wonderful.]
5. Her friendship with him is wonderful. Change: their. [Their friendship with him is wonderful.]
6. Their friendship with him is wonderful. Change: exciting. [Their friendship with him is exciting.]
7. Their friendship with him is exciting. Change: my. [My friendship with him is exciting.]

## Intermediate Sentence Expansion Drill

Listen to the teacher and follow the instructions.

Page 427

1. I know a band. Repeat.
2. I know a band. Add: in my country. [I know a band in my country.]
3. I know a band in my country. Add: famous. [I know a famous band in my country.]
4. I know a famous band in my country. Add: and its members. [I know a famous band in my country and its members.]

## Pronunciation Repetition Drill

Listen to the teacher and repeat the words.

Page 428

1. friendship
2. excitement
3. living
4. develop
5. remains
6. wonderful
7. sadness

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 429

1. I was full of excitement for my friend's wedding. Repeat.
2. I was full of excitement for my friend's wedding. Change: our. [I was full of excitement for our friend's wedding.]
3. I was full of excitement for our friend's wedding. Change: birthday. [I was full of excitement for our friend's birthday.]
4. I was full of excitement for our friend's birthday. Change: sadness, death. [I was full of sadness for our friend's death.]
5. I was full of sadness for our friend's death. Change: they, their. [They were full of sadness for their friend's death.]
6. They were full of sadness for their friend's death. Change: teacher. [They were full of sadness for their teacher's death.]
7. They were full of sadness for their teacher's death. Change: I, my. [I was full of sadness for my teacher's death.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 430

1. She stated her name and address. Repeat.
2. She stated her name and address. Change: the nurse. [The nurse stated her name and address.]
3. The nurse stated her name and address. Change: student. [The student stated her name and address.]
4. The student stated her name and address. Change: I, my. [I stated my name and address.]
5. The teacher noted the mistakes of the students. Repeat.
6. The teacher noted the mistakes of the students. Change: I. [I noted the mistakes of the students.]
7. I noted the mistakes of the students. Change: she. [She noted the mistakes of the students.]
8. She noted the mistakes of the students. Change: they. [They noted the mistakes of the students.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 431

1. The government official is in his office. Repeat.
2. The government official is in his office. Change: her. [The government official is in her office.]
3. The government official is in her office. Add: leading. [The leading government official is in her office.]
4. The leading government official is in her office. Change: will be. [The leading government official will be in her office.]
5. The leading government official will be in her office. Add: tomorrow. [The leading government official will be in her office tomorrow.]
6. The leading government official will be in her office tomorrow. Transform: who. [Who will be in her office tomorrow?]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 432

1. The red dress fits her. Repeat.
2. The red dress fits her. Change: my friend. [The red dress fits my friend.]
3. The red dress fits my friend. Add: and blue. [The red and blue dresses fit my friend.]
4. The red and blue dresses fit my friend. Add: me. [The red and blue dresses fit my friend and me.]
5. The red and blue dresses fit my friend and me. Change: shirts. [The red and blue shirts fit my friend and me.]
6. The red and blue shirts fit my friend and me. Add: don't. [The red and blue shirts don't fit my friend and me.]
7. The red and blue shirts don't fit my friend and me. Change: blouses. [The red and blue blouses don't fit my friend and me.]



## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 433

1. We have plenty of time to finish the activity. Repeat.
2. We have plenty of time to finish the activity. Change: work. [We have plenty of time to finish the work.]
3. We have plenty of time to finish the work. Change: lesson. [We have plenty of time to finish the lesson.]
4. We have plenty of time to finish the lesson. Change: had. [We had plenty of time to finish the lesson.]
5. We had plenty of time to finish the lesson. Change: discussion. [We had plenty of time to finish the discussion.]
6. We had plenty of time to finish the discussion. Change: they. [They had plenty of time to finish the discussion.]
7. They had plenty of time to finish the discussion. Change: meeting. [They had plenty of time to finish the meeting.]

## Intermediate Single-slot Substitution Drill

Listen to the teacher and follow the instructions.

Page 434

1. The remains of my food were on the table. Repeat.
2. The remains of my food were on the table. Change: plate. [The remains of my food were on the plate.]
3. The remains of my food were on the plate. Change: her. [The remains of her food were on the plate.]
4. The remains of her food were on the plate. Change: his. [The remains of his food were on the plate.]
5. The remains of his food were on the plate. Change: their. [The remains of their food were on the plate.]
6. The remains of their food were on the plate. Change: our. [The remains of our food were on the plate.]
7. The remains of our food were on the plate. Change: are. [The remains of our food are on the plate.]

## Mixed Drill

Listen to the teacher and follow the instructions.

Page 435

1. She developed her English. Repeat.
2. She developed her English. Add: because she studied hard. [She developed her English because she studied hard.]
3. She developed her English because she studied hard. Change: I, my. [I developed my English because I studied hard.]
4. I developed my English because I studied hard. Change: they, their. [They developed their English because they studied hard.]
5. They developed their English because they studied hard. Change: you, your. [You developed your English because you studied hard.]
6. You developed your English because you studied hard. Add: have. [You have developed your English because you studied hard.]
7. You have developed your English because you studied hard. Change: the nurse, her. [The nurse has developed her English because she studied hard.]
8. The nurse has developed her English because she studied hard. Change: his, he. [The nurse has developed his English because he studied hard.]

## Open Questions Exercise

Listen and answer the questions in complete sentences.

Page 436

1. What sort of weather do you like?
2. What type of car do you prefer?
3. What famous band in your country do you like?
4. Who is the leading official in your country?
5. Do you have plenty of time to study English?
6. What does your success largely depend on?

## Writing Substitution Exercise

Listen, write the sentences, and follow the instructions.

Page 437

1. My relationship with him is strong. Write.

Change: friendship – [My friendship with him is strong.]

2. I was full of excitement for my friend's wedding. Write.

Change: our – [I was full of excitement for our friend's wedding.]

3. The nurse stated her name and address. Write.

Change: student – [The student stated her name and address.]

4. The leading government official is in his office. Write.

Change: will be – [The leading government official will be in his office.]

## Writing Substitution Exercise

Listen, write the sentences, and follow the instructions.

Page 438

5. We have plenty of time to finish the activity. Write.

Change: work – [We have plenty of time to finish the work.]

6. The meal costs \$30 per family. Write.

Change: teacher – [The meal costs \$30 per teacher.]

7. Our success largely depends on our hard work. Write.

Change: your – [Your success largely depends on your hard work.]